

# Handbook of Research on Exploring Gender Equity, Diversity, and Inclusion Through an Intersectional Lens

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<b>Adu-Darko, Abena Brakoa</b> / <i>University of Ghana, Ghana</i> .....	397
<b>Agrawal, Aditya</b> / <i>O.P. Jindal Global University, India</i> .....	145
<b>Ah, Siti Hajar Abu Bakar</b> / <i>University of Malaya, Malaysia</i> .....	100
<b>Ann van der Merwe, Leigh</b> / <i>Social, Health, and Empowerment Feminist Collective of Transgender Women of Africa, South Africa</i> .....	236
<b>Arora, Aparna</b> / <i>Society of Gender Professionals, USA</i> .....	236
<b>Bag, Akash</b> / <i>Amity University, India</i> .....	282
<b>Balfour, Robert J.</b> / <i>North-West University, South Africa</i> .....	81
<b>Blavos, Alexis</b> / <i>State University of New York at Cortland, USA</i> .....	374
<b>Blignaut, Jean Henry</b> / <i>North-West University, South Africa</i> .....	81
<b>Brindaalakshmi K.</b> / <i>Society of Gender Professionals, India</i> .....	236
<b>Brown, Rolanda A</b> / <i>School of Medicine, St. George's University, Grenada</i> .....	374
<b>Chubb, Caroline Sutton</b> / <i>Georgia State University, USA</i> .....	374
<b>Clanton, TaLaya L.</b> / <i>Baylor University, USA</i> .....	423
<b>Degirmenci, Nigar</b> / <i>Pamukkale University, Turkey</i> .....	166
<b>Degirmenci, Nigar</b> / <i>Pamukkale University, Turkey</i> .....	44
<b>Durugkar, Santosh Ramkrishna</b> / <i>Independent Researcher, India</i> .....	359
<b>Ermiş-Mert, Asli</b> / <i>Koç University, Turkey</i> .....	264
<b>Franz, Nadine</b> / <i>Baylor University, USA</i> .....	423
<b>Gaur, Harshvardhan Singh</b> / <i>National Law University, Delhi, India</i> .....	145
<b>Grover, Olivia</b> / <i>State University of New York at Cortland, USA</i> .....	374
<b>Güdek-Gölçek, Seyda</b> / <i>Nigde Omer Halisdemir University, Turkey</i> .....	330
<b>Gülel, Ferda Esin</b> / <i>Pamukkale University, Turkey</i> .....	44, 166
<b>Howell, Leanne</b> / <i>Baylor University, USA</i> .....	311
<b>Islam, Tahmina</b> / <i>University of Malaya, Malaysia</i> .....	100
<b>Karayel, Berra</b> / <i>Koç University, Turkey</i> .....	264
<b>Karkin, Naci</b> / <i>Pamukkale University, Turkey</i> .....	44
<b>Khare, Pranjal</b> / <i>O.P. Jindal Global University, India</i> .....	211
<b>Khatti, Upasana</b> / <i>O.P. Jindal Global University, India</i> .....	145
<b>Kumah, Peace</b> / <i>Knutsford University College, Ghana</i> .....	397
<b>Kutch, Bren Miaira</b> / <i>Society of Gender Professionals, USA</i> .....	236
<b>Lekic-Subasic, Zeljka</b> / <i>Eurovision News Exchange for Southeast Europe, Bosnia and Herzegovina</i> .....	118
<b>Meletiadou, Eleni</b> / <i>London Metropolitan University, UK</i> .....	1, 22
<b>Omar, Noralina</b> / <i>University of Malaya, Malaysia</i> .....	100

<b>Placide, Vierre</b> / <i>State University of New York at Cortland, USA</i> .....	374
<b>Ranjan, Rajiv</b> / <i>Vellore Institute of Technology, India &amp; National University of Advanced Legal Studies, Kochi, India</i> .....	211
<b>Read, David S.</b> / <i>Skidmore College, USA</i> .....	311
<b>Rothmann, Jacques</b> / <i>North-West University, South Africa</i> .....	81
<b>Roy, Suparna</b> / <i>Global Institute of Management and Technology, India</i> .....	67
<b>Rydergaard, Erika</b> / <i>Society of Gender Professionals, USA</i> .....	236
<b>Sharma, Paridhi</b> / <i>O.P Jindal Global University, India</i> .....	282
<b>Shelton, Ryann N.</b> / <i>Baylor University, USA</i> .....	423
<b>Singh, Tulika</b> / <i>O.P Jindal Global University, India</i> .....	282
<b>Vladisavljevic, Marko</b> / <i>Institute of Economic Sciences, Belgrade, Serbia &amp; Faculty of Economics, University of Belgrade, Serbia</i> .....	186
<b>Werse, Nicholas R.</b> / <i>Baylor University, USA</i> .....	311
<b>Yilmaz, Elif</b> / <i>Koç University, Turkey</i> .....	264
<b>Zavros-Orr, Agli</b> / <i>Federation University, Australia</i> .....	236

# Table of Contents

<b>Preface</b> .....	xix
<b>Chapter 1</b>	
Ostracized Experiences of Precarious Women in the Academy During the COVID-19 Pandemic .....	1
<i>Eleni Meletiadou, London Metropolitan University, UK</i>	
<b>Chapter 2</b>	
Making Women in Finance Count: Not Just Counting Women – Exploring Female Accountants’ Experiences in SMEs in Greece During the COVID-19 Pandemic.....	22
<i>Eleni Meletiadou, London Metropolitan University, UK</i>	
<b>Chapter 3</b>	
Gender-Based Psychological Side Effects of Online Education in the Pandemic Under the Lens of Administrative Burden .....	44
<i>Naci Karkin, Pamukkale University, Turkey</i>	
<i>Nigar Değirmenci, Pamukkale University, Turkey</i>	
<i>Ferda Esin Gülel, Pamukkale University, Turkey</i>	
<b>Chapter 4</b>	
Prostitution/Pro-S-Institution and “The Celebrated Marginal” Culture: An Intersectionally Socio- Historical Depiction of Indian Sex-Workers .....	67
<i>Suparna Roy, Global Institute of Management and Technology, India</i>	
<b>Chapter 5</b>	
Understanding Gender and Sexual Diversity in Undergraduate and Postgraduate Programmes Using Queer Theory.....	81
<i>Jean Henry Blignaut, North-West University, South Africa</i>	
<i>Robert J. Balfour, North-West University, South Africa</i>	
<i>Jacques Rothmann, North-West University, South Africa</i>	

## Chapter 6

- Public Perception Towards the Acid-Burned Women in Bangladesh: A Proposal for  
Reconstructing the Attitude From Intersectionality and Ecosystem for a Harmonized and  
Sustainable Society ..... 100  
*Tahmina Islam, University of Malaya, Malaysia*  
*Siti Hajar Abu Bakar Ah, University of Malaya, Malaysia*  
*Noralina Omar, University of Malaya, Malaysia*

## Chapter 7

- Online Harassment of Women Journalists in the Balkans ..... 118  
*Zeljka Lekic-Subasic, Eurovision News Exchange for Southeast Europe, Bosnia and  
Herzegovina*

## Chapter 8

- Question of “Inclusiveness” and Gender Identity: Evaluating the Status and Impact of Equal  
Representation of Women in the United Nations..... 145  
*Aditya Agrawal, O.P. Jindal Global University, India*  
*Upasana Khattri, O.P. Jindal Global University, India*  
*Harshvardhan Singh Gaur, National Law University, Delhi, India*

## Chapter 9

- An Intersectional Analysis of Freedom of Belief and Discrimination of Iranian LGBT+  
Individuals in Turkey ..... 166  
*Nigar Degirmenci, Pamukkale University, Turkey*  
*Ferda Esin Gülel, Pamukkale University, Turkey*

## Chapter 10

- Gender Job Satisfaction Paradox in Europe: The Role of Differences in Job Characteristics and  
Their Evaluation..... 186  
*Marko Vladislavljevic, Institute of Economic Sciences, Belgrade, Serbia & Faculty of  
Economics, University of Belgrade, Serbia*

## Chapter 11

- Evaluating the Conflicting Interests in the United Nations: Comparative Analysis of UN  
Resolutions Policy Output Regarding Conflict-Related Violence (CRSV) ..... 211  
*Rajiv Ranjan, Vellore Institute of Technology, India & National University of Advanced  
Legal Studies, Kochi, India*  
*Pranjal Khare, O.P. Jindal Global University, India*



## Chapter 12

Collecting Data for Equity and Justice: Approaches and Methods for Collecting Sex and Gender

Data ..... 236

*Aparna Arora, Society of Gender Professionals, USA*

*Brindaalakshmi K., Society of Gender Professionals, India*

*Bren Miaira Kutch, Society of Gender Professionals, USA*

*Erika Rydergaard, Society of Gender Professionals, USA*

*Leigh Ann van der Merwe, Social, Health, and Empowerment Feminist Collective of  
Transgender Women of Africa, South Africa*

*Agli Zavros-Orr, Federation University, Australia*

## Chapter 13

Women, Academia, and Happiness: The Impact of the Pandemic ..... 264

*Aslı Ermiş-Mert, Koç University, Turkey*

*Elif Yılmaz, Koç University, Turkey*

*Berra Karayel, Koç University, Turkey*

## Chapter 14

Women, Peace, and Protection “Myth”: Analyzing the United Nations Security Policies for

Women in Conflict ..... 282

*Tulika Singh, O.P Jindal Global University, India*

*Paridhi Sharma, O.P Jindal Global University, India*

*Akash Bag, Amity University, India*

## Chapter 15

Why Women Go Elsewhere: A Study of Women’s Underrepresentation in Computer Science ..... 311

*David S. Read, Skidmore College, USA*

*Nicholas R. Werse, Baylor University, USA*

*Leanne Howell, Baylor University, USA*

## Chapter 16

Patriarchal Determinants of Women’s Employment in Turkey ..... 330

*Şeyda Güdek-Gölçek, Nigde Omer Halisdemir University, Turkey*

## Chapter 17

Implications of Being Ethnocentric ..... 359

*Santosh Ramkrishna Durugkar, Independent Researcher, India*

## Chapter 18

The Importance of Diversity in the Healthcare Workforce..... 374

*Vierne Placide, State University of New York at Cortland, USA*

*Rolanda A Brown, School of Medicine, St. George’s University, Grenada*

*Alexis Blavos, State University of New York at Cortland, USA*

*Olivia Grover, State University of New York at Cortland, USA*

*Caroline Sutton Chubb, Georgia State University, USA*

**Chapter 19**

Identifying Common Barriers to Formal Disclosure of Sexual Violence ..... 397

*Abena Brakoa Adu-Darko, University of Ghana, Ghana*

*Peace Kumah, Knutsford University College, Ghana*

**Chapter 20**

Thriving Despite the Odds: A Review of Literature on the Experiences of Black Women at  
Predominately White Institutions..... 423

*TaLaya L. Clanton, Baylor University, USA*

*Ryann N. Shelton, Baylor University, USA*

*Nadine Franz, Baylor University, USA*

**Compilation of References** ..... 438

**About the Contributors** ..... 509

**Index**..... 517

## Chapter 3

# Gender–Based Psychological Side Effects of Online Education in the Pandemic Under the Lens of Administrative Burden

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### **ABSTRACT**

*Government–stakeholder interaction has been transformed due to some developments, putting stakeholders into a proactive role. However, there are barriers before this transformation, like an administrative burden. This burden’s volume and relative weight could have increased in particular periods, like the pandemic. In this context, college students faced many difficulties, and uncertainties prevailed. This article focuses on a new administrative burden on undergraduate students in a particular country. This study aims to examine the administrative burden brought by the measures taken during the pandemic period on students by focusing on the psychological dimensions based on gender. At the end of the research, as expected, the authors saw that both female and male students underwent a psychological based administrative burden. Yet, since the imposition of gender inequality, female students have had a more significant workload due to studying at home, so they were affected more negatively throughout this process.*

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## ***Gender-Based Psychological Side Effects of Online Education in the Pandemic***

### **INTRODUCTION**

The relevant literature argues that the pandemic's most essential and long-standing effect is on education (Onyeaka et al., 2021) if healthcare services are put aside (Verhoeven et al., 2020). When looking at the extant literature, there are many studies on the administrative burden. These studies examine factors that cause inequalities among those served (Hattke et al., 2020; Atlam et al., 2022; Baltà-Salvador et al., 2021) with a particular dimension. Students (Sundarasen et al., 2020; Hasan & Bao, 2020) and teachers/lecturers (Cheng & Lam, 2021) have been affected by this process from the beginning until now. This affection is due to various reasons, including those effects coined by the term administrative burden.

Many studies concern the administrative burden (Jenkins & Nguyen, 2022; Ali & Altaf, 2021; Chudnovsky & Peeters, 2021). These are growing by volume lately because of attraction to that enduring issue in public administration scholarship. However, there is a lack concerning studies focusing on administrative burden and its augmentation by cause of significant events like pandemics. We see that cases are causing additional inequality and inequity due to the government agencies' preferences, which might increase shareholder discrimination. This discrimination, mainly based on gender and the other burdens created by the pandemics, might have produced enormous side effects. These side effects on college students and faculty fellows, particularly women (Dogra & Kaushal 2022), are mainly psychological, economic, and about the sense of identity.

Although there are many studies on the COVID-19 pandemic, there is still a void regarding the psychological side effects of online education on college students. We argue that this somehow exemplifies a commonly neglected side of administrative burden. In Turkey, the Council of Higher Education (CoHE) is a central public institution to which all public and foundation universities are administratively subordinates. The administrative burden was that university administrations, as a part of the executive branch, had proven themselves aligned with a decision in favor of passing online education taken by CoHE. Pamukkale University was one of the public universities that had supported the passing of online education through its Senate, the high decision body of the university. During all these three consecutive semesters as faculty fellows, we had seen minimal support, if not none, given by the university administration to the students, particularly those who had enrolled in the theoretical courses. The female students among them could have suffered more, considering various loads of duties due to gender differentiation. Previous research (Hall, 1972; Herman & Gyllstrom, 1977) shows that women experience more role conflict than men. While women bear multiple roles simultaneously, men are about to have various parts in running sequentially. Indeed, the most common form of role conflict stems from role overload and the simultaneous demands of diverse role needs. Women's domestic roles have always been more significant than men's. Thus, female students who study at home become more open to role conflict. We have decided to shed light on this type of administrative burden, mainly focusing on its psychological side effects on college students from a gender perspective. When we evaluate the psychological side effects of homeschooling students, we see that factors such as role conflict in the context of gender differences are even more critical.

This paper aims to contribute to the extant literature on administrative burden threefold: First, we argue that there is a growing need to provide developing country cases with more room; thus, we aim to fill in that niche in the relevant literature. Second, there is still a niche in the extant literature concerning the administrative burden women students face, mainly due to pandemics, in developing and non-western countries. Thus, we aim to add an explanation, particularly for this need. Third, we aim to shed light on whether and how pandemics cause an augmentation regarding female college students because of insuf-

## ***Gender-Based Psychological Side Effects of Online Education in the Pandemic***

efficient administrative guidance and not alleviating the extra burden caused by the extreme conditions. The study's primary research question is as follows: How and whether pandemics augmented the side effects, mainly psychological, on undergraduate students because of (excessive) administrative burden or insufficient administrative guidance?

This study includes five sections. In the first part, we present the conceptual and theoretical background of the study. The second section analyzes the respective literature concerning administrative burden and role conflict. In the third section, we present the methodology in detail about the field research. In the fourth section, we present the findings of the field research. In the final section, we discuss the results and draw a conclusion, where we give proposals and raise some critical points for both practice and theory.

## **CONCEPTUAL AND THEORETICAL FRAMEWORKS**

### **Administrative Burden**

The focus of this study is the administrative burden phenomenon. The administrative burden has a simple and commonly shared definition in the relevant literature. However, the concept could be pretty complex, as “an individual's experience of policy implementation as onerous” (Burden et al., 2012, p. 741; Herd & Moynihan, 2020, p. 22), or ordeal mechanisms that erect barriers to accessing public or support services when countering the bureaucracy (Heinrich et al., 2022). Heinrich et al. (2022) assert that while the administrative burden mainly focuses on onerous individual experiences of public service implementations, ordeal mechanisms are characterized as burdens encountered by individuals with no direct benefits to other stakeholders. Since the burden, whether administrative or some derivatives, is conditional on many factors, including time and place. It is essential to diversify the cases from developing or non-western (Ongaro, 2021; Mussagulova & Wal, 2021; Ashley et al., 2021; Karkin & Gurses, 2022). This differentiation concerning the origin is vital since the augmentation of the cases could be heavier when assuming the governments' relative financial and economic powers in question. In addition, administrative capacity or style is also an essential variable in coping with the cases. These are issues mainly concerning the supply side of administrative burdens.

We also have some issues with the demand side of burdens. Administrative burdens have some spill-over effects. The most important is the decrease in trust levels of the stakeholders, including citizens. According to Dupuy and Defacqz (2021), the administrative burdens generated by bureaucratic encounters do potentially reshape the perception of how citizens experience government-citizen interactions. Thus, it is crucial to research whether and how cognitive, psychological, and compliance costs affect the stakeholders' perception of administrative burden (Ritzel et al., 2020), particularly those left unguided or left behind for online educational processes during the pandemic.

### **Gender Inequality**

Gender inequality could be defined differently when contextual parameters and factors are considered. However, the definitions share a core meaning, that is, any exogenously imposed difference (Santos Silva & Klasen, 2021) between sexes. There are many studies on gender inequality concerning various contexts (Ergeneli et al., 2010; Sarıoğlu, 2013; Johnson, 2022). However, since this article focuses on education in general, we focus on papers on gender inequality in education among students, particularly in higher

### ***Gender-Based Psychological Side Effects of Online Education in the Pandemic***

education. The literature asserts that gender inequality is more pronounced in education (Jacobs, 1996) than in any other societal institution since education is the key to achieving societal cognition and institutionalization. In addition, to present barriers and difficulties, some significant events like pandemics have augmented inequality.

Arguably, COVID-19 has deepened existing problems concerning gender equality (Güney-Frahm, 2020). The pandemic has reinforced patriarchal elements, among others, due to the increased workload on women's shoulders in the domestic sphere (Ibid, p. 853). Thus, changed circumstances caused by the pandemic may have additional effects on perceived roles beard by the sexes. In this venue, Czymara, Langenkamp, and Cano (2021, p. S69) argue that "knowing which topics women perceived as more (or less) important than men will inform us about the impact of COVID-19 on the cognitive dimension of gender inequality". Therefore, the COVID-19 pandemic can cause the reproduction of gender inequality, particularly in the cognitive dimension (Ibid, p. S78).

Gender inequality is also associated with role conflict. In that case, we may expect the augmentation created by the pandemics would have repercussions for the clash of roles. Studies in the relevant literature assert that "inter-role conflict has so far been mainly studied in the context of work and organizational psychology" (Hart & Mitte, 2020, p. 6). Role conflict usually arises in situations where "dealing with an issue that has multiple options means that compliance with one makes compliance with the options difficult" (Hundera et al., 2019, p. 120). As customarily roles already cause inequality (Ahinkorah et al., 2021), the pandemics may burden women more. In a similar venue, Schiff, Shinan-Altman, and Rosenne (2021, p. 1858) have found that "the work-home role conflict took a hefty toll during the COVID-19 pandemic on social workers who were mothers to dependent children".

### **Turkish Context Regarding Undergraduate Education During the Pandemic**

Before going any further, it should be noted that our research context is one of public universities in a specific developing country. Public universities share similar characteristics, if not the same, under the legal and administrative regulations in administrative context of Turkiye. Since the Constitution does not allow universities to be established for-profit purposes, there are two types of universities in Turkiye as state and foundation universities, while the first type is a government institution with some level of financial and administrative autonomy, the latter type could only be established for non-profit purposes. Mainly supported by the Constitutions as decentralized entities, universities in Turkiye, including foundation universities, are framed and run by a particular code numbered 2547, though there are many laws and regulations that support their functioning (Karkin & Janssen, 2020; Akbaş et al., 2018).

Despite there have been many transformations under a strong leadership for nearly two decades, Turkiye is still a unitary state with having an administrative structure divided into two main sections categorically as the central administration and local administrations. However the latest change in the Constitution towards the Presidency has strong effects on administrative structure, including the universities, though they still hold the so-called financial and administrative autonomy. However, Turkiye had enjoyed some series of power transfers to the local administrations in pattern aligned for the access to the European Union since 2000s when compared to the centennial tradition of centralization. Since 2017, after a major transformation, Turkiye has chosen the path of Presidency after long practice of parliamentary rule of government. In this new path, main decision-making and implementing powers are vested into the presidency due to the principle of one-and-only executive power. In any case, local administrations like public universities are still defined as being legal entities having their administrative

### ***Gender-Based Psychological Side Effects of Online Education in the Pandemic***

and financial autonomy that were ideally enacted to protect them from central government intervention. Since the latest change in the Constitution towards presidency and the fact that the public administration system constitutes an entity as ordered by the 1982 Constitution, public universities in Turkiye seem to behave as if affiliated with the central government under hierarchical control (Karkin & Janssen, 2020). This is particularly important since all the decisions during the pandemic reflected this very nature of centralization as if “one size fits all” rule is the main fashion, though there are many economical, social, academic and preferential differentiations.

Students at nearly all educational levels have pursued their education primarily through online means caused by COVID-19. As is known, after being approved and declared by the World Health Organization (WHO) as a global pandemic, the viral pneumonia cases caused by COVID-19 have been widespread. Thus, governments have accelerated countermeasures at various levels (WHO, 2021) with a transformation over mutations. Among measures taken against COVID spread, limitations put on collective gatherings were at the forefront. Authorities had necessitated some community gathering places like schools, restaurants, and cafes (i.e., closed buildings) as closed. Many governments, irrespective of developed and developing, have announced partly or entirely shutdowns depending on the number of cases. Turkey was no exception. On March 11, 2020, Turkey officially announced the first COVID-19 case within its borders.

In the early days of the pandemic, the Turkish government arguably announced that they were collecting the fruits of the long preparation for the pandemic. In time, after the announcement of the first case, the Turkish government declared severe measures against the increasing number of positive cases. These measures included temporarily closing schools at all levels, including universities. Two weeks after the announcement of the first case, all the schools passed online education. Provincial health commissions took various administrative measures under the auspices of governorates, including opening schools like kindergartens and some pre-defined groups at primary, secondary, and high schools affiliated with the Ministry of Education (MoE). However, after three consecutive academic terms based on online education, undergraduate education was not pursued online except for some practical courses in faculties like medicine, health sciences, or dentistry. The practical courses in these faculties were given face-to-face during the pandemic under precautionary methods. However, students of theoretical studies or departments were excluded and recommended to have online lectures (CoHE 2021). As of today (2022), any faculty could have courses designed through online means up to 40% irrespective of pandemics due to a proximity step taken by the CoHE after massive online courses given by eminent universities worldwide.

## **LITERATURE ANALYSIS**

The studies in the field of administrative burden present, among others, two central dynamics: first, bureaucracy may augment the burdens instead of alleviating them, and second the administrative burden might have various repercussions on stakeholders, including citizens, coming out as specific learning, psychological and compliance costs (Moynihan et al., 2015; Peeters, 2020). Therefore, the contexts of resource gaps and deficiencies in public policies due to top politicians or top administrators directing the distribution of public resources would exacerbate administrative burdens and inequities in access to public resources (Heinrich et al., 2022). Hence, as asserted by Moynihan, Herd, and Harvey (2015), the administrative burden to be placed on an individual and the burden distribution between the government agencies and all the stakeholders involved will be perceived as a function of deliberate political

### ***Gender-Based Psychological Side Effects of Online Education in the Pandemic***

choice. Such a preference constitutes the issue as a political venue, though the politically elected may or may not command as is. In any case, politically elected officials may intervene and transfer the burden to the administration. Particularly for institutions with bilateral employee status (Akbas et al., 2018) like universities (i.e., academics and support personnel), the administrative burden may be transferred upon the shoulders of academic personnel. This situation is particularly valid due to the increasing rate of automation and robotic bureaucracy (Bozeman & Youtie, 2020), which would, in turn, augment the burden instead of relieving it. In a similar venue, Madsen and Mikkelsen (2021) found that stakeholders are inclined to attribute the responsibility for potential deprivation to the regarded government agency and its staff.

As Herd et al. (2013) argued, stakeholders may sometimes be demanded less access to public resources. They might be required to consume many more resources by searching for information or satisfying procedural necessities and may experience psychological costs of participating. As the burden is considerably high, it may be transferred upon the shoulders of appointed people, who are expected to behave prosocially by default. Such a transfer or decrease in burden would have a definite effect on perceptions or trust levels on the stakeholder side. Ali and Altaf (2021) argue that learning, psychological, and compliance costs might be escalated by contextual factors, particularly in absent, negligent, or coercive contexts, amplifying the side effects and core effects. In addition to boosting the impact of contextual factors, there might be extraordinary or emergency periods, like the pandemic in our case that would turn the burdens into catastrophes (Mascio et al., 2020). As Mascio et al. (2020) asserted, the COVID-19 pandemic has proven that the traditional structuring of administrative and political systems could fail to meet the demands. As these demands require necessary financial support, the government is assumed to accumulate monetary funds mainly devoted to meeting these demands (Segel et al., 2021).

Herd and Moynihan (2020) firmly argue that a crisis response by government agencies built on existing systems will fall short. The burdens that the learning, compliance, and psychological costs impose could range from reasonably trivial to rather significant, particularly during pandemics, as administrative structure and bureaucracy are not well-prepared against the acute emergence of natural or manufactured extraordinary situations. On the other hand, as rightfully asserted, policies and practices contributing to the administrative burden and its augmentation during the pandemic did not arise in a vacuum (Sinsky & Linzer, 2020). Many factors and parameters cause the unpreparedness and indifference of government agencies concerning the augmentation of the burdens. Among them, the importance or negligence endowed to science and scientists by the politically elected comes first.

In the literature, there are many studies dealing with the administrative burden. The administrative burden may reinforce inequality by imposing excessive burdens in case people need institutional assistance (Christensen et al., 2020). They argue that agencies may impose additional burdens or undermine cognitive resources while service demanders seek help. In this venue, Rosinger, Meyer, and Wang (2021) argue that policy design and implementation may reduce or increase the administrative burden that the stakeholders, in our case college students during pandemics, potentially experience. Thus, institutions are assumed to devise a framework in critical situations. If such a framework could not be designed and implemented by the regarded public authority, stakeholders could manage the condition themselves, according to Masood and Nisar (2021). In addition, since the organizations should behave as a sole entity, like the systematic human body consisting of coherent sub-systems, any part of the government or government agency should carry its relative share of the burden. Otherwise, as Heinrich et al. (2022, p. 1) argued, “efforts by these organizations to overcome administrative burdens impede their core functions and spill over into other aspects of their organizational work.”



### ***Gender-Based Psychological Side Effects of Online Education in the Pandemic***

Masood and Nisar (2021) argue that citizens can respond to burdensome policies by navigating the burden. Thus, it is clear that either administrative authority or the stakeholders might affect the processes. If the former fails, the latter could find ways but yield a potentially negative perception of government business. Camillo (2021) asserted that the resulting burdens could compel the government to raise the financial and economic budget share. If it fails, the result would be disastrous systemically (i.e., the health system may collapse) and politically (i.e., erosion of stakeholder trust and agency morale). Thus, as firmly put by Sinsky and Linzer (2020, p. 1410), "...when there is a crisis, it is clear that there are neither time nor resources to waste".

In our case, government agencies may impose additional burdens by simply not moving in the necessary directions during emergencies or pandemics, such as unpreparedness or negligence. The simple and best-known definition of public policy is "anything a government chooses to do or not to do" (Dye, 1972, p. 2). As Yanow (1992, p. 399) firmly puts that post-modern thought is particularly remarkable regarding "paying attention to what is not said, to the silences," or what is not done as supposed in our discussion.

The relevant literature shows many difficulties and barriers experienced during the pandemic. Gillis and Krull (2020) state that students commonly face issues regarding access to the internet and technology. According to Gillis and Krull (2020, p. 283), "most students experienced barriers to their learning because of the pandemic, including distractions, increased anxiety, and feeling less motivated, especially for non-white, female, and first-generation college students." According to a new systematic literature review, COVID-19 has caused fear among college students (Wang et al., 2022). Similarly, Chen and Lucock (2022) report possible mental health risks for university students caused by COVID-19.

## **METHODOLOGY**

In this study, by employing an online designed and implemented scale, we aimed to collect data from undergraduate students (n= 415) enrolled in both practical and theoretical courses in the faculties of a public university. We have applied to the University's ethical committee and obtained ethical approval for implementing the research on April 29, 2021. We also have a University permission form dated April 04, 2021. Then, we employed a pilot study and collected data from students at the graduate level enrolled in other universities from March 2021 to April 2021. We rearranged our questions according to the results of this research. And then, we implemented the field survey on only the targeted university students from May to September 2021 by inviting them to fill in the questionnaire with the help of instructors through internal e-mail correspondence. The limitation of the study is to collect data because of online education.

Our scale has focused on academic and psychological dimensions caused by the COVID-19 pandemic. We have almost thirty questions regarding all these dimensions, including the demographical ones. In the study, the administrative burden of students over online education during the pandemic has been examined comparatively based on gender in terms of psychological and academic dimensions. We aim to show the impact of the pandemic on students' academic achievement and trust in the actions and discourses provided by the university.

## **Design and Hypotheses**

Based on the administrative burden and gender inequality, particularly the role conflict dimension, we expect that role conflict would moderate the link between psychological and academic burdens. Thus, we

### ***Gender-Based Psychological Side Effects of Online Education in the Pandemic***

hypothesized that those who experienced a role conflict during the pandemic period and online education would report a more significant psychological burden than those who had no role conflict issue (H1). Based on the previous studies in the literature, we have also hypothesized that female students who have experienced role conflict at home will report more significant psychological burdens than male students (H2). We expect that students with a high academic burden will also have a high psychological burden (H3). In addition, the academic burden will be associated with role conflict (H4). Finally, we argue that productiveness is related to negative emotions (H5).

The dependent variable of this study is a latent variable measuring psychological burden. This variable is constructed by three items asking respondents about their negative emotions, suspending education, and pressure at home. The independent variables are an academic burden and role conflict. In this analysis, the academic burden is a latent variable. This variable is constructed by five items asking respondents about their academic average, material access, productiveness, guiding/informing, and benefits. Role Conflict is an item on the survey. The readers can find the questions in the appendix. In addition to the independent variables, we included a series of demographics, such as gender, age, marital status, and income. Since the respondents are college students, we have limited the data to single students with no income between 18 and 25.

### **Structural Equation Modeling**

To understand the impacts of remote education on the respondents' psychological burden, we applied structural equation modeling (SEM) as is similarly used by Ruppanner et al. (2021). SEM, as asserted by them (2021, p. 1943), "can provide quantitative tests of not only observed variables but also constructs that cannot be directly measured and help with the understanding of the complex relations among constructs that are difficult to be tested in other ways. SEM is widely applied in psychology and related disciplines, given the difficulty of measuring subjective well-being directly".

Therefore, we included psychological burden as the latent dependent variable and modeled it as interrelated (Figure 1). In SEM, as Kline (2016) and Ruppanner et al. (2021, p. 1943) also asserted, "the premise of using the traditional maximum likelihood method is that the multivariate normal distribution assumption can be met." Nevertheless, the models employed in this study could violate this assumption because all the independent variables are dummies. For this reason, we adopted the robust weighted least squares estimation (Edwards et al., 2012).

To explore and present the gender differences, we followed a two-step procedure following Ruppanner et al. (2021). First, we constrained path coefficients to be the same for the two gender groups through modification indices to evaluate whether the constrained models were appropriate. We tested our hypothesized model (See Figure 1) in the SEM using the lavaan (Rosseel, 2012) package on RStudio. Finally, we further examined the gender differences by employing the Wald tests to identify which parameters would constrain variation across gender groups.

### **FINDINGS OF THE FIELD SURVEY**

We summarized the descriptive statistics for dependent and independent variables by gender in Table 1.

**Gender-Based Psychological Side Effects of Online Education in the Pandemic**

Figure 1. SEM Model

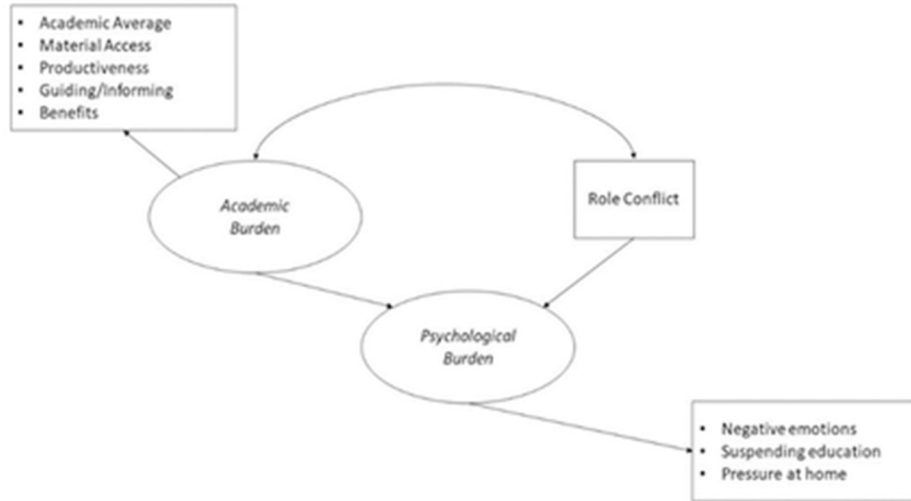


Table 1. Descriptive Statistics by Gender

	min	max	mean/% for female	mean/% for male	Sig. Gender difference
Psychological Burden					
Negative emotions-Yes	0	1	95.8	89.1	**
Suspending education	1	3	1.55	1.51	
Pressure at home	1	5	2.81	2.25	***
Academic Burden					
Academic Average	1	3	2.07	1.89	**
Material Access	1	5	3.22	3.06	
Productiveness	1	5	4.01	3.65	***
Guiding/Informing	1	5	3.45	3.12	***
Benefits-Yes	0	1	70.3	80.8	**
Role Conflict	1	5	3.78	3.32	***

Note: To test for gender and country differences, chi-square tests were performed for nominal variables, and two-sample tests of means were performed for ordinal variables.  
 \*\*\*p < 0.01, \*\*p < 0.05, \*p < 0.1

**Findings Related to Academic Dimensions**

While conducting distance and online education during the pandemic period raises concerns about the quality and efficiency of education, we thought this process is also reflected in the students’ academic

### ***Gender-Based Psychological Side Effects of Online Education in the Pandemic***

success. Thus, we wanted to see whether there was a change in the academic averages of the students during the pandemic period. When the students were asked whether there was a change in their academic averages during the pandemic period, most female and male students stated that their academic averages remained the same.

However, in this process, we observed that the academic average of male students was affected less negatively. We considered the answers to this question as one of the independent variables (AcD-1) in the next part of the study to measure the potential effect of the administrative burden. In the academic dimension, the remarkable aspects of the questions and the answers given within the scope of material access, productiveness, and guiding/informing are shown below.

“Has your access to course materials (i.e., books, notes, laboratory) been negatively affected during this process?” While most female students who answered this question stated they were highly affected, most male students indicated they were less affected. We considered the answers to this question as one of the independent variables (AcD-2) in the next part of the study to measure the potential effect of the administrative burden.

“When you evaluate the training you received in this process, how productive do you find it?” While most female students did not find the online education process productive, most males did not. We also saw that there is a statistically significant difference between them. We considered the answers to this question as one of the independent variables (AcD-3) in the next part of the study to measure the potential effect of the administrative burden.

“Do you agree with the opinion that your school informs/guides you enough to make the right decision about your education during the pandemic process?” Most male and female students who answered this question stated that they were “undecided” about the school’s guidance in this process. We also saw that there is a statistically significant difference between them. Arguably, female students think more negatively about school guidance. We consider the answers to this question as one of the independent variables (AcD-4) in the next part of the study to measure the potential effect of the administrative burden.

Online courses during the pandemic also created some advantages. Students listed these advantages as follows:

- a) it became easier to reach teachers,
- b) lectures could be re-watched later,
- c) being able to attend from home when one would not usually be able to participate in the class that is flexible in terms of location,
- d) ending the economic and time costs arising from face-to-face training,
- e) the development of academic language because of turning into homework during online education instead of test exams during face-to-face education.

“Did you see any benefit of the live lesson system during the pandemic?” There is a comparison between those who answered, “I did not see any benefit” and those who stated that they saw any benefit. Although, the vast majority of male (80,8%) and female students (70,3%) who answered this question indicated that they saw the benefits of online education in this process. In addition, we noticed a statistically significant difference between them. Arguably, male students benefitted more from the online education process. We considered the answers to this question as one of the independent variables (AcD-5) of administrative burden in the form of the academic dimension, which has a potential impact on the administrative burden in the form of the psychological dimension.

## ***Gender-Based Psychological Side Effects of Online Education in the Pandemic***

### **Findings Related to Psychological Dimensions**

The study's main aim is to examine the effects of the pandemic, which were briefly explained above, on the administrative burden as a psychological dimension.

In the psychological dimension, the remarkable aspects of the questions asked, and the answers given within the scope of negative emotions, suspension of education, and pressure at home are shown below.

“Which negative emotions did you feel most intensely about the academic life carried out with distance education during the pandemic?” The answers given to the question are listed as follows:

- a) boredom/burnout,
- b) distraction/issues with concentrating on lessons,
- c) reluctance/low motivation,
- d) boredom,
- e) longing despair,
- f) inefficiency, and
- g) stress caused by fear of possible technological problems, a feeling of anxiety, depression, panic attack, and inertia.

We compared the situation of the students who answered this question as “I did not feel any negative emotion” and the condition of the students who stated that they felt any of the above negative emotions. However, most female (95,8%) and male students (89,1%) who answered this question stated that they felt negative emotions in this process. In addition, we saw a statistically significant difference between them. It is more common to feel negative emotions about academic life among female students in this process. These answers constitute one of the research's dependent variables (PsD-1) in administrative psychological burden, and the relevant findings are shown below.

“Have you ever considered suspending education due to distance education during the pandemic? Although 48.7% of male students considered suspending their education in this process, they continued. However, it is seen that 1.3% of them took a break from their education. On the other hand, 54.8% of the female students continued their education despite considering suspending their education. There is no one among the female students who interrupted their education. We evaluated this as one of the dependent variables (PsD-2) of administrative burden in the form of a psychological dimension.

“Have you felt pressure at home because of the time you spend on live lessons?” While 35,9% of female students stated that they always or usually feel pressure as the time they devote to live lessons, 18,6% of male students expressed this. In addition, we saw a statistically significant difference between them. In this direction, it is seen those female students feel more pressure in this process. We evaluated this as one of the dependent variables (PsD-3) of administrative burden in the form of a psychological dimension.

### **Role Conflict vs. Psychological Dimensions**

A significant problem we could evaluate within the psychological dimension was role conflict. As a result of online education, students became responsible for the work they were generally not accountable for. They were not considered “students” by other family members and seemed like they had nothing to do. While 75,3% of female students indicated that their workload increased or significantly increased because

**Gender-Based Psychological Side Effects of Online Education in the Pandemic**

of staying at home, just 57,1% of male students expressed a similar view. In addition, we see a statistically significant difference between them. In this direction, we noticed that the workload increased more among female students this term. Assignments leading to role conflict were listed by students as follows:

- a) housekeeping,
- b) child/sister/elderly care,
- c) kitchen work,
- d) shopping, and
- e) contribution to the family business.

In this study, we thought that the psychological dimension of role conflict is practical in other psychological dimensions. For this reason, we investigated whether there was a change in the answers of the individuals who were “not affected by role conflict” by saying, “There was no increase in my workload” and those who were affected. In this context, we evaluated “role conflict” as a potentially effective independent variable on the administrative burden in the form of another psychological dimension. Table 2 below explains which code, context, and the extent of the variables used in the model are included.

*Table 2. Dimensions, variables, and codes*

Academic Dimensions		Psychological dimensions	
Context	Code	Context	Code
Academic Average	(AcD-1)	Negative emotions	(PsD-1)
Material Access	(AcD-2)	Suspending education	(PsD-2)
Productiveness	(AcD-3)	Pressure at home	(PsD-3)
Guiding/Informing	(AcD-4)	Role Conflict	(RoC)
Benefits	(AcD-5)		

Finally, we also examined the relationship between administrative burdens in the form of a psychological dimension in the study. In line with the findings above, we created the following model.

**SEM Results by Gender**

SEM results are presented by gender in the following Table 3.

According to Table 3 above, as the academic administrative burden increases, the administrative psychological burden increases for both female and male students. However, the authors observed that the effects of the academic administrative burden on female students were higher than the administrative psychological burden on male students.

As the workload from staying at home increased, female and male students’ psychological and administrative burdens increased. However, female students were more affected by this increased burden in this process. In other words, the administrative psychological burden of these students increased more. As the workload from staying at home increased, the academic and administrative burden increased for

**Gender-Based Psychological Side Effects of Online Education in the Pandemic**

female and male students. According to the table, it is arguable that female students were more affected by this situation. The authors find that if online education productivity increases during the pandemic, the tendency to feel pessimistic about academic life decreases. This trend is more strongly observed in female students.

Furthermore, for both the academic burden and role conflict, the findings indicate no significant differences between the two groups. Wald statistics are respectively 2.457 and 0.006. Figures 2 and 3 display the results to reflect the interrelationship among the measures.

*Table 3. SEM results by gender*

	Female	Male
<b>Psychological Burden</b>		
Negative emotions	0.428	0.437
Suspending education	0.566	0.576
Pressure at home	0.701	0.710
<b>Academic Burden</b>		
Academic Average	0.548	0.524
Material Access	0.383	0.363
Productiveness	0.791	0.772
Guiding/Informing	0.492	0.469
Benefits	0.614	0.590
psychological burden ~Academic Burden	0.584	0.727
psychological burden ~Role Conflict	0.336	0.310
Cov (Academic Burden, Role Conflict)	0.498	0.300
Cov (Productiveness, Negative emotions)	0.446	0.409
Chi-square=87.155, p-value=0.024; CFI=0.968; TLI=0.963; RMSEA=0.043; SRMR=0.060)		
All estimates are significant at 0.01.		

**DISCUSSION AND CONCLUSION**

Although the authors included socio-economic and role conflict variables in the field study, it was impossible to have them in the model and measure their effect due to the uneven distribution of the data. While most students live under similar socio-economic conditions, the authors observed that most experienced role conflicts because of online courses at home. Because of that, it was impossible to test the model effects. For this reason, when a data set with a more balanced distribution of these variables is available in future studies, it may be possible to expand the model to include these variables. As a result, when the authors make a comparison based on gender, it is seen that the workload has increased since female

**Gender-Based Psychological Side Effects of Online Education in the Pandemic**

students attend online classes at home, which causes administrative and academic burdens. Although male students are similarly affected, the effect's strength is weak compared to its impact on female students.

Figure 2. SEM results for females (n=259)

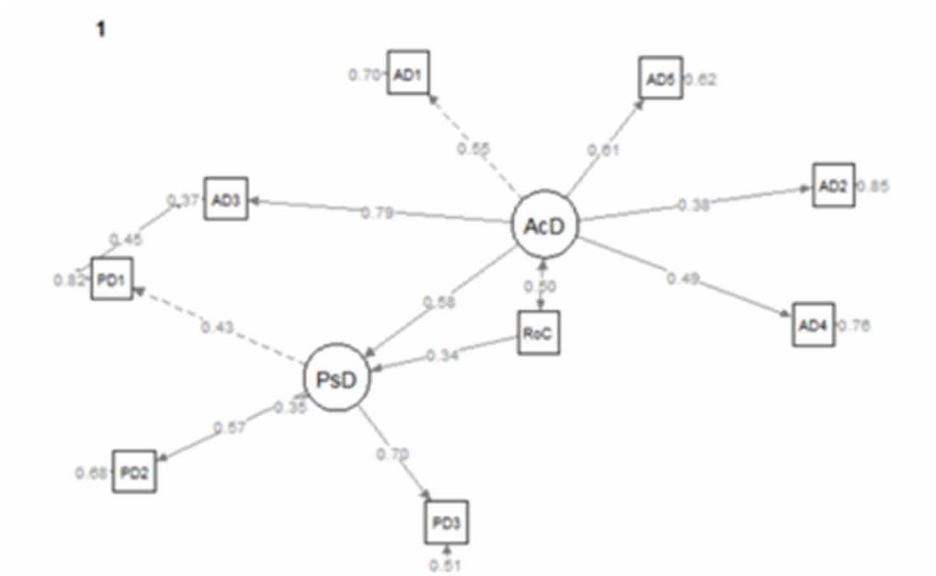
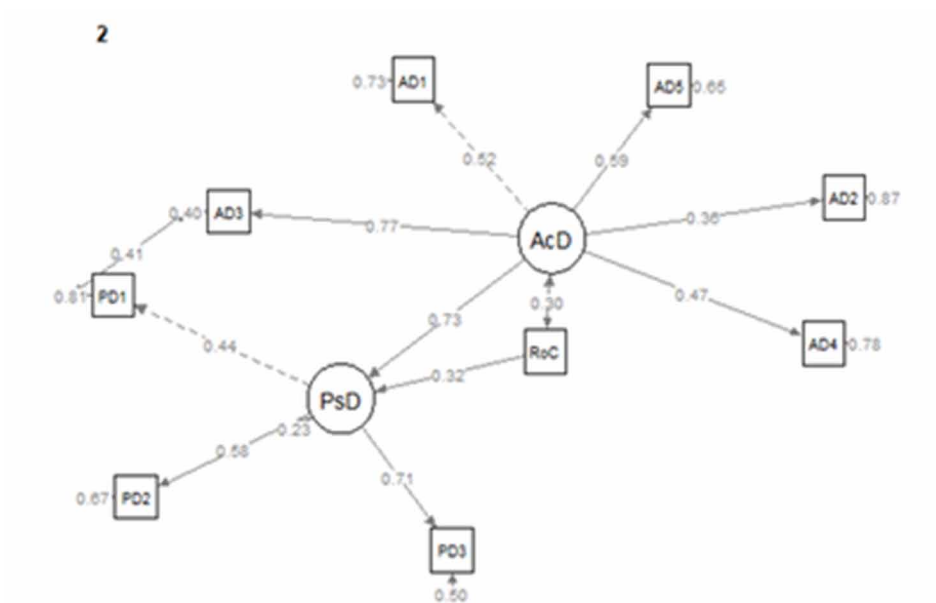


Figure 3. SEM results for males (n=156)





### ***Gender-Based Psychological Side Effects of Online Education in the Pandemic***

A study (TURKONFED, 2021) conducted from a gender perspective on the effect of the pandemic on the private sector in Turkey similarly identified a significant difference between men and women. Women reported that they experienced longer working hours, anxiety, psychological stress, exhaustion from working from home, and limited access to communication and information technologies. When women were at home, the employer thought they could work more, while the household assumed they could do more housework. When female students stayed at home, they were not perceived as students. They were seen as potentially marriageable and required to do housework. The authors observed this difference because the academic averages of male students were less affected by this process. Similarly, female students found the education they received in this process much more inefficient than male students. Again, female students thought more negatively about the school's guidance in this process.

All these findings are compatible with the fact that male students benefit more from online education than female students. Despite all this negative feedback from female students, the authors observed that negative emotion was more common among male students. Accordingly, the psychological administrative burden is more intense among male students. However, looking at the point regarding social context and gender roles is helpful. Although female students' education was more disrupted due to staying at home, male students in Turkey are brought up more freely and accustomed to staying outside the house and even in another place for a long time.

On the other hand, while female students stay in the dormitory during their school education and stay with their families when they are not studying, their time in public life is often specific, controlled, and limited. For the first time, the pandemic has treated everyone equally at home without discriminating between male and female students. This treatment has affected especially male students more psychologically. This observation could be one reason the psychological administrative burden was seen as higher in male students than in female students. Although more female students thought about suspending their education, only male students turning it into action indicates that male students showed more resistance, although female students were negatively affected.

As for the considerations for those who hold the power, we recommend some practical policy proposals. First, it is recommended that it is useful to define some differentiations among the students with respect to their particular needs concerning gender, disability or level of other variety, so policy designers and implementers should be aware of efforts devoted (i.e., gender mainstreaming, people with disabilities) and have efforts aligned.

Second, as discussed in previous parts, it is not reasonable to think of the same or similar efforts by government in provision of public services when compared the situation before and after any major breaks. However, if it is the case of additional administrative burdens, it should not be put on the shoulders of the stakeholders. As per the definition of governance, the share of the load is to be comparatively assigned among the stakeholders with a particular concern devoted to the equilibrium of authority, responsibility, accountability and access to resources. Even after major breaks like pandemic, government institutions are expected to be responsible and accountable with the provision of public services, but the government might prefer a mode of governance with some level of transfer of burden or ask for additional contribution from the stakeholders.

This research is contributing to the extant literature from the perspective of a late plea in public administration scholarship. Lately, the authors have seen a plea in public administration scholarship on changing the locus of discipline to make more room for non-western traditions (Xue, 2019; Moloney & Stone, 2019). The authors believe that scholarship on administrative burdens or the effects of pandemics is no exception. The necessity for equal treatment among traditions is because some concepts

### ***Gender-Based Psychological Side Effects of Online Education in the Pandemic***

and institutions in Western tradition could have no counterparts in non-western contexts (Yang, 2019). Furthermore, concepts might have differentiated repercussions in the view of local and contextual interpretations though the same or similar concepts are preferred (Peters, 2021). Thus, the authors need to reserve more room for non-western and developing country cases to reach equal treatment. As Ongaro (2021) asserted, public administration scholars could also benefit by looking up from their national contexts to what is beyond. As firmly put by Welch and Wong (1998), if literature is designed for or fed mainly through Western contexts and concepts, it rarely fits well when applied to non-western contexts. To shed light on this particular dimension, the authors believe it is necessary to survey college students in a developing, non-western, and authoritarian country case to show whether and how the administrative burden is augmented during a significant event like a pandemic. As further future research implications, we recommend the prospective scholars to make comparative analyses on the effect of during or after major breakings like pandemic, large scale of earthquakes, human-made or natural disasters on education, particularly the differentiation concerning gender, people with disabilities or unprotected sections of the society.

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**Gender-Based Psychological Side Effects of Online Education in the Pandemic**

**APPENDIX**

*Table 4. Questions*

Context	Code	Questions
<b>Academic Dimensions (AD)</b>		
Academic Average (The higher score is the higher academic burden)	(AcD-1)	What would you say about your academic average compared to pre-pandemic? 1 Higher - 2-Same- 3- Lower
Material Access (The higher score is the higher academic burden)	(AcD-2)	Has your access to course materials (books, notes, laboratory, etc.) been negatively affected during this process? 1-Easier -2-Same-3- Harder
Productiveness (The higher score is the higher academic burden)	(AcD-3)	When you evaluate the training you received in this process, how productive do you find it? 1- Very productive – 5- Not productive at all
Guiding/Informing (The higher score is the higher academic burden)	(AcD-4)	Do you agree with the opinion that your school informs/guides you enough to make the right decision about your education during the pandemic process? 1- Completely agree - 5- Not agree
Benefits (The higher score is the higher academic burden)	(AcD-5)	Did you see any benefit of the live lesson system during the pandemic? 1--Yes, because.... -2 -No
<b>Psychological Dimensions (PD)</b>		
Negative emotions (The higher score means a higher psychological burden)	(PsD-1)	“Which negative emotions did you feel most intensely about the academic life carried out with distance education during the pandemic? (The options that they could choose more than one of the negative emotions were listed, and as an alternative, the “I did not feel any negative emotion” option was presented. Reports of any negative emotion were coded as 1, while those who did not report negative emotions were coded as 0.)
Suspending education (The higher score means a higher psychological burden)	(PsD-2)	Have you ever thought of suspending education due to distance education during the pandemic? 1-No – 2-I did think but continued 3- I did suspend.
Pressure at home (The higher score refers to a higher psychological burden)	(PsD-3)	Have you felt pressure at home because of the time you spend on live lessons? 1 Never -- 5- Always
Role Conflict (The higher score reflects a higher role conflict)	(RoC)	Evaluate how much the family work obligations given to you due to staying at home with the live lessons have increased compared to the pre-pandemic period. 1– Very little -5 --Too much