

Table 64 Frequency of Words

Frequency of Words			
Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales
1. 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
2. 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
3. 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
4. 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).

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	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales
			Beck Depression Inventory
5. 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
6. 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
7. 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
8. 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), customer discovery, autism spectrum disorder (ASD)
9. 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
10. 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

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11	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
12	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
13	Broadbent, E., Tamagawa, R., Kerse, N., Knock, B., Patience, A., & MacDonald, B. (2009, September). Retirement home staff and residents' preferences for healthcare robots	Submissive = Dominant = Autism = ASD =	Femin = Robot = Social = Education =	Retirement home staff and residents' preferences for healthcare robots
14	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
15	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
16	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 =	Women's subordination. Sexism. Insult. Counter-speech. Appropriation.
17	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 =	affective computing; autism spectrum disorders; affective human–robot interaction; socially assistive robots; therapeutic intervention

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18	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.
19	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
20	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	Femin = 0 Robot = 0 Social = 4	Culture Servant leadership Sports Sedins

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	ASD = 0	Education = 6	
21 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
22 Eraslan-Çapan, B., & Bakioğlu, F. (2020). Submissive Behavior and Cyber Bullying A Study on the Mediator Roles of Cyber Victimization and Moral Disengagement.	Submissive = 83 Dominant = 1 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 12 Education = 8	Submissive behavior; Cyber bullying; Cyber victimization; Moral disengagement; Adolescents Submissive Behavior Scale Cyber Bullying Scale, Cyber Victimization Scale Moral Disengagement Scale.
23 Erdur-Baker, O., & Kavçut, 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
24 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

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25	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
26	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
27	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.
28	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
29	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
30	Harder, D. H., & Zalma, A. (1990). Two Promising Shame and Guilt Scales: A Construct Validity Comparison	Submissive = 0 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 48 Education = 0	Two Promising Shame Guilt Scales Construct Validity Comparison

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31 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
32 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.
33 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
34 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 Index (women).
35 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
36 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–Questi onnaire (EDE–Q): Norms for Clinical Sample of Female

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			Adolescents with Anorexia Nervosa
37 Kanters, T., Hornsveld, R. H., Nunes, K. L., Huijding, J., Zwets, A. J., Snowden, R. J., ... & van Marle, H. J. (2016). Are child abusers sexually attracted to submissiveness	Submissive = 69 Dominan = 14 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 26 Education = 0	Implicit Association Test (IAT), sexual interest, submissive, child abusers
38 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 = Dominant = Autism = ASD =	Femin = Robot = Social = Education =	
39 Krumhuber, E. G., Wang, X., & Guinote, A. (2023). The powerful self: How social power and gender influence face perception	Submissive =38 Dominan = 110 Autism = 0 ASD = 0	Femin = 3 Robot = 0 Social = 124 Education = 1	Social power · Gender · Face recognition · Dominance
40 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
41 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 =	
42 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
43 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

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			Programming, black
44 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
45 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
46 Mandal, S. (2024). Bringing Governance	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
47 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

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			Regulation Questionnaire (ERQ). Social Rank Theory (SRT) social hierarchies feelings of inferiority
48 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. affiliation, conformity, Dependency approach-avoidance conceptualization
49 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–homo sexual modality. Trans Student Education Resources (TSER) website

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50 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, Interaction, Emotions Aikyodai's Computer Anxiety Scale (ACAS) Personal Report of Communication Apprehension Scale (PRCA-24).
51 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).
52 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
53 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-Confidence Scale),Satisfaction

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			with Life Scale and Positive and Negative Affect Schedule.
54 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
55 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. Costanza-Chock's Design Justice questions for an HRI context.

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56 Oware, M. (2018). Bad Bitches	Submissive = 1 Dominant = 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
57 Pochwatko, G., Giger, J. C., Róžańska-Walczyk, M., Świdrak, J., Kukielka, K., Możaryn, J., & Pięć, 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, anthropo- morphism, human uniqueness, human-robot interaction Anthropomorphism scale. Belief in Human Nature Uniqueness, The Negative Attitudes Towards Robots Scale (NARS) A Three-Factor Theory of Anthropomorphism
58 Pochwatko, G., Możaryn, J., Róžańska-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)
59 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 Depres- sion Scale (CES-D Scale) Psychometric theory.

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60 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); HCI theory, concepts and models; • Applied computing → Law, social and behavioral sciences; Psychology. uncanny character influences threat perception.
61 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
62 Renger, D. (2018). Believing in one's equal rights: Self-respect as a predictor of assertiveness.	Submissive = 0 Dominant = 0 Autism = 0	Femin = 0 Robot = 0 Social = 78	income, education, self-respect, self-love,

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	ASD = 0	Education = 67	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) 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).
63 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

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			theory, and posthumanism to neuroqueer autoethnography— theory of mind Design-based research (DBR)
64 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. “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].

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			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
65 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, role-taking, role-making, 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

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			any social group or role includes two important aspects: Underlying perceptual control theory (Powers 1973), affect control theory (Heise 1979), self-verification 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).
66 Tafari, 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
67 Tajfel, H. (1982). Social psychology of intergroup relations	Submissive = Dominant = Autism = ASD =	Femin = Robot = Social = Education =	
68 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;

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			Erdur-Baker & Kavúut, 2007)
69 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.
70 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,
71 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

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Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales
			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
72 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
73 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
74 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,	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

Frequency of Words			
Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales
Principles and Practice for Better, More Ethical HRI.			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,
75 Wood, D., Tov, W., & Costello, C. (2015). What a_____ Thing to Do! Formally Characterizing Actions by Their Expected Effects	Submissive = 13 Dominant = 0 Autism = 0 ASD = 0	Femin = 0 Robot = 0 Social = 67 Education = 2	action characterization, concepts, formative models, expectancy-value models, personality traits Big Five and HEXACO frame- works. submissive/unassert ive) psychometric theory Theory of generalizability Game theory
76 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 ·

Frequency of Words			
Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales
			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.
77 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 Femi- nism [12] to the feld of HRI,raising

Frequency of Words			
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