

An analysis of gender difference regarding an effect that self-esteem in youth has on externalizing problem behavior- Focusing on the moderating effect of parental attachment-

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Abstract. The main purpose of this study is to empirically verify whether youth's parental attachment plays a role of protective factor in decreasing the externalizing problem behavior through a moderating effect in the relation between self-esteem and externalizing problem behavior after classifying them into boy students and girl students. According to major analysis findings, first, it was shown that there was significant difference in self-esteem and externalizing problem behavior as main factor depending on boy student and girl student groups. Second, it was shown that parental attachment didn't have moderating effect in relation between youth's self-esteem and externalizing problem behavior in girl student group. However, it was shown that parental attachment had a moderating effect in relation between self-esteem and externalizing problem behavior in boy student group.

Keywords: Externalizing problem behavior, Self-esteem, Parental attachment

1. Introduction

Adolescence is a period when youth deviate from parental or social norms, and show a tendency to pursue independence, and experience a physically and psychologically radical change, and build their self-esteem, and there is strong possibility that self-esteem changes in the development process at the same time [6]. In case tasks required for youth are not solved in this process, problem behaviors such as delinquency, school violence and disappearance from home may be shown [4]. These expressed externalizing problem behaviors may be regarded as important factor in that these may spread as social problem like crime, and may lead to problem behaviors in adulthood [7]. [5] wrote that children developed capacity to regulate emotion by the development of social emotions which could regulate negative emotion with positive emotional exchange through attachment with parents. Hence, this study is intended to examine whether self-esteem significantly predicts the externalizing problem behavior in relation between youth's self-esteem and externalizing problem behavior. And it is intended to empirically analyze whether

parental attachment plays a role of protective factor which decreases the externalizing problem behavior through a moderating effect in relation between self-esteem and externalizing problem behavior after classifying them into boy-girl students. The research questions of this study for the above-mentioned objectives are as follows.

Research question 1. Is youth's self-esteem, parental attachment and externalizing problem behavior different according to gender?

Research question 2. Does youth's parental attachment make any difference as a moderating variable in relation between self-esteem and externalizing problem behavior according to gender?

2 Method

2.1. Data collection and participants

For this study, students in H and G high school located in D area were surveyed by utilizing random sampling method, and then final 325 questionnaires were used for analysis.

2.2. Measurement instrument

2.2.1. Dependent variable: Externalizing problem behavior

In order to measure the externalizing problem behavior, this study utilized 30 questions about 'delinquency, aggression' on the basis of the Korean version of K-YSR developed and standardized[1]. (1990) from Youth Self Report Scale developed by Achenbach(1983). 3-point Likert scale was used for each question. And a higher score means a stronger possibility of maladjusted and problem behavior. With regard to the reliability in this study, it was shown that Cronbach's $\alpha = .91$.

2.2.2. Independent variable: Self-esteem

In order to measure self-esteem, this study used Rosenberg Self-Esteem Scale(RSES) which was developed by Rosenberg(1965) and adapted by [3]This scale uses 11 questions and is 4-point Likert scale. And a higher score means higher self-esteem. With regard to reliability, it was shown that Cronbach's $\alpha = .82$.

2.2.3. Moderating variable: Parental attachment

In order to measure youth's attachment to parent, this study used self report-type inventory adapted and revised [2] from Inventory of Parent and Peer Attachment-Revised Version (IPPA-R) developed by Armsden and Greenberg(1987). In this study, only 'inventory of parent attachment' was used. Inventory of parent attachment had a total of 25 questions. And 5-point Likert scale was used for each question. A higher score means stronger attachment. And with regard to reliability, it was shown that Cronbach's $\alpha = .89$.

2.3. Data analysis method

A t-test was carried out so as to check whether there was a significant difference in variables shown in boy student and girl student groups, by utilizing SPSS win21.0 program for data analysis in this study. And a multiple moderating regression analysis was made, and findings were presented after being classified into boy student and girl student groups in order to examine an interaction model, which was the main purpose of this study.

3. Results and implications

The major results of this study are as follows. First, it was shown that there was a significant difference in self-esteem and externalizing problem behavior as main factor according to boy student and girl student groups.

Second, it was shown that parental attachment didn't have a moderating effect in relation between youth self-esteem and externalizing problem behavior in girl student group. However, it was shown that parental attachment had a moderating effect in relation between self-esteem and externalizing problem behavior in boy student group. It is intended to suggest implications on the basis of these analysis results.

Youth are the future of a country. Therefore, our society should support youth so that they can grow and develop into healthy member of society. First, Korean youth suffer from college entrance exam-related stress and devote themselves to their study only. So, stress and depressed mood is aggravated. Accordingly, they are stirred and enraged, what is worse, deviant aggression is also shown even by weak stimulation. Hence, it is necessary to make, expand and distribute various 'culture and art experience programs' for youth so that they can have positive self-image by mitigating stress through leisure activity such as culture and art experience with regard to energy absorbed in college entrance exam. Second, school, family, community, and youth-related agency and center in the community should take an interest so that they can easily access services such as psychological test helpful to developing a healthy self-image and a method of loving themselves by improving self-esteem and recognizing emotional problem such as angry

depression anxiety for themselves. Third, in order to improve parents or children's self-esteem, programs such as emotion-coaching training are required for parents so that parents can recognize parents' own emotions and efficiently convey these to their children. This leads to parent-child smooth communication. Accordingly, it is possible to enhance attachment with parents.

Area where a survey was made in this study was limited to D area. So, there are limitations in generalizing the results to youth all over the country. And it is suggested that a study in consideration of youth's personal characteristics, family characteristics, environmental characteristics, and the like and a comprehensive study enabling the in-depth understanding of a comparative analysis between junior high school student group and high school student group in consideration of youth's age should be carried out as follow-up studies.

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