

Parental Abuse Victimization and School Life Adaptation of Adolescents: A Moderated Mediation Model of School Violence Victimization and Self-Esteem

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Abstract: The purpose of this study was to investigate if the mediating impact of school violence victimization is moderated by self-esteem in the impact of parental abuse victimization on school life adaptation among 350 middle and high school students. For the analysis, SPSS WIn.21.0 and SPSS macro program were used. Reliability analysis, descriptive statistics, correlation analysis, mean comparison analysis, path analysis and biased correction bootstrap were conducted. Results of the study are as follow. First, there was significant correlation between parental abuse victimization and school life adaptation, self-esteem and school violence victimization. Second, self-esteem has a buffering impact in moderating indirect impact between parental abuse victimization and school life adaptation through school violence victimization. Results suggest that parental abuse victimization and self-esteem interaction among adolescents may serve as a new model for school life adaptation through school violence victimization.

Key words: Parental abuse victimization, school life adaptation, school violence victimization, self-esteem, moderated mediation effect, SPSS macro process

INTRODUCTION

The home is the first social environment and strong community that adolescents encounter. In the home, adolescents learn various social skills through close relationship with their parents. The relationship between parents and children is the source of human relationships and is an essential relationship (Kim *et al.*, 2004; Moon, 2008). However, hostile parenting attitudes such as abuse, negatively impact adolescent physical development as well as emotional and social development. Parental abuse is a form of domestic violence. Domestic violence is violence in the home that causes members to intentionally use physical and psychological force to distress others through verbal and mental abuse (Straus, 1990). It is reported that domestic violence experiences involving adolescents cause difficulties, social maladjustment and mental health problems even after adolescents become adults (Kokko and Pulkkinen, 2000; Colman and Widom, 2004).

Parental abuse experiences involving adolescents are closely related to school violence (Olweus, 1994;

Laeheem *et al.*, 2009; Shetgiri *et al.*, 2013) and there is greater risk of violence in peer relationships (Heo, 2017). School violence refers to violence among school members in the school (Kim and Rim, 2010) and school violence victimization has high internal behavioral problems such as anxiety, depression and anger (Rigby and Slee, 1993; Olweus, 1997; Kaltiala-Heino *et al.*, 2000; Natvig *et al.*, 2001). Therefore, interest in school violence has increased.

School life adaptation is a negative relationship between parental abuse victimization (Stirling and Amaya-Jackson, 2008) and school violence victimization (Shin, 2005; Mrug and Windle, 2009) School life adaptation is an explicit and intrinsic behavior that adolescents engage in to meet academic and social needs of school life (Moon, 2002). However, school life adaptation does not mean simply adapting to the educational environment but also includes the ability to change or adapt the educational environment to needs to maintain a satisfying and harmonious relationship (Kim, 2007). It is not easy to expect an active attitude towards adaptation for those experiencing violence with low self-esteem and psychological anxiety.

Conversely, adolescence is a time of mental and physical change and it is a critical time to establish subjectivity. Self-esteem in this period is a significant internal characteristic that influences positive or negative self-identity formation of individuals (Ku and Kim 2004). Self-esteem is defined to the extent that one accepts oneself positively and respects his or her values and serves as a fundamental motivation for human behavior that is critical in the pre-development stage of man (Rosenberg, 1965). Low self-esteem is a cause of social maladjustment (Lee, 2000; Olweus, 1994) and self-esteem of adolescents is a psychosocial factor that has a positive impact on school life adaptation (Kim, 2011; Park, 2010).

According to previous studies, impact of domestic violence on school (Olweus, 1994; Laeheem *et al.*, 2009; Shetgiri *et al.*, 2013, 2012) have a negative impact on school life adaptation (Stirling and Amaya-Jackson, 2008; Kim and Park, 2004; Kim *et al.*, 2014) and studies on the relationship between self-esteem and school life adaptation (Olweus, 1994; Sung and Chung, 2007; Choi and Oh, 2010) were mainly conducted. Although, these variables have been studied extensively, there has been no study identifying the role of school violence victimization and self-esteem in the relationship between parental abuse victimization and school life adaptation. Although these variables have been studied extensively, no studies have examined “When of the how” and the role of school violence victimization and self-esteem in relation to parental abuse victimization and school life adaptation.

Therefore, this study was conducted to investigate if the mediating impact of school violence victimization is moderated by self-esteem in the impact of parental abuse victimization on school life adaptation.

To achieve this goal, two research questions were developed. First, what is the relationship between parental abuse victimization, school life adaptation, school violence victimization and self-esteem? Second, does self-esteem moderate indirect impact between parental abuse victimization and school life adaptation through school violence victimization?

MATERIALS AND METHODS

Research model: The main analytical method of this study is the moderated mediation impact analysis of model 7 of the macro process and the conceptual study model is shown in Fig. 1.

Survey subjects and methods of data collection: The subjects were purposively sampled. From April-August

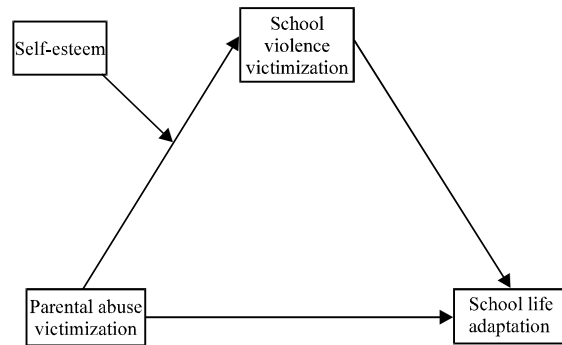


Fig. 1: Conceptual research model

2016, questionnaires were distributed to and collected from 351 middle school students and high school students in S city of Chungnam Province. A total of 350 data were used in the analysis except for the unfair questionnaire. Subjects were 61.4% women and 38.6% men and 54.0% high school students and 35.0% middle school students. The age of 15 was the highest at 25.6%, followed by 16 at 22.8%, 17 at 20.7%, 13 at 14.1%, 14 at 9.5% and 12 at 7.2 years.

Survey tools

Parental abuse victimization: The parental abuse victimization scale used four items from the family violence experience of Bae (2013). This scale was used to measure the degree of verbal violence, emotional violence, minor physical violence and severe physical violence and responses were measured by a 5-point Likert scale. The higher the score, the greater the parental abuse victimization and the overall reliability in this study was Cronbach's $\alpha = 0.807$.

School life adaptation: The school life adaptation scale developed by Kim (2002) based on the school life adaptation scale by Lee (2000) and Cho (1999) was used. This scale consisted of four sub-groups of 20 items to measure teacher relations, peer relations, school classes and school rules. Measurements were scored on a 5-point Likert scale from the “Not at all” 1 point to the “Always” 5 points. The higher the score, the better the school life adaptation and the overall reliability in the study was $\alpha = 0.893$.

School violence victimization: The school violence scale was composed of seven items by the researcher adding the items related to the cyber violence to Cho (2014) by the forms of violence and victimization relative to school violence. In addition, measurements were scored on a 5-point Likert scale from 5 points of “Always” to 1 point

of “Not at all”. The higher the score, the greater the school violence victimization and Cronbach’s α in this study was 0.91.

Self-esteem: To measure self-esteem, the Self-Esteem Scale (RSES) developed by Rosenberg (1965) was used. The scale consists of 10 items and measurements were scored on a 5-point Likert scale from 1 point to “not at all” to 5 points to “Highly agree”. The higher the score, the higher the self-esteem. The overall reliability of Cronbach’s α in this study was 0.746.

Data analysis: Reliability analysis, descriptive statistics and correlation analysis were analyzed by using SPSS Win. 21.0. Moderating mediation model was analyzed by applying SPSS macro process proposed by Hayes (2013) and indirect impact were verified by applying bootstrapping.

RESULTS AND DISCUSSION

Correlation and descriptive statistics: Table 1 reveals results of pearson’s correlation analysis identifying correlations among variables. School life adaptation was negatively correlated with parental abuse victimization and school violence victimization and statistically significant.

The previous study that school life adaptation and self-esteem were significantly correlated and self-esteem was positively correlated with school adaptation (Choi and Oh, 2010) supported these results. In addition, self-esteem was positively correlated with parental abuse victimization and school violence victimization in line with the results of this study that school violence victimization has negative correlation with self-esteem and school life adaptation (Lee, 2013).

It is consistent with a study that there was statistically significant correlation between parental abuse victimization and school violence victimization (Espelage *et al.*, 2012) and a study that there was positive correlation between domestic violence experience and school violence victimization (Shin and Baek, 2014).

Results of school life adaptation with statistically significant negative correlations with parental abuse victimization were consistent with negative correlation between domestic violence and school life adaptation (Kim *et al.*, 2014; Lee and Choi, 2015).

The average of school life adaptation and self-esteem exceeded the middle point (3 points) and parental abuse victimization and school violence victimization did not exceed the middle point.

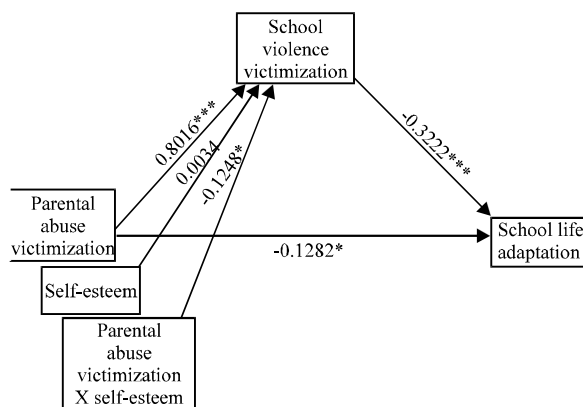


Fig. 2: Path analysis of research model

Model verification;

Verification of research model: Results of the statistical model are revealed in Fig. 2. Parental abuse victimization impacted negatively on school life adaptation ($\beta = -0.1282$, $p < 0.05$). Results are consistent with findings that adolescent physical and emotional abuse experiences have a statistically significant impact on violent victimization experiences (Chung and Chun, 2012). Also, it is like the study that violence seriously impacts adolescent school maladjustment (Stirling and Amaya-Jackson, 2008).

Parental abuse victimization had a statistically significant impact on school violence victimization ($\beta = 0.8016$, $p < 0.001$). School violence victimization also had a statistically significant negative impact on school life adaptation ($\beta = -0.3222$, $p < 0.001$). The result implies that the relationship between parental abuse victimization and school life adaptation was mediated by school violence victimization.

Self-esteem did not impact the mediator, school violence victimization but interaction between parental abuse and self-esteem had a significant negative impact on school violence victimization ($\beta = -0.1248$, $p < 0.05$). Based on this result verification of a moderating mediation effect of self-esteem was conducted using the bootstrapping method.

Verification of a moderated mediation effect: Results of the moderated mediation verification and the model are revealed in Table 2 and Fig. 3. Parental abuse victimization impacted negatively on school life adaptation via school violence victimization and self-esteem moderates mediating effects of school violence victimization. If the parental abuse victimization experience increases, school violence victimization also increases, reducing school life adaptation. As a result, parental abuse victimization

Table 1: Correlation and descriptive statistics

Variables	Parental abuse victimization	School life adaptation	School violence victimization	Self-esteem	M	SD
Parental abuse victimization	1				1.45	0.61
School life adaptation	-0.266**	1			3.60	0.59
School violence victimization	0.480**	-0.343**	1		1.25	0.51
Self-esteem	-0.196**	0.510**	-0.301**	1	3.50	0.62

**p<0.01

Table 2: Moderating mediation effect of self-esteem

Variables	β	SE	t-values	p-values
Mediating variable model (Dependent variable: school violence victimization)				
Constant	0.7056	0.3229	2.1850	0.0296
Parental abuse victimization (a1)	0.8016	0.1947	4.1162	0.0000
Self-esteem (b1)	0.0034	0.0889	0.0386	0.9692
Parental abuse victimization \times Self-esteem (a3)	-0.1248	0.0550	-2.2674	0.0240
Dependent variable model (Dependent variable: school life adaptation)				
Constant	4.1849	0.0880	47.5466	0.0000
School violence victimization	-0.3222	0.0659	-4.8894	0.0000
Parental abuse victimization	-0.1282	0.0554	-2.3135	0.0213
Conditional indirect effect				
	β	Boot Se	BootLLCI	BootULCI
M-1SD (2.88)	-0.1425	0.0327	-0.2175	-0.0869
M(3.50)	-0.1178	0.0223	-0.1642	-0.0744
M+1SD (4.11)	-0.0930	0.0210	-0.1392	-0.0568

Boot LLCI = Boot The lower bound of the indirect effect within 95% confidence interval; Boot ULCI = Boot, the higher bound of the indirect effect within 95% confidence interval

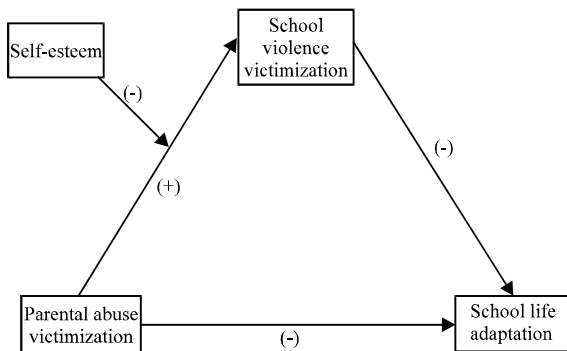


Fig. 3: A model of moderated mediation effect

negatively impacts school life adaptation. As the self-esteem value, a moderator, increases, the negative mediating impact decreases gradually. Family abuse is a risk factor impacting school violence victimization (Cluver *et al.*, 2010) and negatively impacts school life adaptation (Kim and Park, 2004). The negative impact of family abuse differs according to the degree of self-esteem.

To determine if the mediating impact of school violence victimization on the relationship between parental abuse victimization and school life adaptation is significant in any interval of self-esteem, the moderated

mediator impact coefficients of $M \pm 1$ SD of self-esteem and their statistical significance were analyzed. The simple slope of affecting parental abuse victimization on school life adaptation was significant at the level of self-esteem 2.88 (M-1 SD)–4.11 (M+1 SD). The value of the moderating variable self-esteem is more than the mean value (M+1 SD) and less than the average value (M-1 SD). As the value of the moderating variable increases, the size of the moderated mediating impact decreases.

CONCLUSION

This study was conducted to investigate the moderated mediation impact of school violence victimization and self-esteem in relationship between parental abuse victimization and school life adaptation for middle and high school students in Korea. Conclusions are as follow.

First, there was a significant correlation between parental abuse victimization, school violence victimization, school life adaptation and self-esteem. Parental abuse victimization was negatively correlated with school life adaptation, self-esteem and was positively correlated with school violence victimization.

Second, self-esteem moderated indirect impact of parental abuse victimization on school life adaptation via school violence victimization. Parental abuse victimization impacts school violence victimization, a negative factor in school life adaptation but interaction with self-esteem reduces parental abuse victimization. The less the self-esteem value, the more the moderated mediation impact. This indicates that even if self-esteem is high, school violence victimization and school life adaptation are not mitigated unless parental abuse victimization is reduced.

RECOMMENDATIONS

Although, not addressed in this study, suggestions for future research are as follow. First, this study used school violence victimization as a mediating variable. However, since, parental abuse victimization impacts school violence victimization and violence behavior it is necessary to validate if the same results are reached if school violence behavior is inputted as a mediator.

Second, it was validated that parental abuse victimization causes school violence victimization, differing depending on self-esteem. Therefore, counseling programs focusing on parental abuse victimization are also critical but programs to prevent them from becoming school violence victimizers will also facilitate prevention of the "Cycle of violence".

Despite these limitations, it is significant to verify that self-esteem of adolescents is a critical variable in buffering indirect impact of school violence victimization in the relationship between parental abuse victimization and school life adaptation.

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