

Effects of Child and Adolescent Maltreatment Experiences on the School Adjustment (Mediating Effects of Self-esteem)

YoungKwang, Lee^{1,2}, Seung-Jae, Oh^{1,2}, Eungu Ji²

¹Keimyung University BK21PLUS Training center for social integration expert

²Keimyung University, South Korea

E-mail address: posay2001@naver.com, osg4608@naver.com, eunguji@kmgw.kmu.ac.kr

Abstract. It has experienced a lot of maltreatment and neglect of children and adolescents in care and custody of a parent in the country. Korean Confucian culture in the past have been taken for granted corporal punishment in the upbringing of their children. These actions have the perception that they did not maltreatment children and teenagers. As modern society has increased since the dual-income families. As a result, children and youth after-school increased if alone in the house. Recent news, and easily accessible information on child maltreatment, adolescents through media. Hitting the body of the child, the bone is broken so striking, and further maltreatment through the things that are lost to the lives of children is taking place in our society. Physical maltreatment, verbal maltreatment, and neglect experienced by adolescents is to analyze the impact of school adjustment. Maltreatment were looked at, separated by a physical and verbal maltreatment, neglect investigated by adding an addition. In addition, we analyzed the mediating effect of self-esteem in the relationship between maltreatment and school adjustment. This study used Korea Child and Youth Panel (KCYPS) data set. The result of maltreatment and neglect of young children proven experience in the mediating effect of self-esteem and relationships in school adjustment, Self-esteem was found to have fully or partially mediating the relationship between maltreatment and neglect and school adjustment.

Key words: Adolescent, Maltreatment Experience, School, Adjustment, Self-Esteem

1 Background

Many children and adolescents in Korea are experiencing maltreatment and neglect of parental care and nurturing. In Korea, which has a Confucian culture in the past, corporal punishment has been taken for granted in child rearing and it has not been recognized that these acts are maltreatment of children and juveniles. Parents with the awareness that they have to go to a good school have children, adolescents go to many private educational institutes, and corporal punishment occurs when their grades are low. However, until now, our society has not recognized these behaviors as maltreatment or neglect. The parent thinks that the child has done this kind of action to

the wishful mind. However, information about children and adolescents maltreatment can be easily accessed through media. These results show that children and adolescents who are exposed to maltreatment and neglect are difficult to school adjustment.

The purpose of this study is to analyze the effects of maltreatment (physical maltreatment, verbal maltreatment) and neglect experienced by children and adolescents on school adjustment. Maltreatment has been divided into physical and verbal maltreatment, and additional neglect has been examined. In addition, the mediating effect of self-esteem was analyzed in relation to maltreatment and school adjustment.

The purpose of this study is to develop policy and practical implications for maltreatment and neglect, self-esteem and school adjustment of children and adolescents. The research problems set for this purpose are as follows. Does self-esteem have a mediating effect between maltreatment experience and school adjustment in children and adolescents?

2 Methods

2.1 Data

This study used KCYPS: Korean Children and Youth Panel Survey conducted by Korea Youth Policy Institute. KCYPS is the longitudinal data of the first grade, the fourth grade, and the first grade of middle school in elementary school. In this study, we analyzed the data of the fourth year of middle school students. The subjects were 3,077 respondents to the variables used in this study (maltreatment, neglect, school adjustment, and self-esteem).

3 Main Variables and Variable Definition

3.1 Independent Variables

The independent variables used in this study were maltreatment and neglect: maltreatment was classified into physical maltreatment and verbal maltreatment.

We used a total of eight items used in the Korean Children and Youth Panel Survey data to measure the maltreatment experience, which was structured with reference to the child maltreatment item of Guy Seewon (2000) and Guy Seewon (2003).

The reliability of the whole is Cronbach's $\alpha = .880$, and the reliability of the question about neglect is secured

3.2 Dependent Variables

The dependent variable used in this study was school adjustment. School adjustment was analyzed using academic stress, peer relationship, and teacher relationship. In order

to measure school adjustment, we used a total of ten question items used in the Korean Children and Youth Panel Survey data, which were used by Minbyeongsu (1991) with reference to the scale of Munseonmo (1977) and Leesangpil (1990) the questionnaire was constructed with reference to the questionnaire for the adaptation to the school life.

The reliability of the whole was Cronbah's = .651, and the reliability of the question about maltreatment was secured.

3.3 Mediated Variables

The parameters used in this study were self-esteem. The parameter used in the study is self-esteem. In order to measure the self - esteem, nine items were used in the Korean Children and Youth Panel Survey data, and the items from the Behavioral Science Research Institute (2000) of the Korea University were used to improve the self-esteem scale of Rosenberg (1965).

4 Measure

In order to solve the problems of the research presented in this study, SPSS22.0 use and analyze. First, the demographic characteristics of the subjects analyze using descriptive statistics. Second, regression analysis conduct to analyze the effects of maltreatment on schoolwork. Third, the mediating effects were tested to verify the effectiveness of the parameters. To verify the mediating effect, we used the three-step process of Baron & Kenny (1986). The first step verifies whether the independent variables have a significant effect on the parameters. The second step verifies whether independent variables have a significant effect on dependent variables. The third step verifies that the parameters have a significant effect on the dependent variable.

5 Results

5.1. Socio-demographic Characteristics

The general characteristics of the subjects are shown in Table 1. The total number of subjects is 3,077, which is the number of maltreatment experience, experience of neglect, school adjustment (teacher relationship, school record, academic stress, friendship). First, 1,542 (50.1%) of the males and 1,535 (49.9%) of the females were female. The ratio of men and women is similar. Next, when we look at the area in which we currently reside, Gyeonggi occupies the largest number with 677 people (22.0%).Next, it can be seen that Seoul is distributed in 498 (16.2%), Gyeongsang 418 (13.6%) and Busan 233 (7.6%).

Table 1. General characteristics of survey subjects (N=3,077)

<i>Category</i>	<i>N</i>	<i>Ratio(%)</i>		<i>Category</i>	<i>N</i>	<i>Ratio(%)</i>		
<i>Gender</i>	<i>Men</i>	1,542	50	.1				
	<i>Women</i>	1,535	49	.9				
	<i>Total</i>	3,077	100	.0				
<i>Residential district</i>	<i>Seoul</i>	498	16	.2	<i>Busan</i>	233	7	.6
	<i>Gangwon</i>	113	3	.7	<i>Gyeongsang</i>	418	13	.6
	<i>Daejeon</i>	92	3	.0	<i>Ulsan</i>	101	3	.3
	<i>Chungcheong</i>	234	7	.6	<i>Jeju</i>	2	0	.1
	<i>Incheon</i>	172	5	.6	<i>Daegu</i>	190	6	.2
	<i>Gwangju</i>	129	4	.2	<i>Gyeonggi</i>	677	22	.0
					<i>Total</i>	3,077	100	.0

6 The Impact of Child Maltreatment on School Adjustment

6.1. Child Maltreatment Experience and Teacher Relationship Self-esteem Mediating Effect

The results of the self-esteem mediating effects on child maltreatment and teacher relationship are shown in Table 2. Verbal maltreatment ($p < .001$) and neglect ($p < .001$) had a significant effect on self-esteem in Step 1, which analyzed the effect of independent variables on parameters. Self-esteem was lowered when verbal maltreatment was experienced, and self-esteem decreased when they experienced neglect. The explanatory power explaining self-esteem is 9%.

Analyzing the influence of independent variables on dependent variables In Step 2, physical maltreatment ($p < .001$), linguistic maltreatment ($p < .01$), dismissal ($p < .001$) have a significant effect on teacher relations When giving and experiencing physical maltreatment, relationships of teachers appeared high, and when experiencing linguistic

maltreatment and fulfillment, teacher relations were found to be low. The explanatory power explaining the teacher relationship is 3%.

In Step 3, which tests the mediating effects, the effects of independent variables and parameters on dependent variables were analyzed. The independence variables physical maltreatment ($p < .001$), verbal maltreatment ($p < .05$), and farewell ($p < .001$) have a significant influence on the relationship of the teacher, which is a dependent variable, and self-esteem of parameters ($p < .001$) has a significant influence on the relationship of teachers who are dependent variables.

Table 2. Effects of self-esteem parameters on relationship between child maltreatment and teacher

	Step1		Step2		Step3	
		Self-esteem		Relation to teacher		Relation to teacher
Invariable		.00	2	.73***	2	.73***
Physical maltreatment	-	.01		.15***		.16***
Verbal maltreatment	-	.10***	-	.10**	-	.07*
neglect		.15***		.16***		.12***
Self-esteem						.31***
R ²		.09		.03		.06
F	94	.87***	28	.82***	101	.16***

* $p < .05$, ** $p < .01$, *** $p < .001$

6.2. Self-esteem Mediating Effects on the Relationship between Child Maltreatment Experience and Academic Stress

The results of the self-esteem mediating effects on child maltreatment and academic stress are shown in Table 2. Verbal maltreatment ($p < .001$) and neglect ($p < .001$) had a significant effect on self-esteem in Step 1, which analyzed the effect of independent variables on parameters. Self-esteem was lowered when verbal maltreatment was experienced, and self-esteem decreased when they experienced neglect. The explanatory power explaining self-esteem is 9%.

Analyzing the influence of independent variables on dependent variables In Step 2, physical maltreatment ($p < .05$), verbal maltreatment ($p < .01$) had a significant influence on academic stress and academic stress increased when a verbal maltreatment was experienced. The explanatory power explaining academic stress is 1%.

In Step 3, which tests the mediating effects, the effects of independent variables and parameters on dependent variables were analyzed. Independent variables physical

maltreatment ($p < .01$), linguistic maltreatment ($p < .05$) had a significant influence on scholastic stress, which is a dependent variable, and parameter self-esteem ($p < .001$) is a dependent variable. It has been found that it has a significant influence on certain academic stress.

Table 3. Self-esteem mediating effects of child maltreatment and academic stress

	Step1		Step2		Step3	
		Self-esteem		Academic stress		Academic stress
Invariable		.00	3	.18***	3	.18***
Physical maltreatment	-	.01	-	.08*	-	.08**
Verbal maltreatment	-	.10***		.10**		.07*
neglect		.15***	-	.02		.03
Self-esteem					-	.32***
R ²		.09		.01		.05
F	94	.87***	4	.30**	133	.09***

* $p < .05$, ** $p < .01$, *** $p < .001$

6.3. Self-esteem Mediating Effect in the Relationship between Child Maltreatment Experience and Peer Relationship

The results of the self-esteem mediating effects of child maltreatment and friendship are shown in Table 2. Verbal maltreatment ($p < .001$) and exposure ($p < .001$) in the Step 1 analysis of the influence of independent variables on parameters had a significant impact on self-esteem and less self-esteem when experiencing verbal maltreatment. It was found that self-esteem would be lowered when they were exposed neglect. The explanatory power explaining self-esteem is 9%.

Analysis of the influence of independent variables on dependent variables In Step 2, physical maltreatment ($p < .001$), linguistic maltreatment ($p < .05$), and neglect ($p < .001$) are statistically significant effects on friendship, and found that friendship became worse when experiencing physical maltreatment, verbal maltreatment, and deportation. Explanatory power explaining friendship is 5%.)

In Step 3, which tests the mediating effects, the effects of independent variables and parameters on dependent variables were analyzed. Independent variable physical maltreatment ($p < .01$), neglect ($p < .001$) is significantly affect the friendship system is a dependent variable, the friendship self-esteem of the parameters ($p < .001$) is a dependent variable it was found that a significant impact.

Table 3. Mediating effect of self-esteem in child maltreatment and friendship

	Step1	Step2		Step3		
	Self-esteem	Friendship		Friendship		
Invariable	.00	3	.93***	3	.93***	
Physical maltreatment	- .01	-	.13***	-	.13***	
Verbal maltreatment	- .10***	-	.06*	-	.03	
neglect	.15***		.11***		.07***	
Self-esteem					.27**	
R ²	.09	.05	.08			
F	94	.87***	51	.64***	101	.26***

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

7 Conclusion and Implications

In this study, we examined the effects of physical maltreatment, verbal maltreatment, and neglect on school adjustment in child and adolescent. The main results are summarized as follows.

As a result of verifying the mediating effect of self-esteem in relation to the maltreatment and neglect experience of child and adolescent, the relationship between maltreatment and neglect and school adjustment was found to have a complete or partial mediating effect. Based on the results of this study, implications are as follows. First, in order to enable young people to grow as healthy social members, we developed various forms of self-esteem improvement program, so that young people themselves can realize their own values and roles, various social countermeasures should be prepared. Second, various social supports such as psychotherapy should be given to students who experienced maltreatment and neglect.

The limitations of this study are as follows. First, we examined the mediating effect of self-esteem in the relationship between maltreatment experience and school adaptation using quantitative research. Although it is possible to present less numerical results via quantitative methods, there are difficulties in presenting detailed discussion. In other words, in-depth study of maltreatment experience and school adjustment is needed through qualitative research. Second, in this study, physical maltreatment and verbal maltreatment were used as sub-factors in maltreatment experience.

References

1. Koh, S.-J., Lee, E.-h., Na, Y.-J., Hwang, J.-S.: The effect of personal, familial, educational, Internet factors on adolescent's self-esteem according to the age and gender. *Journal of the Korea Home Management Association* (2004), 22(6), 13-26.
2. Kim, G.-H.: Effects of Child abuse and neglect on child development. *Social Science Journal* (2009), 24(2), 27-45.
3. Sook, A.H.: An Effect of Parental Abuse Experience on Self-Esteem among Children, *Journal of Future Early Childhood Education* (2014), 21(1), 185-203.
4. Lee, Y.H.: The Influence of Self-Esteem on School Adjustment of the Grandparent-grandchildren Family Adolescents: Moderate Effect of Perceived Social Stigma, *Journal of Adolescent Welfare* (2010), 12(4), 137-158.