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Research Article

## The Demographics of Minimizing Child Bullying by Maximizing Child Self-esteem: a Study from the Assuit Governorate, Egypt, Using GIS and Structural Equation Modelling.

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**Abstract:**

**Background:** Low self-esteem originating in childhood often has a negative effect throughout a person's life. Someone's self-esteem is primarily a result of how he is treated by his parents, with influences also from school and the workplace. This study gathers information from a group of children in Assuit Governorate provinces in Egypt about their experiences of abuse and their responses with regard to their self-esteem.

**Methods:** The study used a 23-item questionnaire with both open-ended and closed-ended questions, presented in a face-to-face situation with 1,751 children aged 10-12 years. Most of the items were structured as per the Likert scale of 1 to 5. Amos software was used, along with a confirmatory factor analysis (CFA) with path diagram models. A GIS (geographic information system) approach was used for mapping and plotting the outcomes of the research.

**Results:** Punishment, ill-treatment and lack of warmth and praise for children seem to be the main reasons for low self-esteem amongst children in the area of study. The gender of the child has no significant effect as regards the means of discipline, whereas the marital status and education of the parents does have an effect.

**Conclusions:** Educating and disciplining children is not an easy task, and parents need to receive good guidance in this area, with a focus on instilling positive behavior in children and an awareness of what is acceptable and what is unacceptable behavior, in order to prevent them from behaving in unacceptable ways.

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**Keywords:** Child self-esteem, Child Bullying, Assuit Governorate, Egypt, GIS Structural Equation Modelling.

**Introduction**

Self-esteem relates to the opinion people have of themselves, that feel-good factor. If this is lacking in someone's life, this generates low self-esteem. If this becomes a problem throughout an individual's life, his psychological and physical well-being may be affected. On the contrary, when a person feels positive about himself, it is easier to deal with the daily chores and struggles of life, overcoming them with ease. Research has shown that low self-esteem usually takes shape in childhood. Environmental factors, along with the people around him, affects an individual's self-esteem. Certain serious life events such as a personal loss or a prolonged illness, as well as the very personality of a person, can play a crucial role in molding self-esteem. People with low self-esteem are often unable to accomplish a task and they might shy away from social gatherings. They may be hesitant to try new things and they may avoid challenges. They might even end up harming their health by being overwhelmed by severe depression or anxiety, or by succumbing to smoking and alcohol [1]. Self regulation is important for those individuals with low self-esteem. They may fail to regulate their feelings or low-esteem because of underestimating their capabilities.

Self-esteem or belief about oneself leads to forming an identity about the self. People with low self-esteem lack confidence and self-clarity, which indicates that they prefer to have modest aspirations in order to retain their self-esteem and therefore, play it safe [2].

Parental partner abuse is an important factor responsible for self-esteem generation in children. When women were taken as subjects, a study [3] stated that parental partner abuse was related to depression and low self-esteem, while among men this related to trauma problems. Learning disabilities in adults are related to the behavioral effects of these adults. Their low self-esteem, learning difficulties, lack of confidence and depression make them vulnerable and susceptible to abuse. The abuse of adults suffering from learning difficulties often arises out of the power and control model of abuse. Power generally arises from inequalities present in society with respect to age, sex, physical and mental capability, and social status [4]. For example, the carers in residential homes assume a position of power and control the people under their care. Although this power is bestowed upon them to look after these adults, more often it is misused. Hence the theory of power

and control is central to the concept of abuse of learning-disabled adults in residential homes. There have been several such instances highlighting the cases of abuse of such vulnerable adults.

Culture has an important role to play in establishing an identity for an individual. It is present both inside an individual, which is known as subjective culture, and outside, which is known as objective culture. Subjective culture is present through the internalized beliefs and values and interaction patterns. When one considers objective culture, the various religious political and educational institutions are included. Hence, when the behavior of any individual is considered, it is always in the context of culture. When deaf people are being observed and examined, the results show that they are caught in a "cultural dissonance" [5] (p. 3). Cultural dissonance occurs when a person is caught between his own identity and his culture. For instance, a deaf individual or a person who is hard of hearing might find himself caught between the hearing culture and the deaf culture. Eventually it may happen that he does not find himself fitting into any particular culture, resulting in the creation of internalized tension and anxiety [5]. Again, when a child is exposed to abuse at a young vulnerable stage, these experiences of abuse affect certain internalizing disorders like anxiety and depression and other related problems of the mind. The study showed that self-esteem could moderate the association between abuse and internalizing issues. This leads to childhood abuse having more negative impact on people with low self-esteem, while the impact is not so bad when the subjects have higher self-esteem. The negative impact of abuse in childhood continues up to adulthood; this is specifically more distinct in younger adults<sup>1</sup>.

The common view is that self-esteem appears to be directly related to happiness, and people with high self-esteem are likely to take up challenging tasks and survive during times of failure. However, such a link is not substantiated by sufficient evidence, and therefore the focus remains on distinguishing between the different kinds of self-esteem, such as explicit self-esteem and implicit self-esteem. While the explicit form of self-esteem relates to an individual's perception of the self, the implicit form of self-esteem depends on how people react to words and events by favorably or unfavorably associating them with themselves. According to a Harvard Medical School publication, self-esteem can have an adverse effect if it becomes the primary goal. This is due to the feeling of self-sufficiency which emerges from high self-esteem can discourage an individual from pursuing self-improvement, and can lead to self-centeredness [6].

According to Malhi [7], an individual's self-esteem is influenced by both external and internal factors. While external factors constitute family and peer perspectives, internal factors include personal achievements and aspirations. It has been seen that during childhood, a person's self-esteem is largely shaped by his treatment within the family, i.e., how

parents bring up their children has a large effect on their children's self-esteem. Usually, parents who have high self-esteem instill the same in their children, while parents with low self-esteem have children growing up with low level of self-esteem. Generally, it is both the home and school environment that makes a child feel loved or unloved, wanted or unwanted, and, accordingly, his self-esteem is shaped.

During the adult years, opinions from others like co-workers play a big role in determining an individual's self-esteem. While positive feedback from others can increase one's level of self-esteem, negative feedback can lower the same. Another important influencing factor determining the level of self-esteem is the physical appearance of a person, like one's height, weight, skin, hair, etc. The principal reason for this is that positive feedback from others is generally related to one's physical appearance, and the common perception is that a person with attractive physical features is more likeable by others than those who have less attractive physical features.

Age has been confirmed as a strong determining factor for linear self-esteem scores [8]. The authors have observed that self-esteem or self-concept scores tend to be lower in the early or middle teenage phase, and are inclined to increase during adulthood. Since the level of self-esteem is directly related to the manner in which an individual perceives himself, the authors have attributed self-esteem to factors like "adolescence, pregnancy, weight loss/gain, injury, menopause, disease, and aging" [8] (p. 159), as these factors can determine how a person will perceive himself. Moreover, the authors have argued that an individual's self-evaluation can result in low or high physical self-esteem. They have given examples, like a man who experiences muscle strain from weightlifting or a woman who experiences muscle stiffness when getting out of a car as individuals who can suffer from low physical self-esteem.

The relationship between body image and self-esteem in the context of age and gender has also been studied [9]. This study was based on 150 Australian men and 239 Australian women between 20 and 86 years, and concluded that participants who harbor a high level of body satisfaction exhibit greater self-esteem than those participants who have a low level of body satisfaction. However, the authors observed that there is no consistent relationship between self-esteem with variables like age and gender. Although women exhibit more dissatisfaction with body image than men, it is found that men give more importance to physical appearance than women, thus leading to higher levels of self-esteem among men than women. Such inconsistencies based on age and gender have also been supported by Wilcox [10], who found that both men and women can suffer from low or high self-esteem at any age and there is no absolute pattern attached to a specific age group or gender.

A person has two different ways of visualizing himself; one is the *now self*, which is the image of himself that is portrayed to others, and the *possible self*, which is the image of himself that is unknown to others. Users of social networking sites can

<sup>1</sup> <http://www.ncbi.nlm.nih.gov/pubmed/20455125>

achieve the latter by not revealing certain facts about themselves like a physical deformity or a low cultural background, through role-playing. The general hypothesis is that friend networking sites like MySpace can be detrimental to self-esteem; however, according to studies conducted in recent years, it has been found that such sites can actually boost one's self-esteem. The results have shown that creating one's own profile on these sites inflates one's feeling of self-worth rather than deflating it. In this context, a survey was conducted among 10 to 19-year-old adolescents who have profiles on a Dutch friend networking site [11]. The authors concluded that positive responses received on their profile enhance their self-esteem, while negative responses on their profile can reduce their level of self-esteem. Participants, who, during the course of the study updated and viewed their profiles, showed a higher level of self-esteem. Thus, these findings suggest that "selective self-presentation in digital media, which leads to intensified relationship formation, also influences impressions of the self" [12]. The Internet has not provided people with new motivations for the presentation of self, but it is a mechanism which one can implement to present oneself to the world. On Facebook, it has been studied that since one's profile can be universally viewed, it inculcates a sense of "objective self-awareness" in the users. However, there is a difference. Although people will be motivated to become aware of themselves and conduct self-evaluation, they actually do an evaluation of their own desired self. Therefore, the impact of self-esteem is more positive than negative [12] (p. 82).

One factor for spending long hours online is concerned with self-esteem [13], as many adolescents suffering from depression or loneliness use the Internet to establish contacts with new people for emotional support. Also, those who are shy in interacting with people face-to-face use virtual chat rooms as places to behave in a less inhibited manner, and this makes them want to use the Internet more often. Smahel et al. [13] also noted the mutual association between Internet addiction and the growing tendency to establish online relationships, which means many adolescents may ignore their offline friends, and this can be a negative factor of excessive Internet usage. Moreover, there are youngsters who tend to spend more time online for emotional support because of lack of offline friends. Thus, it can be concluded from the article by Smahel et al. that although Internet addiction can reduce the offline social circle of youngsters, the opposite is also true: people who are shy in real life tend to seek online friends with whom they can behave in a more affable manner. Thus, the authors have observed that Internet usage can increase the level of self-esteem among shy and introvert people.

The phenomenon that self-esteem decreases with growing consciousness of body image is more common among women in Western countries. This happens more during middle adolescence when women get more affected by sociocultural factors like "unrealistic media images of female beauty" [14] (p. 451). Therefore, it is important that intervention methods like proper education about the media manipulations of

images need to be applied during the early years of a woman's life. Change in body image is the most vital factor for lower self-esteem among women because they feel inclined to believe that body image measurement is necessary for self-evaluation. This kind of psychology in women is enhanced by media forms like magazines and television fashion programs that insist women's value is related to their body image, and also present models with such thin bodies that are almost unattainable in the practical sense. Such extreme underweight portrayal is possible because of different technical manipulations of images like "airbrushing, digital alteration and cosmetic surgery". Most American women believe that media images influence their perspective of body image and 47% of these women resort to eating disorders as an attempt to emulate the television models [14] (p. 452). Since body perception is directly related to self-esteem, such desperate attempts to maintain body image can be psychologically harmful.

Self-esteem is a major internal element in an individual which is "a reflection of the opinion others hold" [15] (p. 45). Since television promotes overweightness as negative and thinness as positive, women who are overweight are inclined to believe they will be viewed in a negative light by others. This will lead to lower self-esteem. Van Vonderen and Kinnally [15] conclude that the impact of the media on the internalization of thinness is not an isolated factor and is in juxtaposition with social factors like peer and parental attitudes. Women associate beauty with body shape, and because they consider beauty as extremely valuable, fat women tend to feel ugly. Hence Smith [16] proposed in her paper that "Fat women experience both the stigma of unattractiveness and the stigma that they lack control" [16] (p. 628). All these are principal factors that can lead to a low level of self-esteem.

Low self-esteem in children can be a long-term effect from prolonged child abuse. The long-term impact of child abuse can cause adjustment problems in adult years, depending upon the intensity and length of period for which the child had experienced abuse. In this context, Jumper [17] has conducted a meta-analysis investigation to understand the relationship between child sexual abuse and psychological adjustments in adult years as measured by psychological symptomatology, depression and low self-esteem. For this purpose, the author selected 17 journals and two books with articles conforming to keywords like "sexual abuse" and "adjustments" or "effects." Further, the author searched for additional articles in the table of contents from those journals and books to obtain 52 published articles, out of which 26 studies were consistent with the research topic and hence were used for his meta-analysis. The meta-analysis investigation confirmed the fact that child sexual abuse is directly related with psychological adjustment among adults, causing 7% inconsistency in psychological symptomatology, 5% inconsistency in depression level, and 3% inconsistency in self-esteem impairment.

The impact of racism on a person's self-esteem is another

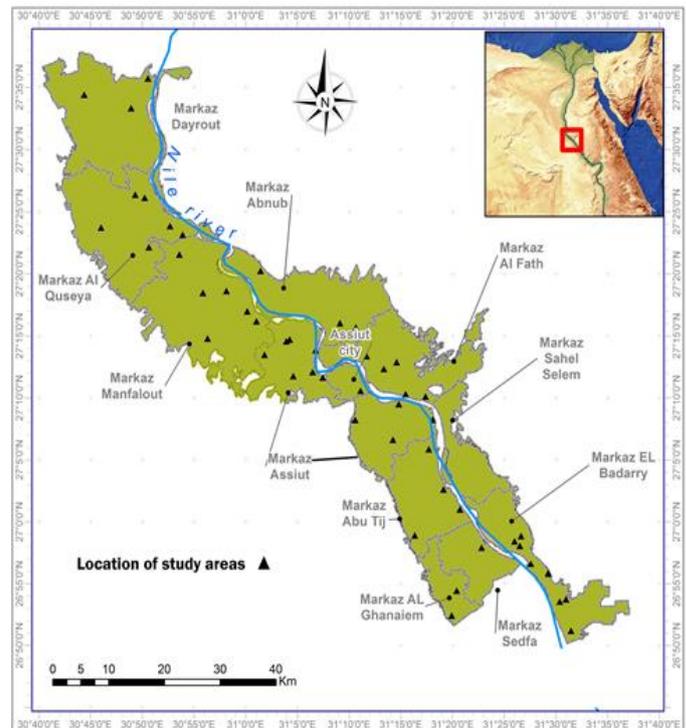
common topic of research. Although the common perception is that minority groups suffer from lower self-esteem more than groups with greater advantages, recent researches have proved otherwise [18,19,20]. Bachman et al. conducted a large-scale survey in the United States on 8<sup>th</sup>, 10<sup>th</sup> and 12<sup>th</sup> grade students belonging to four subgroups, being African Americans, white Caucasians, Hispanics and Asian Americans. It was observed that self-esteem was highest among African Americans and lowest among Asian Americans. In the context of age and gender, it was found that the males exhibited higher scores in self-esteem than their female counterparts, while the self-esteem score was highest among the 12<sup>th</sup> graders. Furthermore, the impact of socioeconomic status on self-esteem has been studied by Khan [21], surveying 450 adolescents from lower, middle and higher socioeconomic classes. The authors observed that self-esteem was high among participants from middle and higher socioeconomic classes. They concluded that lack of financial resources among the lower socioeconomic class deprive them of the lifestyle enjoyed by the high and middle socioeconomic groups. This results in low self-esteem among people belonging to a low socioeconomic class. As for gender effect, the authors found that self-esteem was higher in male participants than their female counterparts. They have concluded that this is mostly because of the social differences that men and women face in different domains of life education, employment opportunities, rights and benefits, and so on. Since this study was conducted in Pakistan, a country where families are mostly controlled by the male members, the authors have argued that, as men are given more rights than women regarding marriage decisions and careers, therefore it is natural than men have higher level of self-esteem than women.

**Research methodology**

A positivist approach is undertaken in the present research because the analysis is quantitative in nature. The study considers a sample of 1,751 children 10-12 years of age across Assiut Governorate provinces. The administrative divisions of the Assiut Governorate comprise 11 localities, 52 local administrative units, 235 small villages and 971 small regions comprising 13,720 sq km. The population estimate of 2015 stands at 4,245,215 (Egypt, 2016). Figure 1 shows the location of the Assiut Governorate and its sub-provinces.

Up to the age of eight years, children’s motor skill development takes place, and parents may feel this is the right time to mold their children’s behavior and nature [22,23]. Hence, responses received from children between 10 and 12 years old would be best able to capture information about their experience of abuse and also their responses about self-esteem. A 23-item questionnaire was distributed to all children (male and female) by randomly selecting a sample, and was answered during face-to-face interactions. Both open-ended and closed-ended questions were used. The quantitative method includes exploratory and confirmatory analysis. Most of the items are structured as per the Likert scale of 1 to 5.

Amos software is used for the statistical analysis. A confirmatory factor analysis (CFA) with path diagram models is used, and hence the goodness of fit tests is estimated for the SEM (structural equation modeling). A GIS (geographic information system) approach, including natural neighborhood, triangulation with smoothing, spline and kriging spatial analysis methods are used for mapping and plotting the outcomes of the research across the six dimensions of self-stated perceptions of the children about their self-esteem and the six related factors. A child’s self-esteem is therefore evaluated as a construct of six variables – ‘abuser told not to tell anyone’, ‘avoided people because of abuse’, ‘child abuse became life interest cause’, ‘should take care instead of praising children’, ‘normal behavior that was punished’ and ‘done anything to overcome the problem.’



**Figure 1.** Location of the Assiut Governorate and its sub-provinces

**Instrument: Reliability, validity and factor extraction**

The reliability of the questionnaire is measured by KMO, Bartlett’s test (Table 1). The closer the value the KMO test is to 1, the better is the suitability. The value of KMO is .511, showing moderate suitability. Bartlett’s test is also significant at a 5% level. Hence the sphericity assumption holds and factor analysis can be conducted. The aspects ‘should take care instead of praising children’ and ‘normal behavior that was punished’ have very low shared variances, as reflected in the communalities table. The rest of the variables have moderate and high levels of shared variance. The extracted factors show there are two factors which may be extracted for constructing self-esteem, and these are related to the variables included in the dimension. Following the criterion of an eigenvalue higher than 1, the first factor explains 24.5 % of the variance and the second one explains 19.7%. The corresponding component matrix shows the loadings of the

variables, where the variables related to life interest and overcoming problems have very high loadings in the first factor. The variables ‘abuser told not to tell anyone’, ‘avoided people because of abuse’, and ‘should take care instead of praising children’ load well in the second factor. CFA will help in exploring the estimate coefficients further. Therefore the sixth dimension, self-esteem, will have two factors with respect to five of the proposed six variables as follows: Factor 1: overcome problem (21) and life interest (10) and Factor 2: not tell (8), avoided (9) and take care (16).

**Predictive factors**

Testing for a predictor or an independent variable which can statistically and significantly influence the dependent variable of harshly disciplining children is important to begin with. This would involve two steps. First, the dependent variable self-esteem is extracted and evaluated according to its six determinant variables using CFA. The five variables which construct self-esteem have been identified - ‘abuser told not to tell anyone’, ‘avoided people because of abuse’, ‘child abuse became life interest cause’, ‘should take care instead of praising children’, and ‘done anything to overcome the problem’. These are grouped into two factors. Secondly, an SEM analysis has been carried out for the dependent variable (self-esteem) to illustrate its association with the various independent socio-demographic variables (age, gender, residence, parental marital status, parental educational level, monthly income of family, and number of children less than 18 years of age).

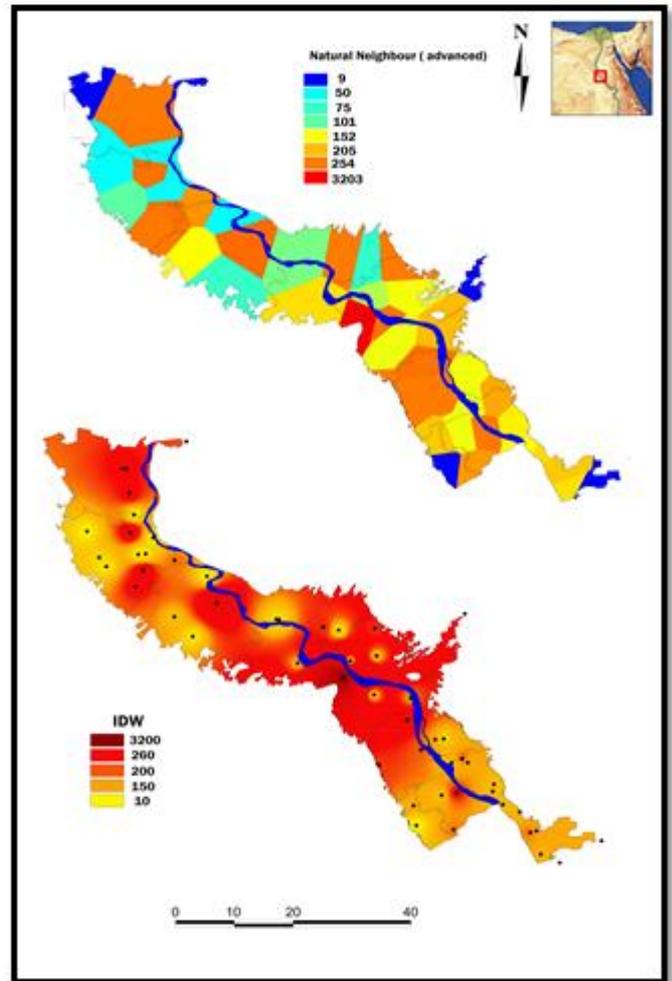
**Results**

According to Inverse Distance Weighted (IDW) interpolation, which assumes closer values are more related than further values, it is clear that the lowest child self-esteem was located at Markaz Alquseya, then Marak Al Ghanaiem and Markaz Manfalout. Children with low self-esteem may face challenges from anxiety and frustration. It is difficult for them to find solutions to problems and resist negative pressures and enjoy life solutions. Despite the fact that self-esteem is possible to change from time to time, it is likely to continue until old age, and therefore counseling and awareness programs should be heavily concentrated in these areas of the province that lack them [7]. It seems that punishment of the child, the ill-treatment methodology of the parents and the lack of warmth and praise for the child who has failed to meet the standards of the parents, are the main reasons that have led to the decline in the child's respect for himself in the province of the Assiut community in the areas referred to (Figure 1).

Areas where the proportion of children ranged from moderate to below average were in El Badarry center, Sedfa, El Ghanayeim and southern parts of Sahel Selem. Discovering this group of children with medium ratios of self-esteem will help to save them from so-called biased thinking, where they adopt ideas to fit with their negative thoughts about themselves and do not take in account all the facts. While the areas where children show respect for themselves are

represented in the center of the cities of Assiut and Markaz Assiut Markaz El Fath, it seems that parents help the child's sense of worth by having much the same

Figure 1. Comparison of the resultant maps.



understanding of their strengths and weaknesses. The second interpolation method, Natural Neighbor Advanced (NNA) did not show any differences compared to the IDW method in the spatial distribution of child self-esteem throughout the Assiut Governorate.

The variable self-esteem was a construct of the observed variables (‘abuser told not to tell anyone’, ‘avoided people because of abuse’, ‘child abuse became life interest cause’, ‘should take care instead of praising children’, ‘normal behavior that was punished’ and ‘done anything to overcome the problem’). The estimation of CFA is shown below in the path diagram (Figure 2). The CFA estimation shows that a child's self-esteem is a positive and significant construct of five variables: ‘abuser told not to tell anyone’, ‘avoided people because of abuse’, ‘child abuse became life interest cause’, ‘should take care instead of praising children’, and ‘done anything to overcome the problem’. In other words, self-esteem affects all these variables, which is why an observation of the movements and behavior of these will indicate the same about self-esteem. The results are based upon the perceptions of the children selected for the survey.

Figure 2: Path diagram (CFA)

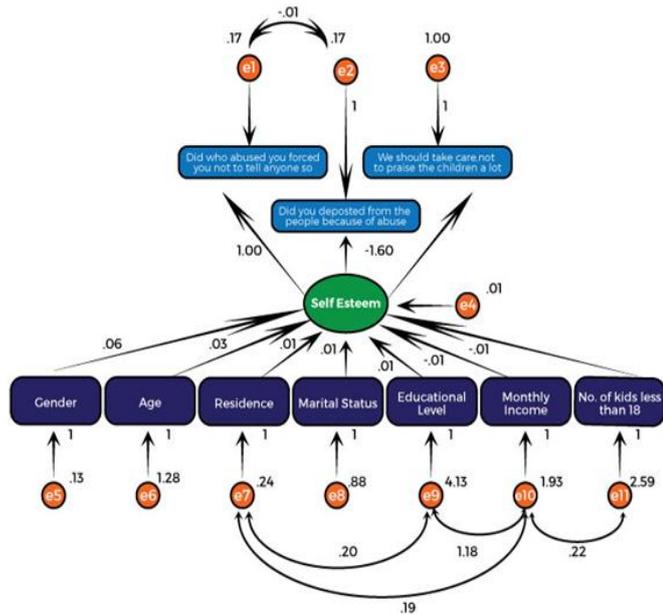


Table 1. Regression weights for each indicators and dimension of self-esteem for improved model

	Estimate	S.E.	C.R.	P
Self-esteem <--- gender	.058	.018	3.238	.001
Self-esteem <--- age	.028	.007	4.080	***
Self-esteem <--- residence	-.011	.011	-.998	.318
Self-esteem <--- marital	.010	.006	1.694	.090
Self-esteem <--- education	.009	.003	2.663	.008
Self-esteem <--- income	-.014	.005	-2.810	.005
Self-esteem <--- children	-.005	.003	-1.547	.122
Not_tell <--- Self-esteem	1.000	.008	22.827	***
Avoided <--- Self-esteem	-1.604	.365	-4.388	***
Take_care <--- Self-esteem	-2.341	.713	-3.281	.001

Table 1 indicates that age, education and income have significant impact upon self-esteem at 5% level of significance. Income has a negative impact, while age and education positively affect self-esteem. If age rises by one unit, self-esteem is estimated to increase by .028 units. If education increases by one unit (or level or year) self-esteem will be enhanced by .009 units. Again, if income increases by one unit, self-esteem will fall by .014 units. Logically, a higher self-esteem along with higher income would be viable, but the result here shows otherwise. Again, the variables ‘abuser told not to tell anyone’, ‘avoided people because of abuse’ and ‘should take care instead of praising children’ are significantly affected by self-esteem, at 5% level of significance. The latter two variables are negatively affected by self-esteem, which indicates that if a child does not socialize due to some experience of abuse, it indicates he is experiencing low self-esteem. Similarly, a child with low self-

esteem will not be able to praise others. A child with higher self-esteem will be more inclined to not tell anyone about the abuse.

Table 2. Model fit summary

Model	CMIN	DF	CMIN/DF	IFI	GFI	TLI	CFI	RMSEA	RMR	PCLOSE
Default model	413.858	30	13.795	.619	.954	.420	.613	.086	.069	.000
Model Number 2	413.858	30	13.795	.619	.954	.420	.613	.086	.069	.000
Model Number 3	413.858	30	13.795	.619	.954	.420	.613	.086	.069	.000
Saturated model	.000	0		1.000	1.000	1.000			.000	
Independence model	1037.684	45	23.060	.000	.892	.000	.000	.112	.176	.000

Table 2 shows that a chi-square is significant for the model (413.858; DF: 30) and its corresponding p-value is significant at 5% level. GFI is close to 1 and hence indicates a good fit. However, the Comparative Fit Index (CFI) is less than .7, while the Incremental Fit Index (IFI) is also low, which does not indicate a good fit. But the root mean square error of approximation (RMSEA), is below .08, as it indicates badness of fit. This model also meets the criterion, as it is .086. The RMR (root mean residual) is less than .1 and hence it indicates a good fit or not a bad fit. The significant p close value shows again that the model is good fit overall.

In the context of bringing up children, teaching discipline is a core element of parenting. However, parents often tend to associate maintaining discipline with harsh punishment and control. The major criticism lies in making an effective framework of parenting so that children can learn discipline without feeling constrained by excessive control implemented by their parents. This survey result indicates that several factors contribute toward the degree of harsh discipline that children experience from their parents [24]. The current study indicates that harsh discipline has no significant result based on gender of children, which has also been substantiated by Parent et al. [25], where they conducted a survey of 160 parents of 3-6-year-old children. In this study it has also been observed that marital status has an impact on the discipline of children, with single parents less likely to use harsh means of disciplining than married parents. Past studies conducted by Bain, Boersma, & Chapman [26] and Balcom [27] have proved that children with single parents exhibit poor academic performance in school, resulting in completing fewer years in school compared to children with successfully married parents. Other research studies conducted by Downey [28] or Kim [29] have confirmed this fact, even after considering other variables like families with economic and racial backgrounds. In this study it has been proved that married couples are more likely to enforce harsh discipline on their children. In rural areas, where most mothers are less educated and are single parents, the rate of child abuse can be high, which is often a reflection of the mother’s frustration level, as, with limited resources, mothers find it difficult to cope with

the rearing of children. In other studies it has been revealed that strict mothers establish less supportive relationships with their children [30], are more aggressive during verbal or nonverbal interactions with their children [31], and are less active with their children [32] than non-abusive mothers. Although incidences of child abuse and neglect are common in families whatever their economic status, it is, however, seen that low income of parents is a major influencing factor, and children from poor families are more likely to experience neglect and severe violence than children from high income families [33, 34].

Regarding parental education as another factor, this current research says that parental education level plays a significant role in determining the harsh disciplining of children. The more educated the parents are, the less likely they are to use harsh disciplinary means, and they are also more likely to understand the utility of coaching effectively and internalizing discipline rather than externalizing it. Chevalier et al. [35] have proved that parents with a higher level of education stress the same with their children. Therefore, it is natural that highly educated parents will not resort to harsh disciplinary means but will emphasize education for their children. Chevalier et al. have observed that daughters who have educated parents will have 7% more probability of staying in education than daughters with parents having no education.

### Discussion

One major concern in today's society is the upbringing of children with regard to the absolutely important factor of a child's right to enjoy his childhood without being subjected to unnecessarily harsh punishments. The impact of harsh disciplinary measures is not the same for every child, and while for most children it can have long-term adverse impacts, both physical and emotional, there are others who can go on to lead a normal and happy adult life. Child psychology is reversible, and so proper care and therapy can help a child to become liberated from any kinds of constraints felt during childhood as a result of harsh upbringing by parents. A child's emotional and intellectual development is the reflection of what the child experiences in the company of his family, caregivers and the community. Therefore, a child's psychological development is directly related to any kind of positive or negative associations. Having a healthy and peaceful childhood creates emotional stability, which is essential for the development of the brain. Constant exposure to difficult and tiring measures to instill discipline among children makes a child more reactive than adaptive. Long-term experience of harsh upbringing can make the child react in a way that everything is taken too seriously, which makes the child less receptive to the many things that make childhood years enjoyable. Discipline means teaching a child to behave in a manner so that they can participate in the real world in an effective way that will have a positive effect on their emotions and personality. Proper disciplinary measures can make a child develop awareness to maintain self-discipline. However, effectiveness of disciplinary measures lies in how they are

taught to children instead of forcing the child to abide by the measures. One rule of parenting is that when they are pointing out unacceptable behavior to their children, they should at the same time make them feel that they are loved and supported by their parents.

### Conclusion

This paper has focused on the role of different factors on the disciplinary measures adopted by parents for the upbringing of their children. The focus should be on instilling positive behavior in children and preventing them from behaving in an undesirable manner. In short, disciplinary measures should be such that they will be able to create awareness among children regarding what is right and what is wrong in their behavioral patterns. The existing research has seen education of parents have a positive impact on disciplining their children, as compared to less educated parents. Moreover, although children's behavioral patterns are often based on their gender, the current study showed that harsh disciplinary measures have significant differences in outcome on male and female children. One element that has an absolute negative effect on children is physical punishment that is inflicted on children by parents who become out of control when children behave in an unruly manner. There are no shortcuts to educating and disciplining children, and so parents should have proper guidance regarding the effective upbringing of children.

### List of abbreviations

CFA: Confirmatory Factor Analysis

CFI: Comparative Fit Index

IDW: Inverse Distance Weighted (interpolation method)

IFI: Incremental Fit Index

NNA: Natural Neighbor Advanced (interpolation method)

RMR: Root Mean Residual

RMSEA: Root Mean Square Error of Approximation

SEM: Structural Equation Modeling

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