


Impact of Experience of Victimization from Parent, Teacher and Peer Violence on Discrimination Behaviors: Focusing on the Mediating Effects of Depression and Self-esteem

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Abstract

The aim of this article was to search how the experience of victimization from parent, teacher and peer violence affects discrimination behaviors through mediation of depression and self-esteem. This study used the data of KYPs by National Youth Policy Institute. The data on 2015 was used. The results of the study and suggestions were as follows. First, students with more experience of victimization from parents, teachers and peers were more depressed, and these students who were more depressed had lower self-esteem. It was found that students with higher exposure to violent experiences from parents, teachers and peers showed higher depression. Those with lower self-esteem tended to show more discrimination behaviors based on personal and background reasons. This means that an individual who experienced violence is likely to become a perpetrator of discrimination behavior; thus, suggesting that human rights education should be strengthened for students with experience of violence. Second, it was found that the experience of violence from parents, teachers and peers directly affected discrimination behavior due to personal reasons and background factors, which had greater indirect influences through mediation of depression or self-esteem. In addition, the independent variables that had a direct influence on discrimination behaviors due to personal reasons and background were experiences of violence from teachers, followed by their peers, and finally, from parents. This suggests that efforts to reduce depression and to improve self-esteem may lower the discrimination behaviors of children and adolescents, but it is more desirable to try to lower the violence victimization experience because the direct impact of violence victimization is greater. In particular, it was suggested that efforts should be made to lower the experience of violence in schools i.e., violence from teachers and peers.

Keywords: Children and Youth, Victimization of Violence, Depression, Self-Esteem, Discrimination Behaviors

Introduction

School violence began to appear in news reports in the early 1990s and was initially publicized in 1995 as a social issue [1]. Recently, the Korea Institute for Health and Social Affairs survey showed that one out of three children and youths in Korea reported experiencing school violence; and one out of five reported that they had experienced abuse [2]. The problem is that school violence in children and adolescents begins with discrimination behavior, which at first is not considered to be more serious than school violence. Adolescents' discriminatory behavior can not necessarily be attributed to acts of violence. However, discrimination does not just refer to prejudices or stereotypes about others, but it also includes language violence such as teasing or ridicule. Furthermore, discrimination cannot be ignored or neglected because it is likely to be exacerbated by school violence such as bullying or assault [3, 4].

In order to prevent school violence, we should pay attention to discrimination behavior as a precursor of school violence and try to prevent it. In particular, attention should be paid to factors leading to discrimination behavior and factors reducing discrimination behavior. In the meantime, adolescents' discriminative attitudes and behaviors have not received much attention from the academia compared to experiences of discrimination damage, human rights violation and school violence [5]. Some recent studies have been carried out due to the release of data on the recent large-scale sample of human rights surveys

on children and youth. However, the research conducted in the past mainly reported only differences in adolescent discrimination experiences and discrimination behaviors according to the demographic background e.g., gender, class, region, etc. [6].

To reduce discrimination behavior, it is necessary to find out the variables that affect discrimination behavior or the mediators that can contribute to reducing discrimination behavior. Also, it is necessary to make appropriate interventions based on the data gathered. According to previous studies, adolescents who are frequently exposed to violence situations in everyday environments tend to neglect and negatively perceive themselves and their surroundings due to depression and cognitive distortions [7-10]. In addition, the experience of violence victimization and the experience of discrimination are related to the discrimination behaviors of adolescents [11].

Though a study on the effects of domestic violence and school violence on adolescents has been conducted, only a few have analyzed the impacts of adolescents' environments. Parents, peers and teachers are important aspects of the environment surrounding the youth. In fact, violence from parents at home and violence from peers and teachers at school are related to each other, and these affect adolescents' discrimination behaviors [12].

This study aims to analyze how the experiences of violence inflicted by parents, peers and teachers affect adolescents' discrimination behaviors. In addition, we focus on the increase of depression and decrease of self-esteem caused by violence damage. We also examine how these variables mediate violence victimization experiences and discrimination behaviors. The results of this study are expected to provide implications for seeking preventive interventions to reduce discrimination behaviors among adolescents.

2. Theoretical Background

2.1 Concepts of Discrimination Behavior

Discrimination is often discussed with prejudice and stereotyping. In general, prejudice is seen as a negative emotional factor for a particular group; and stereotype is regarded as a negative perception [13, 14]. As young people mature, their identity and sense of belonging to their own group are determined. Similarly, their sense about other people, other groups and their characteristics are also ascertained [15-17]. At this point, prejudice, stereotypes and fixed concepts are also internalized. Young people express such negative perceptions and emotions into behaviors, which is considered as discrimination. In other words, discriminatory behaviors can lead to negative consequences because they can also lead to unjust behaviors not only unjust thoughts or feelings [18].

Youth discrimination surveys report that teens manifest discrimination against others or certain groups mainly by such methods as teasing, mocking, insulting, or bullying [3]. From these observations, we should not overlook the fact that discriminatory behaviors of the youth can be deepened to violent behaviors. In addition, the causes of adolescent discrimination behaviors are generally gender, age, educational background, and economic situation [19, 20].

2.2. Factors Affecting Discrimination Behavior

The variables affecting adolescents' discrimination behavior can be summarized in several ways. First is the experience of violence in home and school. Many studies have emphasized the severity of the damage caused by abuse and violence in home and school, which are the main developmental environments of adolescents. Violence in the family, regardless of the type, leaves tension and helplessness on the

victimized adolescents and creates a negative self-concept [21, 22]. These effects lead to violent victims of peer violence or other situations.

School violence can be classified into peer violence and teacher violence. Bullying includes physical violence (assault, taking lunch money, etc.) and verbal violence (teasing, intimidation, etc.) [23]. The school environment is an important life space; and adolescents who experience constant threats and violence from their peers in this environment not only deny their lives as individual beings, but also develop distorted values. In addition, these adolescents showed problems such as depression, anxiety, fear, psychological distress, slack in school attendance, suicidal ideation, and school maladjustment [24]. Teacher violence also occurs in the form of physical and verbal violence. Teacher's ranting and punishment increase the aggressiveness and helplessness of adolescents [25].

In addition, many previous studies on the experiences of abuse and violence in the home and school have reported that the violence victim experiences lead to emotional effects such as anxiety and depression [26-33]. Many studies also report that child abuse is related to the self-esteem of children and adolescents. Parents, peers and teachers are important aspects of the children's and adolescents' personal circumstances. In order to form a positive self-esteem, it is very important that they have self-acceptance and social support from the people in their environment [34-36]. In contrast, the experience of being unaccepted and abused by parents, peers, and teachers will have a negative impact on their self-esteem.

In another study, the negative emotions of abuse and violence lead to intense harm on the victims [37-41]. The results of this study revealed that violent victimization experiences from school peers were influenced by external problem behaviors such as delinquency and violence [42-46]. Moreover, this proved that depression and self-esteem affect victim's discrimination behaviors against others.

3. Research Contents And Method

3.1 Research Model

In this study, the basic hypothesis proposed was discrimination behaviors will increase with experience of violence, and experience of violence will increase discrimination behaviors through mediation of increased depression and decreased self-esteem. The structural equation model was verified in Figure 1.

3.2 Subject

This study utilized data from 2015 survey by the Korea Institute for Youth Policy Research. The subjects of the survey were 10,453 students in grades 4 to 6 of elementary school, grades 1 to 3 of middle school, and grades 1 to 3 of high school. The specific characteristics of the subjects are shown in Table 1, except for the missing values.

Figure 1. Basic Model

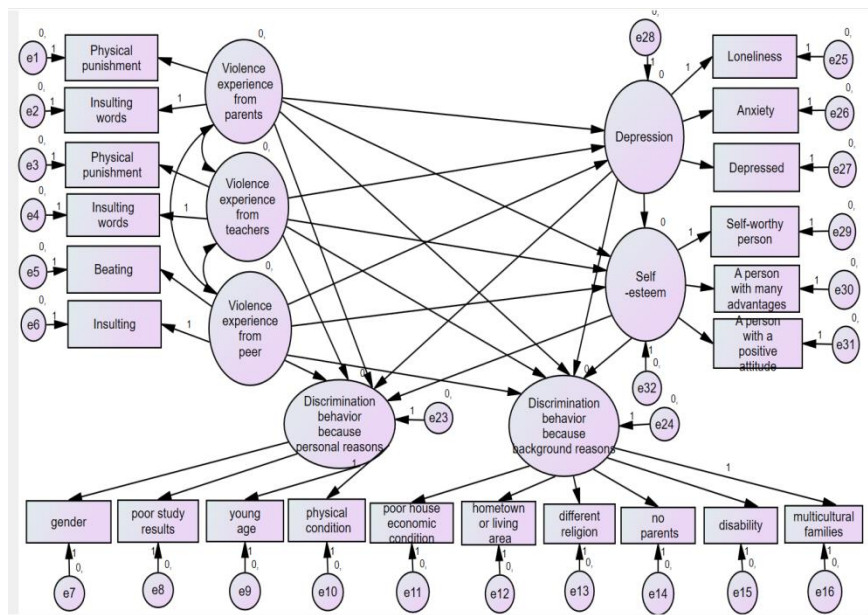


Table 1. General Characteristics of Research Subjects

Gender	N(%)	School type	N(%)	Academic level	N(%)
Male	5,448(52.1)	Elementary	2,935(28.1)	High	3,400(32.6)
Female	5,005(47.9)	Middle	3,629(34.7)	Middle	4,445(42.6)
Total	10,453(100.0)	General/Special/Autonomy	3,173(30.4)	Low	2,578(24.7)
		Vocational	716(6.8)	Total	10,453(100.0)
		Total	10,453(100.0)		

3. 3 Measurement Tools

3.3.1. Measurement Tools For Violent Victimization

This study used a six-item survey tool that asked children and adolescents about their experience of physical or verbal violence from parents, teachers, and peers. The larger the score, the more frequent the violent victimization experience. The measurement results are shown in the factor analysis between the items in Table 2.

Table 2. Factor Analysis and Reliability for Items Measuring Violent Victimization

Items	Components			Rename	Reliability
	1	2	3		
Insulting words from school teachers (profanity)	.883	.085	.061	Violence experience from teachers	.830
Physical punishment from school teachers	.875	.096	.075		
Insulting words (swearing) from parents (guardians)	.130	.855	.035	Violence experience from parents	.736
Physical punishment from parents (guardians)	.049	.855	.124		
Assault or beaten by juniors, seniors, friends	.009	.050	.863	Violence experience from peers	.691
Profanity or insults from juniors, seniors, friends	.126	.107	.830		

3.3.2. Measurement of Depression and Self-Esteem

To measure depression and self-esteem, a six-item survey tool on 'thoughts about one's self' was used. Higher scores mean higher levels of depression and self-esteem. Also, this study used Rosenberg 's (1979) Self-esteem scale as adopted by the Korea Youth Policy Institute [47]. The results of the factor analysis and the reliability of the rotated matrix are shown in Table 3.

Table 3. Factor Analysis and Reliability for the Items on Depression and Self-Esteem

Items	Components		Rename	Reliability
	1	2		
At times, I feel depressed.	.900	-.123	Depression	.883
At times, I feel lonely.	.883	-.123		
At times, I feel worried.	.872	-.139		
I feel that I have many good points.	-.121	.865	Self-esteem	.834
I feel that I am a person of worth.	.011	.820		
I take a positive attitude.	-.179	.775		

3.3.3. Discrimination Behavior Assessment Tool

In order to analyze discrimination behavior, a 10-item tool on discrimination experience was used. The larger the score, the more frequent the discrimination behavior. The results of the factor analysis and the reliability of the rotated matrix are shown in Table 4.

Table 4. Factor Analysis And Reliability for the Items on Discrimination Behavior

Items	Component		Re-name	Reliability
	1	2		
Because of young age	.187	.792	Discrimination behavior because of person reasons	.768
Because of poor study results	.177	.785		
Because of being a man or a woman	.148	.751		
Because of appearance or physical condition	.243	.667		
Because of multicultural families	.854	.104	Discrimination behavior because of background variables	.862
Because of poor house economic condition	.790	.269		
Because of no parents	.781	.150		
Because of different religion	.762	.177		
Because of living area or hometown	.693	.282		
Because of disability	.636	.197		

3.4 Analysis Mehtod

In this study, descriptive statistics was conducted to confirm the normality of responses to major variables, and correlation analysis and reliability analysis were also undertaken. Next, the path relations between variables were confirmed through structural model analysis. In addition, the fitness and the model values were estimated by applying the Maximum Likelihood Estimation (ML). And the model fit was examined with TLI (Turker-Lewis Index), CFI (Comparative Fix Index) and RMSEA (Root Mean Square Error of Approximation). In general, TLI and CFI are considered to be good at .90 or higher, and the absolute fit index, RMSEA, is good model fit at .05 or less.

4. Research Results

4.1 Characteristics of Key Bariables

4.1.1. Descriptive Statistics of Major Variables

Experience of violence, depression, self-esteem, and discrimination behavior are the potential variables of this study. Table 5 shows the descriptive statistics of the major variables and measurement variables. To understand the characteristics of each variable, the mean and the standard deviation scores were examined, and the skewness and kurtosis were also checked to confirm that normality was present. Since the absolute value of skewness of the depression index and the self-esteem index are less than 2 and the absolute value of the kurtosis is less than 7, the distribution of all variables does not deviate much from the normality. However, experiences of violence and discrimination behaviors were converted to logarithmic values because they deviated from the normal distribution. And it can be seen that adolescent have the most violence experience through insulting words(profanity) from parents, next violence experience through physical punishment from teachers.

Table 5. Measurement Variables, Cases, and Mean, Standard Deviation, Skewness, and Kurtosis of Main Variables

Main Variables		Measurement Variables	N	M(SD)	Skewness	Kurtosis
Violence experience	Violence experience from parents	Physical punishment	10,437	1.33(.66)	2.354	6.218
		Insulting words (profanity)	10,438	1.51(.93)	2.014	3.534
	Violence experience from teachers	Physical punishment	10,429	1.35(.79)	2.450	5.679
		Insulting words (profanity)	10,432	1.34(.80)	2.722	7.343
	Violence experience from peer	Beating	10,452	1.10(.48)	5.750	36.100
		Insulting	10,453	1.26(.73)	3.430	12.166
Depression		Loneliness	10,439	2.01(.93)	.356	-1.041
		Anxiety	10,440	1.89(.91)	.568	-.812
		Depressed	10,435	1.93(.94)	.518	-.928
		Self-worthy person	10,436	3.03(.82)	-.707	.158
Self-esteem		A person with many advantages	10,427	2.94(.80)	-.411	-.270
		A person with a positive attitude	10,418	3.03(.77)	-.491	-.083
		Because of gender	10,450	1.30(.67)	2.776	8.858
		Because of poor study results	10,452	1.33(.73)	2.620	7.257
Discrimination Behavior	Personal Reasons	Because of young age	10,451	1.30(.68)	2.669	7.914
		Because of appearance or physical condition	10,452	1.31(.72)	2.783	8.349
		Because of poor house economic condition	10,452	1.05(.32)	7.533	66.756
		Because of hometown or living area	10,453	1.07(.37)	6.863	54.430
	Background reasons	Because of different religion	10,441	1.05(.31)	8.170	78.801
		Because of no parents	10,453	1.05(.32)	8.610	83.6.6
		Because of	10,452	1.10(.42)	5.260	32.932

disability				
Because of multicultural families	10,450	1.04(.29)	9.399	102.210

4.1.2. Correlations Among the Main Variables

The results of the analysis of the correlation between all the variables used to verify the causal structure proposed in this study are shown in Table 6. As seen with the results, there was no correlation coefficient of more than .80 suspected of multi-collinearity. The correlation between latent variables was significant at significance level .001. It can be seen that have a weak correlation between Violence experience from parents, teachers, peers. And it can be seen that have a weak correlation between Violence experience from parents, teachers, peers, and discrimination behaviors because personal reasons and background reasons. Only it can be seen that have middle degree of correlation between discrimination behaviors because personal reasons and background reasons.

Table 6. Correlations of Main Variables

		Violence Experience			Depression	Self-Self-esteem	Discrimination behaviors	
		Parents	Teachers	Peers			Personal reasons	Background reasons
Violence experience	Parents	1						
	Teachers	.215***	1					
	Peers	.192***	.170***	1				
Depression		.167***	.098***	.132***	1			
Self-esteem		-.067***	-.029***	-.072***	-.186***	1		
Discrimination behaviors	Personal reasons	.170***	.198***	.177***	.171***	-.076***	1	
	Background reasons	.110***	.157***	.140***	.097***	-.064***	.414***	1

* p<.05 ** p<.01 *** p<.001

4.2. Model Analysis

4.2.1. Structural Model Analysis

First, the fit of the basic model was verified. As shown in Table 7, it can be seen that the fitness of the research model is satisfactory. However, the fit of the modified model was not weakened except for the paths that did not have a statistically significant influence. The fitness of the modified model is shown in Figure 2.

Table 7. The Fitness of the Research Model

	χ^2	df	p	TLI	CFI	RMSEA
Basic Model	4349.981	189	.000	.932	.950	.046
Modified model	4351.595	190	.000	.933	.950	.046

Table 8 shows that the experiences of violence from parents, teachers and peers have statistically significant effects on depression. From these results, it was found that children and adolescents who are more exposed to violence experiences from parents, teachers and peers are more likely to experience depression. Furthermore, the more exposure to violence experiences from parents and peers and the higher the depression, the lower the self-esteem. And it can be seen that with more exposure to violence experiences from parents, teachers and peers, the higher the depression and the lower the self-esteem. Consequently, children and adolescents are more likely to develop more discrimination behaviors due to personal and background reasons.

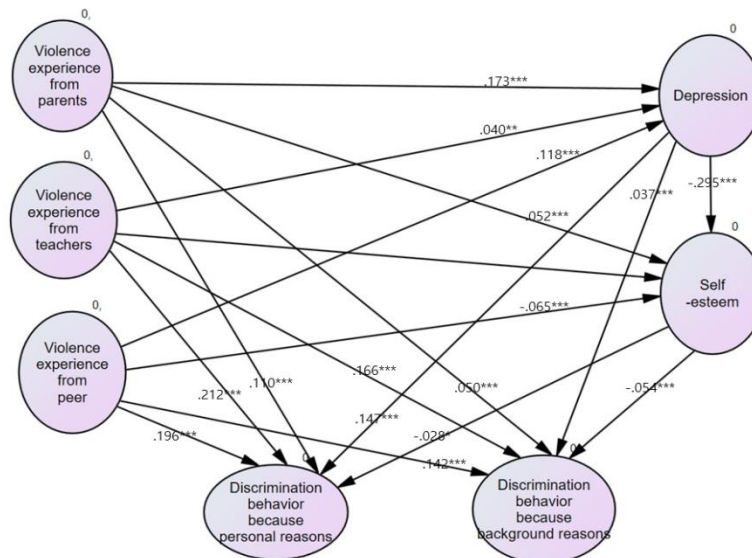
Table 8. The Fitness of the Research Model

Latent Variables			B	β	S.E.	C.R.
Depression	←	Violence experience from parents	.187***	.173	.016	11.771
Depression	←	Violence experience from teachers	.050**	.040	.017	3.013
Depression	←	Violence experience from peers	.161***	.118	.019	8.336
Self-esteem	←	Violence experience from parents	-.042***	-.052	.011	-3.708
Self-esteem	←	Violence experience from peers	-.067***	-.065	.014	-4.639
Self-esteem	←	Depression	-.224***	-.295	.009	-24.123
Discrimination behavior due to personal reasons	←	Violence experience from parents	.067***	.110	.009	7.483
Discrimination behavior due to personal reasons	←	Violence experience from teachers	.151***	.212	.010	14.863
Discrimination behavior due to personal reasons	←	Violence experience from peers	.150***	.196	.012	12.585
Discrimination behavior due to background reasons	←	Violence experience from parents	.016***	.050	.005	3.532
Discrimination behavior due to background reasons	←	Violence experience from teachers	.063***	.166	.005	12.260
Discrimination behavior due to background reasons	←	Violence experience from peers	.058***	.142	.006	9.827
Discrimination behavior due to personal reasons	←	Depression	.083***	.147	.007	11.908
Discrimination behavior due to background reasons	←	Depression	.011**	.037	.004	3.082

Discrimination behavior due to personal reasons	←	Self-esteem	-.021*	-.028	.009	-2.245
Discrimination behavior due to background reasons	←	Self-esteem	-.021***	-.054	.005	-4.393

* p<.05 ** p<.01 *** p<.001

Figure 2 Modified Model and its Fitness



Note: * p<.05 ** p<.01 *** p<.001

4.2.2. Analysis of Mediation Effects

Direct and indirect effects of independent variables on dependent variables are shown in Table 9. The extent of violence victim experiences from parents, teachers and peers, which directly influence discrimination behaviors for personal or background reasons, is greater than the indirect influences. These results show that violent victimization experiences are influenced by the mediating effects of depression and self-esteem on discrimination behaviors, but the mediating effects are less than the direct effects. In addition, the independent variable that has a direct influence on discrimination behaviors due to personal reasons and background factors is violent victim experiences from teachers, followed by peers, and lastly, from parents.

Table 9. Analysis Results of Effects

Independent Variables	Dependent Variables	Direct Effect	Indirect Effect	Total Effect
Violence Experience from Parents	Depression	.173	-	.173
	Self-esteem	-.052	-.051	-.103
	Discrimination behavior due to personal reasons	.110	.028	.139
	Discrimination behavior due to background reasons	.050	.012	.062
Violence Experience from Teachers	Depression	.040	-	.040
	Self-esteem	.000	-.012	-.012
	Discrimination behavior due to personal reasons	.212	.006	.219

	Discrimination behavior due to background reasons	.166	.002	.168
	Depression	.118	-	.118
Violence Experience from Peers	Self-esteem	-.065	-.035	-.100
	Discrimination behavior due to personal reasons	.196	.020	.216
	Discrimination behavior due to background reasons	.142	.010	.151
	Self-esteem	-.295	-	-.295
Depression	Discrimination behavior due to personal reasons	.147	.008	.156
	Discrimination behavior due to background reasons	.037	.016	.053
	Discrimination behavior due to personal reasons	-.028	-	-.028
Self-Esteem	Discrimination behavior due to background reasons	-.054	-	-.054

5. DISCUSSION AND CONCLUSION

The purpose of this study was to examine how experiences of violence from parents, teachers and peers affect discrimination behaviors through mediation of depression and self-esteem. The main results of this study and the discussions are summarized as follows. First, children and adolescents with more experiences of victimization from parents, teachers and peers showed higher depression, and lower self-esteem. And it can be seen that children and adolescents with more exposure to violence experiences from parents, teachers and peers, with higher depression and lower the self - esteem tended to do greater discrimination behaviors due to personal and background reasons. The results of this study are similar to those of previous studies [48-50]. This confirms that children and adolescents with experiences of violence are likely to become perpetrators of discrimination behaviors; thus, suggesting that human rights education should be strengthened for students with experiences of violence.

Though experiences of violence from parents, teachers and peers directly affect discrimination behaviors due to personal reason and background factors, it was found that experiences of violence have greater indirect influences through depression and self-esteem.

In addition, the independent variables with a direct influence on discrimination behaviors due to personal reasons and background factors are experiences of violence from teachers, followed by violence from peers, and finally from experience of violence from parents. Relatedly, efforts to improve the level of self-esteem and intervention to resolve depression can lower the discrimination behaviors of children and adolescents. Nevertheless, it is more desirable to try to lower the violence victimization experiences; specifically, there must be more effort to lower the experiences of violence in schools from teachers and peers.

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