



Trends in Research on Female Lecturers: A Bibliometric Analysis

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Abstract. Gender remains an intriguing research subject among scholars, particularly concerning female lecturers or women lecturers. This study aims to provide a comprehensive bibliometric analysis of patterns and trends in scholarly literature on the theme of "female lecturers or women lecturers". Utilizing scientific search techniques on the Scopus database, this research filters articles, book chapters, conference papers, and editorial from 2014 to 2024. Employing Biblioshiny, a web-based tool developed with R-studio and part of the Bibliometrix package, the study identifies leading journals, authors, affiliations, authors' countries of origin, author collaborations, articles, citations, and trend topics through an automated workflow. Research findings indicate that Indonesia emerges as the most productive country in publishing research on this theme. E3S Web of Conferences and Frontiers in Education are identified as the most productive journals. National Economic University appears as the top relevant affiliation, with Suyanto being the most prolific article author. Works by Ozan, O (2016) are the most frequently cited. Female is the most frequently published keyword category, followed by male, and teaching. Relevant trend topics for future research include: female, lecturer, gender, instructors, women, workplace, humor, and stress. This study serves as a valuable reference for researchers conducting bibliometric research on the theme of female lecturers or women lecturers, providing information about top authors, journals, affiliations, authors' countries of origin, and leading keywords in this field. Additionally, the study's outcomes facilitate researchers in exploring extensive academic collaborations in the same research domain.

Keywords: Bibliometric Analysis, Female lecturers, Gender, Scopus Database, Women Lecturers

1 Introduction

The term "gender" refers to the culturally and socially constructed perceptions of men and women, which vary across different societies and over time. Gender encompasses culturally based behavioral roles assigned to men and women; therefore, gender roles are not universal; they are intricately shaped by specific cultural contexts and natural environments. These roles are constructed and perpetuated by societal norms and expectations, varying widely across different cultures and ecological settings. The interaction between gender, culture, and nature results in diverse expressions of gender roles, reflecting the unique socio-cultural and environmental influences present in each society.[1]

Globally, gender inequality is evident in various aspects of education, such as access, retention, success, career choices, and opportunities. Gender equality in education is a priority to support the right to education for all people worldwide. Researchers have proposed systemic global changes in higher education to provide women with fairer career, leadership, and employment opportunities. Policymakers must ensure that teacher development policies are gender-responsive and address gender issues that hinder women from receiving training as lecturers and advancing their careers to higher levels, like their male counterparts. [2]

In various countries, structured data collection and publications regarding faculty ranking and promotion based on gender in academic medicine provide invaluable insights. For instance, statistical reports on women in academic medicine in the US and UK show annual increases in the number and proportion of female academics. Research on gender disparities in academic medicine heavily relies on these comprehensive databases. In Japan, career discontinuation for female doctors due to pregnancy and child-care responsibilities has been identified as a social issue contributing to the shortage of doctors. However, the lack of a national database comparable to those in the US and UK results in a lack of reports on the career progression of women in academic medicine in Japan, particularly among female surgeons, whose numbers are very limited. [3]

The phenomenon of gender in academia includes a significant gender gap in proficiency with computers and other technological devices, where men generally outperform women. Studies over the past decade have highlighted these gender differences in technological proficiency. This digital skills gender gap may be attributed to cultural barriers and stereotypes that women face. These obstacles inherently hinder women's acquisition of knowledge and skills. Cultural barriers and ingrained stereotypes are significant obstacles that hinder women's ability to access, utilize, and afford digital tools. These societal constructs shape and limit opportunities for women in the digital landscape, perpetuating inequalities and restricting their engagement with technological advancements.[1]

Research also reveals a gender gap in senior and administrative positions, where men tend to have more career advancement opportunities than women. In higher education, female participation still lags behind that of men. [4]

Although women have made some progress in terms of equality in teaching roles, they remain underrepresented in management positions within higher education institutions. Women often reach lecturer positions but many get stuck at that level or even

leave the academic track due to difficulties in balancing family commitments with their academic careers. University leadership and management structures are still predominantly male-dominated. Gender inequality in higher education is evident with the male dominance in most senior decision-making positions and the scarcity of women in senior academic administrative roles. [5]

Gender equality is a prerequisite for all higher education institutions in Indonesia, ensuring that both men and women, who have similar needs, are treated equally. Consequently, policies, infrastructure, and facilities that support female employment and their daily performance are crucial. Implementing gender-responsive policies, infrastructure, and facilities will also enhance performance and reduce gender bias in addressing cultural, academic, and bureaucratic challenges. To promote gender equality in universities, the government must prioritize the use of fair and gender-balanced human resource management policies. In Indonesia, with its large population and patriarchal culture, female quotas are necessary to achieve the desired representation. This technique is seen as effective in reducing workplace discrimination against women.[6]

Numerous previous studies have explored gender bias in teaching evaluations, consistently finding that female instructors face discrimination in these evaluations. This article adds further evidence to the well-documented discrimination experienced by women in the labor market and connects it to research on stereotypes and social constructs that contribute to such discrimination.[7].

To bridge the knowledge gap and understand the latest research trends on female lecturers, bibliometric analysis is an extremely effective tool. The objective of this analysis is to deliver an exhaustive review of recent developments in research on female lecturers, identify significant research contributions, and determine areas requiring further investigation. This study is expected to offer valuable insights and a deep understanding of research related to female lecturers. The results of this bibliometric analysis will identify current research trends that can help guide future research directions.

2 Literature Review

Universities and other academic institutions are undergoing major transformations that significantly affect the roles and work practices of academics. Academic tasks are increasingly demanding in terms of time and effort. With the rising demands and accountability from institutions, intensification of workloads up to 50 or 60 hours per week has become common in many universities [8].

Being an academic requires intensive cognitive effort and attention in the workplace. Lecturers are expected to develop knowledge and technology responsibly. They must possess professional educational qualifications, scientific competence, communication skills, work ethics, and a high commitment to fulfilling the three main responsibilities of higher education: teaching, research, and community service. In addition to teaching in their areas of expertise, lecturers are also responsible for conducting academic research and publishing their findings. They also have various administrative duties within the university [9].

The professional development of university lecturers often requires additional tasks beyond teaching activities, including research, management, participation in discussions or committees, continuing education, group work, student supervision, maintaining basic competencies, and the pressure to coordinate with various parties within the university environment [10].

Academics within higher education institutions constitute a pivotal element of the educational system. The contentment of these academics in their professional endeavors contributes significantly to heightened work engagement, improved concentration, and sustained enthusiasm in executing and completing their tasks [11].

These professionals, possessing high qualifications and profound training, undertake diverse roles and responsibilities across various higher education institutions. In recent years, numerous countries have witnessed significant structural changes within their university teaching systems. Within these universities, academics engage in a multitude of activities, including teaching, research, extension duties, and administrative tasks [4].

While women generally exhibit superior academic achievements during their study periods compared to men, this narrative shifts upon their entry into the workforce. Women face a plethora of responsibilities that limit their opportunities, including business and familial obligations on one hand and career aspirations on the other. High dependency on spouses and family constitutes several inhibiting factors to women's progress [12]. This phenomenon reflects the myriad hurdles women encounter in the workplace emanating from both domestic and public spheres. In the domestic sphere, the primary challenge relates to childcare responsibilities. Furthermore, women encounter sociocultural barriers and institutional resource constraints (structural). Research indicates that over 80 percent of professors in universities in the United Kingdom and Slovenia are male. These hurdles stem from patriarchal cultures, which, as ideologies, are closely intertwined with the cultural value systems of local societies. This patriarchal culture influences women's access, control, benefits, and participation in various aspects of life, including career development. Consequently, this discrimination impedes women from attaining executive positions, including other top structural and academic roles [13].

Female academics tend to experience more conflicts between work and family compared to their male counterparts. Women juggle various roles, posing challenges in balancing work and family life. While working, women still have to fulfill household responsibilities and attend to childcare duties, thereby contributing to significant mental burdens and conflicts between work and family [9].

Female academics acknowledge that their profession offers considerable freedom but also entails a lack of leisure time, with much time spent on work discussions. Nevertheless, this profession is a choice that must be pursued with full commitment to the institution where they work. The success of female academics in carrying out their duties can significantly enhance their happiness at work [11].

Female lecturers members are more inclined to work in contractual roles and often carry a heavier teaching load compared to males. They are frequently tasked with teaching foundational and introductory courses and mentoring many students who require extra attention. Women are generally perceived as more caring, sensitive, loyal, and easily understood, thus female lecturers members play a crucial role in enhancing the psychological well-being of students. During the pandemic, female lecturers members

often consider the perspectives and emotional as well as psychological needs of students in their teaching. The dynamic contributions of female lecturers members are vital in achieving these goals. Previous research indicates that female lecturers members undertake much of the emotional and caregiving work in higher education and exhibit higher overall job satisfaction compared to their male counterparts [6]

The representation of women in senior academic positions remains low in Japan. In the United States, although the number of full-time female professors in dermatology is fewer, a study indicates that there is no statistically significant difference in academic performance between genders at each academic level. [14]

The more diverse and complex workload borne by female lecturers members, the greater the potential for conflicts between professional responsibilities and family life. The conflict between work and family is a major issue for female lecturers members, as in Indonesia they are often perceived to have greater responsibilities towards family life than other professions. Women working outside the home tend to experience pressure due to the dual roles they must fulfill. When a female lecturers member has a packed teaching schedule and specialized research tasks that require overtime work, the time to spend with family at home diminishes. On one hand, female lecturers members are required to care for and nurture their families well, yet on the other hand, as good educators, they are also required to work to institutional standards and demonstrate optimal performance [15].

A recent study has identified numerous obstacles impeding the career advancement of female faculty members in universities. Key issues include the disproportionately lower number of women applying for leadership roles compared to men and their frequent reluctance to address workplace harassment by authorities. The anxiety related to pressure and the uncertainty of interview outcomes further discourage their applications. Additionally, women often undervalue their own qualifications, perceiving themselves as unfit for leadership positions. The lack of interest and fear of intimidation by male colleagues also present significant barriers. Family responsibilities and the reluctance to relocate further hinder their career progression. Moreover, persistent rumors of harassment targeting women in leadership roles exacerbate these challenges, deterring many potential female candidates. Feminism is used as a theoretical framework in this study. The overall findings indicate many obstacles for female lecturers members to reach key leadership positions, although leadership is a crucial factor in recognizing gender equality and justice. Recognition of gender representation can influence policies, beliefs, attitudes, decision-making, and work behavior [16].

In the context of higher education, students are regarded as external customers who must be served equally as clients in the business world. Their expectations and perceptions of educational institutions are crucial and must be considered to enhance service efficiency. Student satisfaction begins with expectations and experiences shaped through the various services they receive. Student evaluations of faculty performance become significant indicators of teaching quality, contributing to personal development and raising educational standards. Student evaluations influence faculty teaching performance and efficiency, which in turn impact student academic achievement. Other factors influencing this performance include the environment, facilities, and materials taught. However, gender bias often hinders female lecturers members,

who are more often assessed based on personality and appearance rather than their professional competence. Male faculty members generally receive higher ratings in terms of organizational skills, understanding, enthusiasm, engagement, and clarity [17].

A number of recent studies from various parts of the world reinforce the view that female researchers tend to be less productive, especially in terms of publication quantity compared to their male counterparts. However, some studies also report that male and female academics produce similar numbers of publications with equivalent impact. The variation in these findings suggests that generalizations about gender imbalances in research productivity of academics may not be entirely accurate. Therefore, it is important to further investigate the influence of gender on research productivity of academics in various contexts such as institutions, disciplines, countries, and others [18].

Research indicates that female lecturers excel in classroom engagement and developing mutual understanding with students. They are often rated higher in qualities of care and responsiveness, which positively impacts their teaching performance. Students perceive quality faculty members as educated, knowledgeable, and capable of explaining concepts clearly. Therefore, higher education institutions have a responsibility to empower faculty based on their knowledge and expertise, regardless of gender. Students' perceptions of social interaction with female lecturers members are also very high, with high scores for kindness, helpfulness, gentleness, and understanding. Despite their capabilities, female lecturers often face social constraints due to gender expectations, compelling them to modify their leadership approaches and communication techniques. These lecturers consistently earn high evaluations for course preparation and feedback, as students anticipate a higher degree of readiness and precision in assessments. Female lecturers are particularly esteemed for their profound knowledge, empathy, and authenticity, which enhance the educational experience for students. Consequently, it is imperative for female lecturers globally to cultivate their interpersonal skills to ensure effective and harmonious interactions, not only with students but also with other key stakeholders in higher education. [17].

3 Method

3.1 Bibliometric Analysis

This research employs bibliometric analysis via the Bibliometrix library and the Biblioshiny platform available through RStudio. These tools enable thorough analysis, including data breakdown and visualization. As an open-source solution, Bibliometrix is specifically crafted for knowledge mapping and is highly praised for its seamless integration with various other packages, making it ideal for extensive bibliometric deconstruction tasks. This review examines data operations using Biblioshiny, a functional element of the Bibliometrix suite. [19].

3.2 Data Collection

This study collects data from the Scopus scientific publication database for the period 2014 to 2024 using the keyword "female lecturers." Scopus was selected for

bibliometric analysis due to its extensive coverage of journals, surpassing that of other scientific databases like Web of Science (WoS). By utilizing keywords and comprehensive details from journal articles—such as authors, titles, abstracts, keywords, citations, and affiliations—this study investigates the pertinence of the topic over recent years. [20]

4 Result and Analysis

4.1 Descriptive Analysis

In this study, textual analysis employs R-studio and Biblioshiny software, pioneered by Massimo Aria and Corrado Cuccurullo of the University of Naples, alongside Luigi Vanvitelli of the University of Campania in Italy [20]. The analysis focuses on identifying prevalent terms associated with female lecturers. The primary objective is to enrich the literature on female lecturers by integrating insights from global studies sourced from the Scopus database.

Table 1 provides an overview of the documents utilized in the research, focusing on the keyword "female lecturers", adding a search filter by limiting the search to 10 years from 2014-2024. The overall findings are presented from the R-studio software analysis, with sources from journals, books, etc., totaling 93 sources, with an annual growth rate of -2.84%. The document content includes 269 Keyword Plus and 347 Author's Keywords. The publication involves 310 contributors from diverse global origins, achieving an average citation rate of 4.248 citations per document, and there are 101 publication documents consisting of 86 articles, 4 book chapters, 10 conference papers, and 1 editorial.

Table 1. Main Information

Description	Results
Main Information About Data	

Timespan	2014:2024
Sources (Journals, Books, etc)	93
Documents	101
Annual Growth Rate %	-2.84
Document Average Age	4.24
Average citations per doc	4.248
References	3865
Document Contents	
Keywords Plus (ID)	269
Author's Keywords (DE)	347
Authors	
Authors	310
Authors of single-authored docs	18
Authors Collaboration	
Single-authored docs	19
Co-Authors per Doc	3.18
International co-authorship %	12.87
Document Types	
Article	86
Book Chapter	4
Conference Paper	10
Editorial	1

Source: Authors' Elaboration in Bibliometrix R Studio (2024)

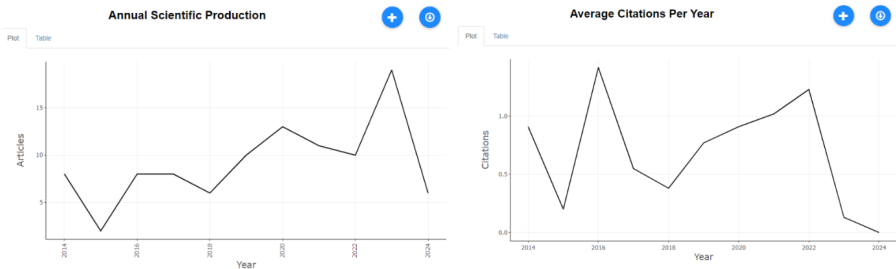


Figure 1. Annual Scientific Production and Average Citation Per Year

Figure 1 illustrates the annual output of scientific publications alongside the average number of citations received per year. It is observed that the publication output on the theme of female lecturers in Scopus-indexed journals has experienced an increasing trend every year from 2014 to 2024, indicating that the research theme of female lecturers remains relevant and appealing to researchers worldwide. The average citation

per year shows a decreasing trend, indicating that there are still relatively few publications in Scopus-indexed journals citing journals about female lecturers sourced from Scopus-indexed journals.

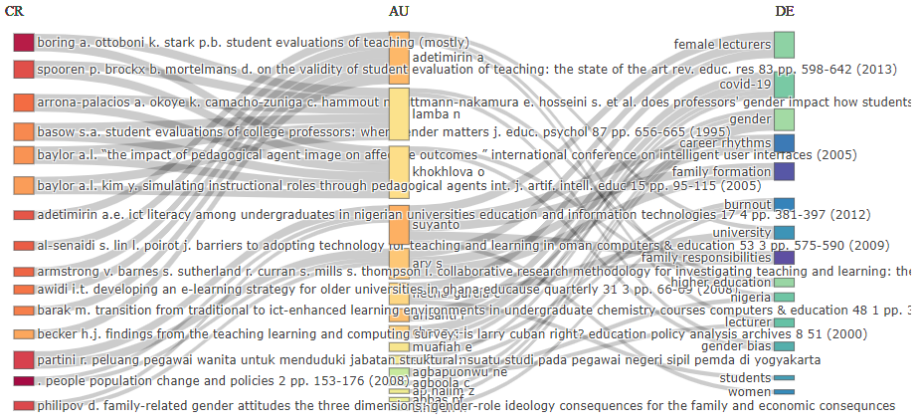


Figure 2. Three-field plot

Understanding the interplay among authors, keywords, and references is pivotal for grasping the intellectual framework of scholarly works. In this study, we employed the Biblioshiny package within RStudio to analyze three distinct plots. This approach provides insights into how these elements converge to shape the intellectual landscape of academic research. Some authors make significant contributions to the research theme of "female lecturers", it is important to understand which authors have made major contributions to specific fields. To achieve this, we created three-field plots using Sankey diagrams. The Sankey diagram is a visual representation of flow diagrams where the width of the arrows correlates with the flow quantity or rate between different nodes or categories [20].

Figure 2 depicts the arrangement where the Author's name appears centrally, with references displayed on the left side of the diagram, and author keywords showcased on the right side. The top five keywords are: Female Lecturers, Covid 19, Gender, Career Rhythms, and Family Formation. The top five contributing authors are Adetimirin A, Lamba N, Khokhlova O, Suyanto D, and Ary S. And the most referenced is Student Evaluations of Teaching (Boring A), On The Validity of Student Evaluation of Teaching: The State of The Art (Spooren P), Does Professors' Gender Impact How Students Evaluation Their Theaching (Arrona-Palacios A), Student Evaluation of College Professors: When Gender Matters (Basow S.A) dan The Impact of Pedagogical Agent Image On Affective Outcomes (Baylor A.L).

4.2 Source Analysis

Figure 3 illustrates the distribution of research articles across various journals, focusing on the theme of female lecturers. The chart presents a compilation of journal

names alongside the frequency of publications using a bar graph format. Darker shades denote higher publication numbers and thematic relevance. E3S WEB OF CONFERENCE leads with 3 articles, underscoring its alignment with the discussed theme. Following closely is FRONTIERS IN EDUCATION with 3 articles published, and in third place is ASIAN EFL JOURNAL with 2 articles published.

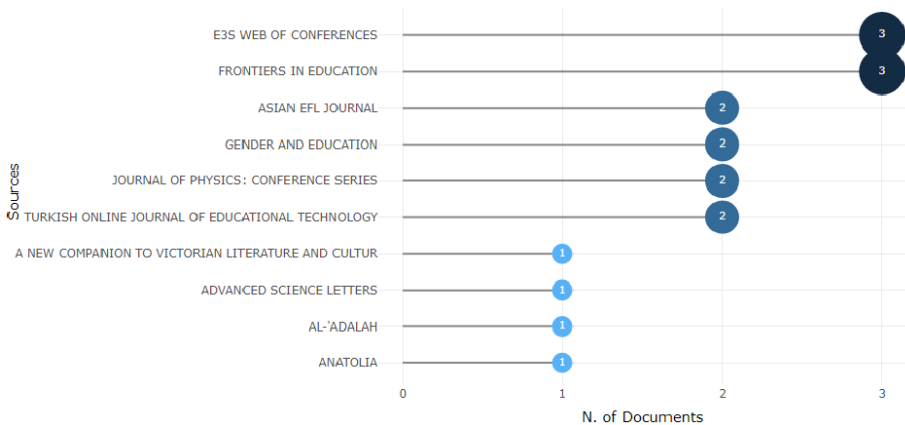


Figure 3. Most Relevant Sources

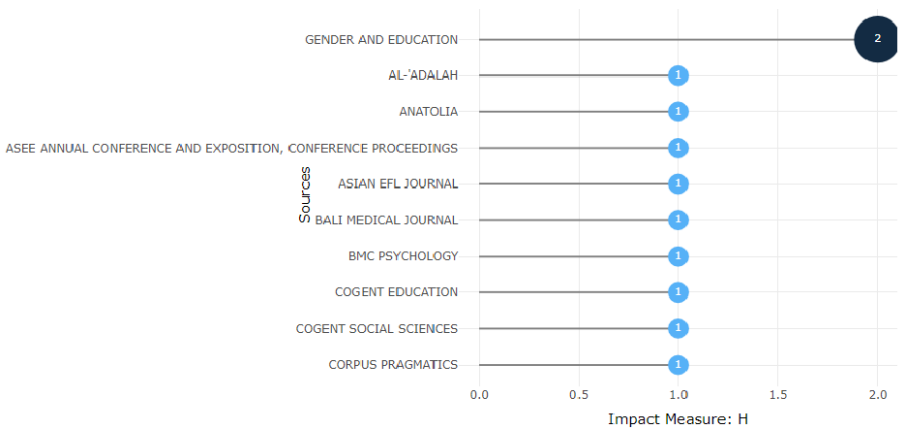


Figure 4. Source's Local Impact

Journal metrics encompass more than just the volume of publications or their thematic alignment. This research also examines the impact of journals publishing papers on the theme of female lecturers by referring to their h-index, depicted in bar graphs. Besides showing the obtained h-index value, the diagram above also illustrates the impact generated by journals through the displayed colors. The darker the color on the chart, the more significant the impact of the journal. In this study, the h-index values of journals range from 1.0 to 2.0, as illustrated in Figure 5. GENDER AND EDUCATION

Journal leads with an h-index of 2, followed by AL-‘ADALAH and ANATOLIA, both with an h-index of 1.

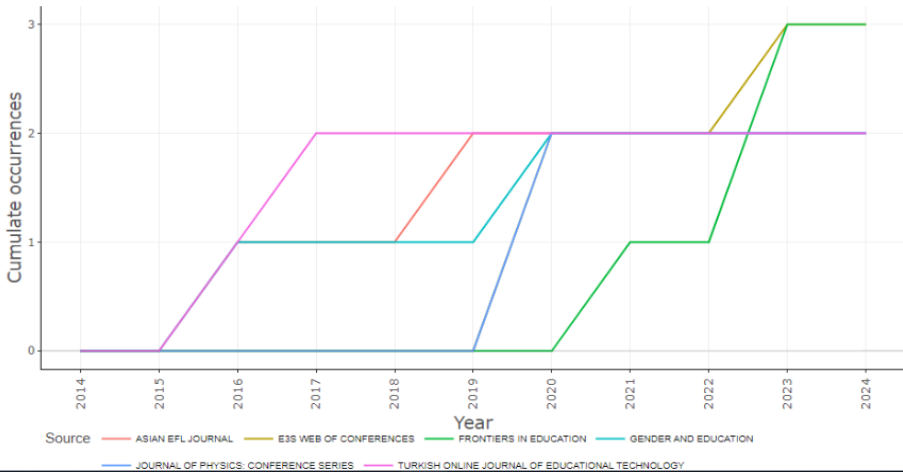


Figure 5. Source Production Over Time

This study also explores the evolution of academic journals that act as repositories for research focused on the topic of female lecturers. The curves in Figure 5 show the annual appearance the evolution and advancement of each journal from 2014 to 2024, providing an understanding of whether publications on female lecturers have encountered fluctuations in their publication rates over time. The curves depict that research on the theme of female lecturers tends to experience an increasing publication trend.

4.3 Author Analysis

Figure 6 illustrates the quantity of research articles authored by each relevant researcher to the theme of female lecturers. The data displays a list of the most published authors and the interval of the number of documents published with a bar chart. The darker the color indicates the higher quantity and relevance of the research theme, and the number of documents published by all journals ranges from 2 to 3 documents.

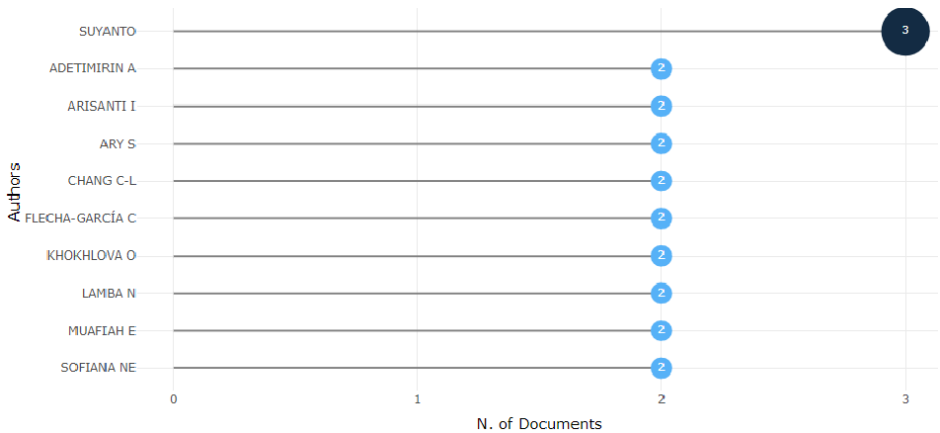


Figure 6. Most Relevant Authors

Suyanto ranks highest with three publications depicted in the prominent dark blue bar on the graph, surpassing other journals in relevance to the discussed theme. Several authors are depicted in light blue bar graphs after that, namely: Adetimirin A, Arisanti I, Ary S, Chang C-L, Flecha-Garcia C, Khokhlova O, Lamba N, Muafiah E, and Sofiana NE, each with 2 documents. This indicates that the quantity and relevance to the theme of female lecturers are still limited.

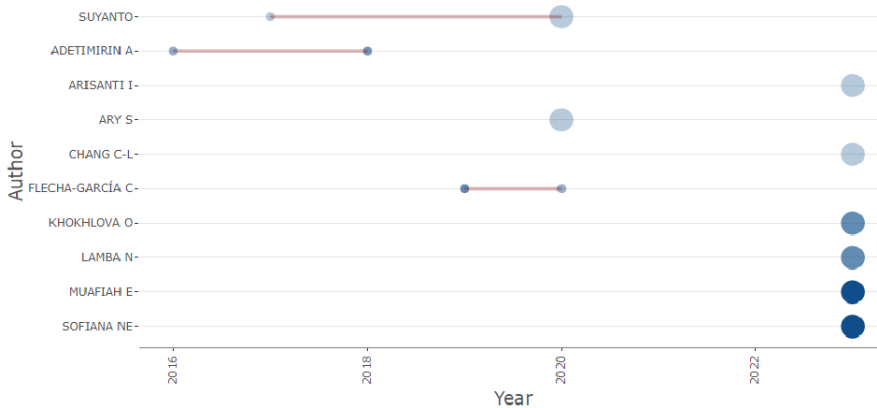


Figure 7. Author's Production Over Time

Figure 7 shows the productivity of the most prolific authors during the research period from 2014 to 2024. The red line indicates this productivity, as authors publish their research in the last year. Additionally, the red line graphically represents the annual publication count with circles marking each year. It provides a visual summary of researchers who have contributed to the topic of female lecturers in recent times. Au-

thors have long been publishing and have a consistent track record every year throughout 2014-2024 in research related to female lecturers, namely Suyanto, Adetimirin A., and Arisanti I.

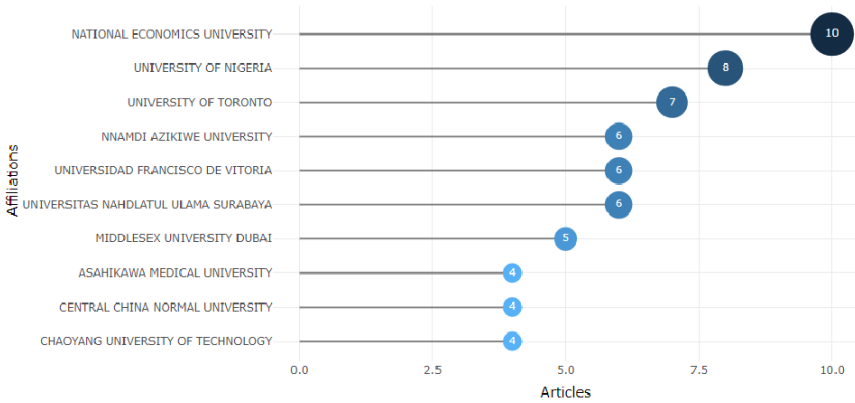


Figure 8. Most Relevant affiliations

Figure 8 shows the number of research documents on the theme of female lecturers based on author affiliations. This visual representation illustrates the leading 10 affiliations alongside the distribution of published documents using a blue bar chart. The intensity of the blue hue correlates with the extent of researchers' affiliations, where darker shades indicate stronger associations. The documented output spans between 4 until 10 publications. National Economics University is the top-ranked author affiliation with 10 document publications. The University of Nigeria ranks second with 8 publications, and in third place is the University of Toronto with 7 documents.

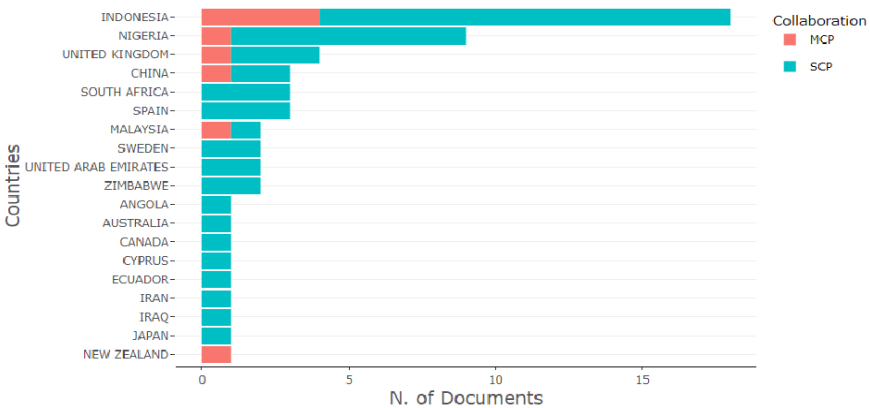


Figure 9. Corresponding Author's Countries

Figure 9 provides an overview of author-country correspondence in each article, assessing collaboration levels, whether within a single country or across multiple countries. The data encompass the top 19 countries involved, reflecting document counts spanning from zero to over 18 publications focused on the topic of female lecturers. As a result, Indonesia ranks first as the country with the highest number of corresponding authors, with 18 published documents. Following Indonesia is Nigeria in the second position, followed by the United Kingdom, China, South Africa, Spain, Malaysia, Sweden, the United Arab Emirates, and Zimbabwe in the top ten. The figure above shows that Indonesia, Nigeria, the United Kingdom, China, and Malaysia have multi-country collaboration.

Figure 10 categorizes studies concerning female lecturers by the countries that reference them most frequently. A bar graph displays the citation counts, with darker hues denoting higher citations for research on this topic. The graph highlights words cited between 9 and 51 times. The top five countries are listed alongside their respective citation numbers, emphasizing their significance in the realm of female lecturer research. First, Turkey with 51 citations, followed by Indonesia with 48 citations, Sweden with 43 citations, the United Kingdom with 34 citations, and Nigeria with 31 citations

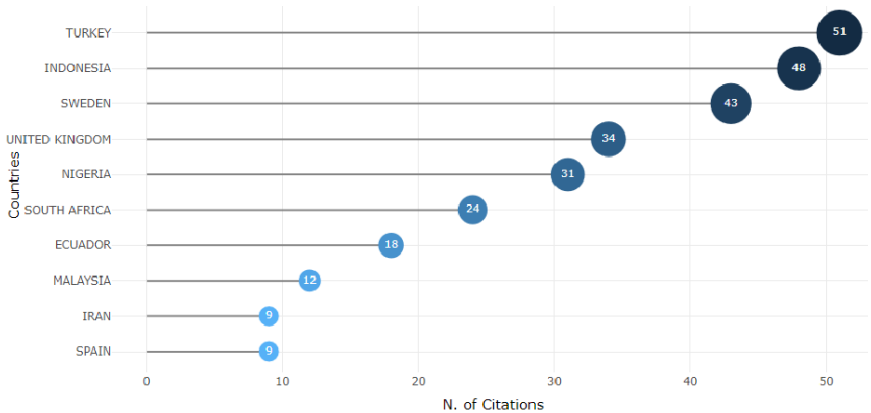


Figure 10. Most Cited Countries

4.4 Document Analysis

Figure 11 shows the most cited documents and displays the sequence of citation data of articles on the theme of female lecturers. It showcases a blue bar chart detailing the citation history, encompassing the author names, publication years, and journal sources. The intensity of the bar's color correlates with the citation count, ranging notably from 12 to 51 citations. Of particular note is the article authored by Ozan, Ozle & Ozarlan (2016), which stands out with the highest citation count of 51, titled “Video Lecture Watching Behaviors of Learners In Online Courses”. The second position is by Okoshi K; Nomura K; Fukami K; Tomizawa Y; Kobayashi K; Kinoshita K; Sakai Y

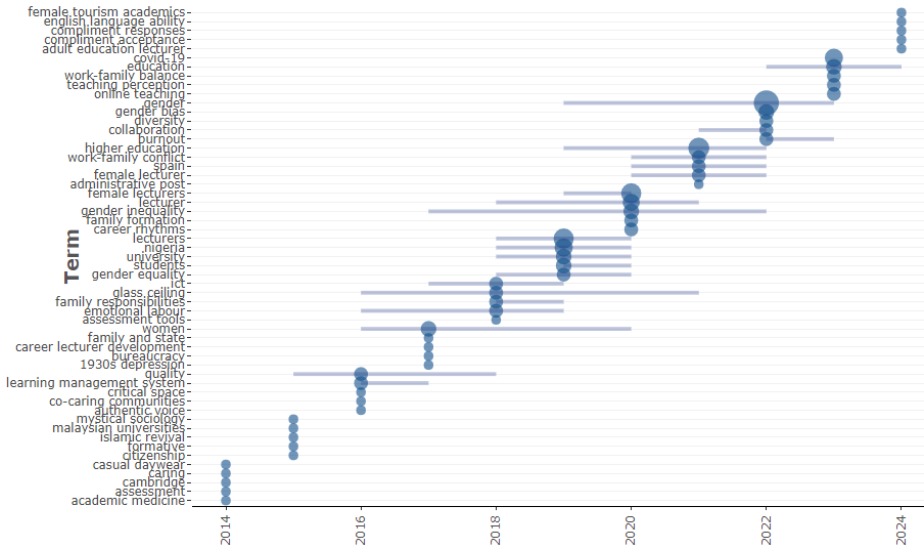


Figure 14. Trending Topics

In Figure 15, new topics relevant to the year 2024 are presented, showing potential for further development in future research on female lecturers based on keyword plus, authors' keyword, titles, and abstracts.

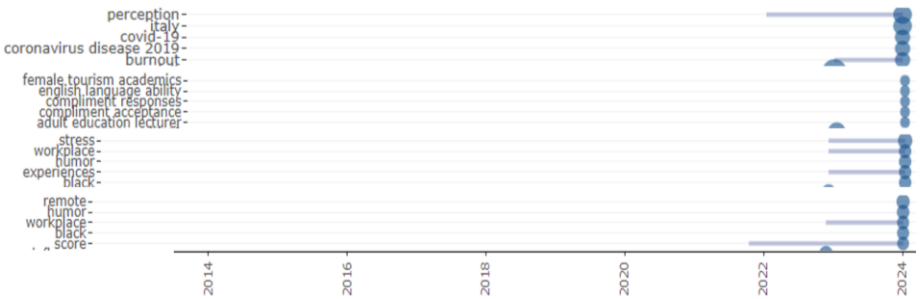


Figure 15. Trending Topics In 2024

5 Conclusion

This study seeks to establish a conceptual framework aiding scholars and professionals in comprehending the evolution of research concerning female educators spanning the period from 2014 to 2024. Furthermore, it intends to utilize bibliometric analysis to investigate the trends in scholarly publications related to academic writing, citations, sources, countries, high-impact paper authors, international collaboration

among paper authors, novelty, future relevant research theme developments. This article contributes to this research by compiling existing literature in the Scopus database, with special emphasis on sources, authors, and significant documents. The R Bibliometrix package, known for its flexibility and ease of use, proves to be an invaluable asset for bibliometric analyses. In this study, the Biblioshiny platform, integrated with R Studio, facilitated the evaluation of a dataset encompassing 101 published works. This collection includes 86 articles, 4 book chapters, 10 conference papers, and 1 editorial, authored by 310 researchers from diverse international backgrounds. On average, each document received 4.248 citations.

Descriptive study findings indicate that Indonesia is the most prolific country in publishing research related to female lecturers, while E3S WEB OF CONFERENCE and FRONTIERS IN EDUCATION are the most productive journals in publishing female lecturers-related research. GENDER AND EDUCATION has the highest h-index, making it the most significant publication outlet. National Economics University has the highest affiliation with paper authors. Suyanto is the most prolific author of female lecturers-themed articles. The article titled "Video Lecture Watching Behaviors of Learners In Online Courses" by Ozan, Ozle & Ozarlan (2016) stands out as the most referenced article, garnering 51 citations. The predominant keyword category is "gender," followed by "higher education" and "female lecturers."

Future research on the topic of female lecturers could incorporate variables derived from the bibliometric analysis results such as word cloud findings and most relevant words with limited publication, as well as from trending topics, especially the 2024 topic trends including perception, Italy, COVID-19, burnout, female tourism academics, English language ability, compliment responses, adult education lecturer, stress, workplace, humor, experience, black, remote, score, female, women, lecturer, gender, and instructors.

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