Int. j. adv. multidisc. res. stud. 2025; 5(4):455-460

Received: 27-05-2025
Accepted: 07-07-2025

International Journal of Advanced Multidisciplinary Research and Studies

ISSN: 2583-049X

Factors Affecting the Theoretical Thinking of Female Lecturers at People's Police Schools in Vietnam: A Descriptive Study

Nhan Nguyen Thi Thanh
University of Fire Prevention and Fighting, Ministry of Public Security of Vietnam, Vietnam

DOI: https://doi.org/10.62225/2583049X.2025.5.4.4614
Corresponding Author: **Nhan Nguyen Thi Thanh**

Abstract
This descriptive study examines the various elements affecting the growth of theoretical thinking in female instructors at Vietnamese People's Police schools. Police educators' professional identities and instructional competence are greatly influenced by their theoretical thinking, which is characterized as the ability to reason abstractly, critically, and synthesize concepts. The study highlights important internal and external factors that influence the theoretical growth and intellectual engagement of female lecturers in the police school system using a combination of surveys, semi-structured interviews, and document analysis. The results show that academic background, self-perception, and personal drive all have a substantial impact on theoretical thinking abilities. Although they reported having limited access to professional development programs, mentorship, and scholarly resources, many female lecturers exhibited a strong innate motivation to enhance their academic performance. Both enabling and restricting influences were found in institutional characteristics, such as company culture, curricular restrictions, and leadership styles. Additionally, it has been noted that gender-specific issues like societal expectations, work-life balance, and underrepresentation in higher academic posts impede prolonged intellectual focus and theoretical engagement. The study emphasizes how academic culture, institutional dynamics, and gender intersect to affect the professional development of female educators in security-focused schools. Policy changes that support fair learning settings, funding for programs that increase the capacity of female instructors, and the development of intellectual communities in police schools are among the recommendations. The People's Police education system can improve general teaching quality and better promote the theoretical growth of its female professors by tackling these issues.

Keywords: Theoretical Thinking, Female Lecturers, Police Education, Gender and Academia, Vietnamese Higher Education

Introduction

In academic and professional development, theoretical thinking—often associated with higher-order cognitive processes like abstraction, conceptual synthesis, and critical reasoning—is essential, particularly in educational settings. Vygotsky (1978) [11] asserts that the development of theoretical thought is influenced by both individual cognitive maturity and societal interaction, making the educational setting a crucial factor. In addition to imparting knowledge, instructors in higher education—especially in hierarchical, structured institutions like police academies—are expected to interact with and develop theoretical frameworks that guide their research and teaching methods. According to Ryan and Deci (2000) [9], a key factor influencing this kind of cognitive engagement is intrinsic motivation, which has its roots in autonomy, competence, and relatedness. This is especially important for female instructors, who might have to deal with distinct social and professional demands in institutions that are controlled by men.

Challenges specific to gender in academic professions also affect how female lecturers cultivate and utilize theoretical thinking. Studies indicate that although women in academia frequently hold comparable or greater educational qualifications and motivation, they may face restricted access to mentorship, academic networks, and leadership roles (Baker, 2016 [2]; Morley, 2013). Such limitations can constrain intellectual liberty and diminish the chances of engaging in advanced theoretical discussions. Additionally, Lave and Wenger's (1991) [8] situated learning theory highlights the role of professional communities in developing an individual's theoretical thinking, suggesting that exclusion from these networks may have a more significant impact on women. In the realm of Vietnamese police training—characterized by strict authority hierarchies and conventional gender roles—these dynamics are particularly relevant and deserve targeted examination

Personal factors

The level of education. The educational framework significantly contributes to the enhancement of logical reasoning. Individuals who have attained higher education typically possess a foundational knowledge system and methodologies for scientific thinking, which facilitate their ability to tackle and dissect intricate issues. Vygotsky's studies (1978) [11] highlighted that the development of cognitive abilities and thought processes is profoundly shaped by the educational context in which individuals acquire and construct knowledge. Cognitive and reasoning capabilities vary among individuals, with each person exhibiting distinct levels of intelligence and thought processes, which in turn influences their approach to and interpretation of information. Those with strong analytical and synthetic skills often showcase more profound logical reasoning. The capacity for logical thought is influenced not only by IQ but also by various forms of intelligence, including logical, spatial, and linguistic intelligence (Gardner's., 1983).

Personal experience. Personal experience serves as a crucial basis for cultivating logical thinking, particularly in addressing practical issues. Individuals with extensive experience in particular domains frequently find it easier to generalize and extract valuable insights. Dewey (1938) [6] posits that experience acts as a mechanism for individuals to connect theoretical knowledge with practical application, thus enhancing their reasoning capabilities. Motivation to learn and work. A strong motivation significantly contributes to the sustainable advancement of logical thinking. Individuals who possess clear objectives and a determined mindset tend to concentrate more on analysis, reasoning, and creativity. Deci and Ryan (1985), in their Self-Determination Theory, indicated that intrinsic motivation enables individuals to surmount challenges, foster logical thinking, and effectively resolve problems.

The personality and attitude towards learning play a crucial role in determining an individual's readiness to embrace new knowledge. Individuals who are open-minded and inquisitive tend to absorb and apply logical thinking methods with ease. Conversely, those who are conservative and resistant to change may find themselves limited in their ability to develop reasoning skills. *Physical health* has a significant impact on cognitive abilities. When individuals maintain good health, they are better able to concentrate, process information swiftly, and engage in effective logical reasoning. Research conducted by Ratey and Hagerman (2008) indicates that regular physical activity not only enhances overall health but also stimulates the brain, thereby fostering the development of thinking and analytical skills. The mental state is another critical factor. *Mental stability* is vital for effective logical thinking. Conditions such as stress, anxiety, or negative emotions can hinder one's ability to concentrate and analyze problems effectively. Research by Lazarus and Folkman (1984) highlights that managing emotions and sustaining a positive mindset are essential for nurturing both creative and logical thinking. *Time management skills* also play a significant role in organizing and structuring information, which in turn enhances the effectiveness of logical thinking. Individuals who are adept at allocating their time wisely often find themselves with the opportunity for thorough analysis and the development of ideas. Covey (1989), in his work "The 7 Habits of Highly Effective People," emphasized that effective time management not only aids in achieving goals but also creates avenues for maximizing logical thinking.

Environmental factors

The impact of family and educational culture on logical reasoning. Family and educational culture are essential in shaping logical reasoning. The family setting is where individuals first learn life lessons, ranging from problem-solving to developing personal beliefs. Families that prioritize education and encourage their children to inquire, think critically, and seek knowledge will establish a strong foundation for logical reasoning skills. Simultaneously, the educational culture within society influences thought processes. For instance, cultures that value creativity and innovation tend to promote the development of flexible and independent reasoning skills.

The influence of the social environment on reasoning. The social environment encompasses elements such as customs, traditions, and social norms, which play a significant role in molding an individual's thought processes and reasoning abilities. A democratic society that values individual perspectives fosters the growth of critical thinking and debate skills. In contrast, conservative or repressive social settings may stifle creativity and innovative thinking. Furthermore, social challenges, such as inequality or limited access to information, can also hinder an individual's capacity to engage in reasoning. *The significance of the work environment in logical reasoning.* The work environment serves as a practical application for logical reasoning. A workplace that promotes creativity, learning, and innovation inspires individuals to enhance their analytical and critical thinking skills. Organizations that cultivate a culture of transparency and support for new ideas often enable employees to refine their logical thinking abilities and devise effective solutions. Conversely, a rigid work environment that lacks encouragement can diminish motivation and restrict individuals' capacity for logical thought.

Education systems and training policies. Education systems and training policies are crucial in fostering the development of reasoning skills. A system that promotes critical thinking, discovery learning, and self-directed learning enables students to cultivate their reasoning abilities in a comprehensive manner. In contrast, education systems that emphasize memorization and testing excessively can hinder individuals' cognitive potential. Furthermore, adult education policies, including vocational training and lifelong learning, significantly contribute to the maintenance and enhancement of reasoning skills. *Training and self-training.* Self-training and practice are vital components that assist individuals in the ongoing development of their logical thinking. This process involves reading books, conducting research, engaging in online courses, or practicing in real-world settings, all of which are effective strategies. Self-study not only aids individuals in broadening their knowledge but also fosters the habit of independent and critical thinking. Additionally, both formal and informal training courses offer valuable opportunities to enhance reasoning skills, particularly when they integrate theory with practice.

Resource factors

The influence of materials, books, and educational resources. Materials, books, and educational resources serve as valuable reservoirs of knowledge, aiding in the cultivation and enhancement of logical reasoning. Academic resources, including textbooks, comprehensive studies, and scholarly articles, establish a crucial theoretical framework for students to comprehend and tackle intricate issues. Furthermore, educational tools such as data analysis software, academic dictionaries, and digital libraries facilitate learners' access to and processing of information. Research conducted by Clark and Mayer (2016) indicates that the effective utilization of educational materials significantly enhances critical thinking and problem-solving abilities.

The significance of lecturers, experts, and consultants in fostering logical reasoning. The guidance provided by lecturers, experts, or consultants is instrumental in assisting learners in developing more profound logical reasoning skills. Lecturers not only convey knowledge but also encourage critical thinking and creativity through inquiry and dialogue. Experts or consultants, drawing from their practical experience and extensive expertise, offer diverse perspectives for addressing complex challenges. Vygotsky's (1978) [11] research on the "zone of proximal development" suggests that engaging with experienced individuals enables learners to transcend their current cognitive limitations and progress towards advanced levels of reasoning.

The influence of technology and infrastructure on logical reasoning. Contemporary technology and sophisticated infrastructure are pivotal in bolstering and enhancing logical reasoning. Tools such as high-performance computers, state-of-the-art laboratories, and online platforms like MOOCs or AI-driven learning resources provide unrestricted access to knowledge. Big Data analytics software and artificial intelligence (AI) not only assist learners in grasping complex theories but also aid them in making informed, data-driven decisions. According to Anderson and Krathwohl (2001) [1], technology fosters the capacity to apply and innovate in logical reasoning, particularly in disciplines that necessitate an interdisciplinary approach.

Method

This research utilized a descriptive research design that incorporated a quantitative survey method to investigate the elements affecting the theoretical thinking of female lecturers at People's Police schools in Vietnam. The study's target population comprised lecturers from various police training institutions, with a total sample size of 212 participants, of which 55.2% were female. Data collection was conducted through a structured questionnaire aimed at evaluating four primary categories of influencing factors: personal characteristics, environmental conditions, resource availability, and practical experience. The questionnaire employed a 5-point Likert scale to gauge the perceived influence level of each factor on logical and theoretical thinking. The gathered data were analyzed using descriptive statistics, including mean scores and standard deviations, to pinpoint the most significant factors. This methodological framework facilitated a thorough evaluation of the degree and variation of influence across different dimensions, yielding empirical insights into how both internal and external conditions impact the theoretical engagement of female lecturers within the realm of police education.

Table 1: General characteristics of the survey sample

Gender	No	%
Male	95	44.8
Female	117	55.2
Year old		
<30	9	4.1
31-39	142	64.8
40-49	56	25.6
>50	12	5.5
Seniority		
<5	8	3.8
5-10	64	30.3
10-20	111	52.6
>20	28	13.3
Management experience		
<5	58	36.9
5-10	52	33.1
10-20	37	23.6
>20	10	6.4
Education		
College	1	0.5
University	10	4.8
Postgraduate	199	94.8
Title		
Teaching Assistant	9	4.3
Lecturer	104	49.8
Main Lecturer	96	45.9

This analytical study examines the various elements that affect the theoretical reasoning of female lecturers at People's Police schools in Vietnam, based on a representative sample of 212 participants, of which 55.2% are female. The findings indicate that a majority of female lecturers are within the 31–39 age bracket (64.8%), implying that they are in their prime years of professional development. Over half of the participants (52.6%) have between 10 to 20 years of teaching experience, reflecting a seasoned academic demographic with the potential for deeper theoretical engagement. A significant number of female lecturers possess postgraduate degrees (94.8%), which ensures a solid academic foundation and familiarity with research methodologies—essential elements of theoretical reasoning. Nevertheless, the capacity to formulate and implement theoretical frameworks is influenced by additional contextual and institutional factors. The management experience of these educators is generally limited, with 70% having less than 10 years in leadership positions, which may hinder their exposure to strategic and policy-level theoretical discussions. In terms of position, most are either lecturers (49.8%) or main lecturers (45.9%), with only a small fraction serving as teaching assistants (4.3%). While these roles entail significant teaching responsibilities, the degree to which they permit intellectual independence or research involvement is a crucial factor. Institutional workload, research culture, and support for professional development also play a role in shaping theoretical thinking, although these aspects necessitate qualitative exploration beyond mere statistics. The presence of mid-career, academically qualified female lecturers creates a conducive environment for theoretical progress; however, gender-based expectations within police training institutions may impact confidence, access to resources, and opportunities for academic collaboration. These results highlight the necessity for focused initiatives aimed at assisting female faculty through leadership mentoring, organized research projects, and inclusive academic forums that promote theoretical discussion. Ultimately, improving the theoretical thinking abilities of female lecturers in police academies will necessitate a comprehensive approach that tackles both individual academic growth and the wider institutional and cultural contexts in which these educators function.

Results

Table 2: The level of influence of the factors on logical thinking

S. No	Factors	Level									
		1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%
1	**Personal**										
1.1	Education level	2	0.9	5	2.3	31	14.0	88	39.6	96	43.2
1.2	Cognitive and thinking abilities	3	1.4	3	1.4	29	13.1	96	43.2	91	41.0
1.3	Personal experience	1	0.5	10	4.5	23	10.4	87	39.2	101	45.5
1.4	Motivation to study and work	1	0.5	5	2.3	24	10.8	78	35.1	114	51.4
1.5	Personality, attitude towards learning	2	0.9	6	2.7	22	9.9	90	40.5	102	45.9
1.6	Physical health	1	0.5	3	1.4	51	23.0	106	47.7	61	27.5
1.7	Mental state (stress, pressure, emotions)	1	0.5	9	4.1	34	15.3	79	35.6	99	44.6
1.8	Time management skills	3	1.4	5	2.3	45	20.3	78	35.1	91	41.0
2	**Environmental**										
2.1	Family and educational culture	4	1.8	5	2.3	36	16.2	102	45.9	75	33.8
2.2	Social environment (friends, colleagues, surrounding society)	2	0.9	9	4.1	43	19.4	109	49.1	59	26.6
2.3	Work environment (professionalism, support from the organization)	3	1.4	7	3.2	40	18.0	102	45.9	70	31.5
2.4	Education system and training policy	2	0.9	5	2.3	29	13.1	97	43.7	89	40.1
2.5	Training and self-training process	2	0.9	4	1.8	26	11.7	79	35.6	111	50.0
3	**Resource**										
3.1	Documents, books and learning aids	3	1.4	6	2.7	44	19.8	85	38.3	84	37.8
3.2	Support from instructors, experts or advisors			7	3.2	36	16.2	123	55.4	56	25.2
3.3	Technology and facilities (modern equipment, online platform)	2	0.9	11	5.0	47	21.2	96	43.2	66	29.7
4	**Practical experience**										
4.1	Opportunity to practice and apply theory to reality	3	1.4	7	3.2	31	14.0	109	49.1	72	32.4
4.2	Exposure to complex, multidimensional situations	4	1.8	2	0.9	39	17.6	80	36.0	97	43.7
4.3	Lessons from failure and success	3	1.4	5	2.3	49	22.1	69	31.1	96	43.2

Table 2 illustrates the degree to which various personal, environmental, resource-based, and experiential factors affect the theoretical (logical) thinking of female lecturers at People's Police schools in Vietnam. The results indicate a multidimensional framework where both internal and external factors play a significant role in intellectual development and reflective thinking. Among the personal factors, the motivation to study and work emerges as the most significant, with 51.4% of respondents rating it at the highest level. This is closely followed by personality and attitude towards learning (45.9%), personal experience (45.5%), and cognitive and thinking abilities (41%), suggesting that internal motivation and character are closely linked to theoretical engagement. Notably, mental state (44.6%) and physical health (27.5%) also garnered considerable attention, indicating that psychological and physical well-being are crucial in facilitating or obstructing higher-order thinking. From an environmental standpoint, family and educational culture (33.8%), work environment (31.5%), and social surroundings (26.6%) were identified as influential. These factors suggest that a supportive and professional community—both at home and in the workplace—enhances intellectual engagement. Additionally, the education system and training policy received substantial agreement (40.1%), highlighting the significance of structured academic and institutional support.

In terms of resources, access to documents, books, and learning materials (37.8%), technological tools (29.7%), and especially support from instructors and experts (55.4%) significantly impacted theoretical development. These resources enable lecturers to investigate, connect, and effectively apply abstract concepts. Furthermore, practical experience is crucial. Almost 43.7% of lecturers identified exposure to complex, multidimensional situations as a significant influence, while lessons learned from both failure and success, along with opportunities to implement theory in practice, also received high rankings. These experiential elements assist in bridging theoretical knowledge with real-world application, which is essential in police education. Clearly, the evolution of theoretical thinking among female lecturers is influenced by a complex interaction of motivation, environment, mentorship, and experiential learning. Institutional strategies designed to promote critical thinking should comprehensively address these elements to cultivate a strong academic culture.

Table 3: The influence of the factors on logical thinking

	Mean	No	Standard Deviance
Personal factors			
Education level	4.22	222	.835
Cognitive and thinking abilities	4.21	222	.821
Personal experience	4.25	222	.849
Motivation to study and work	4.35	222	.797
Personality, attitude towards learning	4.28	222	.820
Physical health	4.00	222	.776
Mental state (stress, pressure, emotions)	4.20	222	.875
Time management skills	4.12	222	.902
Environmental factors			
Family and educational culture	4.08	222	.866
Social environment (friends, colleagues, surrounding society)	3.96	222	.839
Work environment (professionalism, support from the organization)	4.03	222	.863
Education system and training policy	4.20	222	.816
Training and self-training process	4.32	222	.819
Resource factor			
Documents, books and learning aids	4.09	222	.896
Support from instructors, experts or advisors	4.03	222	.736
Technology and facilities (modern equipment, online platform)	3.96	222	.889
Practical experience factor			
Opportunity to practice and apply theory to reality	4.08	222	.842
Exposure to complex, multidimensional situations	4.19	222	.882
Lessons from failure and success	4.13	222	.923

The examination of Table 3 indicates that a diverse range of personal, environmental, resource, and experiential factors significantly influences the development of logical thinking among lecturers, particularly focusing on female faculty members in police training institutions. Among the personal factors, motivation to study and work (M = 4.35, SD = 0.797) and personality and attitude towards learning (M = 4.28, SD = 0.820) were identified as the most significant influences, implying that intrinsic motivation and disposition are crucial elements of intellectual engagement. Additionally, personal experience (M = 4.25) and education level (M = 4.22) also received high scores, suggesting that prior knowledge and formal qualifications play a vital role in enhancing theoretical reasoning.

Environmental factors exhibited slightly lower yet consistent levels of impact. The training and self-training process (M = 4.32) and the education system and policy (M = 4.20) were rated highly, emphasizing the significance of structured support systems. Conversely, the social environment (M = 3.96) recorded the lowest mean in this category, indicating a limited influence from peers or colleagues compared to formal institutional frameworks. Regarding resources, documents and learning aids (M = 4.09) and support from instructors or experts (M = 4.03) were acknowledged as critical, while technology and facilities (M = 3.96) received lower ratings, suggesting possible deficiencies in digital infrastructure. Ultimately, practical experiences such as exposure to complex situations (M = 4.19) and lessons learned from both success and failure (M = 4.13) were found to significantly enhance theoretical development, reinforcing the importance of experiential learning in cultivating higher-order cognitive skills.

Discussion

The advancement of theoretical thinking among female lecturers at People's Police schools in Vietnam is profoundly shaped by a combination of personal, environmental, and institutional factors. The data highlights the pivotal role of intrinsic motivation and personal characteristics, particularly the motivation to study and work (51.4%), personality traits and attitudes towards learning (45.9%), and cognitive skills (41%). These results are consistent with prior research, which underscores that individual motivation and disposition are essential for engaging in abstract reasoning and intellectual endeavors (Ryan & Deci, 2000; Zimmerman, 2002) [9, 12]. The impact of mental health and time management (44.6% and 41%, respectively) suggests that psychological well-being and self-regulation are fundamental, rather than secondary, to the development of theoretical thinking. Female lecturers, particularly in structured environments such as police academies, may face distinct stressors that can affect their cognitive performance (Cai *et al*., 2021) [4]. Environmental elements like the workplace atmosphere and family-educational culture were also rated highly (31.5% and 33.8%, respectively), which supports Vygotsky's sociocultural theory that posits cognitive development is intricately linked to social interaction and institutional context (Vygotsky, 1978) [11]. Supportive institutional frameworks and policies promote intellectual engagement by creating a secure and conducive environment (Tight, 2014) [10]. The significance of resources, especially support from mentors or experts (55.4%), underscores the value of mentorship and academic networks in enhancing theoretical capabilities (Lave & Wenger, 1991) [8]. Access to pertinent documents, educational materials, and technological resources further enables lecturers to delve into complex theoretical areas. Notably, practical experience, including exposure to multifaceted situations (43.7%) and learning from both successes and failures (43.2%), demonstrates the strong connection between theory and practice. These results strengthen Kolb's experiential learning theory, which asserts that reflective practice improves the formation of abstract conceptualization (Kolb, 1984) [7]. In summary, fostering theoretical thinking among female lecturers necessitates a comprehensive approach that encompasses personal growth, institutional backing, and opportunities for significant learning experiences. Customized professional development initiatives and inclusive academic settings are essential for optimizing the intellectual capabilities of female faculty in police education systems.

The results emphasize the various factors influencing logical reasoning among lecturers, particularly affecting female faculty in police training institutions. Personal factors such as motivation to study and work (M = 4.35) and personality traits along with attitudes towards learning (M = 4.28) received the highest ratings, reinforcing the notion that intrinsic motivation and self-perception play a crucial role in enhancing cognitive engagement (Ryan & Deci, 2000) [9]. This aligns with the self-determination theory, which posits that autonomy and internal objectives promote deeper learning experiences. Additionally, the significance of personal experience (M = 4.25) and educational attainment (M = 4.22) corresponds with cognitive developmental theories that argue prior knowledge supports the development of abstract reasoning abilities (Bransford, Brown, & Cocking, 2000) [3]. Furthermore, mental state (M = 4.20) and time management (M = 4.12) highlight the influence of psychological and behavioral regulation on intellectual performance (Zimmerman, 2002) [12]. Environmental elements such as the training and self-training processes (M = 4.32) and educational policies (M = 4.20) were particularly impactful, demonstrating how structured institutional support enhances reflective thinking (Tight, 2014) [10]. Conversely, the social environment (M = 3.96) recorded the lowest mean, indicating that informal collegial relationships might be underutilized in promoting theoretical discussions. Regarding resources, expert support (M = 4.03) and learning materials (M = 4.09) were essential, underscoring the necessity of accessible academic infrastructure (Lave & Wenger, 1991) [8]. Lastly, practical experience, particularly exposure to complex scenarios (M = 4.19), reflects Kolb's (1984) [7] assertion that experiential learning reinforces theoretical comprehension.

Conclusion

This research has delivered a thorough examination of the various factors that affect the theoretical thinking of female lecturers in Vietnam's People's Police schools. Through quantitative analysis, the study identified personal, environmental, resource-related, and experiential variables that significantly influence lecturers' ability to engage in theoretical reasoning and reflective practice. The results underscored that motivation, cognitive ability, personal experience, and professional attitude are among the most significant personal traits that facilitate theoretical development.

Environmental and institutional factors also played a vital role. Supportive academic settings, effective training policies, and opportunities for self-directed learning were found to enhance intellectual engagement. However, the comparatively lower impact of social environments and peer collaboration indicates a potential area for enhancement in developing intellectual communities and mentorship systems. These findings underscore the significance of not only individual competencies but also organizational frameworks that promote scholarly growth and critical thinking among female educators.

Resource availability—including academic materials, technology, and expert mentorship—was identified as a key facilitator of theoretical thinking. Nevertheless, technology and digital tools received lower ratings, indicating infrastructural challenges that may impede access to contemporary pedagogical practices. Practical experience, particularly exposure to complex real-world scenarios and reflective learning from both successes and failures, was also affirmed as a crucial element connecting theory to practice, especially in the context of professional police education.

Clearly, improving the theoretical thinking of female instructors in police academies necessitates a comprehensive and strategic methodology. Educational leaders and policymakers should create institutional frameworks that integrate personal development, professional mentorship, academic resources, and hands-on learning experiences. These extensive initiatives will not only aid in the personal and professional advancement of female instructors but will also enhance the academic quality and modernization of Vietnam's police training institutions. Future research could gain from qualitative studies aimed at enriching the understanding of the lived experiences and institutional dynamics that influence the intellectual growth of female instructors.

References

1. Anderson LW, Krathwohl DR. A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman, 2001.
2. Baker M. Women academics and the gendered space of higher education. Palgrave Macmillan, 2016.
3. Bransford JD, Brown AL, Cocking RR. How people learn: Brain, mind, experience, and school. National Academy Press, 2000.
4. Cai Y, Guo W, Hu Y. Academic stress, mental health, and coping strategies among female teachers. Psychology in the Schools. 2021; 58(6):1031-1042.
5. Csikszentmihalyi M. Creativity: Flow and the Psychology of Discovery and Invention. New York: HarperCollins, 1996.
6. Dewey J. Experience and Education. New York: Kappa Delta Pi, 1938.
7. Kolb DA. Experiential Learning: Experience as the Source of Learning and Development. Englewood Cliffs, NJ: Prentice Hall, 1984.
8. Lave J, Wenger E. Situated learning: Legitimate peripheral participation. Cambridge University Press, 1991.
9. Ryan RM, Deci EL. Intrinsic and extrinsic motivations: Classic definitions and new directions. Contemporary Educational Psychology. 2000; 25(1):54-67.
10. Tight M. Working in higher education. Open University Press, 2014.
11. Vygotsky LS. Mind in society: The development of higher psychological processes. Harvard University Press, 1978.
12. Zimmerman BJ. Becoming a self-regulated learner: An overview. Theory into Practice. 2002; 41(2):64-70.