

Relationships among Traditional Gender Roles, Acceptance of External Influence and Self-Alienation: The Mediator Role of Internalized Sexism

Binaz Bozkurⁱ
Mersin University

Fatma Arıcı Şahinⁱⁱ
Kastamonu University

Abstract

This study dealt with the relationships among the frequency of messages about traditional gender roles that women receive throughout their growing up processes, their acceptance of external influence and their self-alienation. In addition, it was examined whether the relationship between traditional gender roles and acceptance of external influence, and the relationship between traditional gender roles and self-alienation, are established through internalized sexism. The participants of the study were 443 women studying at the undergraduate level at various universities of Turkey. For the study, the Traditional Gender Roles Subscale of the Socialization of Gender Norms Scale, the Internalized Sexism Scale and the Authenticity Scale's dimensions of Acceptance of External Influence and Self-Alienation were used. The results revealed the full mediating role of internalized sexism in the relationship between the frequency of traditional gender role messages and acceptance of external influence and self-alienation. The results were discussed and interpreted within the framework of the relevant literature, and suggestions were presented for future studies.

Keywords: Acceptance of External Influence, Gender Socialization, Internalized Sexism, Self-Alienation, Traditional Gender Roles

DOI: 10.29329/ijpe.2022.459.4

ⁱ **Binaz Bozkur**, Research Assist Dr., Educational Science/Counseling and Guidance, Mersin University, ORCID: 0000-0002-3821-7489

Correspondence: b.bozkur@mersin.edu.tr

ⁱⁱ **Fatma Arıcı Şahin**, Assist. Prof., Educational Science/Counseling and Guidance, Kastamonu University, ORCID: 0000-0002-9763-803X

INTRODUCTION

Sexism, as a term rooted in a gender-based classification of the social order and emerged with the acceptance of traditional gender roles as the norm, mostly includes words, attitudes, or actions towards women, depending on power relations (Glick & Fiske, 1996; Sakallı-Uğurlu, 2003). Gender stands out as a key concept in understanding the dynamic of sexism inasmuch as it has reflections of a patriarchal system, while at the same time it causes this system to be reproduced. Gender points to a structure that people maintain through mutual interactions or learning through tools such as family, school life, social life, and the media (Epstein, 2008). When gender is assumed as a natural and unchangeable thing that results from human biological existence (Bora, 2012), it can be said that there is an opportunity for sexism to be discussed. A socially unequal division between femininity and masculinity emerges in this area where a gender ideology has traditionally been created by placing men and women in different and opposite concept maps (Oakley, 1972).

It is a well-known fact that reflections of social inequality in daily interactions are often not overtly visible (Bearman, Korobov & Thorne, 2009; Swim, Mallett & Stangor, 2004); therefore, this situation also requires addressing the dimensions of sexism in a way that makes the implicit things visible. As an umbrella term sexism can be handled at three levels: institutional, interpersonal and internalized sexism (Bearman & Amrhein, 2014; Cudd & Jones, 2005). Institutional sexism refers to gender inequalities in the explicit rules and implicit norms that structure social institutions such as the state, religion, health, education, family and media, while interpersonal sexism emerges in social interactions (Cudd & Jones, 2005). Internalized sexism, on the other hand, refers to a type of internalized oppression that involves a person internalizing a value, belief, rule or behaviour and experiencing it as a characteristic of himself/herself; hence, it is possible to note down that she/he adopts the prejudices and discredits the society towards the stigmatized group (Herek, 2009). In that sense, internalized sexism is defined as the passive acceptance and adoption of traditional gender roles (Szymanski, Gupta, Carr & Stewart, 2009). In other words, sexism practices are directed by women towards themselves and/or other women (Bearman & Amrhein, 2014).

Internalized sexism points out that women, like men, can maintain the norms of a hierarchical system based on patriarchy through their beliefs and actions (hooks, 2018). Therefore, in this article, these beliefs and actions cover all components of self-objectification (seeing and judging one's own body from the outside), derogation (approaching women indirectly by depreciating the value of their own sex), competition between women, internalized powerlessness (seeing powerlessness as a natural part of being a woman), loss of self (sacrifice of one's own needs and desires for the needs of others), and self-depreciation/prioritization of the male (devaluation of modes of existence attributed to femininity) (Bearman & Amrhein, 2014; Bozkur, 2020). Considering these components, it is important to note down that women evaluate and classify both themselves and their own gender with the norms of the patriarchal order through the oppression they internalize, and they fight each other for a higher position in the hierarchy. It is also of high importance to know oppression is a mechanism in which dominance in the oppressive system is maintained. It acts not only through external control but also through obedience to an oppressing image formed in the minds of oppressed groups (Freire, 2005; Pheterson, 1986). Much as this situation seems to be based on consent, it might create an important obstacle for women to lead an authentic life.

On the other hand, in a recent study, Ellis and Bermudez (2021) have drawn attention to the important role of gender in the formation of identity and internalized sexism might exist in any woman. According to their article, even therapists may be under the influence of internalized oppression when evaluating themselves and their clients. However, few empirical studies have been found in the literature investigating how internalized sexism is reflected in women's personal and/or relational lives. In these studies, it was understood that internalized misogyny, as a different but related concept from internalized sexism, is associated with psychological distress (e.g., Szymanski et al., 2009). Similarly, the self-silencing variable is associated with psychological distress (e.g., Hurst & Beesley, 2013) and low relationship quality (e.g., Szymanski, Ikizler & Dunn, 2016). Self-objectification, a dimension of internalized sexism, was found to be associated with depression (e.g.,

Carr et al., 2014; Szymanski & Henning, 2007) and eating disorders (e.g., Calogero, Davis & Thompson, 2005; Muehlenkamp & Saris-Baglama, 2002).

It is also possible to note down that the studies carried out with the concept of gender ideology in the literature might contribute to the handling of internalized sexism. It is well known that gender ideology refers to the individual's internalization of cultural beliefs about gender roles (Levant et al., 2007), and accordingly the concepts of masculinity (Thompson & Pleck, 1995) and femininity ideologies (Tolman & Porche, 2000) are used. As a dimension of femininity ideology, the concept of inauthentic self-in relationship is defined (Tolman & Porsche, 2000). It is possible to assert the idea that gender ideology perceived from parents and traditional gender ideology attitudes of adolescents are positively related (Bishop, 2017; Jones, 2014). On the subject, Jasser (2008) found that female university students' attitudes towards women were positively related to their mothers' attitudes towards women, and the inauthentic self-in relationship scores of young women, who adopted an egalitarian gender role attitude towards women, were lower. In addition, in the same study, it was revealed that the attitudes towards women in young women mediated the relationship between their mothers' attitudes towards women and inauthentic self-in relationship. Similarly, Wenzel and Lucas-Thompson (2012) found in their study that traditional gender ideology perceived from mothers, friends and other important people in the environment significantly predicted traditional gender ideology of women with a positive relationship. They also underlined that traditional gender ideology was negatively related to authenticity, but it was not a significant predictor of authenticity.

Internalizing sexism reflects a process that is directly related to one's self (Gilligan, 1982), and traditional gender roles are maintained both by revealing and reproducing in women's relationships. Thus, it can be thought that internalized sexism may be a determinant in women's openness to external influence and their self-alienation. Acceptance of external influence (accepting the influence of others and living in accordance with their expectations) and self-alienation (the gap between real self and self-perception) constitute two dimensions of *inauthentic being* in the context of humanistic approach (Wood, Linley, Maltby, Baliouis & Joseph, 2008). Taking into consideration that growing up with messages containing traditional gender roles may be directly related to these two dimensions, which reflect the inability to express oneself by experiencing it in a real way, this study examined whether the aforementioned relationships are established through internalized sexism.

METHOD

This research is a descriptive and relational study conducted with a quantitative paradigm and designed in a survey model. In the study, "traditional gender roles" were identified as independent, "self-alienation" and "acceptance of external influence" as dependent and "internalized sexism" as mediator variables.

Study Group: The participants of the research were female undergraduate students studying at various universities in Turkey. With convenient sampling method, 443 women studying at various years of their education participated in the study. Descriptive information about the study group is presented in Table 1.

Table 1. Descriptive Information of the Study Group

Variables	f	%
Grade level		
Preparatory	14	3.2
1 st	157	35.4
2 nd	121	27.3
3 rd	86	19.4
4 th	60	13.5
5 th grade and above	5	1.1

Age	f	%
18-19	97	21.7
20-21	223	50.3
22-23	94	20.8
24 and Over	32	5.6
Sexual Orientation	f	%
Heterosexual	407	91.9
Homosexual	24	5.4
Bisexual	8	1.8
Other	4	.9

As it is illustrated in Table 1, though most of the participants are at the 1st and 2nd year (62.7%), the participant group consists of young women who continue their education at various levels. The majority of the women (92.8%) in the study group stated that they were under the age of 24 and had a heterosexual sexual orientation (91.9%).

Data Collection Tools

Authenticity Scale: To fit well with the scope of the study, the dimensions of “Acceptance of External Influence” and “Self-Alienation” of the Authenticity Scale, which was developed by Wood et al. (2008) and adapted to Turkish by İlhan and Özdemir (2013), were used. There are four items in each dimension of the 7-point Likert-type scale. Accepting external influence includes items related to accepting the expectations of others and living in accordance with them (e.g., “I always feel I need to do what others expect me to do.”). On the other hand, self-alienation dimension consists of items that reflect the person’s feeling out of touch with her/his true self (e.g., “I don’t know how I really feel inside.”). In the study, in which the scale was adapted to Turkish, the Cronbach's alpha was calculated as .79 for Self-Alienation and .67 for Acceptance of External Influence. Within the scope of this study, the Cronbach’s alpha were calculated as .84 for Self-Alienation and .85 for Acceptance of External Influence.

Internalized Sexism Scale: The scale was developed by Bozkur (2020), and consists of 35 items with five sub-dimensions. The sub-dimensions of the 5-point Likert-type scale are self-objectification, derogation, loss of self/internalized powerlessness, competition/self-separation and male prioritization. Sample items for each sub-dimension are as follows, respectively. “I wear clothes that restrict my movements to look beautiful”, “There are two types of women: ones you can date and ones you can marry”, “I feel guilty when I give priority to my own wishes and needs over anything else”, “I am not used to intrigue like some other women”, and “I prefer working with male colleagues rather than females”. Since this study focused on internalizing sexism with all its sub-dimensions, the total scores obtained from the scale were used in the tested models. The Cronbach’s alpha and test-retest reliability coefficients of the scale were calculated as .84 and .76 for the total of the scale, respectively. The high score gathered from the scale displays that the internalized sexism level of women is high. Within the scope of this study, the Cronbach’s alpha of the scale was calculated as .83.

Socialization of Gender Norms Scale (SGNS): For the study, Socialization of Gender Norms Scale, developed by Epstein (2008) and adapted into Turkish by Arıcı (2011), was used to find out the frequency of messages that individuals receive from their parents or friends regarding gender roles in their socialization processes. The SGNS, which has two factors in its Turkish version, Traditional Gender Roles and Egalitarian Gender Roles, is in a 4-point Likert type. For our case, only the Traditional Gender Roles subscale (14 items) was used. This dimension includes items such as “Women are happiest when they are in relationship” and “Always put others’ feelings before your own” which reflect messages about traditional gender roles that a person received while growing up. In the study in which the scale was adapted into Turkish, the Cronbach’s alpha of this scale was revealed as .79. High scores on the subscale reflect the frequency of messages about traditional gender roles that individuals received while growing up. On the other hand, in this study, the Cronbach’s alpha of the subscale was calculated as .84.

Data Collection Process and Analysis of Data

Approval for the research was obtained with the decision of Mersin University Social and Human Sciences Ethics committee. Ethics Committee, dated 04.11.2021 and numbered 127. The data of the research were collected through Google Forms. "Informed Consent" was obtained from the participants. Participants who did not declare that they participated in the study voluntarily were restricted from continuing to answer. Prior to data analysis, the assumption of normality was examined, and it was found out that the skewness and kurtosis indexes for all the measurements in the study took values between -1 and +1 (Table 2), and that was within acceptable limits (Köklü, Büyükoztürk & Çokluk-Bökeoğlu, 2007).

Throughout the data analysis, the mediating role of the internalized sexism in the relationship between traditional gender roles and the variables of acceptance of external influence and self-alienation, was tested. SPSS 25.0 was used not only to create descriptive statistics on the socio-demographic characteristics of the participants but also to calculate the Pearson Correlation Coefficient to reveal the relationship between the variables covered in the study. The approach called "ordinary least squares regression" proposed by Hayes (2013) was used to comprehend the mediating role of the model tested in the research, and bootstrap was performed to support the results of the regression analysis. Bootstrap process was done via "Simple Mediation Model 4" by using PROCESS Macro 4.0 and SPSS 25.0.

Table 2. The Results of the Descriptive Statistics and Correlations Analysis (N=443)

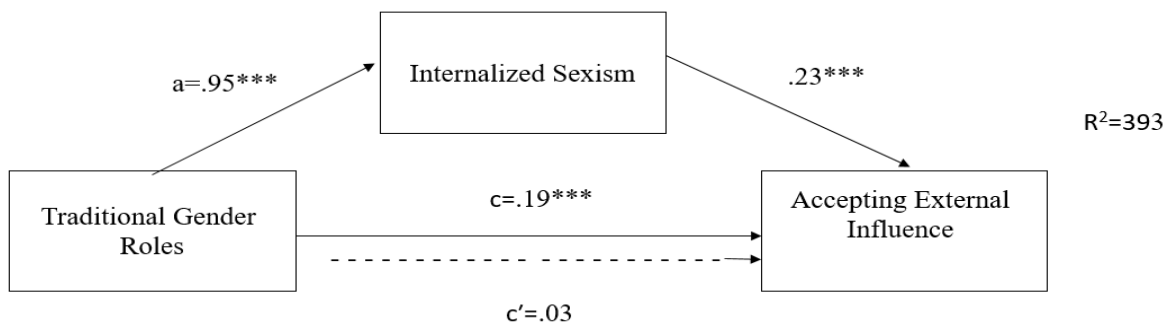
Variables	\bar{x}	Sd.	Kurtosis	Skewness	1	2	3	4
1. Traditional Gender Roles	33.29	7.83	-.28	.06	-			
2. Internalized Sexism	78.87	16.39	.58	.41	.46**	-		
3. Self-Alienation	14.87	6.26	-.85	.26	.24**	.41**	-	
4. Acceptance of External Influence	13.02	5.87	-.54	.50	.25**	.63**	.52**	-

**Correlations are significant at .01d level (2-tailed).

Table 1 shows the results of the descriptive analysis of the variables in the study and the analysis results of the Pearson Product-Moment Correlation Coefficients. As seen in Table 1, there are positive and significant relationships between all variables. Kurtosis and Skewness values show that the normality assumption is met. (It is in the range of -1 to +1.).

RESULTS

The mediation effect of internalized sexism between traditional gender roles and acceptance of external influence was tested using Process Macro Model 4 via selecting 5000 resamples with the Bootstrap technique. The findings related to the tested model are presented in Figure 1:



Note: The path coefficients are unstandardized, ***p<.001.

Fig. 1. The mediation role of Internalized Sexism in the relationship between Traditional Gender Roles and Acceptance of External Influence

In line with the data in Figure 1, it can be said that the total effect of the traditional gender roles on acceptance of external influence was statistically significant ($c=.19$, $SE=.03$, $t= 5.40$, $p<.001$); furthermore, the direct effect of traditional gender roles on internalized sexism was also statistically significant ($a=.95$, $SE= .09$, $t= 10.77$, $p<.001$). The moment the internalized sexism was added to the model as a mediator, it was found out that the relationship between traditional gender roles and acceptance of external influence was insignificant ($c'=.03$, $SE=.03$, $t=-1.10$, $p>.05$). These results indicate the full mediating role of the variable in the model, in line with the explanation of Baron and Kenny (1986). Thus, the tested model is significant ($F=142.21$), $p< .001$ and explains 39.3% of the total variance in acceptance of external influence. The comparison of the direct and indirect effects of traditional gender roles on acceptance of external influence through internalized sexism is presented in Table 3.

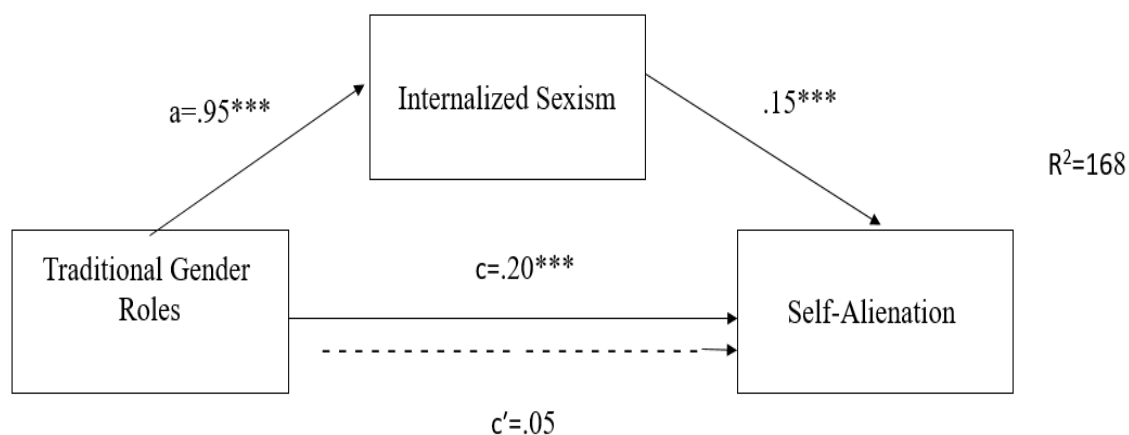
Table 3. Comparison of the Direct and Indirect Effects of Traditional Gender Roles on Acceptance of External Influence via Internalized Sexism

Effects	Coeff.	SE	t	p	Bootstrapping 95% BC Confidence Interval	
					Lower Limit	Upper Limit
Direct Effect	.2212	.02	-	-	.1779	.2681
Indirect Effect	-.0346	.03	-1.10	.27	-.0961	.0269
Total Effect	.1866	.04	5.40	.00***	.1187	.2545

N= 150, k= 5000, ***p< .001

The effects in the model were tested via 5000 bootstrap samples, and the estimates, of which results are presented in Table 3, were evaluated within the 95% confidence interval. The results of the analysis show that the indirect effect (difference between total and direct effect / $c-c'$) of traditional gender roles through internalized sexism is statistically significant. Furthermore, the fact that the lower (.1779) and upper (.2681) limits of the confidence interval (95%) do not contain zero values indicates that this effect is statistically significant (Hayes, 2013). When the results of the mediation analysis are evaluated in general, it is possible to claim that internalized sexism has a full mediation function between traditional gender roles and acceptance of external influence.

On the other hand, to find out more about the data, the mediation effect of internalized sexism between traditional gender roles and self-alienation was tested using Process Macro Model 4, by selecting 5000 resamples with the Bootstrap technique. The findings regarding the tested model are presented in Figure 2.



Note: The path coefficients are unstandardized, ***p<.001.

Fig. 2. The mediation role of Internalized Sexism in the relationship between Traditional Gender Roles and Self-Alienation

Taking the data in Figure 2 into consideration, the total effect of the traditional gender roles on self-alienation was statistically significant ($c = .20$, $SE = .04$, $t = 5.13$, $p < .001$). In addition, the direct effect of traditional gender roles on internalized sexism was also statistically significant ($a = .95$, $SE = .09$, $t = 10.77$, $p < .001$). When the internalized sexism was added to the model as a mediator, it was observed that the relationship between traditional gender roles and self-alienation was insignificant ($c' = .05$, $SE = .04$, $t = 1.34$, $p > .05$). These results indicate the full mediating role of the variable in the model which is in line with the explanation of Baron and Kenny (1986). The tested model was significant ($F = 44.51$), $p < .001$ and explained 16.8% of the total variance in self-alienation. The comparison of the direct and indirect effects of traditional gender roles on self-alienation through internalized sexism is illustrated in Table 4 as follows.

Table 4. The Comparison of the Direct and Indirect Effects of Traditional Gender Roles on Self-Alienation via Internalized Sexism

Effect	Coeff.	SE	t	p	Bootstrapping 95% BC Confidence Interval	
					Lower Limit	Upper Limit
Indirect effect	.1452	.02	-	-	.1052	.1898
Direct effect	.0554	.04	1.34	.18	-.0259	.1366
Total effect	.2006	.04	5.13	00***	.1237	.2775

N= 443, k= 5000, *** $p < .001$

The effects in the model were tested with 5000 bootstrap samples; the estimates were evaluated within 95% confidence intervals and the results are presented in Table 4. The results show that the indirect effect (difference between total and direct effect / $c - c'$) of traditional gender roles on self-alienation through internalized sexism is statistically significant. The fact that the lower (.1052) and upper (.1898) limits of the confidence interval (95%) do not contain zero values indicates that this effect is statistically significant (Hayes, 2013). Considering the results of the mediation analysis as a whole, it can be stated that internalized sexism has a full mediation function between traditional gender roles and self-alienation.

DISCUSSION

The aim of this study was to examine the mediating effect of internalized sexism in the relationships between growth with messages containing traditional gender roles and accepting external influence and self-alienation with a sample of female university students. The findings revealed the existence of direct and indirect relationships between traditional gender roles, accepting external influence and self-alienation.

In the literature, there is a positive relationship between gender ideology (Levant et al., 2007), which indicates the individual's internalization of cultural beliefs about gender roles, and the adoption of gender ideology perceived from parents (Bishop, 2017; Jasser, 2008; Jones, 2014; Wenzel & Lucas-Thompson, 2012). This study is also in line with the results revealing the positive relationship between growing up with traditional gender roles and internalized sexism. In addition, the study (Jasser, 2008) emphasizing that young women's attitudes towards women mediates the relationship between mothers' attitudes towards women and inauthentic self-in relationship supports the mediating role revealed in this research.

Along with the abovementioned findings, it can be said that the frequency of traditional gender role messages and the internalization of these messages may affect women's acceptance of external influence and their self-alienation in that their selves either are subordinated by laws, traditional practices, cultural stereotypes or completely rejected (Anderson et al., 2020). In the socialization process, in accordance with their gender roles, women are taught to be contented people by suppressing their anger, saying no and making others happy and comfortable. According to Gilligan (1982), this learning process can lead women to move away from their real selves, as a

reflection of their adaptation to their relationships, in order to construct their selves and gender roles in accordance with the ideal woman image. On the other hand, there are also perspectives that find this view essentialist in that women's selves are handled in harmony with the other, and other-oriented behaviours may not always be an authentic reflection of a relational sense of self. To highlight, from a social constructivist perspective, women's other-oriented behaviour is a situational response that results from established power inequalities in social roles and situations, and this includes external acceptance for pragmatic reasons (Neff & Harter, 2002). These reactions, which reflect the process of internalization of oppression in relation to cultural norms and power relations, put forward the idea that the intensity of oppression may also be a variable in the acceptance of external influence and self-alienation. In fact, David and Derthick (2014) point out that as the intensity of oppression increases, the denial of one's own reality also increases. Hence, oppression separates one's experience of oneself and the world.

Much as the term "real self" is controversial in terms of the uncertainty in its definition (Jongman-Sereno & Leary, 2019), this division between one's self-perception and one's experience of interacting with the social environment results in self-alienation within the framework of humanistic approaches (Wood et al., 2008). The fact that internalizing sexism mediates the relationship between traditional gender roles, acceptance of external influence and self-alienation seems to explain how a form of existence, suitable for the messages received, becomes compatible with the self. It is possible to note down that internalized sexism reflects a dynamic process that creates an environment for the reproduction and maintenance of patriarchal norms in women's relations with each other (Pheterson, 1986). Since this process is a means of accepting external influence and alienation from oneself, the results obtained reveal a self-regenerating cycle towards the continuation of sexism. In other words, while women become alienated from themselves by accepting external influences during the process of internalizing sexism, they may unwittingly cause the reproduction of messages regarding traditional gender roles. In that sense, the increase in the frequency of these messages may lead to the acceptance of external influence and self-alienation through the internalization of sexism.

In the light of present research, making the abovementioned cycle visible will contribute to studies that aim to address the dynamics of women's relationships both with themselves and with each other. Based on the mediation of the process of internalizing sexism in the rift that opens between women's acceptance of a life in line with traditional gender roles, their own reality and relational experiences, researchers might consider the impact of gender roles while addressing identity formation and women's self-expression. On the other hand, one of the important limitations of this study is that it is difficult to discuss and interpret the limits of women's acceptance of external influence and self-alienation, within the framework of measuring authenticity, which is a controversial concept in the literature (Jongman-Sereno & Leary, 2019). In future studies, if qualitative evaluation of how women's internalization process of sexism is revealed in their relational experiences and interactions with each other, it may contribute to a clearer explanation of the research results. Furthermore, the research is a cross-sectional study in which data is collected simultaneously, and this can be considered as a limitation in terms of making it difficult to find out cause-effect relationships. Therefore, future studies that address these variables can also be conducted using the experimental and longitudinal method. Furthermore, there is another limitation in that the majority of the participants were young university students under the age of 24. Therefore, the possible effects of life processes, such as business life, marriage, motherhood, etc., which may affect the selves of women on the phenomenon of sexism, were not able to be examined.

CONCLUSION

Thanks to this study, the mediating effect of internalized sexism in female university students on the relations between traditional gender roles, accepting of external influence and self-alienation was revealed. These results are of high importance in that they point out the possible role of growing up with sexist attitudes on internalizing sexism; hence, this situation threatens the authenticity of women's self. In addition, the results provide contributions for mental health professionals in the

interventions related to psychological difficulties experienced by women, especially self-related issues, and in the fight against gender discrimination.

REFERENCES

- Anderson, E., Willett, C., & Meyers, D. (2020). Feminist perspectives on the self. In E. N. Zalta (Ed.) *The Stanford encyclopedia of philosophy*. Available from: <https://plato.stanford.edu/entries/feminism-self/> (Accessed: February, 15, 2022).
- Arıcı, F. (2011). Üniversite öğrencilerinde toplumsal cinsiyet rollerine ilişkin algılar ve psikolojik iyi oluş [Gender roles perceptions and psychological well-being of university students]. *Unpublished Master's thesis. Graduate School of Social Sciences, Hacettepe University*.
- Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51, 1173-1182. <https://doi.org/10.1037/0022-3514.51.6.1173>
- Bearman, S., & Amrhein, M. (2014). Girls, women, and internalized sexism. In E. J. R. David (Ed.) *Internalized oppression: The psychology of marginalized groups* (pp. 191-225). Springer.
- Bearman, S., Korobov, N., & Thorne, A. (2009). The fabric of internalized sexism. *Journal of Integrated Social Sciences*, 1(1), 10-47. Retrieved February, 15, 2022, from https://jiss.org/documents/volume_1/issue_1/JISS_2009_1-1_10-447_Fabric_of_Internalized_Sexism.pdf
- Bishop, A. (2017). Intergenerational transmission of gender ideology: the unique associations of parental gender ideology and gendered behavior with adolescents' gender beliefs. *Doctoral dissertation. Colorado State University*.
- Bora, A. (2012). Toplumsal cinsiyete dayalı ayrımcılık [Gender based discrimination]. In K. Çayır & M. Ayan Ceyhan (Eds.) *Ayrımcılık: Çok boyutlu yaklaşımlar [Discrimination: Multidimensional approaches]* (pp. 175-187). İstanbul Bilgi University.
- Bozkur, B. (2020). Developing Internalized Sexism Scale for women: A validity and reliability study. *International Journal of Eurasian Education and Culture*, 5(11), 1981-2028. <http://dx.doi.org/10.35826/ijoecc.289>
- Calogero, R. M., Davis, W. N., & Thompson, J. K. (2005). The role of self-objectification in the experience of women with eating disorders. *Sex Roles*, 52(1/2), 43-50. <https://doi.org/10.1007/s11199-005-1192-9>
- Carr, E. R., Szymanski, D. M., Taha, F., Lindsey, M. W., & Kaslow, N. J. (2014). Understanding the link between multiple oppressions and depression among African American women: The role of internalization. *Psychology of Women Quarterly*, 38(2), 233-245. <https://doi.org/10.1177/0361684313499900>
- Cudd, L., & Jones, E. (2005). Sexism. In R. G. Frey and C. H. Wellman (Eds.) *A companion to applied ethics* (pp. 102-117). Oxford: Wiley Blackwell Publishing.
- David, E. J. R., & Derthick, A. O. (2014). What is internalized oppression, and so what? In E. J. R. David (Ed.), *Internalized oppression: The psychology of marginalized groups* (pp. 1-30). Springer.

- Ellis, E., & Bermudez, J. M. (2021). Funhouse mirror reflections: Resisting internalized sexism in family therapy and building a women-affirming practice. *Journal of Feminist Family Therapy, 33*(3), 223-243. <https://doi.org/10.1080/08952833.2020.1717903>
- Epstein, M. (2008). Adolescents in conflict: Associations between gender socialization, gender conflict and well-being. *Doctoral dissertation. The University of Michigan.*
- Freire, P. (2005). *Pedagogy of the oppressed (30th anniversary ed.)*. New York: Continuum.
- Gilligan, C. (1982). *In a different voice: Psychological theory and women's development*. Harvard University Press.
- Glick, P., & Fiske, S. T. (1996). The ambivalent sexism inventory: Differentiating hostile and benevolent sexism. *Journal of Personality and Social Psychology, 70*(3), 491-512. <https://doi.org/10.1037/0022-3514.70.3.491>
- Hayes, A. F. (2013). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach*. New York: Guilford Press.
- Herek, G. M. (2009). Sexual prejudice. In T. D. Nelson (Ed.) *Handbook of prejudice, stereotyping and discrimination* (pp. 441–468). New York: Psychology Press.
- hooks, b. (2018). *Değişme isteği: Erkekler, erkeklik ve sevgi [The will to change: Men, masculinity and love]* (Z. Kutluata, Trans.). İstanbul: Bgst. (Original work published 2004)
- Hurst, R. J., & Beesley, D. (2013). Perceived sexism, self-silencing, and psychological distress in college women. *Sex Roles, 68*, 311-320. <https://doi.org/10.1007/s11199-012-0253-0>
- İlhan, T., & Özdemir, Y. (2013). Adaptation of authenticity scale to Turkish: A validity and reliability study. *Turkish Psychological Counseling and Guidance Journal, 4*(40), 142-153.
- Jasser, J. L. (2008). Inauthentic self in relationship: The role of attitudes toward women and mother's nurturance. *Doctoral dissertation. University of Florida.*
- Jones, K. (2014). Parenting styles and the intergenerational transmission of gender ideology. *Master's thesis. Colorado State University.*
- Jongman-Sereno, K. P., & Leary, M. R. (2019). The enigma of being yourself: A critical examination of the concept of authenticity. *Review of General Psychology, 23*(1), 133-142. <https://doi.org/10.1037/gpr0000157>
- Köklü, N., Büyüköztürk, Ş., & Çokluk-Bökeoğlu, Ö. (2007). *Sosyal bilimler için istatistik [Statistics for the social sciences]*. Ankara: Pegem.
- Levant, R., Richmond, K., Cook, S., House, A. T., & Aupont, M. (2007). The Femininity Ideology Scale: Factor structure, reliability, convergent and discriminant validity, and social contextual variation. *Sex Roles, 57*(5), 373-383. <https://doi.org/10.1007/s11199-007-9258-5>
- Muehlenkamp, J. J., & Saris-Baglana, R. N. (2002). Self-objectification and psychological outcomes for college women. *Psychology of Women Quarterly, 26*, 371-379. <https://doi.org/10.1111/1471-6402.t01-1-00076>
- Neff, K. D., & Harter, S. (2002). The authenticity of conflict resolutions among adult couples: Does women's other-oriented behavior reflect their true selves? *Sex Roles, 47*(9), 403-417. <https://doi.org/10.1023/A:1021692109040>

- Oakley, A. (1972). *Sex, gender and society*. New York, NY: Harper Colophon Books.
- Pheterson, G. (1986). Alliances between women: Overcoming internalized oppression and internalized domination. *Signs: Journal of Women in Culture and Society*, 12(1), 146-160.
- Sakallı-Uğurlu, N. (2003). Sexism: Attitudes towards women and men and ambivalent sexism theory. *Türk Psikoloji Yazıları [Turkish Psychological Articles]*, 6(11-12), 1-20.
- Swim, J. K., Mallett, R., & Stangor, C. (2004). Understanding subtle sexism: Detection and use sexist language. *Sex Roles*, 51(3/4), 117-128. <https://doi.org/10.1023/B:SERS.0000037757.73192.06>
- Szymanski, D. M., Gupta, A., Carr, E. R., & Stewart, D. (2009). Internalized misogyny as a moderator of the link between sexist events and women's psychological distress. *Sex Roles*, 61(1-2), 101-109. <https://doi.org/10.1007/s11199-009-9611-y>.
- Szymanski, D. M., & Henning, S. L. (2007). The role of self-objectification in women's depression: A test of objectification theory. *Sex Roles*, 56, 45-53. <https://doi.org/10.1007/s11199-006-9147-3>.
- Szymanski, D. M., Ikizler, A. S., & Dunn, T. L. (2016). Sexual minority women's relationship quality: Examining the roles of multiple oppressions and silencing the self. *Psychology of Sexual Orientation and Gender Diversity*, 3(1), 1-10. <https://doi.org/10.1037/sgd0000145>
- Thompson, E. H., Jr., & Pleck, J. H. (1995). Masculinity ideologies: A review of research instrumentation on men and masculinities. In R. F. Levant & W. S. Pollack (Eds.) *A new psychology of men* (pp. 129–163). Basic Books/Hachette Book Group.
- Tolman, D. L., & Porche, M. V. (2000). The Adolescent Femininity Ideology Scale: Development and validation of a new measure for girls. *Psychology of women quarterly*, 24(4), 365-376. <https://doi.org/10.1111/j.1471-6402.2000.tb00219.x>
- Wenzel, A. J., & Lucas-Thompson, R. G. (2012). Authenticity in college-aged males and females, how close others are perceived, and mental health outcomes. *Sex roles*, 67(5), 334-350. <https://doi.org/10.1007/s11199-012-0182-y>
- Wood, A. M., Linley, P. A., Maltby, J., Baliousis, M., & Joseph, S. (2008). The authentic personality: A theoretical and empirical conceptualization and the development of the authenticity scale. *Journal of Counseling Psychology*, 55(3), 385-399. <https://doi.org/10.1037/0022-0167.55.3.385>