



A Study on Prospective Teachers Internalized Misogyny*

Handan KOCABATMAZ**

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ABSTRACT

The attitude of women towards their own gender, manifesting as hostility, hatred, contempt and contempt, is called "Internalized Misogyny". Teachers are the primary women who need to recognize and improve their internalized misogynistic attitudes and behaviors. Teachers' different expectations from male and female students, their traditional attitudes and sexist discourses are unknowingly effective in acquiring and maintaining hostile attitudes and behaviors towards women. The study group consisted of 328 female teacher candidates studying at different grade levels of Gazi Faculty of Education. A research on misogynistic attitudes and behaviors of teacher candidates. Teacher candidates whose mothers have low education levels and whose families live in the village still give more importance to men than women. However, teacher candidates whose mothers have a high level of education also do not trust women. The fact that internalized misogynistic behaviors do not change as the grade level increases makes it necessary to discuss the quality of the education provided. The fact that the increase in the father's education level does not have any effect on the opinions of the teacher candidates shows that the responsibility of raising a daughter belongs to the mother rather than the father.

Keywords: Misogyny, internalized misogyny, hostility towards women, prospective teachers

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1. INTRODUCTION

As one of the basic building blocks of societies, women have shaped the course of history with their presence and shaped social transformations. However, the place of women in society has rested on a complex balance for centuries and has been shaped by different limitations over time. Against this complex backdrop, women's roles in social, economic, political and cultural arenas bear the traces of both promising changes and limitations. In fact, the Violence and Health Report published by the World Health Organization (WHO) in 2013 emphasizes that women are the most exposed to violence (WHO/World Health Organization, 2021). Violence against women is a form of gender-based discrimination and is considered a serious violation of human rights (Hokks, 2020). In many societies, in addition to violence against women, there are widespread beliefs that men are superior and cultural norms such as the humiliation and control of women based on these beliefs. Then, what is this problem, which dates back to the depths of history and whose devastating effects are centered on women?

In the thoughts of philosophers and scientists such as Plato, Aristotle, Augustine, Hegel, Kant, Rousseau and Freud, who have shaped today's science, data such as the fact that men are prioritized and women are excluded from political and legal processes, women are weaker than men in terms of intelligence, positive qualities symbolize men while negative qualities symbolize women reveal the traces of the culture of misogyny from the past. This phenomenon, called "Misogyny" in the literature, can be defined as an attack on women's human rights and values as one of the most striking manifestations of gender inequality in psychological, sociological, political, economic and educational areas of life. Mizogyny is a form of sexism that includes fear of women, distrust, hatred, prejudice and hostility towards women, which keeps women in a lower social status than men.

The concept of misogyny basically overlaps with "sexism" (the vilification, belittling and humiliation of women) and "gender discrimination" (the privileging of one gender over the other in society), but it is a more comprehensive and powerful concept (Ukockis, 2019). The concept of misogyny was first defined by American feminist writer Kate Millett in her book "The Politics of Gender" in 1970. According to Millett (1970), misogyny refers to negative attitudes and behaviors such as violence against women, belittling women, sexual assault, gender-based discrimination and sexism. Misogyny takes many forms such as

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** Instructor, Dr., Gazi University, Faculty of Gazi Education, Department of Educational Sciences, Division of Curriculum and Instruction, Ankara-TÜRKİYE. e-mail: handank@gazi.edu.tr (ORCID: 0000-0002-6348-3818)

patriarchy, gender discrimination, sexual harassment, humiliation of women, violence against women and sexual objectification (Buiten, and Salo, 2007). Hostility towards women has functioned as an ideology or belief system in male-dominated societies for thousands of years. While hostility towards women can be seen in all societies, in all segments of societies, it is mostly used to restrict women and prevent them from participating in decision-making processes (Flood and Pease, 2009). The following definitions have been made by different authors in the literature: Gilmore (2001) defines misogyny as the fear, anxiety, stereotypical and stigmatizing labels that men feel towards women. According to Kramarae and Spender (2000), misogyny is a hate speech that threatens the existence of women in male-dominated language. According to Code (2000), it can be considered as the humiliation, sexual discrimination and contempt of women as an expression of hatred and negative feelings towards women. Stalker (2001), on the other hand, classifies the misogynist perspective with three views. The first one is "objectification of women", the second one is "vilification of women" and the third one is "subjugating women".

In the Misogynist perspective, "objectification of women" emphasizes that the characteristics attributed to women and women's lives stem not from society but from women's biological characteristics. In this view, women are idealized as gentle, determined, naive and unique; they are represented with adjectives such as nurturing, attentive, hardworking, soft, beautiful and tolerant. This situation makes women the subject of values such as romantic, sensitive, reproductive and sexual services at home and in society, as well as chaste, moral, tidy, clean (Stalker, 2001). The view of "denigration of women" involves belittling women for their strengths and blaming them for their weaknesses. Women's strengths are belittled as morally weak, uncontrolled, unrestrained, sexually manipulative, sinful, etc., and their weaknesses are characterized as passive, disrespectful, spiteful, arrogant, weak-spirited, jealous, unnecessarily proud, ungrateful, greedy, fond of showing off, unable to control money, and so on. The "female subjugationist" view is a process that emerges with the objectification and vilification of women and is related to protecting and controlling women, suppressing their disobedience and female dominance (Glick and Fiske, 1996). Perceiving women as a threat to male authority, taking women under control through oppression and the concepts of property are included in this view. Femicides, which have been on the agenda with an increase in recent years in Turkey, should be evaluated as a result of the view of "subjugating women".

Misogyny emerges from the attitudes and behaviors that individuals of both sexes acquire during their lives. In the acquisition of these attitudes and behaviors, factors such as gender and gender roles, family, school, political ideology, religion, and culture can be effective in the emergence of misogyny (Stalker, 2001; Pair, 1997). It is emphasized that misogyny affects the structure of today's society through tools such as various music, songs, movies, TV programs, computer games and advertisements by popular culture (Baydar, 2014). In addition, prejudices gain social dimension over a long time, and features such as overgeneralization, prejudgment, and rejection of differences result in discrimination (Vatandaş, 2007). Holland (2019), who considers misogyny as a prejudice, conceptualizes it as the phenomenon of pushing half of the human race out of humanity and states that no other prejudice is so discriminatory, long-term, permanent and universal.

1.1. Internalized Misogyny

While misogynist beliefs, which are a form of gender-based hatred and hostility, including prejudice, humiliation and extreme hostility towards women, argue that women are worthless, weak, exist to serve men and that male domination should be maintained, the way of life of societies continues as a cultural teaching. Szymanski, Gupta and Carr (2009) state that one of the most horrible effects of misogyny is that women who grow up in such environments learn to hate themselves from a very young age and this hatred affects their judgments about other women. Even though misogyny is defined as men's hostility and hatred towards women, many women also exhibit misogynistic behaviors.

This attitude of women, which emerges as a feeling of hostility, hatred, humiliation and contempt towards their own gender, is called "Internalized Misogyny", that is, internalized hostility towards women (Gilmore, 2001). Internalized misogyny refers to the process in which women in a male-dominated society doubt the competence of their gender, see women as less than men, do not believe in women's potential, competence and abilities, and exhibit hostile behaviors adopted against women's behaviors in order to be accepted in society. It is emphasized that internalized misogyny can be manifested in various ways such as self-objectification, self-blame, competition between women, hostile attitudes and behaviors exhibited by women towards each other (Glick & Fiske, 2001), clothing, relationship style, attitude, and how success is achieved if it is achieved. In short, internalized misogyny is a situation in which women accept prejudices and discrimination based on their gender and have negative thoughts about their gender. Women's hostility towards women is explained as the objectification of themselves under the influence of the patriarchal lifestyle in which they have been living since birth and the passive acceptance of misogynistic attitudes and behaviors in the ordinary flow of life (Szymanski et al., 2009).

In general, societies associate women's gender roles more with the role of motherhood, fulfilling domestic responsibilities, being caregiver and supportive, and generally with physical appearance and aesthetics, while men are more associated with the roles of family breadwinner, outside worker, career holder, protector, strong, leader, decision maker and independence. Despite the fact that with modernization, women's entry into business life has reduced the pressure on men to earn money, and today's fathers contribute more to child care and upbringing, the roles and responsibilities attributed to men and women, especially in patriarchal societies, continue to remain their place. Rigid attitudes towards gender roles attributed to women can be effective in the formation of misogynist attitudes and behaviors. Individuals accept sexist norms, values and roles

prevalent in society as a natural part of life, which may lead women to accept and adopt negative thoughts and behaviors about their own gender. In fact, the satisfaction of sovereignty arising from the power attributed to men by the patriarchal lifestyle can also be effective in women's misogynistic behaviors. As a matter of fact, one of the best examples of this in Turkey was exhibited by the movie 'Wool Baby' written and directed by Ümmiye Koçak, a primary school graduate living in Arslanköy. The film "Wool Baby", which won Koçak the "Best Eurasian Woman Artist in Cinema" award at the Eurasia Film Festival in New York in 2012, reveals the misogynistic behaviors that Hatice, who cooks, cleans, collects firewood, cares for the family, takes care of the animals, and struggles with the insults and violence of her mother-in-law, who is considered an authority in the house with her age and who treats her badly despite working all day long, is exposed to (Koçak, 2012).

Such thoughts and behaviors are often transmitted from generation to generation through social structures, media, cultural norms and education, causing women to develop negative attitudes towards themselves and other women, reinforcing gender inequality, restricting their own freedoms and rights, and making it seem reasonable to restrict them. Legal regulations, women's rights advocacy, policies promoting gender equality, and most importantly, education are the elements that will help reduce and eventually eliminate misogynistic behaviors. Although the cultural change that will occur through social awareness that education will provide is a long-term process, it contributes to women's being valued equally and fairly in society.

1.2. Statement of the Problem

Misogyny is still a part of everyday life today thanks to the understanding that accepts social inequality as natural, and it is more or less widespread all over the world, regardless of race, class, materialism, education, belief, and social order. According to Smith (2013), one of the most important obstacles in ensuring humanity's belief in the system of law and universal values is the continuing existence and currency of the concept of "misogyny" despite all developments. The real end of misogyny can only be achieved by establishing the concept of equality in all areas of social life. The abandonment of internalized misogynistic behaviors can be achieved through legal and political decisions, practices and especially through women's education. For this, first of all, women need to be aware of their own misogynistic behaviors towards their own sex and regulate their misogynistic behaviors. Education, which is the key to women's empowerment and change in the economic, social and political spheres, is necessary for women to lead a healthy life in social life and thus to ensure a healthy future (Unwomen 2022).

Teachers are the most important women who need to recognize and improve their internalized misogynistic attitudes and behaviors. This is because school is one of the most important factors that contribute to the socialization of a child after the family, and teachers play an important role in teaching behaviors. By helping individuals develop social, emotional and ethical values, teachers facilitate the acquisition of empathy, respect, tolerance, cooperation and other positive values as well as academic behaviors (Jones and Bouffard, 2012). Teachers' gender discrimination, having different expectations from male and female students, displaying traditional attitudes, sexist discourses, and hostile attitudes and behaviors towards women without even being aware of it are effective in the acquisition and maintenance of these values (EIS, 2016; Robinson, 2005). In this process, it is extremely important for female teachers to avoid the sexist language and behaviors they use, to be aware of their misogynistic behaviors, and to make efforts to regulate the misogynistic attitudes and behaviors they exhibit towards themselves, female family members, colleagues, women around them, and female students in their classrooms.

1.3. Purpose of the Study

The aim of this study is to compare the internalized misogyny attitudes of prospective teachers according to their grade level, department of study, parental education level, income level, residential area and region of residence and to provide suggestions for the education of prospective teachers based on the data obtained.

2. METHODOLOGY

The research is based on descriptive survey model. In this study, the scores obtained from the internalized misogyny (internalized hostility towards women) scale were examined based on variables (Gay and Airasian, 2000).

2.1. Participants

The study group consisted of 328 female prospective teachers studying at different grade levels of Gazi University Gazi Faculty of Education who voluntarily participated in the study. The distribution of the female prospective teachers participating in the study according to the grade level, department, educational level of their parents, settlement and geographical region of the family and income level are given in Table 1.

Table 1.
Demographic Characteristics of Student Teachers

Demographic Characteristics	f	%
Grade Level of Education	1	20,1
	2	23,5
	3	29,3
	4	27,1
	Total	100
Department	Fine Arts	6,09
	Math and Science	15,24
	Guidance and Psychological Counseling	4,57
	Special Education	4,87
	Basic Education	29,26
	Turkish and Social Studies	16,76
	Total	23,17
Mother's Level of Education	Literate	100
	Primary School	6,7
	Secondary School/Primary Education	17,0
	High School	38,2
	Associate and Undergraduate	27,2
	Postgraduate	10,9
Father's Level of Education	Literate	100
	Primary School	1,9
	Secondary School/Primary Education	22,5
	High School	21,6
	Associate and Undergraduate	25,9
	Postgraduate	25,3
Place of Residence of the family	Village	100
	District	12,5
	Province	21,3
	Total	66,2
Geographical Region of the Family	Mediterranean	100
	Eastern Anatolia	9,5
	Aegean	2,1
	Southeastern Anatolia	5,1
	Central Anatolia	7,0
	Black Sea	53,4
	Marmara	15,3
	Abroad	5,5
Total	2,1	

As seen in Table 1, the majority of the prospective teachers who could be reached were third year students. According to the departments of education, the prospective teachers in the Department of Basic Education could be reached the most. It is seen that there are more secondary school (primary education) graduates in terms of mother's education and high school graduates in terms of father's education. When the table is examined, a striking situation is the difference between the number of university graduates among the mother's and father's education. The number of prospective teachers' fathers who are university graduates is more than twice the number of mothers. The families of prospective teachers mostly live in the province and Central Anatolia region. It can be thought that the fact that Gazi University is located in the Central Anatolia Region has an effect on the fact that the prospective teachers are mostly from the Central Anatolia Region.

2.2. Data Collection Tool

Data were collected with the "Internalized Misogyny Scale" developed by Piggott in 2004 and adapted into Turkish by Yaman Sözbir, Vural and Ünal Toprak in 2020. The scale reveals women's unconsciously sexist views about themselves and other women. The scale consists of three subscales, namely "Devaluing Women" (items 1-4), "Distrusting Women" (items 5-10) and "Valuing Men More Than Women" (items 11-17), and a total of 17 items. The seven-point Likert-type scale is organized as 1: Strongly Disagree - 7: Strongly Agree. One item (item 10) of the 17-item scale is a reverse item and the total score that can be obtained from the scale varies between 17-119. As the score increases, internalized misogyny increases. In this study, the cronbach alpha coefficient for the overall scale was found to be 0.88, 0.81 for "Devaluing Women", 0.76 for "Distrusting Women" and 0.82 for "Valuing Men More Than Women" sub-dimension. The total variance value of the scale is 57.2 percent.

The data were collected by sending the "Internalized Misogyny Scale" to the e-mail addresses of prospective teachers via Google Forms application.

2.3. Data Analysis

Before the statistical analysis, it was examined whether the data were normally distributed. For this purpose, kurtosis and skewness coefficients of the data were calculated and Kolmogorow-Smirnov normality test was calculated. Since the skewness (6.10) and kurtosis (2.45) values of the data were more than -1.50 and +1.50 at the level of Kolmogorow-Smirnov normality test ($p=.003; p<.05$), it was decided that the distribution was not normal. In the analysis of the data, frequencies and percentages were calculated, and the comparison of whether there is a significant difference between the internalized misogynistic attitudes of prospective teachers according to the variables of grade level, department of study, parents' education level, residential area, and region of residence were examined with one-way analysis of variance (Kruskal Wallis Test H). In cases where a significant difference was obtained according to the Kruskal Wallis Test H results, the source of the difference was determined by Tamhane's T2 post-hoc test, which provides multiple comparisons in cases where the variance and sampling distribution are not equal. The significance level of 0.00 ($p<0.05$) was taken as a criterion in the interpretation of the results.

3. FINDINGS

In this section, it was tried to determine whether the levels of internalized misogyny (internalized hostility towards women) of prospective teachers show a significant difference according to the department they study, mother and father's education level, the settlement and region where the family lives. The findings regarding whether the levels of internalized misogyny of prospective teachers show a significant difference according to the grade level they study are given in Table 2.

Table 2.

Kruskal Wallis H Test Results of Internalized Misogyny Subscale and Total Scores by Grade Level

Internalized Misogyny	Grade Level	n	Mean Rank	sd	x ²	p	Significant difference
Devaluing Women	1	66	178,83	3	4,05	,255	-
	2	77	173,81				
	3	98	158,18				
	4	87	153,18				
Distrusting Women	1	66	170,03	3	2,11	,664	-
	2	77	168,19				
	3	98	166,30				
	4	87	156,28				
Valuing Men More Than Women	1	66	185,80	3	4,29	,232	-
	2	77	174,30				
	3	98	158,87				
	4	87	158,40				
Total	1	66	183,02	3	4,09	,251	-
	2	77	166,77				
	3	98	161,41				
	4	87	155,99				

When Table 2 is examined, it is seen that as the grade level of female prospective teachers increases, the mean ranks of internalized misogyny sub-dimension and total scores decrease. It can be said that there is a decrease in prospective teachers' attitudes towards internalized misogyny as the grade level increases. However, these differences are not statistically significant. It can be said that class level does not have an effect on prospective teachers' internalized misogynistic attitudes, in other words, internalized misogynistic attitudes show similar characteristics according to the class level they study.

Table 3.

Kruskal Wallis H Test Results of Internalized Misogyny Sub-dimension and Total Scores According to the Departments of Education

Internalized Misogyny	Department	n	Mean Rank	sd	x ²	p	Significant difference
Devaluing Women	Fine Arts	20	159,60				
	Mathematics and Science	50	147,71	6	2,28	,418	
	Special Education	15	123,53				
	Psychological Counseling and Guidance	16	165,59				-
	Basic Education	96	162,70				
	Turkish and Social Sciences	55	168,66				
	Foreign Languages	76	147,75				
Distrusting Women	Fine Arts	20	129,18	6	3,70	,323	
	Mathematics and Science	50	144,05				
	Special Education	15	110,27				
	Psychological Counseling and Guidance	16	164,63				-
	Basic Education	96	161,77				
	Turkish and Social Sciences	55	154,45				
	Foreign Languages	76	146,40				
Valuing Men More Than Women	Fine Arts	20	149,25	6	3,86	,314	
	Mathematics and Science	50	153,28				
	Special Education	15	138,83				
	Psychological Counseling and Guidance	16	163,66				-
	Basic Education	96	165,34				
	Turkish and Social Sciences	55	159,04				
	Foreign Languages	76	156,09				
Total	Fine Arts	20	139,75	6	3,32	,353	
	Mathematics and Science	50	143,01				
	Special Education	15	123,53				
	Psychological Counseling and Guidance	16	169,66				-
	Basic Education	96	157,34				
	Turkish and Social Sciences	55	159,04				
	Foreign Languages	76	147,05				

When Table 3 is examined, it is seen that there are no statistically significant differences ($p > 0,05$) between the sub-dimensions of the internalized misogyny scale "devaluing women" ($p = ,076$; $p > 0,05$); "distrusting women" ($p = ,191$; $p > 0,05$); "valuing men more than women" and total scores of prospective teachers according to the department they study. In other words, it can be said that the prospective teachers show similar internalized misogynistic attitudes despite the differences in their departments. In Table 4, the sub-dimensions and total scores of prospective teachers on the internalized misogyny scale were examined according to their mother's level of education.

Table 4.

Kruskal Wallis H Test Results of Internalized Misogyny Subscale and Total Scores According to Mother's Education Level

Internalized Misogyny	Mother's Education Level	n	Mean Rank	sd	x²	p	Significant Difference
Devaluing Women	Literate	22	201,95	4	6,68	,155	-
	Primary School	56	182,56				
	Secondary School/Primary Education	125	161,95				
	High School	89	159,01				
	University	36	156,03				
	Total	328					
	Distrusting Women	Literate	22	210,27	4	11,93	,018
Primary School		56	180,64				
Secondary School/Primary Education		125	162,42				
High School		89	143,21				
University		36	195,15				
Total		328					
Valuing Men More Than Women		Literate	22	212,27	4	12,23	,016
	Primary School	56	199,58				
	Secondary School/Primary Education	125	171,44				
	High School	89	163,90				
	University	36	144,37				
	Total	328					
	Total	Literate	22	209,05	4	11,32	,009
Primary School		56	192,47				
Secondary School/Primary Education		125	165,34				
High School		89	150,21				
University		36	163,18				
Total		328					

A statistically significant difference was found in the total scores of internalized misogyny between the groups according to the mother's education level ($p=,009$; $p<0,01$). It was determined that the difference in the mean total score of the misogyny scale stemmed from the prospective teachers whose mothers were literate and high school graduates; the mean total score of the prospective teachers whose mothers were high school graduates was lower. Therefore, it can be said that the misogynistic attitudes of prospective teachers whose mothers are high school graduates are significantly less than those whose mothers are literate.

In the sub-dimension of internalized misogyny "devaluing women", the highest mean was found in candidates whose mothers were literate, while the lowest mean was found in candidates whose mothers were university graduates. However, no statistically significant difference was found between the groups ($p=,155$; $p>0,05$). Significant differences were found in the sub-dimensions of "distrusting women" ($p=,018$; $p<0,01$) and "valuing men more than women" ($p=,016$; $p<0,01$). In the sub-dimension of "Distrusting women", the source of the difference is the prospective teachers whose mothers are literate and university graduates and prospective teachers whose mothers are high school graduates. The mean rank of the 'Distrust in Women' sub-dimension of prospective teachers whose mothers were literate and university graduates was significantly higher than that of prospective teachers whose mothers were high school graduates. In the sub-dimension of "valuing men more than women", the mean score of prospective teachers whose mothers were literate and primary school graduates was higher than that of prospective teachers whose mothers were university graduates. It can be said that prospective teachers whose mothers are literate and primary school graduates value men more than women than prospective teachers whose mothers are university graduates.

Table 5.

Kruskal Wallis H Test Results of Internalized Misogyny Subscale and Total Scores According to Father's Education Level

Internalized Misogyny	Father's Education Level	n	Mean Rank	sd	χ^2	p	Significant Difference
Devaluing Women	Literate	6	221,25	5	9,97	,076	-
	Primary School	74	187,39				
	Secondary School/Primary Education	71	163,52				
	High School	85	164,95				
	University	83	165,95				
	Postgraduate	9	170,45				
	Total	328					
	Distrusting Women	Literate	6				
Primary School		74	176,23				
Secondary School/Primary Education		71	159,67				
High School		85	145,54				
University		83	167,13				
Postgraduate		9	171,67				
Total		328					
Valuing Men More Than Women		Literate	6	231,92	5	7,26	,202
	Primary School	74	186,93				
	Secondary School/Primary Education	71	169,82				
	High School	85	148,68				
	University	83	168,55				
	Postgraduate	9	165,33				
	Total	328					
	Total	Literate	6	233,92			
Primary School		74	184,23				
Secondary School/Primary Education		71	167,45				
High School		85	155,22				
University		83	166,16				
Postgraduate		9	170,54				
Total		328					

There was no statistically significant difference in the total scores of the internalized misogyny of the prospective teachers according to the level of father's education ($p = ,097$; $p > 0,05$). No statistically significant difference was found in the sub-dimensions of internalized misogyny "devaluing women" ($p = ,076$; $p > 0,05$), "distrusting women" ($p = ,191$; $p > 0,05$) and "valuing men more than women" according to the level of father's education ($p = ,202$; $p > 0,05$). In other words, it can be stated that the level of father's education does not make a difference between the prospective teachers' misogynistic views.

Table 6.

Kruskal Wallis H Test Results of Internalized Misogyny Subscale and Total Scores according to the Place of Residence of the Family

Internalized Misogyny	Place of Residence	n	Mean Rank	sd	x²	p	Significant Difference
Devaluing Women	Village	41	172,44	2	5,860	,074	-
	District	70	168,34				
	Province	217	161,76				
	Total	328					
Distrusting Women	Village	41	195,28	2	5,422	,066	-
	District	70	166,79				
	Province	217	157,94				
	Total	328					
Valuing Men More Than Women	Village	41	191,39	2	8,765	,012	Village - Province
	District	70	176,56				
	Province	217	152,95				
	Total	328					
Total	Village	41	183,18	2	6,903	,142	-
	District	70	174,46				
	Province	217	156,93				
	Total	328					

There was no statistically significant difference between prospective teachers' internalized misogyny total scores according to the place of residence of the family ($p=,142$; $p>0,05$). According to the place of residence of the family; there was no statistically significant difference between the groups in the sub-dimensions of "devaluing women" ($p=,074$; $p>0,05$) and "distrusting women" ($p=,066$; $p>0,05$), while the difference found in the dimension of "valuing men more than women" ($p=,012$; $p<0,05$) was significant. Pair comparisons revealed that this difference stemmed from the mean scores of prospective teachers whose families lived in the village and those whose families lived in the province. It is seen that the mean ranks of the sub-dimension "valuing men more than women" of the prospective teachers whose families live in the village are higher than those of the prospective teachers whose families live in the province. According to the findings, it can be said that prospective teachers whose families live in villages value men more than women. Table 7 presents the internalized misogynistic attitudes of prospective teachers according to the geographical region in which their families live.

Table 7.

Kruskal Wallis H Test Results of Internalized Misogyny Subscale and Total Scores according to the Region of Residence of the Family

Internalized Misogyny	Region of Residence	n	Mean Rank	sd	x ²	p	Significant Difference
Devaluing Women	Mediterranean	31	157,93	7	13,567	,060	-
	Eastern Anatolia	7	188,03				
	Aegean	17	157,39				
	Southeastern Anatolia	23	209,93				
	Central Anatolia	175	170,23				
	Black Sea	50	168,21				
	Marmara	18	151,17				
	Abroad	7	212,29				
	Total	328					
Distrusting Women	Mediterranean	31	189,11	7	17,782	,059	-
	Eastern Anatolia	7	199,76				
	Aegean	17	158,88				
	Southeastern Anatolia	23	193,86				
	Central Anatolia	175	189,79				
	Black Sea	50	162,53				
	Marmara	18	153,07				
	Abroad	7	215,93				
	Total	328					
Valuing Men More Than Women	Mediterranean	31	161,97	7	13,567	,121	-
	Eastern Anatolia	7	197,71				
	Aegean	17	157,69				
	Southeastern Anatolia	23	204,57				
	Central Anatolia	175	164,92				
	Black Sea	50	165,24				
	Marmara	18	148,61				
	Abroad	7	205,50				
	Total	328					
Total	Mediterranean	31	154,40	7	14,731	,051	-
	Eastern Anatolia	7	185,26				
	Aegean	17	157,11				
	Southeastern Anatolia	23	207,26				
	Central Anatolia	175	184,32				
	Black Sea	50	189,00				
	Marmara	18	150,11				
	Abroad	7	208,43				
	Total	328					

When Table 7 is examined, the highest rank average of the prospective teachers according to the geographical region of residence is seen in abroad, South Eastern Anatolia and Eastern Anatolia, respectively. According to Table 7, it can be said that prospective teachers living in these regions have more internalized misogynistic attitudes. However, there were no statistically significant differences ($p=,121$; $p>0,05$) in the total scores of internalized misogyny ($p=,121$; $p>0,05$) and in the sub-dimensions of "devaluing women" ($p=,060$; $p>0,05$), "distrusting women" ($p=,059$; $p>0,05$) and "valuing men more than women" ($p=,060$; $p>0,05$). The geographical region of residence does not differentiate the prospective teachers' internalized misogynistic attitudes.

4. RESULTS, DISCUSSION AND RECOMMENDATIONS

When the findings of the study were evaluated, it was found that there was no statistically significant difference in internalized misogyny between the groups according to the grade level variable. Participants from all grades had similar opinions both in total score and sub-dimensions. It was expected that there would be a significant difference between prospective teachers' internalized misogyny scores as the grade level, i.e. the level of education, increased. However, it is an important finding that there is no difference between grades. Because Yazgeldi (2022), in his master's thesis, in which he tried to determine the misogynistic attitudes of different faculty students, stated that there was no significant difference between fourth grade students and other grade levels, and even that the misogynistic scores increased in fourth grade students. When the literature is examined, it was found that there is a positive relationship between increasing age and internalized misogyny, internalized misogynistic behaviors increase with increasing age, and older women are less egalitarian and more traditionalist

than other women (McCullough et al., 2019; Kiraz and ořtu, 2021, Yılmaz and iek, 2021). Since women experience negative situations more with increasing age, they may adopt and normalize them over time. However, it is important to conduct qualitative studies in order to determine the reason why the education received in parallel with the increase in age does not cause a significant difference in the mean score of the scale of internalized misogynistic behaviors of different grade levels.

There was no difference in the internalized misogynistic attitudes of prospective teachers according to the department they studied. This situation can be accepted as an indication of the fact that individuals with similar qualities prefer the teaching profession regardless of the teaching department.

While there was a significant difference in the sub-dimensions of "distrusting women" and "valuing men more than women" according to the mother's education level, no significant difference was found in any sub-dimension of the scale according to the father's education level. The data obtained show that prospective teachers whose mothers are literate and primary school graduates value men more than prospective teachers whose mothers are university graduates. Similar results to this study were obtained in the study conducted by Tekeř (2023). In this study, which examined the internalized misogynistic attitudes of women working in a public institution, it was found that female employees with lower education level had higher levels of "valuing men more than women" than those with higher education levels (Tekeř, 2023). Yazgeldi (2022), who examined university students' misogynistic attitudes, also found that there were significant differences among students according to the level of maternal education, and that the mean misogynistic score of students with mothers who graduated from higher education was lower, but the level of father's education did not make a significant difference in student opinions. When the literature was examined, it was found that in many studies on gender attitudes, egalitarian attitudes increased as the level of education increased (Akkař, 2020; iek and opur, 2018; Jan and Janssens, 1998; Kiraz and ořtu 2021; ngen and Ayta, 2013). In general, it is seen that higher levels of maternal education positively affect girls. It can be accepted that the level of mother's education is an important factor in the prevention of misogynistic attitudes and behaviors.

In the study, similar findings were found according to the variable of place of residence of the family. It is seen that candidates whose families live in the village value men more than women compared to those whose families live in the province. There are studies (iek and opur, 2018; ngen and Ayta, 2013; Yılmaz and iek, 2021; Zeynelođlu, 2008) indicating that students living in rural areas exhibit a more traditional attitude in gender roles.

Traditionally, boys are valued more than girls in cultural understandings where the idea that male children will continue the family lineage, carry the family name, and where men's roles as family breadwinner, outside worker, career holder, protector, strong, leader, decision maker and independence are accepted. Especially in patriarchal societies, the belief that a woman's bond with her husband will be stronger, her value in the family will increase, she will have a say in the family, and her family will gain social status and reputation by having a son may have caused the candidates whose families live in the village and whose mothers are literate or primary school graduates to value men more than women. Behavior learning begins in the family from the moment a child is born. The family is the first place where children learn basic life skills such as social skills, values and behaviors. The family shapes children's personal, social and emotional development, and children learn social behaviors by observing and imitating the behaviors of family members (Darling, Sterling 1993). The family teaches children the norms and rules accepted by society. This enables children to understand how they should behave in society. According to a study conducted by Yeřilyaprak (1993) in which the effect of familial factors on personality development was examined, the environment in which the child grows up and the child-rearing attitudes of the parents have an effect on personality development, while in the same study, a relationship was found between the mother's education level and the personality characteristics of the young person, but no relationship was found with the father's education level. According to Yeřilyaprak (1993), mother's level of education affects the personality development of girls more and it can be said that illiterate or low-educated mothers show more restrictive and dependent attitudes on their daughters in our society.

According to the results of the study, it is expected that as the level of mother's education increases, the scores of misogyny will decrease, because one of the clear functions of education is to transform the negative behaviors acquired by culture and family. Therefore, maternal education may help children to raise awareness about gender equality and gender norms and to avoid misogynistic behaviors. However, the finding obtained in the sub-dimension of "distrusting women" according to the level of mother's education is different from the dimension of "valuing men more than women". After those whose mothers were literate, the highest mean score was found in candidates whose mothers were university graduates and the significant difference in the "distrust in women" dimension was found in favor of those whose mothers were high school graduates. It is a noteworthy finding that the scores of candidates with mothers who are university graduates increase in addition to the misogynistic attitudes of candidates with low maternal education level.

Although women today have the same education as men and hold a wider range of public and private jobs, they are still at a disadvantage compared to men. Studies show that among women and men with similar education and experience in the same job position, women generally receive lower wages than men, and have more difficulties than men in professional advancement, having a voice in management, and being accepted by other employees (Utma, 2019; Wirth, 2001; Iřık, 2022). Although it has the necessary qualifications, this barrier, which is not written in business life but consists of preventive perceptions, attitudes and behaviors that cause women to have difficulties, is called "glass ceiling syndrome" (Utma, 2019). Although the "glass ceiling syndrome" is mostly seen as a result of men's misogynistic attitudes towards women with all kinds

of discrimination, women's attitude towards women also plays an important role (Işık, 2022). In addition, gaining a place in business life with the difficulties experienced and the struggle to gain a place in business life causes women to become rigid and cause behaviors called "queen bee syndrome", which is defined as women not accepting each other in business life (Eagly & Karau, 2002).

The fact that university graduate mothers face "glass ceiling syndrome" as well as "queen bee syndrome" in business life, the obstacles and negativities imposed by female colleagues and managers, and the fact that daughters maintain an internalized misogynistic perspective may be thought to cause high scores in the "distrust in women" sub-dimension of the candidates whose mothers are university graduates.

Although women and girls have equal rights with men in various fields ranging from educational diversity to politics, the way in which this is put into practice is related to the cultural structure. Despite the changes taking place in the world, the value system, traditions and culture of societies sometimes play an inhibiting role for women and affect the majority of them negatively. In general, societies associate women with the role of mother, domestic responsibilities, caregiver and supportive role, and men with the roles of family breadwinner, careerist, protector, strong, leader, decision maker and independence (Işık, 2022; Yeşilyaprak, 1993). Despite the fact that with modernization, women entered the work life and reduced the pressure on men to earn money, and today's fathers contribute more to child care and upbringing, the roles and responsibilities attributed to women, especially in patriarchal societies, continue to maintain their place. Çalık (2022) maintained in her master's study that the primary responsibility for childcare in Turkey belongs to mother at a rate of 96.7%, but as the mother's education level increases, the rate of father's participation in childcare increases. For women to be able to live with equal rights beyond having equal rights, women and men need to raise awareness.

No significant difference was found between the candidates according to the region of residence. The fact that there is no significant difference between the prospective teachers according to the region where their families live may be due to the possibility that the prospective teachers who choose the teaching profession even if they grow up in different regions come from families with similar cultural texture, social environment and mindset and the social mobility of families between regions. Although there is no significant difference among the candidates according to the region of residence, the averages of the scale, in other words, misogynistic attitudes and behaviors from the highest to the lowest belong to the candidates whose families live abroad, Southeastern Anatolia, Eastern Anatolia, Central Anatolia, Black Sea, Mediterranean, Aegean and Marmara regions, respectively. The fact that the Marmara region includes Istanbul and the Mediterranean and Aegean regions are the regions where industry and tourism are concentrated may have an effect. Candidates whose families live abroad scored higher than candidates living in Southeastern and Eastern Anatolia, which are considered to have a more traditional structure. The fact that families of Turkish origin living in Europe maintain traditional gender roles and discrimination in some cases (Yıkıcı and Salman, 2022) may suggest that families of Turkish origin generally have lower access to resources and lower living standards and lower socio-economic status (Bayraktar, 2017).

The increase in prospective teachers' grade levels and their fathers' education levels, and the fact that they come from different geographical regions did not make a difference between their internalized misogynistic attitudes. However, prospective teachers whose mothers' education levels are low and whose families live in villages still give more importance to men than women. Prospective teachers with a high level of maternal education do not trust women either. The fact that the internalized misogynistic behaviors do not change as the grade level increases makes it necessary to discuss the quality of the education given. The fact that the increase in the father's education level has no effect on the prospective teachers' opinions indicates that the responsibility of raising children, especially girls, still lies more with the mother than the father.

The phenomenon of internalized misogyny in prospective teachers should be taken seriously. It is important for prospective female teachers to be able to look at their own feelings, perceptions, attitudes, beliefs, behaviors and their sources, to break down the social barriers they have imposed on themselves and to initiate change primarily from themselves. Sayılan (2012) stated that administrators and teachers cannot break the cycle because they are shaped in the education system of the society they live in. Teachers who discriminate against gender without realizing it continue to instill sexist thoughts and behaviors in children. It is of great importance that today's understanding of education is structured in a way that integrates various aspects of women's lives and is capable of changing the rigid traditions and negative characteristics of culture. In faculties of education, where the majority of students are women, they should receive an education in which they will examine the issues of gender equality awareness, misogyny, internalized misogyny in depth through educational materials, books, articles, films and documentaries. "Gender Equality" should be included as a compulsory course in all departments of faculties of education, and the concept of internalized misogyny should be addressed with all its components within the scope of the course.

Research and Publication Ethics Statement

This research was carried out by obtaining the necessary permissions from Gazi University Research and Planning Ethical Committee. Ethical principles and rules were taken into consideration in the collection, analysis and reporting of data.

Contribution Rates of Authors to the Article

All processes of this article were carried out by a single author.

Statement of Interest

The author has no conflict of interest with any person or organization.

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