

Table 64 Frequency of Words

Frequency of Words				
Article		Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales
1.	Abbo, G. A., et al. (2025, March). “Can you be my mum?”: Manipulating Social Robots in the Large Language Models Era.	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 94 Social = 21 Education = 5	Large Language Models Social robots Manipulation Safety Vulnerability Exploitation HRI principles: attachment, freedom, and empathy.
2	Ali, K. (2021). Towards a Bad Bitches’ Pedagogy	Submissive = 0 Dominant = 3 Autism = 0 ASD = 0	Femin = 32 Robot = 0 Social = 0 Education = 0	Black feminist pedagogy, narrative approach, black education, black parents, black teachers, educational philosophy, cultural work, teacher identity, counterstory, hip hop pedagogy, critical race feminism in education
3.	Allan, S., & Gilbert, P. (1994). An exploration of shame measures--II: psychopathology	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 7 Education = 0	exploration shame measures psychopathology
4.	Allan, S., & Gilbert, P. (1995). A social comparison scale: Psychometric properties and relationship to psychopathology	Submissive = 2 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 118 Education = 0	social comparison scale Psychometric properties relationship psychopathology

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5. Allan, S., & Gilbert, P. (1997). Submissive behaviour and psychopathology	Submissive = 154 Dominant = 15 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 66 Education = 0	Submissive behaviour psychopathology The Submissive Behaviour Scale (SBS) SCL-90-R, exploratory PCA Conflict De-escalation Scale (CDS) Centre for Epidemiological Studies Depression Scale (CES-D). Beck Depression Inventory
6. Andriella, (2022). Introducing CARESSER	Submissive = 0 Dominant = 0 Autism = 2 ASD = 2	Femin = 0 Robot = 421 Social = 82 Education = 5	Robot adaptivity · Robot personalisation · Human–robot interaction · Robot-assisted cognitive training · Socially assistive robotics · In situ learning
7. Anglim, J., & O’connor, P. (2019). Measurement and research using the Big Five, HEXACO, and narrow traits.pdf	Submissive = 0 Dominant = 2 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 31 Education = 1	Big Five, HEXACO, narrow traits, personality facets, personality traits
8. Anikin, A., Valente, D., Pisanski, K., Cornec, C., Bryant, G. A., & Reby, D. (2024). The role of loudness in vocal intimidation.	Submissive = 19 Dominant = 1 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 5 Education = 0	vocal communication, voice, loudness, body size, strength
9. Arora, A.S. et al., (2024). Managing social-educational robotics for students with autism	Submissive = 0 Dominant = 0 Autism = 41 ASD = 233	Femin = 0 Robot = 567 Social = 307 Education = 86	social-educational robots, robotic interventions, business model canvas (BMC),

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				customer discovery, autism spectrum disorder (ASD)
10. Atuhurra, J. (2024). Leveraging large language models in human- robot interaction: A critical analysis of potential and pitfalls.	Submissive = 0 Dominant = 0 Autism = 9 ASD = 4	Femin = 1 Robot = 601 Social = 84 Education = 9		social robots, large language models, vision and language models, human- robot interaction, multimodality
11. Balle, S. N. (2022). Empathic responses and moral status for social robots	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 221 Social = 62 Education = 1		Social robots · Empathy · Ethics · K. E. Løgstrup · Moral status · Patienthood
12. Bandura, A., Barbaranelli, C., Caprara, G. V., & Pastorelli, C. (1996). Mechanisms of Moral Disengagement in the Exercise of Moral Agency	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 108 Education = 4		Mechanisms of Moral Disengagement in the Exercise of Moral Agency
13. Bardzell, S. (2010, April). Feminist HCI taking stock and outlining an agenda for design	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 134 Robot = 0 Social = 23 Education = 1		HCI, Feminist HCI, feminism, design, feminist standpoint theory, gender, interaction design, feminist design qualities
14. Bartneck, C., Kulić, D., Croft, E., & Zoghbi, S. (2009). Measurement instruments for the anthropomorphism, animacy, likeability, perceived intelligence, and perceived safety of robots	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 202 Social = 20 Education =		Human factors · Robot · Perception · Measurement
15. Bjornsdottir, R. T., Hensel, L. B., Zhan, J., Garrod, O. G., Schyns, P. G., & Jack, R. E. (2024). Social class perception is driven by stereotype-related facial features.	Submissive = 10 Dominant = 11 Autism = 0 ASD = 0	Femin = 0 Robot = 1 Social = 283 Education = 6		social class, facial features, person perception, reverse correlation, stereotypes
16. Boch, A., & Thomas, B. R. (2025). Human-robot dynamics: a	Submissive = 0 Dominant = 0	Femin = 3 Robot = 731		Psychology, Ethics, Social robots

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	psychological insight into the ethics of social robotics.	Autism = 4 ASD = 0	Social = 328 Education = 30	
17	Brandizzi, N. (2024). Conversational agents in human-machine interaction: reinforcement learning and theory of mind in language modeling	Submissive = 0 Dominant = 0 Autism = 1 ASD = 0	Femin = 0 Robot = 14 Social = 56 Education = 13	
18	Broadbent, E., Tamagawa, R., Kerse, N., Knock, B., Patience, A., & MacDonald, B. (2009, September). Retirement home staff and residents' preferences for healthcare robots	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 148 Social = 6 Education = 1	Retirement home staff and residents' preferences for healthcare robots
19	Büttner, S. T., et al. (2023). Would You Help Me Voluntarily for the Next Two Years? Evaluating Psychological Persuasion Techniques in Human-Robot Interaction. First results of an empirical investigation of the door-in-the-face	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 101 Social = 11 Education = 0	Persuasion Techniques, Door-in-the-face, Intelligent Robots, Human-Robot Interaction, Reciprocity, Empirical Study, Experiment.1
20	Buyserie, B. and Ramirez, R. (2019). Enacting a queer pedagogy in the composition classroom	Submissive = 0 Dominant = 4 Autism = 0 ASD = 0	Femin = 1 Robot = 0 Social = 3 Education = 6	Enacting queer pedagogy composition classroom
21	Cakmakci et al. (2025). Situated Cognition and Cognitive Apprenticeship Learning	Submissive = 0 Dominant = 1 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 67 Education = 65	Situated Cognition and Cognitive Apprenticeship Learning
22	Calado Barbosa, E. (2021). Women's subordination and their right to resist.	Submissive = 0 Dominant = 1 Autism = 0 ASD = 0	Femin = 16 Robot = 0 Social = 25 Education = 0	Women's subordination. Sexism. Insult. Counter-speech. Appropriation.

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23	Cano (2021). Affective communication for socially assistive robots (sars) for children with autism spectrum disorder.	Submissive = 0 Dominant = 2 Autism = 46 ASD =118	Femin = 0 Robot = 448 Social = 147 Education = 0	affective computing; autism spectrum disorders; affective human– robot interaction; socially assistive robots; therapeutic intervention
24	Cardi, V., Di Matteo, R., Gilbert, P., & Treasure, J. (2014). Rank perception and self-evaluation in eating disorders	Submissive = 24 Dominant = 6 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 93 Education = 9	eating disorders; attention; implicit self-esteem; social rank; shame SCID-I which is a standardized interview for diagnostic assessment of DSM- IV Eating Disorder Examination Questionnaire (EDE-Q) Depression Anxiety Stress Scales (DASS). The Personal Feelings Questionnaire (PFQ- 2). The Other as Shamer Scale (OAS). The Social Comparison Scale (SCS). The Submissive Behavior Scale (SBS). Visual Probe Detection Task Implicit Association Test.

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25	Casey, C., & Wakeling, P. (2022). University or degree apprenticeship	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 59 Education = 40	degree apprenticeships, higher education, legal profession, solicitors, stratification
26	Cazenille, L., et al. (2025). Signalling and social learning in swarms of robots.	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 200 Social = 30 Education = 2	signalling, communication, social learning, swarm robotics, decentralized learning and execution, multi-robot systems
27	Cooper, E., Huang, W. C., Tsao, Y., Wang, H. M., Toda, T., & Yamagishi, J. (2024). A review on subjective and objective evaluation of synthetic speech.	Submissive = 0 Dominant = 3 Autism = 0 ASD = 0	Femin = 0 Robot = 1 Social = 0 Education = 1	Synthetic speech evaluation, Mean opinion score, Automatic speech quality prediction, VoiceMOS Challenge
28	Crippen, C & Nagel, D. (2014). A Case Study of Servant Leadership in the NHL DOI 10.1007/s10780-016-9298-2	Submissive = 0 Dominant = 1 Autism = 1 ASD = 0	Femin = 0 Robot = 0 Social = 4 Education = 6	Culture Servant leadership Sports Sedins
29	Dan, X. (2025). Social robot assisted music course based on speech sensing and deep learning algorithms.	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 79 Social = 36 Education = 41	Speech sensing Deep learning algorithms Social robots Course in music
30	De Carolis, B. N., Palestra, G., & Castellano, G. (2024, June). Exploring the role of empathy in designing social robots for elderly people.	Submissive = 0 Dominant = 0 Autism = 0	Femin = 0 Robot = 107 Social = 48	Social robots, empathy, elderly

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	ASD = 0	Education =		
31	Dennler, N., Kian, M., Nikolaidis, S., & Matarić, M. (2025). Designing robot identity: The role of voice, clothing, and task on robot gender perception	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 113 Robot = 528 Social = 143 Education = 2	Human-Robot interaction · Gender perception · Robot design · Robot gender · Queer theory human-robot interaction (HRI) studies queer and non-binary perspectives PyRubberBand
32	Douglas, S., & Sedgewick, F. (2024). Experiences of interpersonal victimization and abuse among autistic people.	Submissive = 0 Dominant = 0 Autism = 59 ASD = 0	Femin = 0 Robot = 0 Social = 27 Education = 19	autism, intimate partner violence, relationships, sexual assault
33	Du, Z., Wang, Y., Chen, Q., Shi, X., Lv, X., Zhao, T., ... & Zhou, J. (2024). Cosyvoice 2: Scalable streaming speech synthesis	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 1 Social = 0 Education = 0	multilingual speech synthesis model based on supervised discrete speech tokens. two popular generative models, language models (LMs) and Flow Matching,
34	Dwyer, P. (2022). Stigma, incommensurability, or both? Pathology-first, person-first, and identity-first language and the challenges of discourse in divided autism communities.	Submissive = 0 Dominant = 0 Autism = 47 ASD = 0	Femin = 0 Robot = 0 Social = 6 Education = 1	Pathology-First, Person-First, and Identity-First Language and the Challenges of Discourse in Divided Autism Stigma Communities
35	Eraslan-Çapan, B., & Bakioğlu, F. (2020). Submissive Behavior and Cyber Bullying A Study on the Mediator	Submissive = 83 Dominant = 1 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 12 Education = 8	Submissive behavior; Cyber bullying; Cyber victimization; Moral

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Roles of Cyber Victimization and Moral Disengagement.			disengagement; Adolescents Submissive Behavior Scale Cyber Bullying Scale,Cyber Victimization Scale Moral Disengagement Scale.
36 Erdur-Baker, O., & Kavut, F. (2007). The New Face of Peer Bullying: Cyber Bullying	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 1 Education = 22	Cyberbullying, cyber victim, internet technologies
37 Esteban-Lozano, I., Castro-González, Á., & Martínez, P. (2024, May). Using a LLM-based conversational agent in the social robot Mini.	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 74 Social = 28 Education = 0	Social Robots · Large-Language Models · chatbot · Conversational Assistants · Conversational Agents
38 Fairburn, C. G., & Beglin, S. J. (1994). Assessment of eating disorders: Interview or self-report questionnaire?	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 0 Education = 0	Assessment of eating disorders: Interview or self- report questionnaire
39 Fang, Q., Guo, S., Zhou, Y., Ma, Z., Zhang, S., & Feng, Y. (2024). Llama-omni: Seamless speech interaction with large language models.	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 0 Education = 0	Seamless speech interaction large language models
40 Fatima, T., Majeed, M., & Jahanzeb, S. (2020). Supervisor undermining and submissive behavior	Submissive = 113 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 46 Education = 4	Supervisor undermining Shame Self-criticism Submissive behavior Resilience Shame Resilience Theory

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41	Fiske, S. T. (1993). Controlling Other People The Impact of Power on Stereotyping.pdf	Submissive = 0 Dominant = 5 Autism = 0 ASD = 0	Femin = 2 Robot = 0 Social = 59 Education =	Controlling Other People The Impact of Power on Stereotyping
42	Follett, D., Hitchcock, C., Dalglish, T., & Stretton, J. (2023). Reduced social Risk-Taking in depression	Submissive = 6 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 128 Education = 5	depression, risk taking, social psychology, evolutionary theory
43	Gao, L., Zhang, Z., Wu, X., & Wang, X. (2024). Does bullying victimization accelerate adolescents' non-suicidal self-injury	Submissive = 83 Dominant = 2 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 18 Education = 1	Bullying victimization · Negation emotions · Non-suicidal self-injury · Submissive behavior
44	Gillard, J. A., Gormley, S., Griffiths, K., Hitchcock, C., Dalglish, T., & Stretton, J. (2021). Converging evidence for enduring perceptions of low social status in individuals in remission from depression	Submissive = 29 Dominant = 2 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 185 Education = 3	Social status Remitted depression Major depressive disorder Community sample Case-Control
45	Gini, G., Pozzoli, T., & Bussey, K. (2014). Collective moral disengagement Initial validation of a scale for adolescents	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 10 Education = 0	Collective moral disengagement; Moral justifications; Cognitive distortions; Group norms; Moral climate.
46	Gowing, L. (2013). 'The Manner of Submission' Gender and Demeanour In Seventeenth-Century London	Submissi = 35 Dominant = 2 Autism = 0 ASD = 0	Femin = 9 Robot = 0 Social = 36 Education = 4	gender, gesture, body, civility, work, masculinity, women, households, patriarchy, apprenticeship, servants, law

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47	Graham, M (year). Developing Empathy in Social Robots	Submissive = 0 Dominant = 0 Autism = 28 ASD = 3	Femin = 0 Robot = 823 Social = 345 Education = 10	involves an ability to communicate and socialize with people in a familiar and humanlike manner, with an ability to understand human emotion through behavioural cues and language.
48	Gross, J. J., & John, O. P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being.	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 77 Education = 0	Emotion Regulation Processes: Implications for Affect, Relationships, and Well-Being
49	Grumeza, T. R., Lazăr, T. A., & Fortiș, A. E. (2024, April). Social robots and edge computing: integrating cloud robotics in social interaction..	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 81 Social = 23 Education = 3	Edge computing · Cloud Robotics · LLAMA 2 · Natural Language Processing · Social Robots · Large Language Models
50	Gurung, L. (2020). Feminist standpoint theory Conceptualization and utility	Submissive = 0 Dominant = 22 Autism = 0 ASD = 0	Femin = 163 Robot = 0 Social = 84 Education = 7	feminist standpoint theory, feminist epistemologies, feminist methodology, feminist inquiry
51	Han, I. H., Kim, D. H., Nam, K. H., Lee, J. I., Kim, K. H., Park, J. H., & Ahn, H. S. (2024). Human-robot interaction and social robot: The emerging field of healthcare robotics and current and future perspectives for spinal care.	Submissive = 0 Dominant = 0 Autism = 9 ASD = 4	Femin = 0 Robot = 273 Social = 117 Education = 13	Human-robot interaction, Robotics, Social robot, Healthcare, Spinal care
52	Harder, D. H., & Zalma, A. (1990). Two Promising Shame and Guilt Scales: A Construct Validity Comparison	Submissive = 0 Dominant = 0 Autism = 0	Femin = 0 Robot = 0 Social = 48	Two Promising Shame Guilt Scales

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	ASD = 0	Education = 0	Construct Validity Comparison	
53 Hartley, B., & Dubuque, M. (2023). The Apprentice Model 2.0 Enhancement of the Apprentice Model.	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 0 Education = 0	Apprentice · Supervision · Trainee · Innovation · Fieldwork	
54 He, H., Shang, Z., Wang, C., Li, X., Gu, Y., Hua, H., ... & Wu, Z. (2024, December). Emilia: An extensive, multilingual, and diverse speech dataset for large-scale speech generation.	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 0 Education = 0	Extensive Multilingual and Diverse Dataset, Large-scale Speech Generation	
55 Hennessy, J., & West, M. A. (1999). Intergroup Behavior in Organizations A Field Test of Social Identity Theory.	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 67 Education = 0	Intergroup Behavior in Organizations A Field Test of Social Identity Theory.	
56 Heward, C., Li, W., Chun Tie, Y., & Waterworth, P. (2024). A Scoping Review of Military Culture, Military Identity, and Mental Health Outcomes in Military Personnel.	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 5 Robot = 0 Social = 23 Education = 1	Military Culture, Military Identity, and Mental Health Outcomes in Military Personnel	
57 Hood (2025) Law firms as learning environments	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 14 Education = 110	Law firms as learning environments	
58 Huang, S., Jern, P., Niu, C., & Santtila, P. (2025). Associations between sexually submissive and dominant behaviors and sexual function in men and women.	Submissive = 175 Dominant = 144 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 2 Education =	Associations between sexually submissive and dominant behaviors and sexual function in men and women. Sexual Distress Scale,Erectile Function Questionnaire-5 (men),Female Sexual Function	

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				Index (women).
59	Irfan, B., Kuoppamäki, S., Hosseini, A., & Skantze, G. (2025). Between reality and delusion: challenges of applying large language models to companion robots for open-domain dialogues with older adults.	Submissive = 1 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 639 Social = 107 Education = 2	Large language models · Companion robot · Elderly care · Open-domain dialogue · Socially assistive robot · Participatory design
60	Janson, K. T., Köllner, M. G., Khalaidovski, K., Pülschen, L. S., Rudnaya, A., Stamm, L., & Schultheiss, O. C. (2022). Motive-modulated attentional orienting	Submissi = 12 Dominan = 23 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 19 Education = 4	implicit motives, need for power, attentional orienting, eye-tracking, facial expressions of emotion
61	Jennings, K.(2017). Eating Disorder Examination–Questionnaire (EDE–Q): Norms for Clinical Sample of Female Adolescents with Anorexia Nervosa	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 0 Education = 0	Eating Disorder Examination–Questionnaire (EDE–Q): Norms for Clinical Sample of Female Adolescents with Anorexia Nervosa
62	Ji, S., Chen, Y., Fang, M., Zuo, J., Lu, J., Wang, H., ... & Zhao, Z. (2024). Wavchat: A survey of spoken dialogue models.	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 7 Social = 3 Education = 0	WavChat Spoken Dialogue Models
63	Kang (2024)- Nadine A large language model-driven intelligent social robot with affective. Computer Animation Virtual	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 152 Social = 0 Education = 4	affective computing, episodic memory, human–robot interaction, large language model, Nadine-social robot, robotic system
64	Kanters, T., Hornsveld, R. H., Nunes, K. L., Huijding, J., Zwets, A. J., Snowden,	Submissive = 69 Dominan = 14	Femin = 0 Robot = 0	Implicit Association Test (IAT), sexual

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R. J., ... & van Marle, H. J. (2016). Are child abusers sexually attracted to submissiveness	Autism = 0 ASD = 0	Social = 26 Education = 0	interest, submissive, child abusers
65 Kappas, A., & Gratch, J. (2023). These aren't the droids you are looking for: Promises and challenges for the intersection of affective science	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 27 Social = 23 Education = 3	Robotics · Affective computing · Human robot interaction · Artificial intelligence
66 Kauffhold, M. A., Riebe, T., Bayer, M., & Reuter, C. (2024, May). 'We do not have the capacity to monitor all media': a design case study on cyber situational awareness in computer emergency response teams.	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 2 Social = 39 Education = 3	Cyber Situational Awareness, Security and Privacy, Computer Emergency Response Teams, Design Case Studies
67 Kim, J. J., Gerrish, R., Gilbert, P., & Kirby, J. N. (2021). Stressed, depressed, and rank obsessed Individual differences in compassion and neuroticism predispose towards rank-based depressive symptomatology	Submissive = 43 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 128 Education = 2	compassion and neuroticism predispose towards rank-based depressive symptomatology
68 Koch, T., Foehr, J., Riefle, L., & Germelmann, C. C. (2025). Assertive or submissive? How consumers respond to different dominance patterns in smart voice-based service encounters.	Submissive = 16 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 1 Social = 0 Education = 0	dominance patterns in smart voice-based service encounters
69 Krumhuber, E. G., Wang, X., & Guinote, A. (2023). The powerful self: How social power and gender influence face perception	Submissive = 38 Dominant = 110 Autism = 0 ASD = 0	Femin = 3 Robot = 0 Social = 124 Education = 1	Social power · Gender · Face recognition · Dominance
70 Levene, A. (2008). 'Honesty, sobriety and diligence' master-apprentice relations in eighteenth- and nineteenth-century England	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 29 Education = 2	Honesty, sobriety diligence master apprentice relations in eighteenth- and nineteenth-century England

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71	Lin, G. T., Chiang, C. H., & Lee, H. Y. (2024). Advancing large language models to capture varied speaking styles and respond properly in spoken conversations.	Submissive = Dominant = Autism = ASD =	Femin = Robot = Social = Education =	large language models to capture varied speaking styles and respond properly in spoken conversations.
72	Liu, J., Ludeke, S. G., & Zettler, I. (2017). The HEXACO correlates of authoritarianism's facets in the U.S. and Denmark.	Submissi = 21 Dominan = 4 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 26 Education =	authoritarianism's facets HEXACO correlates
73	Liu, Z., Shentu, M., Xue, Y., Yin, Y., Wang, Z., Tang, L., ... & Zheng, W. (2023). Sport-gender stereotypes and their impact on impression evaluations.	Submissive = Dominant = Autism = ASD =	Femin = Robot = Social = Education =	social role theory, gender stereotype model, dominance theory
74	Lockett, W. (2024). Autistic Mental Schema and the_Spring24_Final	Submissive = 0 Dominant = 1 Autis = 51 ASD =	Femin = 36 Robot = 4 Social = 12 Education = 6	model of linear progressive history philosophy of science, neuroqueer theory, screen cultures, history of Programming, black
75	Lomas (2022) Resonance as a Design Strategy for AI and Social Robots	Submissive = 0 Dominant = 0 Autism = 1 ASD = 0	Femin = 1 Robot = 263 Social = 108 Education = 1	resonance, entrainment, synchronization, metaphor, design space, social robotics, AI for wellbeing, human-media interaction
76	López-Rodríguez, I. (2025). She's Such a Bitch! The Representation of Women as Bitches in Gender-Based Violence Campaigns	Submissive = Dominant = Autism = ASD =	Femin = Robot = Social = Education =	
77	Magnussen Organizational Communication in the Digital Era Ndlela	Submissive = Dominant =	Femin = Robot =	Organizational Communication Mountain rescue

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	Autism = ASD =	Social = Education =	crisis communication of emergency first responders (EFR)	
78 Magovcevic, M., & Addis, M. E. (2008). The Masculine Depression Scale	Submissive = 0 Dominant = 5 Autism = 0 ASD = 0	Femin = 3 Robot = 0 Social = 18 Education = 11	men, masculine norms, depression, measure	
79 Mahadevan, K., Chien, J., Brown, N., Xu, Z., Parada, C., Xia, F., ... & Sadigh, D. (2024, March). Generative expressive robot behaviors using large language models.	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 204 Social = 34 Education = 1	Generative expressive robot behaviors, in- context learning, language corrections	
80 Mahadevan, N., Gregg, A. P., & Sedikides, C. (2023). How does social status relate to Self-Esteem and emotion	Submissive = 5 Dominant = 4 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 333 Education = 3	hierometer theory, social rank theory, social status, self- esteem, emotions	
81 Maj, K., Grzybowicz, P., & Kopeć, J. (2024). "No, I Won't Do That." Assertive Behavior of Robots and its Perception by Children	Submissive = 21 Dominant = 0 Autism = 1 ASD = 0	Femin = 0 Robot = 439 Social = 94 Education = 15	Attributed Mental States Questionnaire (AMS-Q). Human–robot interaction · Child- robot interaction · Anthropomorphism · Assertive behavior	
82 Mandal, S. (2024). Bringing governance home: feminists, domestic violence, and the paradoxes of rights in India.	Submissi = 4 Dominan = 22 Autism = 0 ASD = 0	Femin = 168 Robot = 0 Social = 14 Education = 1	Domestic violence · Family violence · Governance feminism · Indian feminism · Women's rights Protection of Women Against Domestic Violence Act, 2005 (PWDVA). patriarchal	

Frequency of Words				
	Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales
83	Markelius, A. (2024). An Empirical Design Justice Approach to Identifying Ethical Considerations in the Intersection of Large Language Models and Social Robotics.	Submissive = 0 Dominant = 0 Autism = 1 ASD =	Femin = 4 Robot = 321 Social = 210 Education = 2	Large Language Models; Generative AI; Social Robotics; Design Justice; AI Ethics; Human-Robot Interaction
84	Masuyama, A. (2025). Validation of the Japanese version of submissive behaviour scale and its relation to depressive-cognitive characteristics	Submissive = 99 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 64 Education = 10	Validation Japanese version submissive behaviour scale relation depressive-cognitive characteristics Rumination Response Scale (RRS), Social Comparison Scale (SCS), Center for epidemiologic study for depression scale (CES-D) Emotion Regulation Questionnaire (ERQ). Social Rank Theory (SRT) social hierarchies feelings of inferiority
85	Mehrabian, A. (1970). The development and validation of measures of affiliative tendency and sensitivity to rejection.	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 12 Education = 9	affiliative tendency scale individual's general expectation positive reinforcing quality others; sensitivity to rejection scale measures corresponding negative expectation.

Frequency of Words				
Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales	
				affiliation, conformity, Dependency approach-avoidance conceptualization
86	Mehrabian, A. (1996). Analysis of the big-five personality factors in terms of the PAD temperament model	Submissive = 27 Dominant = 18 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 3 Education = 1	Big-five Personality Factors in Terms of the PAD Temperament Model
87	Mehrabian, A., & Hines, M. (1978). A questionnaire measure of individual differences in dominance-submissiveness.	Submissive = 25 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 10 Education =	Measure of individual Differences in dominance-submissiveness
88	Miraglia, L., Peretti, G., Manzi, F., Di Dio, C., Massaro, D., & Marchetti, A. (2023). Development and validation of the Attribution of Mental States Questionnaire (AMS-Q): A reference tool for assessing anthropomorphism.	Submissive = 0 Dominant = 0 Autism = 2 ASD = 0	Femin = 0 Robot = 72 Social = 32 Education = 1	attribution of mental states questionnaire, mentalization, mental states, factor analysis, validation, adults, theory of mind
89	Moosavi, S. K. R., Zafar, M. H., & Sanfilippo, F. (2024). Collaborative robots (cobots) for disaster risk resilience: a framework for swarm of snake robots in delivering first aid in emergency situations.	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 248 Social = 0 Education = 0	cobots, search and rescue operation, human robot collaboration, snake robots, path planning, disaster scenarios, swarm robots
90	Moussawi, S., & Benbunan-Fich, R. (2021). The effect of voice and humour on users' perceptions of personal intelligent agents.	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 21 Social = 68 Education = 2	Personal intelligent agents; emotion-based trust; cognitive-based trust; humour; voice

Frequency of Words				
	Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales
91	Moussawi, S., & Koufaris, M. (2019). Perceived intelligence and perceived anthropomorphism of personal intelligent agents: Scale development and validation. https://	Submissive = 0 Dominant = 2 Autism = 0 ASD = 0	Femin = 0 Robot = 36 Social = 10 Education = 1	Perceived Intelligence and Perceived Anthropomorphism of Personal Intelligent Agents: Scale Development and Validation
92	Nemi Neto, J. (2018). Queer pedagogy	Submissive = 0 Dominant = 3 Autism = 0 ASD = 0	Femin = 13 Robot = 0 Social = 15 Education = 30	Queer pedagogy, education, foreign languages Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and Asexual (LGBTQIA) visibility. gender identity and sexual orientation heterosexual–homosexual modality. Trans Student Education Resources (TSER) website
93	Nichele, E., Weerawardhana, S., & Lu, Y. (2025). Taking a leap of faith: insights from UK first responders on instantaneous trust.	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 31 Social = 36 Education = 2	Autonomous systems' instructions
94	Ninomiya, T., Fujita, A., Suzuki, D., & Umemuro, H. (2015, October). Development of the multi-dimensional robot attitude scale	Submissive = Dominant = Autism = ASD =	Femin = Robot = Social = Education =	
95	Nomura, T., Suzuki, T., Kanda, T., & Kato, K. (2006). Measurement of negative attitudes toward robots	Submissive = 0 Domina = 1 Autism = 0 ASD = 0	Femin = 0 Robot = 236 Social = 27 Education = 5	Robots, Attitudes, Negative Attitudes toward Robots Scale,

Frequency of Words				
Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales	
			Interaction, Emotions Aikyodai's Computer Anxiety Scale (ACAS) Personal Report of Communication Apprehension Scale (PRCA-24).	
96 Norman, M., & Ricciardelli, R. (2023). "I Think It's Still a Male-Dominated World"	Submissive = 0 Dominant = 7 Autism = 0 ASD = 0	Femin = 42 Robot = 0 Social = 7 Education = 2	police, gender, detachment services assistants, public servants, civilianization	
97 Nussbaum, M. C. (2009). Creating capabilities	Submissive = 0 Dominant = 1 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 9 Education = 18	theory of the social contract, Human Development Approach Paradigm, United Nations Development Programme (UNDP).	
98 Oda, R., & Matsumoto-Oda, A. (2022). HEXACO, Dark Triad and altruism in daily life. Personality and Individual Differences, 185, 111303.	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 13 Education =	Altruism Personality HEXACO Dark Triad Self-Report Altruism Scale Distinguished by the Recipient (SRAS-DR), multi-level selection theory. inclusive fitness theory reciprocal altruism	
99 Odacı, H., & Kınık, Ö. (2019). Evaluation of Early Adolescent Subjective Well-Being in Terms of Submissive Behavior and Self-Esteem	Submissive = 101 Dominant = 3 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 44 Education = 52	Submissive Behavior Scale, Two-Dimensional Self-Respect Scale (Self-Liking and Self-	

Frequency of Words				
Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales	
				Confidence Scale), Satisfaction with Life Scale and Positive and Negative Affect Schedule.
100	Offrede (2022) Do a Robots Eyes Change a Humans Speech?	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 20 Social = 5 Education = 0	eye gaze behavior
101	Oleynik (2024) Neuroqueer Literacies in a Physics Context. A Discussion on Changing the Physics Classroom Using a Neuroqueer Literacy Framework	Submissive = 0 Dominant = 0 Autism = 5 ASD = 0	Femin = 0 Robot = 0 Social = 9 Education = 15	queer theory Neuroqueer Literacy Framework Neurodivergent Universal Design for Learning Culturally Relevant Pedagogy Asociality as a mode to produce countersocialities Presuming competence embodied invention sense-making
102	Ostrowski, A. K., Walker, R., Das, M., Yang, M., Breazea, C., Park, H. W., & Verma, A. (2022). Ethics, Equity, & Justice in Human-Robot Interaction	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 2 Robot = 268 Social = 57 Education = 4	Societal Problems & Justice in HRI Ethics, Equity, & Justice in Human-Robot Interaction Design justice intersectional feminist framework for design theory and practice Metaethics: Design Justice framework HRI Equitable Design framework.

Frequency of Words				
Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales	
				Costanza-Chock's Design Justice questions for an HRI context.
103	Otal, H. T., Stern, E., & Canbaz, M. A. (2024, June). Llm-assisted crisis management: Building advanced llm platforms for effective emergency response and public collaboration.	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 14 Education = 0	Large Language Model, LLAMA2.
104	Oware, M. (2018). Bad Bitches?. In I Got Something to Say: Gender, Race, and Social Consciousness	Submissive = 1 Dominan = 10 Autism = 0 ASD = 0	Femin = 115 Robot = 0 Social = 5 Education = 1	black feminists anchoring a feminist praxis or theory cultural movement Misogyny Black feminist theory hip hop feminism as a framework
105	Park, S., & Whang, M. (2022). Empathy in human–robot interaction: Designing for social robots.	Submissive = 0 Dominant = 0 Autism = 2 ASD = 0	Femin = 0 Robot = 411 Social = 167 Education = 1	human–robot interaction; social robot; virtual human; empathy; affect; emotion
106	Piao, J., Lu, Z., Gao, C., & Li, Y. (2025, April). Social Bots Meet Large Language Model: Political Bias and Social Learning Inspired Mitigation Strategies.	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 165 Education = 0	Large Language Model Political Bias
107	Pochwatko, G., Giger, J. C., Różańska-Walczyk, M., Świdrak, J., Kukiełka, K., Możaryn, J., & Piçarra, N. (2015). Polish version of the negative attitude toward robots scale (NARS-PL)	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 169 Social = 27 Education = 3	social robots, acceptance of robots, anthropomorphism, human uniqueness, human-robot interaction Anthropomorphism scale. Belief in Human Nature Uniqueness,

Frequency of Words				
Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales	
				The Negative Attitudes Towards Robots Scale (NARS) A Three-Factor Theory of Anthropomorphism
108 Pochwatko, G., Możaryn, J., Różańska-Walczyk, M., & Giger, J.-C. (2024). Social Representation of Robots and Its Impact on Trust and Willingness to Cooperate.	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 169 Social = 19 Education = 2		Robots · Humanoid robots · Social robots · Human Robot Interaction Nomura's scale NARS4-PL The Robot Attitude Scale (RAS)
109 Radloff, L. S. (1977). The CES-D Scale A Self-Report Depression Scale for Research in the General Population	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 7 Education = 8		The Center for Epidemiologic Studies Depression Scale (CES-D Scale) Psychometric theory.
110 Ratajczyk, D. J. (2024, May). Dominant or Submissive? Exploring Social Perceptions Across the Human-Robot Spectrum.	Submissive = 37 Dominant = 72 Autism = 0 ASD = 0	Femin = 0 Robot = 99 Social = 31 Education = 5		Belief in Human Nature Uniqueness scale likability, and threat scales. Humanlike robots, Dominance perception, Uncanny Valley Hypothesis, Social perceptions, Human-robot interaction • Human-centered computing → Human computer interaction (HCI); Empirical studies in HCI; Human computer interaction (HCI);

Frequency of Words				
Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales	
			HCI theory, concepts and models; • Applied computing → Law, social and behavioral sciences; Psychology. uncanny character influences threat perception.	
111 Reidy, D. E., Smith-Darden, J. P., Vivolo-Kantor, A. M., Malone, C. A., & Kernsmith, P. D. (2018). Masculine discrepancy stress and psychosocial maladjustment	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 4 Robot = 0 Social = 63 Education = 3	Gender role discrepancy (GRD), Masculine discrepancy stress and psychosocial maladjustment Stress; substance use; violence; mental health; risky sexual behavior	
112 Renger, D. (2018). Believing in one's equal rights: Self-respect as a predictor of assertiveness.	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 78 Education = 67	income, education, self-respect, self-love, self-competence, equal rights Socioeconomic Status and Self-Regard Appraisal self-respect: Scale validation and construct implications. social recognition theory (Honneth, 1995). Theory of justice, John Rawls social bases of self-respect primary good (Rawls, 1971)	

Frequency of Words			
Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales
			The I in we: Studies in the theory of recognition. (Honneth, 2012). cross-lagged panel model (CLPM, Joreskog, 1970, applied the full information maximum likelihood (FIML) approach, missing at random (MAR) assumption (Enders, 2010).
113 Reutlinger et al. (2025). Composing sensory neurodiverse- pedagogies- using-score-analysis	Submissive = 0 Dominant = 1 Autism = 32 ASD = 3	Femin = 1 Robot = 0 Social = 19 Education = 25	neurodiversity, research practitioner partnerships, score analysis, computational thinking, critical incidents neuroqueer theory, which applies queer theory to NDS, applied CDS, feminist queer theory, and posthumanism to neuroqueer autoethnography— theory of mind Design-based research (DBR)
114 Rizvi, (2024, May). Are Robots Ready to Deliver Autism Inclusion	Submissive = 0 Dominant = 2 Autism = 264 ASD = 4	Femin = 4 Robot = 217 Social = 85 Education = 15	human-computer interaction, robotics, autism • Human-centered computing → Accessibility theory, concepts and paradigms.

Frequency of Words			
Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales
			“quintessential human trait” of Theory of Mind [8, 53]. medical model view of autism Critical Analysis of Disability Research iComputer Science. cross-neurological theory of mind miscommunications accommodations acceptance neurodiversity. double empathy problemextreme male brain theory Essentialism context of Autism,"inherent, innate and unchanging" [101]. Intersectionality how social identities intersect to create unique experiences for marginalized populations [28]. Autism-Inclusion Tips to Avoid Essentialism Power Imbalance Neuronormativity, Ignoring Neurodiversity. Critical Autism Studies (CAS) positionality statements Ethical Questions for HRI for Autism Researchers Autistic Autism Researchers

Frequency of Words				
Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales	
115 Ruiz Moreno, A., Roldán Bravo, M. I., García-Guiú, C., Lozano, L. M., Extremera Pacheco, N., Navarro-Carrillo, G., & Valor-Segura, I. (2021). Effects of emerging leadership.pdf(2021). Effects of emerging leadership	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 12 Education = 3	Servant leadership, Paradoxical leadership, Authentic leadership, Engagement, Proactive personality	
116 Stets, J. E., & Burke, P. J. (2000). Identity Theory and Social Identity Theory.	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 218 Education =	Identity Theory self-verification, roletaking, rolemaking, and group formation as the person acts to portray the identity (Burke and Cast 1997; Burke and Stets 1999; Turner 1962). Social Identity Theory a general theory of the self Depersonalization social stereotyping, group cohesiveness, ethnocentrism, cooperation and altruism, emotional contagion, and collective action (Turner et al. 1987). that membership in any social group or role includes two important aspects: Underlying perceptual control theory (Powers 1973), affect control theory (Heise 1979), self-verification	

Frequency of Words				
Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales	
			theory (Swann 1983), and self-discrepancy theory (Higgins 1989) the internal dynamics of identity processes and have included motivational elements of self-consistency and self-regulation (Burke 1991; Burke and Stets 1999; Stets 1997) (the self-efficacy motive) (Cast, Stets, and Burke 1999; Stets 1997).	
117	Tafarodi, R. W., & Swann, W. B. (2001). Two-dimensional self-esteem Theory and measurement	Submissive = Dominant = Autism = ASD =	Femin = Robot = Social = Education =	Self-esteem self competence self liking discriminant validity
118	Tajfel, H. (1982). Social psychology of intergroup relations	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 0 Education = 0	Intergroup relations
119	Teixeira, J., Pais, L., dos Santos, N. R., & de Sousa, B. (2024). Empowering Leadership	Submissive = 0 Dominant = 2 Autism = 0 ASD = 0	Femin = 0 Robot = 1 Social = 19 Education = 5	empowering leadership; armed forces; military culture; military organization; VUCA/BANI environment; mission command
120	Tharp, J. A., Johnson, S. L., & Dev, A. (2021). Transdiagnostic approach to the dominance behavioral system	Submissive = Dominant = Autism = ASD =	Femin = Robot = Social = Education =	Dominance Antisocial behavior Social anxiety Depression

Frequency of Words				
Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales	
				Mania Psychopathy Psychopathology
121	Topcu, Ç., & Erdur-Baker, Ö. (2010). The Revised Cyber Bullying Inventory (RCBI) validity and reliability studies	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 8 Education = 1	Revised Cyber Bullying Inventory RCBI, Cyber Bullying Inventory (CBI; Erdur-Baker & Kavúut, 2007)
122	Topic, M. (2022). "I am not a typical woman.I don't think I am a role model" –Blokishness, behavioural and leadership styles and role models	Submissive = 1 Domina = 13 Autism = 0 ASD = 0	Femin = 46 Robot = 0 Social = 86 Education = 5	Bourdieu's theory of practice and masculinity early socialisation and blokishness Goffman's framework of frontstage and backstage identities.
123	Troop, N. A., Allan, S., Treasure, J. L., & Katzman, M. (2003). Social comparison and submissive behaviour in eating disorder patients.	Submissive = 31 Dominant = 5 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 92 Education = 7	Submissive Behaviour Scale (SBS; Allan & Gilbert, 1997). and the Social Comparison Rating Scale,Allan and Gilbert (1995) Eating Disorders Inventory (EDI; Garner et al., 1983) Symptom Checklist (SCL-90-R; Derogatis, 1983). depression subscale of the SCL-90-R global severity index (GSI) ranking theory Psychotherapy: Theory,

Frequency of Words				
	Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales
124	van Zomeren, M., d'Amore, C., Pauls, I. L., Shuman, E., & Leal, A. (2024). The Intergroup Value Protection Model	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 335 Education = 1	social identity theory; Tajfel & Turner, 1979). Functional Intergroup Value Protection theory of dyadic morality (Schein & Gray, 2018) dyadic harm (based on the cognitive dyadic harm template; Gray et al., 2022; Schein & Gray, 2018) and on perceptions of immoral outgroups (based on cognitive social categorization processes; Brambilla & Leach, 2014). social contract
125	Vekarić, G. V., & Jelić, G. B. (2025). Decoding Markers of Submissiveness Strategy in Creating Group Identity Among Athletes	Submissive = 33 Dominant = 12 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 9 Education = 2	Foucault knowledge and power intertwine to shape societal norms social control and the constitution of reality. self- determination theory perspective: Framework of Politeness Theory. Business Negotiation Strategies
126	Voultsiou, E., Vrochidou, E., Moussiades, L., & Papakostas, G. A. (2025). The potential of Large	Submissive = 0 Dominant = 0 Autism = 20	Femin = 0 Robot = 395 Social = 218	Large Language Models · Social robots · Special

Frequency of Words				
Article		Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales
	Language Models for social robots in special education.	ASD = 14	Education = 241	education · Artificial intelligence · Educational technologies
127	Watson, D., Clark, L. A., & Tellegen, A. (1988). Development and validation of brief measures of positive and negative affect	Submissive = 0 Dominant = 5 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 27 Education =	PANAS Scales positive and negative affect mood scales
128	Wetherall (2019). Social rank theory of depression	Submissive = 18 Dominant = 6 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 269 Education = 24	Social rank theory Social comparison Depression Suicide Self-harm
129	Winkle, K., McMillan, D., Arnelid, M., Balaam, M., Harrison, K., Johnson, E., & Leite, I. (2023). Feminist Human-Robot Interaction][Feminist Human-Robot Interaction Disentangling Power, Principles and Practice for Better, More Ethical HRI.	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 100 Robot = 222 Social = 50 Education = 2	Feminist Human-Computer Interaction (HCI) Feminist theory, Data Feminism Principles. feminist-technology discourse include Value Sensitive Design (VSD) [14, 112], Ethical Computing Platform [77] and Critical Race Theory [76]. Examining Power Challenging Power Field of Intersectionality Studies: Theory, social shaping framework Sabanovic' mutual shaping framework,
130	Wood, D., Tov, W., & Costello, C. (2015). What a _____ Thing to Do!	Submissive = 13 Dominant = 0	Femin = 0 Robot = 0	action characterization,

Frequency of Words			
Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales
Formally Characterizing Actions by Their Expected Effects	Autism = 0 ASD = 0	Social = 67 Education = 2	concepts, formative models, expectancy-value models, personality traits Big Five and HEXACO frameworks. submissive/unassertive) psychometric theory Theory of generalizability Game theory
131 Yolgormez, C., & Thibodeau, J. (2022). Socially robotic: making useless machines	Submissive = 0 Dominant = 1 Autism = 0 ASD = 0	Femin = 0 Robot = 161 Social = 72 Education =	Human-machine interaction · Relational social robotics · Learning to be attuned · Non-purposeful robots · Robots in the wild Shannon and Weaver's theory of communication, Methodologies of situated action, distributed cognition, and activity theory HCI theory focuses on exploring non-work, non-purposeful and non-rational interactions design process of Machine Ménagerie.
132 Zhao, T. (2024). Machine Learning Techniques for Socially Intelligent Robots.	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 119 Social = 61 Education = 4	socially intelligent robots; machine learning; deep learning techniques;

Frequency of Words				
Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales	
				statistical learning theory; computational learning theory
133	Zhou, Z., Xiang, J., Chen, H., Liu, Q., Li, Z., & Su, S. (2024). Speak out of turn: Safety vulnerability of large language models in multi-turn dialogue..	Submissive = 0 Dominant = 1 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 2 Education = 0	Safety Vulnerability of Large Language Models in Multi-turn Dialogue
134	Zhu, Y., Wen, R., & Williams, T. (2024). Robots for Social Justice (R4SJ) Toward a More Equitable Practice of Human-Robot Interaction	Submissive = 0 Dominant = 1 Autism = 0 ASD = 0	Femin = 9 Robot = 143 Social = 66 Education = 32	Robots for Social Justice (R4SJ) Toward a More Equitable Practice of Human-Robot Interaction Critical Race Theory STEM education, A theory of social agency for human-robot interaction. HRI Equitable Design framework, Costanza-Chock's Design Justice framework Feminist HRI framework, D'Ignazio and Klein's Data Feminism [12] to the field of HRI,raising

