

Table 64 Frequency of Words

Article	Frequency of Words			
	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).	

Frequency of Words				
Article	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

Frequency of Words				
	Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales
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

Frequency of Words				
	Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales
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

Frequency of Words				
Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales	
	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., & Kavüt, 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	

Frequency of Words				
	Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales
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

Frequency of Words				
	Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales
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., Kölner, 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–Questionnaire (EDE–Q): Norms for Clinical Sample of Female

Frequency of Words				
	Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales
				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., Riefler, 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

Frequency of Words				
	Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales
				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

Frequency of Words				
Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales	
				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

Frequency of Words				
	Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales
50	Nomura, T., Suzuki, T., Kanda, T., & Kato, K. (2006). Measurement of negative attitudes toward robots	Submissive = 0 Dominant = 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. <i>Personality and Individual Differences</i> , 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	Odaci, 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

Frequency of Words				
Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales	
				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 femi- nist framework for design theory and practice Metaethics: Design Justice framework HRI Equitable Design framework. Costanza-Chock's Design Justice questions for an HRI context.	

Frequency of Words				
	Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales
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., Różańska-Walczuk, 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, 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., Różańska-Walczuk, 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.

Frequency of Words				
	Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales
60	Ratajczyk, D. J. (2024, May). Dominant or Submissive? Exploring Social Perceptions Across the Human-Robot Spectrum.	Submissive = 37 Dominan = 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,

Frequency of Words				
Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales	
	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	

Frequency of Words				
Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales	
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	theory, and posthumanism to neuroqueer autoethnography— theory of mind Design-based research (DBR)	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].

Frequency of Words				
Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales	
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 =	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	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

Frequency of Words				
Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales	
	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 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
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);

Frequency of Words				
Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales	
				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 blokiness 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	

Frequency of Words				
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 frameworks. submissive/unassertive) 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 Feminism [12] to the field of HRI,raising

Frequency of Words			
Article	Submissive/ Dominant/ Autism/ ASD	Feminist/ Robot/ Social/ Education	Keywords/ Theories/ Frameworks/ Scales
