

THE EFFECTS OF VIOLENCE VICTIMIZATION FROM PARENTS, TEACHERS AND PEERS ON DISCRIMINATION BEHAVIORS

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Abstract—The purpose of this study was to examine how the experience of violence from parents, teachers and peers affects discrimination behaviors. This study used the data of Korean Children Youth Panel Survey(KYPS) by National Youth Policy Institute. The data on 2015 was used. The results of the study and suggestions were as follows. It was found that the experience of violence from parents, teachers and peers affected discrimination behavior due to personal reasons and background factors. In addition, the independent variables that had a influence on discrimination behaviors due to personal reasons and background were experiences of violence from teachers, followed by their peers, and finally, from parents. 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 Adolescents, KYPS, Discrimination, Violence Discrimination

1. INTRODUCTION

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. 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 [1].

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. [2] This study aims to analyze how the experiences of violence inflicted by parents, peers and teachers affect adolescents' discrimination behaviors. The results of this study are expected to provide implications for seeking preventive interventions to reduce discrimination behaviors among adolescents.

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2. THEORETICAL BACKGROUND

2.1. CHARACTERISTICS 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. [3] 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. [4] 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 [5].

Youth discrimination surveys report that teens manifest discrimination against others or certain groups mainly by such methods as teasing, mocking, insulting, or bullying. 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 [6].

2.2. CHARACTERISTICS OF VIOLENCE VICTIMIZATION

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. [7] 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.*). [8] 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. [9] Teacher violence also occurs in the form of physical and verbal violence. Teacher's ranting and punishment increase the aggressiveness and helplessness of adolescents. [10]

3. RESEARCH CONTENTS AND METHOD

3.1. RESEARCH TARGET

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 I, except for the missing values.

Table I. 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)		

3.2. MEASUREMENT TOOLS

3.2.1. 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 II.

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

Items	Result of Factor Analysis			Rename	Reliability
	Factor 1	Factor 2	Factor 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		

3.2.2. DISCRIMINATION BEHAVIOR ASSESSMENT TOOL: In order to analyze discrimination behaviour, a 10-item tool on discrimination experience was used. The larger the score, the more frequent the discrimination behaviour. The results of the factor analysis and the reliability of the rotated matrix are shown in Table III.

Table III. Factor Analysis and Reliability for Items on Discrimination Behavior

Items	Result of Factor Analysis		Re-name	Reliability
	Factor 1	Factor 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		

4. RESEARCH RESULTS

4.1. DESCRIPTIVE STATISTICS OF VARIABLES

Experience of violence and discrimination behavior are the potential variables of this study. Table IV shows the descriptive statistics of the main variables and measurement variables. To understand the characteristics of each variable, the mean and the standard deviation scores were examined. 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 IV. Mean and Standard deviation of Variables

Main variables	Measurement variables	N	M(SD)
Violence experience	Violence experience from parents	Physical punishment	10,437 1.33(.66)
		Insulting words (profanity)	10,438 1.51(.93)
	Violence experience from teachers	Physical punishment	10,429 1.35(.79)
		Insulting words (profanity)	10,432 1.34(.80)
	Violence experience from peer	Beating	10,452 1.10(.48)
		Insulting	10,453 1.26(.73)
Discrimination behavior	Personal reasons	Because of gender	10,450 1.30(.67)
		Because of poor study results	10,452 1.33(.73)
		Because of young age	10,451 1.30(.68)
		Because of appearance or physical condition	10,452 1.31(.72)
	Background reasons	Because of poor house economic condition	10,452 1.05(.32)
		Because of hometown or living area	10,453 1.07(.37)
		Because of different religion	10,441 1.05(.31)
		Because of no parents	10,453 1.05(.32)
		Because of disability	10,452 1.10(.42)
		Because of multicultural families	10,450 1.04(.29)

4.1.2. CORRELATIONS AMONG THE 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 V. As seen with the results, there was no correlation coefficient of more than .80 suspected of multicollinearity. 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 V. Mean and Standard deviation of Variables

		Violence experience			Discrimination behaviors	
		Parents	Teachers	Peers	Personal reasons	Background reasons
Violence experience	Parents	1				
	Teachers	.215***	1			
	Peers	.192***	.170***	1		
Discrimination behaviors	Personal reasons	.170***	.198***	.177***	1	
	Background reasons	.110***	.157***	.140***	.414***	1

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

4.2. ANALYSIS RESULT OF EFFECTS

Table VI shows that the experiences of violence from parents, teachers and peers have statistically significant effects on discrimination behaviour due to personal and background reasons. And it can be seen that with more exposure to violence experiences from parents, teachers and peers are more likely to develop more discrimination behaviour due to personal and background reasons.

Table VI. Analysis Result of Effects

Variables		B	β	S.E.	C.R.	
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

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

5. DISCUSSION AND CONCLUSION

The purpose of this study was to examine how experiences of violence from parents, teachers and peers affect discrimination behaviors. The main results of this study and the discussions are summarized as follows.

First, this study shows that the experiences of violence from parents, teachers and peers have statistically significant effects on discrimination behaviour due to personal and background reasons. And children and adolescents with more experiences of victimization from parents, teachers and peers showed higher discrimination behaviour due to personal and background reasons. The results of this study are similar to those of previous studies. [11-12] This confirms that children and adolescents with experiences of violence are likely to become perpetrators of discrimination behaviours; thus, suggesting that human rights education should be strengthened for students with experiences of violence.

Second, the independent variables with a direct influence on discrimination behaviours 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. 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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