

Intermediation Effect of Parental Support on the Psychological Emotion of School Dropouts

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Abstract

In this study, we wanted to examine the effects of social stigma on the psychological emotions of out-of-school youths and the mediating effects of parental emotional support in the relationship between these variables. To that end the National Youth Policy Institute dropout Youth Panel Survey of the Experimental (2017) 318 with data. The study method used the AMOS 7.0 program to check the suitability of the structural model and the significance of the direct and indirect effects. Through this study, we will first look at the relationship between social stigma and psychological sentiment of out-of-school youths, social stigma and parental emotional support. Second, we would like to examine how social stigma among out-of-school teens affects psychological sentiment. Third, we would like to examine the mediated effect of parental emotional support in the influence of social stigma on psychological sentiment of out-of-school youths. Based on the results of this study, we would like to support the existing prior studies related to out-of-school youth and further propose practical intervention measures that can be used in counseling and education sites. We would also like to discuss suggestions for further research.

Keywords: *School Dropouts, Psychological Emotion, Parental Support, Intermediation.*

1. INTRODUCTION

For teenagers, the space of school is an important place to accomplish development tasks and the place to spend the most time of the day. It is also a place where not only knowledge-based education but also important social networks are formed to learn various activities and relationships with friends. However, teenagers living in modern times sometimes refuse a uniform curriculum or do not attend school due to various factors. We call these teenagers out of school. In the past, when referring to out-of-school adolescents, terms such as school dropout, school dropout, and dropout were used [1].

It is known that teenagers who quit school suffer from the stigma, alienation, and frustration of being troublemakers or failures, as well as the difficulties of the development process experienced by ordinary teenagers [2], Experiencing social stigma has resulted in depression, etc. [3]. Among teenagers experiencing stigmatization, they experience negative emotions because they do not receive adequate support from their families, and the negative emotional state appears in the form of promoting distorted information [4]. On the other hand, teenagers who received much support from their families are more likely to have positive self-concepts and higher academic performance than those who do not [5]. Parental support is an important

factor in adolescence. It is especially important for teenagers who experience stigma due to suspension of their studies. Therefore, we would like to find out the effectiveness of parental support through verification and suggest appropriate social countermeasures in the stigma and psychological sentiment of suspended youths.

2. MEASUREMENT TOOLS AND ANALYSIS METHODS

2.1 Measuring tool

For verification, we used the data from the fifth year of the Youth Policy Institute's suspended youth panel survey to examine the effects of parents' emotional support in the relationship between the variables. The AMOS 7.0 program was used to check the suitability of the structural model and the significance of the direct and indirect effects. The credibility of the variables is social stigma .92, psychology and emotion .91, parents' support. It turned out to be 90.

2.2 Analysis Methods

a) Descriptive Statistics

The mean, standard deviation, addition and skewness, and correlation of measurement variables were shown as follows: Social stigma was found to have a significant static relationship with psychology and emotion, and showed a significant ineligible correlation with parental support. Psychology and sentiment showed significant malconformity with parental support. The addition and skewness of each variable can be assessed as not violating normality by not exceeding 2 and 3, respectively. This is shown in Table 1.

Table 1. The relationship between these variables

variable	1	2	3
social stigma	-		
Psychological sentiment	.493***	-	
parent support	-.269***	-.359***	-
M	1.98	2.06	2.85
SD	.45	.58	.59
skewness	-.29	.04	-.35
addition	-.07	.12	.90

N = 318. *p < .05. ***p < .001

b) Measurement Model and Structural Model

A positive factor analysis was performed to ensure that the measurement variables adequately identify the potential variables. The results showed that the measurement model adequately describes the data: $\chi^2(11, N = 318) = 25.327, p < .01$; CFI = .99; TLI = .97; SRMR = .06; RMSEA = .064(90% confidence interval = .031 - .097). Therefore, it has been found that it is reasonable to obtain three potential variables with seven measurement variables.

The next structural model analysis showed that the hypothesis model adequately describes the data: χ^2 (11, N = 318) = 25.327, $p < .01$; CFI = .99, TLI = .97; SRMR = .06; RSMSEA = .064 (90% confidence interval = .031 -.097). *Social stigma* and *parental support* were found to account for about 33 percent of *psychology and sentiment*. On the other hand, a complete parameter model other than the direct path from social stigma to psychology and sentiment was set up as an alternative model to examine its suitability: χ^2 (12, N = 318) = 82.173, $p < .001$; CFI = .93, TLI = .88; SRMR = .04; RMSEA = 1.39% (90% confidence). Finally, the difference between the fit of the hypothesized sub-parameter model and the full-parameter model was found to be significant: $\Delta(2, N = 318) = 56.85$, and $p < .001$. In this study, we selected the subpartition model as the final model. This is because the χ^2 test is significant and the goodness-of-fit index is also good for the sub-parameter model. This is shown in Figure 1.

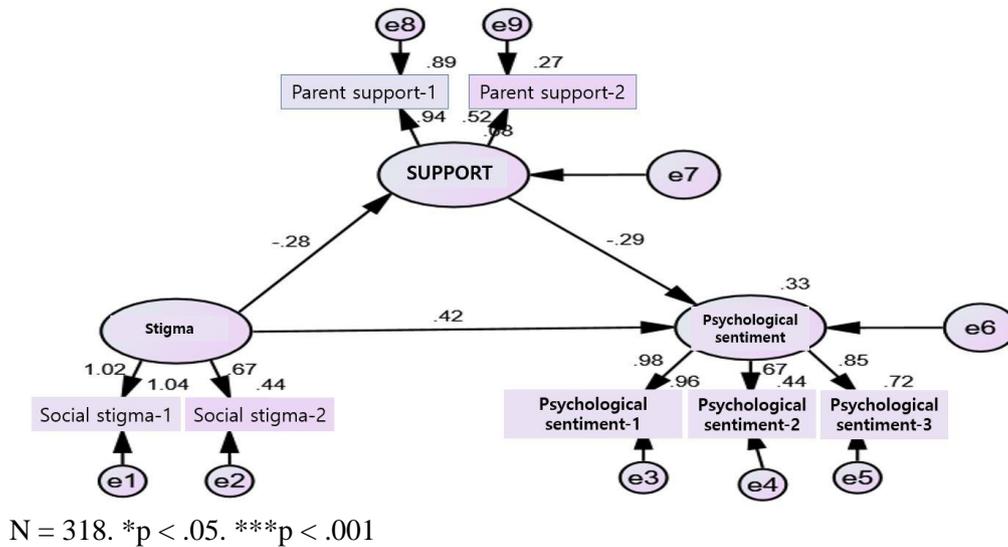


Figure 1. Study Result Model

c) Indirect Effect Test

The indirect effects of parental support in relation to social stigma and psychological and emotional ($\beta = .80^{***}$) have been shown to be significant ($\beta = .15^{***}$). Therefore, parents' support for their children shows that social stigma has a partial mediating effect in the effect of *psychology and sentiment*. This is shown in Table 2.

Table 2. Indirect Effect Test

path	direct effect	Indirect Effect (95% Confidence Intersection)	total effect
social stigma → parent support	.50		-.50
social stigma → Psychological sentiment	.80	.15***	.96
parent support → Psychological sentiment	-.31	.00***	-.31

N = 318. *p < .05. ***p < .001

3. CONCLUSION

In this study, we set up a causal structural model in which social stigma affects *psychology and sentiment* through *parent support* and examined the suitability of the model and the relationship between the variables. The hypothesis model of this study was shown to adequately explain the data of the *suspended youth, social stigma, and parental support* mediated the variables of *psychology and sentiment*.

In order to lower the anxiety of teenagers, intervention in social stigma must be made primarily. Also, improvement in perception of stigma should be preceded. In order to improve awareness of the stigma of suspended youth, a project to improve awareness of systematic approaches at the school, home and social levels should be made first. Currently, our country is systematically carrying out friendly city projects to improve the quality of life for teenagers.

In line with this, if the awareness of youth's human rights and stigma is improved together, the stigma of teenagers who quit school will be reduced. In addition, parental education or parental support should be provided to teenagers who have experienced the stigma. Counseling and education should be conducted step by step for suspended youths and their parents so that they can accept themselves well and evaluate them positively.

In the process of teenagers quitting their studies, education for parents should precede them for a certain period of time.

After education, support should be provided at the national level so that teenagers can feel the warm love and affection of their parents by providing programs for their children and parents to work together. The mental health of teenagers is a bright future for this country. In order to reduce social problems that may arise in the future, attention and consideration are needed to help young people who are suspended from school adapt well.

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