

ABSTRACT:

Career choice in education and the acquired/achieved level of education are factors that influence social status of men and women. Despite the fact that women, on average, currently achieve a higher level of education than men, women's marketplace status and their height of salary often do not correspond to it. One of the reasons is a low proportion of women in mathematics-related subjects. The aim of this research was to investigate the role of gender stereotypes and identification with mathematics in career choice. In the theoretical part of this thesis, I introduce the basic terms related to gender and gender stereotypes, the role gender plays in institutions and the potential causes of gender differences in the performance in mathematics. In the empirical part, I analyse data from a questionnaire study investigating career choice, level of identification with mathematics, attitudes to courses in the curriculum and the level of gender stereotypes in Czech adolescents. The results suggest few differences between girls and boys in these areas. However, the level of identification with mathematics and the level of gender stereotypes in the career area are related to the educational career choice.