

THE EFFECTS OF EXPOSURE TO VIOLENCE ON HIGH SCHOOL STUDENTS' SELF-IDENTITY - THE MEDIATING EFFECT OF SOCIAL SUPPORT

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Abstract

The purpose of this study is to examine the effect of social support on high school students' violence exposure experience and self-identity, and to suggest a social welfare practice plan to solve this problem. Although there have been interesting studies that focused on adolescents' self-identity in previous studies, the insufficient parts of these studies were confirmed, and this study was supplemented and set as a model of this study. For this purpose, a survey was conducted on high school students attending 8 high schools in Seoul and Gyeonggi-do, and 823 out of 860 questionnaires distributed were finally analyzed.

Key words: violence exposure experience, marital violence, child violence, school violence, social support, self-identity

1. Introduction

Adolescents should perform developmental tasks suitable for their developmental stages and meet the next period. Developmental tasks are skills or abilities required for individuals to adapt to the environment in each developmental stage. Adolescence is required to select and adapt their identity as adults while forming their identity. In addition, it is necessary to form mature interpersonal relationships and perform developmental tasks such as mental expansion, emotional stability, perception of reality, function and responsibility as a member of society, and objectification of oneself. If the achievement of the developmental task is not satisfactory at one stage, the development of the next stage will be hindered (Kim, 1999)

According to the study on the development tendency of self-identity of Korean adolescents, middle school students did not show a big change in mental consciousness even though they started to change rapidly physically, but it was revealed that the change due to individual differences was various periods. On the other hand, high school students showed a relatively high tendency of self-identity development because they showed the highest subjective confidence in the future (Park, 2004). High school is a time to set personal values and goals, to form self-identity, and to actively prepare for one's career problems (Kim Bong-hwan, 1997), and Tuckman (1974) said that in high school, one will have a firm awareness of oneself as well as a search for a job.

2. Theoretical background

2.1 High School Students' Self-Identity

2.1.1 Concept of self-identity

Since the term "identity" began to be used by American psychoanalyst Erikson in 1950 as a basic concept of psychoanalytic self-psychology, it has gone beyond the realm of logic and philosophy to all human sciences such as psychiatry, psychology, sociology, (1984). Ego-identity is also called identity, and the etymology of the word identity in English is derived from the Latin identification and has the same meaning as identities and identities (Park, 1996). This concept is also called self-definition, awareness, subjectivity, identity, proof of existence, or self-identity.

Margaret (1985) defined self-identity as having a stable sense of one's uniqueness, being familiar to oneself despite changes in behavior, feeling, or thinking, and knowing who one is, and this self-awareness should be consistent with the way others look at me. Kim Hyung-tae (1989) said that self-identity is a state in which an individual's self-identity is maintained. When an individual establishes self-identity, he or she has his or her own self-awareness distinguished from others, and that having self-consistency maintained as a whole is the core of self-identity.

2.2 Experience of High School Students' Violence Exposure

2.2.1 The Types and Actual Conditions of Domestic Violence Exposure

2.2.1.1 Concept of Domestic Violence

Domestic violence is a term that refers to all types of violence that occur among family members. Although there are many theories and models of domestic violence, domestic violence is defined and approached in various ways according to scholars. Straus & Gelles (1979) defined the concept of domestic violence as a violent behavior among family members, in which one person intentionally exerts physical force or inflicts mental abuse on another family member and causes pain (Straus, Gelles, 1979).

Jang Deok-Hee (2001) defined domestic violence as a concept that refers to all kinds of violence that occurs between members of a family, and defined it as an act of intentionally using physical force, emotionally harassing or causing pain to other family members, including not only physical violence but also verbal, emotional, and sexual violence. Lee Shin-ok (2003) clearly distinguishes and uses the concept of abuse and violence that are used in a mixed way, and sees violence as a concept that occurs in a state of balance of power. Abuse is defined as an act that a strong person applies to a weak person in a state of imbalance of power.

2.2.2 Types and Actual Conditions of School Violence Exposure Experience

2.2.2.1 The Concept of School Violence

School violence is a type of violence, which is called school violence because the background of violence is school (Ji Young Hwan, 2013). In Korea, studies on school violence began in earnest in the 1990s, mainly defined by quoting Olweus(1978)'s concept of bullying. Bullying means that a student is constantly and repeatedly subjected to negative behaviors from other students, and negative behaviors include direct acts such as assault, beating, and threats, and mental acts such as teasing and bullying. Koo Bon-yong (1997) defined group bullying as any verbal and physical behavior in which two or more people form a group and alienate a specific person from the group to which they belong, limiting their role performance as members, or personally ignoring or harming them (Ku Bon-yong, 1997).

Park Kyung-sook, Son Hee-kwon, and Song Gye-myeong (1998) used the term "bullying" for bullying, and defined it as a repetitive and persistent behavior of a group member who is weaker than himself or who violates the implicit rules of the group.

The School Violence Prevention and Countermeasures Act, amended in January 2012, defines school violence as an act involving physical, mental or property damage due to injury, assault, confinement, intimidation, kidnapping, incentive, defamation, insult, blackmail, forced errands and sexual violence, bullying, information on lewdness and violence using information and communication networks (School Violence Prevention and Countermeasures Act, 2012, Article 2 (1)).

2.3 Social support

2.3.1 Concept of Social Support

Social support refers to various resources provided by others in a broad sense (Park Ji Won, 1985). Early social support began to be studied in the field of behavioral science, and Durkheim (1952) defined social support in an essay on the relationship between individuals and society as including emotional support, service and material aid, information provision, and assistance in work or activities that people have through social relationships. Interest in social support began with the emergence of preventive psychology in the mid-1970s (Imira, 2001). Several studies have shown that various forms of help and assistance provided by others, such as family, friends, and neighbors, are very helpful in psychological and physical adaptation, and these studies have been used to understand the positive effects of social support (Lee, 2004).

Cohen & Hoberman (1983) defined social support as all positive resources perceived by individuals from interpersonal relationships. Cobb (1976) defined social support as information that leads people to believe that they are protected, loved and respected by others, or that they are in mutual responsibility with others. In addition, Kahn & Antonucci (1981) said that social support is an interaction between individuals that includes one or more things, such as trust in a person's other person, a poet, or giving material help or mental help to others (Cho Sang Yoon, 2004).

3. Research Methods

3.1 Research Questions and Research Models

3.1.1 Research Questions

The purpose of this study is to investigate the mediating effect of social support from the outside in the influence of violence exposure experience experienced by high school students at home and school on the formation of self-identity.

Research problem 1. What is the level of violence exposure experience, self-identity, and social support of high school students?

Research problem 2. What is the correlation between violence exposure experience, social support, and self-identity?

Research problem 3. How does the experience of exposure to violence affect the self-identity of high school students through social support?

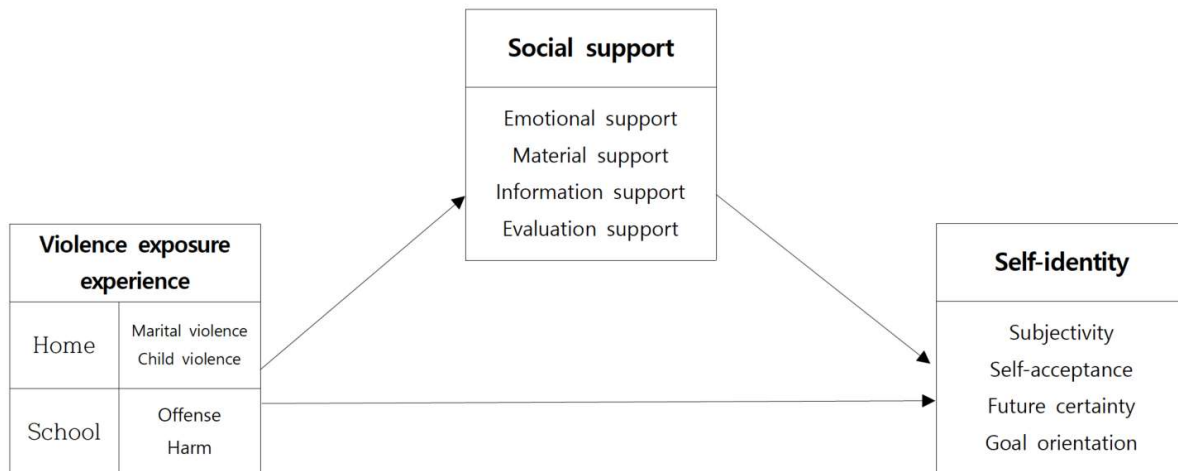
3-1. How does the experience of exposure to violence affect the self-identity of high school students?

3-2. How does violence exposure experience affect social support of high school students?

3-3. How does violence exposure experience affect high school students' ego-identity through social support?

3.1.2 Research model

The independent variable of this study is violence exposure experience at home and school, the dependent variable is self-identity, and the parameter is social support. The control variables were gender, grade, number of siblings, living with parents, subjective economic life, parents' occupation, parents' educational background, academic performance, and the number of close friends.



<Figure 1> Research Model

3.1.3 Study subjects

The subjects of this study were high school students in 8 high schools in Seoul and Gyeonggi-do, and 4 classes were randomly selected for each school, and a total of 860 students were selected as samples, and 823 students who responded sincerely were selected as research subjects.

3.2 Data collection

3.2.1 Preliminary investigation

The purpose of this study was to investigate the mediating effect of social support on the effects of exposure to domestic violence and school violence on self-identity. The preliminary survey was conducted on 30 students from two high school classes in Seoul on May 10, 2017.

After asking for the understanding of the high school in advance and knowing the purpose of this study and the method of the questionnaire to the teachers, the students were fully aware of the response method and conducted the questionnaire survey. 25 copies of the questionnaire were

analyzed using SPSS (Statistical Package for Social Science) WIN 21.0, except for 30 copies that were collected from the preliminary survey and did not respond insincerely or did not respond to the questionnaire about the experience of marital violence due to single parent.

As a result of the analysis, it showed high reliability (Cronbach's α is .82 or higher) In order to improve the completeness of the questionnaire, the final question was confirmed by modifying the part where the contents of the question were ambiguous or different from the intention.

3.2.2 the investigation.

The survey was conducted from July 11, 2017 to July 21, 2017 During the survey period, a preliminary cooperation request was made to school personnel and a survey was conducted by visiting eight high schools in Seoul and Gyeonggi Province that accepted the survey. The survey was conducted for about 20 to 30 minutes after the homeroom teacher of each class explained the purpose and method of the survey to the students. A total of 860 questionnaires were distributed, and 823 questionnaires were used as analysis data, excluding 10 questionnaires that were insincerely answered.

4. Analysis results

4.1 General characteristics of survey subjects

As a result of examining the demographic and sociological characteristics of the respondents, 44.2% were "male" and 55.8% were "female," 23.3% were "first-year high school," 45.0% were "second-year high school," and 31.7% were "third-year high school." As for the number of siblings, "one" was the most common with 61.5%, "two" was 19.2%, "three" was 5.5%, and "teenager" was 13.9%. Currently, 77.3% of the families living together were "both parents," 7.2% were "adolescents living only with their fathers," 12.2% were "adolescents living only with their mothers," and 3.4% were "other" families.

The economic level was 61.6% for "normal", 20.2% for "a little difficult", 7.2% for "a little good", 6.1% for "difficult", and 5.0% for "good", and 12.2% for "difficult" and 26.3% for "difficult".

Parents' jobs were 31.6% for "office workers," 19.2% for "self-employed business," 15.2% for "technical professionals," 10.4% for "service business," 5.7% for "professional," 3.9% for "wholesale and retail," and 14.0% for "other." In terms of parents' educational background, 49.7% of "high school graduation or below," 39.1% of "university graduation," 6.4% of "professional college graduation" and 4.7% of "graduate graduation."

Academic performance was 27.3% of "5-6 grades", 25.8% of "3rd grade", 24.1% of "4th grade", 13.0% of "1-2 grades", and 9.8% of "7th grade or lower". As for the number of close friends, "11 or more" was the most common with 34.6%, followed by "6-8" with 25.6%, "3-5" with 25.4%, "9-10" with 10.4%, and "two or less" with 3.9%.

<Table 1> Demographic and sociological characteristics of the survey subjects

Division	Freq(N)	Percent (%)
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Gender	Men	364	44.2
	Women	459	55.8
Grade	High 1	192	23.3
	High 2	370	45.0
	High 3	261	31.7
Number of Brother	1	506	61.5
	2	158	19.2
	3	45	5.5
	None	114	13.9
cohabiting family	both parents	636	77.3
	Only father	59	7.2
	Only mother	100	12.2
	Other	28	3.4
subjective perception of economic level	difficult	50	6.1
	little difficult	166	20.2
	ordinary	507	61.6
	a little good	59	7.2
	good	41	5.0

4.2 The level of exposure to violence in high school students.

4.2.1 Experience level of exposure to marital violence

Table 5-1 shows the results of examining the level of exposure to marital violence of high school students. The overall average of exposure experiences to marital violence was 1.29, followed by "emotional violence" (M=1.53) and "physical violence" (M=1.13).

In detail, emotional violence has been 'shouting or screaming' (M=1.86), 'he has said swear words or insulting things' (M=1.61), 'he has kicked the floor of the room or closed the door hard while fighting' (M=1.49), and 'he has been exposed to malicious words that bother the other person' (M=38) in order.

Physical violence is 'I once threw an object while fighting' (M=1.26), 'I broke or kicked an object while fighting' (M=1.25), 'I once pushed my opponent's body hard during a fight' (M=1.17), 'I once kicked or punched an opponent' (M=1.09) with an enemy' (M=1.09) who hit an opponent's cheek. It was high.

<Table 2> Level of exposure to marital violence among high school students

Division	Mean	SD	
emotional violence	I've said abusive or insulting things.	1.61	1.02
	have shouted or shouted	1.86	1.03
	Have you ever kicked the floor with your feet or closed the door hard?	1.49	.83
	I once said a malicious thing that bothered the other person	1.38	.79
	I once tried to throw a thing	1.32	.72
emotional violence		1.53	.75
physical violence	I've smashed things or kicked things during arguments	1.25	.62
	I once threw an object in a fight	1.26	.62
	I once pushed the other person hard in a fight	1.17	.51
	I once slapped the other person in a fight	1.09	.42
	have ever been kicked or punched in a quarrel	1.09	.40
	I once hit my opponent with something like a broom or a club.	1.09	.41
	have had a quarrel with one's opponent	1.06	.34
	Have you ever threatened or injured your opponent with a knife or a weapon?	1.07	.37
physical violence		1.13	.39
marital violence		1.29	.48

4.2.2 the level of high school self-identity

<Table 3> shows the results of examining the level of self-identity of high school students. The average of the total sense of self-identity was 3.47, followed by "subjectivity" (M=3.75), "self-acceptance" (M=3.60), "future certainty" (M=3.18), and "goal orientation" (M=2.94).

In detail, the subjectivity is 'I take care of my own work' (M=4.02), 'I can take care of my own work' (M=3.96), 'I work hard to achieve my purpose' (M=3.81), 'I live hard day by day' (M=3.76), 'I don't have to be proud of myself (M=64) '=3' (M, I can make myself). He's not here.(*)'(M=3.80), 'I think I'm fundamentally incompetent.(*)'(M=3.75), 'I don't think I'm going to live well in this world.(*)'(M=3.65), 'I'm a man in this world. (*)'(M=3.47), 'I think I'm more incompetent than others. (*)'(M=3.46), 'I often think I'm insignificant.(*)' (M=3.41) and 'I think things in this world are in vain after all. (*)' (M=3.30) were highly self-acceptance.

<Table 3> Level of self-identity of high school students

Division		Mean	SD
subjectivity	I can take care of my business.	3.96	.90
	I take care of my own business.	4.02	.84
	I live hard every day.	3.76	1.03
	I try hard to achieve my goal.	3.81	.99
	I'll take care of myself tomorrow even if no one tells me to.	3.64	.96
	I am confident in my judgment.	3.70	.99
	I'm proud of who I am.	3.59	1.08
	I have to finish what I started.	3.51	1.03
	subjectivity	3.75	.78
	proprioceptive	I am in this world, but I am a man. (*)	3.47
I am a necessity in my house.		3.94	1.01
I think this whole world is a dead end. (*)		3.30	1.27
I think I'm more incompetent than others. (*)		3.46	1.22

There are many times when I think I'm a nobody. (*)	3.41	1.23
I'm not worthy of trust. (*)	3.80	1.13
I don't think I'm going to get on with this world. (*)	3.65	1.23
I think I'm fundamentally incompetent. (*)	3.75	1.19
proprioceptive	3.60	.93

Finally, the results of research questions on the verification of the mediating effect of social support in the relationship between the experience of violence exposure and self-identity are shown in <Table 4>.

<Table 4> Results of research on the mediating effect of social support

Research Problem	Result
1. How does violence exposure experience affect high school students' self-identity?	
1-1. Does marital violence exposure experience affect self-identity?	○
1-2. Does child violence exposure experience affect self-identity?	×
1-3. Does the exposure experience of school violence affect self-identity?	×
1-4. Does the victim exposure experience of school violence affect self-identity?	○
2. How does violence exposure experience affect social support of high school students?	
2-1. Does marital violence exposure experience affect self-identity?	○
2-2. Does child violence exposure experience affect self-identity?	○
2-3. Does the exposure experience of school violence affect self-identity?	×
2-4. Does the victim exposure experience of school violence affect self-identity?	○
3. How does violence exposure experience affect high school students' ego-identity through social support?	

3-1. Does marital violence exposure experience affect self-identity?	×
3-2. Does child violence exposure experience affect self-identity?	×
3-3. Does the exposure experience of school violence affect self-identity?	×
3-4. Does the victim exposure experience of school violence affect self-identity?	×
4. Does social support mediate the relationship between exposure to violence and ego-identity of high school students?	
4-1. Does social support mediate the relationship between marital violence exposure experience and self-identity?	complete mediation
4-2. Does social support mediate the relationship between victim exposure experience of school violence and self-identity?	complete mediation

5. Conclusion

The purpose of this study was to analyze the effects of high school students' exposure to violence on their self-identity and to verify the mediating effects of social support, which confirmed that social support positively mediated between exposure to violence and self-identity. Furthermore, this study aimed to help establish social welfare practice plans for adolescents at home, school, and society, and to provide suggestions for future research. In this study, it was concluded that high school students' experience of exposure to violence directly affects the formation of self-identity and indirectly affects the formation of high school students' experience of exposure to violence and identity through social support. Especially, it was newly confirmed through this study that the experience of exposure to marital violence and the experience of victimization of school violence among the experiences of exposure to violence have a great influence on the self-identity of high school students, and social support completely mediates these effects. Based on the results of this study, the factors affecting the formation of self-identity of high school students, which is the ultimate goal of this study, are implied as follows.

First, various interventions are needed for the development of self-identity of high school students. In modern society, it is difficult for high school students to develop their self-identity.

In the past, the living conditions and environment of high school students were not as complicated as they are now. Due to rapid social development and change, high school youths have to bear a lot of things to bear. The more complicated and difficult entrance examination competition, the wider range of choices such as games and the Internet, and the more precocious peer relationships mean that high school students are in a much more complex condition than in the past. In the past, there were few ideal models to identify with, and the role required of them in society was not burdensome. However, today's high school students have a double and triple task to look back on

their self as well as to form college entrance exams and peer relationships, so students are unable to achieve their proper and proper self-identity development.

Accordingly, this study suggests the following interventions for the development of high school students' ego-identity.

First, high school students should intervene in their role conflicts by consistently evaluating and respecting their values.

The more parents, teachers, and friends have consistent values, the better the establishment of self-identity can be. When parents ask their children for different views and values from friends, teachers, and other important people, high school students are more likely to have conflicts and experience so-called role conflicts. So, they will try to alternate between roles required by parents and roles recognized by friends and teachers, and they will have difficulty synthesizing different roles into one. For high school students who are not yet self-confident and self-confident, if they are forced to play inconsistent roles or demand too many different things even if they are appropriate, students will be mentally confused and easily tired, there is a fear of giving up or flying. This is very hampering the establishment of self-identity.

5.1 Limitations of the study and suggestions for follow-up studies

This study has the following limitations to be supplemented through follow-up studies: First, this study was conducted in Seoul and Gyeonggi-do. This may hinder the representativeness of the sample for the region, so there is a limit to generalize the results of the study to the national level. Second, this study revealed that social support is a mediating variable that can have a positive effect on the relationship between violence exposure experience and self-identity. However, in the follow-up study, it is necessary to in-depth analysis in various aspects by putting threats that can affect the formation of self-identity of high school students. Third, it is necessary to enhance the professionalism of practical intervention through exploratory research on various variables that can enhance the self-identity of high school students. In conclusion, this study investigated the mediating effect of social support in the relationship between high school students' exposure to violence at home and school and their self-identity, and it is meaningful that it presented concrete methods of social welfare practice and measures for high school students' education, psychological and mental development at home, school and society.

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