The Influence of Adolescent’s Domestic Abuse Experience on Happiness: Dual Mediated Effect of Peer Relationship and Violence Experience

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Abstract

Background/Objectives: The purpose of this study was to investigate the double mediating effects of peer relationship and violence experience between the influences of adolescent’s domestic abuse experience and their happiness.

Methods/Statistical Analysis: In this study, SPSS for Windows 23.0 and SPSS MACRO were used for frequency analysis, reliability analysis, t-test, ANOVA, correlation analysis, and SPSS MACRO process was used for double mediation analysis and bootstrapping.

Findings: The results of the study are as follows. First, according to gender, boys were significantly higher in happiness than girls, while middle school students were significantly higher than high school students. And there were
differences according to the level of family income. Second, domestic abuse experience was negatively correlated with peer relationship and happiness, and was positively correlated with school violence. And peer relationship showed negative correlations with school violence, positive correlation with happiness, and school violence had negative correlation with happiness. Third, domestic abuse experience affected negatively on peer relationship and violence experience, while peer relationship negatively affects violence experience and positively affects happiness. And the violence experience was negatively associated with happiness. But there was no direct influence of domestic abuse experience on happiness. As per bootstrapping analysis, double mediation effect of peer relationship and school violence experience in the relationship between domestic abuse experience and happiness was verified.

**Improvements/Applications:** These results can be applied to improve adolescent’s happiness through the policy to enhance their peer relationship and to lower their violence experience.

**Key Words:** Domestic Abuse Experience, Peer Relationship, Violence Experience, Happiness, Dual Mediation Effects, SPSS macro PROCESS.

1 Introduction

Domestic abuse is a violence that children experience by their parents in the home, victims experience a disorderly and confused inner world and are deprived of their normal developmental environment. Adolescents experiencing such domestic abuse have been found to have psychological distress as well as physical pain, especially in suicidal thoughts of adolescents. However, not all children experiencing domestic abuse are behaving in a maladaptive manner, and if the buffering factors are activated, the impact of abuse can be minimized. Park showed that the subjective happiness felt by adolescents plays such a role.

Happiness is the universal value that every person pursues, which is the subjective satisfaction of life. This subjective happiness is a driving force to maintain a social and active relationship with the
people 6, as well as adults, as well as providing positive strength to life for the youth 7. Previous studies have shown that happiness is influenced by various variables such as gender, parenting style, and peer relationship, rather than a single variable 5. In particular, domestic abuse has been found to have a negative effect on the happiness of the adolescents 2.

Domestic abuse was found to affect not only happiness but also peer relationship and violent abuse of adolescents. In the meantime, individuals, families, schools, and local communities have been suggested as the causes of violence of youth. In recent years, however, there has been an increasing number of studies focusing on abuse in the home, the primary environment for adolescents 8. Adolescents experiencing abuse at home are increasingly aggressive 9, and have difficulty in forming relationships with their peers in the school 10. These youths are more likely to lead violence against their peers again 11. In other words, the abuse experienced by the youth in the home experiences difficulties in forming relationships with peers in the school and leads to school violence.

Taken together, the previous study suggests that their peer relationship and violence experience will be a double mediator between the domestic abuse experience and happiness of adolescents. However, the majority of studies to date have only dealt with a fragmentary relationship among some variables or only a single mediator effect. Furthermore, there has been no study of the relationship between abuse experienced at home, abuse behavior at school, and their happiness.

Therefore, this study aimed to investigate the dual mediating effects of peer relationship and violence experience in the relationship between the domestic abuse experience of adolescents and happiness. In order to accomplish this goal, research questions were set in the following. First, what is the happiness difference according to general characteristics of adolescents? Second, what is the role of peer relationship and violence experience between domestic abuse experience and happiness?
2 Methods

2.1 Research Model

Based on the previous research, we set up a research model as shown in [Figure 1]. In other words, we set up a model that peer relationship and violence experience mediate in the relationship between domestic abuse experience and happiness.

![Figure 1. Research Model]

2.2 Study subjects

The subjects of the study who were purposively sampled, were 1,011 students at all middle schools and high schools in D city of Chungnam. There were 465 male students (46.9%) and 526 female students (53.1%). There were 467 middle school students (49.3%) and 480 high school students (50.7%) by school level. Their age distribution ranged from 12 to 19 years and the mean age was 14.82 years (SD = 1.90). In terms of family type, ‘both parents’ accounted for 822 people (83.3%), followed by ‘single parent’ (109.1%), ‘grandparents’ and others’ (55) (5.6%). On the other hand, for income level of household, 318 people (32.4%) were in the top position, 535 people (54.6%) were in the middle position, and 127 people (13.0%) in the bottom position. In the end, 329% (32.5%) of Eup area, 507 (50.1%) of Myeon area, and 175 (17.3%) of Dong area were lived.
2.3 Research tools

2.3.1 Domestic abuse experience

This study revised and used domestic violence experience scale of Bae \(^{12}\) according to the purpose and purpose of research. Domestic violence experiences mean domestic abuse in which children experience direct violence from their parents. This study is designed to measure the level of domestic violence experienced by parents from the last year such as verbal violence, emotional violence, mild physical violence, and serious physical violence. The scale consists of 5 items and is a 5 point Likert scale ranging from "not at all" (1 point) to "very much (5 points)" , and the higher the score, the higher the domestic abuse experience. In this study, the reliability of Cronbach’s \(\alpha\) was .789.

2.3.2 Peer relationship

This study measures the peer relationship of adolescents using the peer relationship, which is a subscale of the school adjustment scale of Kim \(^{13}\). The scale consists of 5 items and is a 5 point Likert scale ranging from "not at all" (1 point) to "very much (5 points)" , and the higher the score, the higher the peer relationship. In this study, the reliability of Cronbach’s \(\alpha\) was .822.

2.3.3 School violence experience

In this study school violence experience which was modified according to the purpose and purpose of this study with reference to the experiences of school violence prevention and the juvenile violence experience of Cho \(^{14}\) was used. This scale consists of 7 items and is a 5 point Likert scale from "not at all (1 point)" to "very much (5 points)". Higher scores mean more school violence experience. In this study, the reliability of this scale was Cronbach’s \(\alpha\) of .882.

2.3.4 Happiness

This study used the shortened happiness scale developed by Seo et al. \(^{15}\) to measure happiness. This scale consisted of measuring individual, relational, and collective satisfaction, and three positive and three negative items measuring emotions during the last one
month. Each item is a total of 7 points Likert scale from "Not at all (1 point)" to "Very much (7 points)". The total score is calculated by adding 3 items of satisfaction and 3 items of positive item and subtracting 3 items of negative item. The higher the total score, the happiness is higher.

In this study school violence experience which was modified according to the purpose and purpose of this

2.3.5 Other variables

This study measured gender, age, school level, family type, family income level, and residential area as other variables.

2.4 Data Analysis

For data analysis SPSS PC + Win. 23.0 program was used for frequency analysis, reliability analysis, t-test, ANOVA, correlation analysis, and SPSS MACRO process was used for double mediation analysis and bootstrapping.

3 Results and Discussion

3.1 School adaptation according to general characteristics

[Table 1] shows the difference in happiness according to general characteristics of adolescents. According to gender, boys were significantly higher in happiness than girls (t = 5.516, p < .001), while middle school students were significantly higher than high school students (t = 6.394, p < .001). However, there was no significant difference according to the type of family (F = 0.194, p = 0.824). In addition, there were differences according to the level of family income (F = 19.138, p < .001), followed by 'above', 'middle' and 'lower', while there was no significant difference according to the residence area (F = 0.214, p = 0.808). These differences according to gender were consistent with previous studies, differences in school level were consistent with previous studies, and differences according to family income level were consistent with previous studies.
Therefore, in order to improve the happiness of the youth, differentiated plans according to the sex, school class and home environment are needed.

### Table 1: Happiness according to general characteristics

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Happiness M (SD)</th>
<th>t-value</th>
<th>F (Duncan)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>435</td>
<td>21.10 (9.87)</td>
<td>5.516***</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>499</td>
<td>17.38 (10.61)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School level</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle school</td>
<td>435</td>
<td>21.21 (10.36)</td>
<td>6.394***</td>
<td></td>
</tr>
<tr>
<td>High school</td>
<td>457</td>
<td>16.89 (9.83)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Family type</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Both</td>
<td>780</td>
<td>19.20 (10.54)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>102</td>
<td>18.56 (9.54)</td>
<td>.194(p&lt; .824)</td>
<td></td>
</tr>
<tr>
<td>Grandparents and others</td>
<td>49</td>
<td>18.78 (10.46)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Income level of family</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>301</td>
<td>21.44 (11.08)</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Middle</td>
<td>506</td>
<td>18.81 (9.77)</td>
<td>19.138***</td>
<td>B</td>
</tr>
<tr>
<td>Low</td>
<td>119</td>
<td>14.63 (10.46)</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td><strong>Residence area</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eup</td>
<td>297</td>
<td>19.59 (10.51)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Myeot</td>
<td>479</td>
<td>18.93 (10.50)</td>
<td>.214(p&lt; .806)</td>
<td></td>
</tr>
<tr>
<td>Dong</td>
<td>167</td>
<td>19.34 (10.45)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


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### 3.2 Correlation between Main Variables

The results of the correlation analysis between the main variables are presented in [Table 2]. Domestic abuse experience was negatively correlated with peer relationship and happiness, and was positively correlated with school violence. And peer relationship showed negative correlations with school violence, positive correlation with happiness, and school violence had negative correlation with happiness. Peer relationship and happiness showed the highest correlation \( r = .484, p < .01 \), and followed by domestic abuse experience and peer relationship \( r = -.223, p < .01 \). The total correlation coefficient was less than .484 and it was judged that there was no multicollinearity. Therefore, in order to enhance the happiness of adolescents, it will be necessary to eradicate the domestic abuse, to promote school violence prevention education and peer relationship programs to improve peer relationship. On the other hand,
except for happiness, the average value of the variables was 3.78, which was higher than the median value of 3.78, and the lowest value of school violence was 1.12.

| Table 2: Correlation coefficients between major variables |
|------------|----|----|----|
|            | 1. | 2. | 3. | 4. |
| 1. Domestic abuse experience | 1 |    |    |    |
| 2. Peer relationship          | -.223** | 1 |    |    |
| 3. School violence experience | .195** | -.119** | 1 |    |
| 4. Happiness                  | -.169** | .484** | -.134** | 1 |

M = 1.33, 3.78, 1.12, 19.15
SD = .55, .70, .29, 10.46

**p < .01

3.3 Coefficient by Path

[Figure 2] shows the magnitude of the total effect of the domestic abuse experience on youth happiness. [Figure 3] shows the coefficients of each path for the verification of the double-mediated effect. As a result of verifying the coefficients for each path, all of the items except for the direct influence of domestic abuse experience on happiness (-.9209, p = .1061) were statistically significant. Domestic abuse experience affected negatively on peer relationship (-.2788, p < .001) and violence experience (-.0929, p < .001), while peer relationship negatively affects violence experience (-.360, p < .05) and positively affects happiness (6.8976, p < .001). The violence experience was negatively associated with happiness (-2.4414, p < .05).
3.4 Verification of Dual Mediation Effect

This study used the SPSS MACRO process to verify the dual mediating effects of peer relationship and school violence in the relationship between the domestic abuse experience and their happiness of adolescents. To verify the dual mediation effect, bootstrapping was used instead of Sobel (1986) test as suggested by Hayes et al. Therefore, we performed 10,000 bootstrapping and set the confidence interval to 95% to verify the dual mediation effect. As shown in Table 3, the overall mediating effect size was -2.1741 (-2.9314 to -1.4827), meaning that there was no 0 in the 95.0% confidence interval. As a result of the simple mediating effect, domestic abuse experience → peer relationship → happiness was -1.9228 (-2.6100 to -1.3200), and domestic abuse experience → school violence → happiness was -.2269 (-.0058), and so there was no 0 in the 95.0% confidence interval, which meant that the simple mediating effect was significant. The results of the double mediation effect on the path of domestic abuse experience → peer relationship → school violence experience → happiness was -0.0245 (-.0651 to -.0063), which there was no 0 in the 95.0% confidence interval. Therefore double mediation effect of peer relationship and school violence experience in the relationship between domestic abuse experience and happiness was verified. Interpretation of these results suggests that domestic abuse has a negative effect on peer relationships, leads to school violence again, and ultimately lowers their happiness. In other words, the structural analysis shows that their peer relationship and school violence experience affect happiness through the process of combining them serially, rather than affecting happiness individually on a parallel basis. Therefore, in order to enhance the happiness of youth, it can be suggested that the measures that
take into consideration their peer relationship and school violence experience are effective. However, the domestic abuse experience of adolescents did not directly affect their happiness. Therefore, the peer relationship and the school violence experience are more important. Therefore, it is necessary to take measures to improve the peer relationship and lower the violence of school violence in order to improve the happiness of the youth suffering domestic abuse.

4 Conclusion

The conclusion of this study is as follows.

First, as a result of the difference test, happiness was different according to gender and family income level. However, the difference in happiness according to family type and residence area was not significant. Specifically, male students were happier than female students, middle school students were happier than high school students, and high family income levels were happier than low ones.

Second, as a result of correlation analysis, happiness of adolescents showed a negative correlation with domestic abuse experience and school violence, and a positive correlation with peer relationship.

Third, dual mediation effect analysis using SPSS MACRO process showed that dual mediation effect of peer relationship and

<table>
<thead>
<tr>
<th>Classification</th>
<th>Mediating effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic abuse experience → peer relationship → happiness</td>
<td>-1.928 3265 [2.6100 - -1.3200]</td>
</tr>
<tr>
<td>Domestic abuse experience → peer relationship → school violence → happiness</td>
<td>-40245 0137 [0.0651 - -0.0063]</td>
</tr>
<tr>
<td>Domestic abuse experience → school violence → happiness</td>
<td>-22069 1490 [-1.5975 - -0.0058]</td>
</tr>
<tr>
<td>Total Indirect Effect</td>
<td>-2.1741 3716 [-2.9314 - -1.4827]</td>
</tr>
</tbody>
</table>

*p<.05, **p<.01
school violence experience between domestic abuse experience and happiness of adolescents was verified. Finally, this study has regional limitations for some provinces in Chungnam and the research subjects are limited to adolescents in middle and high school students. In the future, it will be necessary to study in a more extensive area, and it is necessary to expand research subjects to elementary school students and college students. Despite these limitations, however, this study may be meaningful in that the domestic abuse experience of adolescents has revealed the structural process leading to their happiness and has provided the theoretical basis for happiness enhancement.

References


