

RELATIONSHIP BETWEEN DEPRESSION AND DOMESTIC VIOLENCE AMONG SENIOR SECONDARY SCHOOL STUDENTS IN SAMARU METROPOLIS, KADUNA STATE NIGERIA

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Abstract

This paper examined the relationship between depression and domestic violence among Senior Secondary School Students in Samaru metropolis, Kaduna state, Nigeria. The study has two objectives, two research questions, and two null hypotheses. A correlation design was adopted. The study's focus sample consisted of 200 students—74 male and 126 female—enrolled in public senior secondary schools in the study area that had been exposed to domestic abuse cases as verified by school counselors and career masters. The researchers used all domestic violence victims as a sample. T- Beck Depression Inventory which was initially 21 items but revised to 15 fitting the level of learners and the Domestic Violence Inventory (DVI) consisting of 19 items were the instruments employed in the investigation. The gathered information were tested utilizing Pearson Product Moment Correlation (PPMC) and t-test statistical at 0.05 alpha level of significance. The results of this investigation showed that a relationship exist between depression and domestic violence among senior secondary school students. Also, finding reveals that there is a difference in depression among male and female senior secondary school students. The study recommends that Domestic violence awareness campaigns should be implemented so that people can learn about the impact that domestic abuse has on victims.

Key Words: Depression, domestic violence

Introduction

Domestic violence is an unhealthy behaviour that takes place in an intimate relationship when an individual attempts to exert power over another in a marriage, courtship, or when cohabiting, which can cause harm to the individuals involved on a physical, psychological, or sexual level. Domestic Violence (DV) can take the form of coercive behaviours committed by existing or past close male companions against women, men, and children that are sexually, psychologically, or physically abusive. Domestic violence is a type of violence seen in the family, domestic violence comes in form of assault, sexual harassment, rape, verbal abuse, defilement, denial of rights among others. In media outlets around the globe, there have been reported stories of instances where various men murder, assault, and subdue their spouses. The effect of domestic violence flows through the family affecting everyone including the children and these aroused the interest of the researchers in finding out ways these violence has affected children to create awareness of this around. Physical aggressiveness or

attack (such as striking, kicking, biting, shoving, restricting, smacking, hurling things, and beating up), sexual abuse (such as domineering or controlling, intimidating, stalking, or neglect), emotional abuse, and mental abuse are only a few examples of domestic violence. According to the statistics by the United Nations (2021) after the COVID-19 pandemic 48% of Nigerian women experience at least one form of violence, in Kenya 80%, Morocco 69%. According to the United Nations Development Fund for Women (UNDFW) (2021), among the findings was that 41% of the women have been sexually abused, 61% of the women have been physically abused one time or several times as adults and that the peak period for sexual and physical abuse is between 21 and 30 years of age.

Many factors have been identified as causes of domestic violence, according to Darby (2022) causes of domestic violence includes: the desire for power is mostly among men who desire to control and put everyone around them under their control also having to make the final decision without any objection from their wives or children of which to acquire such powers, they can go to any length to do so which can include beating, starving, restricting movement to mention a few. Low self-esteem is another factor that may contribute to domestic violence since individuals who are abused frequently believe nobody likes them so they are worthless. As a result, they put up with any form of assault in the belief that they deserve it and in hopes that the abuser would change. Alumanah (2004) opined that, stress may be increased when a person is living in a family situation with increased pressure. Violence, though not usually a result of stress, might serve as an avenue for certain individuals to cope with it. For instance, because of increased anxiety and disputes over money, couples who are going through economic hardships may be prone to engage in domestic violence. Another cause is personal history of being abused which is usually common with the boy child who is constantly violated thus as a form of transfer of aggression they grow up with the burning anger and they think is right to abuse their loved ones too, thus most people that were abused previously are likely to abuse others in the nearest future.

A further motive for domestic violence is cultural ideas, which in several nations are deeply ingrained and give males the freedom to act however they like. As a result, these men may use violence to exert control over their partners or children. Mental illness also can lead to domestic violence because most people who have been diagnosed with mental illness, such as bipolar disorder or schizophrenia may go through situations that make their emotions uncontrollable, making them prone to aggressive and also abuse others because they cannot think straight at that moment (Varshney M, Mahapatra A, Krishnan V et al. 2016). Additionally, substance use which makes an individual mentally unstable for a period of time still the effect of that substance fades anyway. People who engage in substance abuse like drugs, cigarette, marijuana, alcohol and others are more vulnerable to be abusive due to the substance taken which may make them not to be in their right mind or make them express a feeling of frustration, anger, pain of something on another person entirely. Domestic violence occurs in every part of the world and can lead to depression if it persists. Given that the victims frequently hesitate to report, rendering this crime an intimate and family secret, it is impossible to evaluate the scope and severity of domestic violence. Children who are exposed to Domestic Violence (DV) during their upbringing will suffer in their developmental and psychological well-being (Akpunne, Ayodele, Babatunde, Ogunsemi, & Ndubisi, 2020).

In Nigeria, as in many other African countries, the beating of wives and children is widely sanctioned as a form of discipline (UNICEF, 2001). Parents who beat their kids believe they are teaching them good morals, exactly as husbands who beat their wives, who are seen as being

vulnerable to indiscipline and should be restrained, just like children. This is particularly so if the woman depends on the male for financial support. Domestic violence reveals itself as an enigma because families are places where individuals are obligated to retain intimacy and receive more emotional support from their partners. It is surprising that this extremely tolerant social structure simultaneously serves as a hotbed for intimate partner violence (IPV). In addition to other social difficulties, children from impoverished neighbourhoods are subjected to the aftereffects of domestic violence, which include depression, anxiety, poor performance in school, low self-esteem, disobedience, nightmares, and physical health decline, all of which may contribute to depression.

A prevalent mental health issue in a daily stress-filled life is depression. From simple grief to a pathological suicidal mood, it encompasses a broad spectrum of emotional rules. It is a state of extreme grief or despair that has gotten out of hand to the point where it interferes with a person's ability to function in social situations and carry out essential daily tasks. The patient has remained depressed for a while and has stopped engaging in personal, social, and professional activities. Typical depressive symptoms are irritation, exhaustion, a lack of interest and melancholy. Depression is a mood disorder that involves a constant feeling of sadness or fluctuations in mood and this could be as a result of a triggering event for example physical assault, war, loss of interest among others. Taibat and Oluwafemi (2017) stated that, domestic violence has effect on the psychological upbringing of the child which could influence the behaviour of the child and make him/her to develop unusual or negative tendencies which include low self-esteem, depression, aggression, bullying, isolation, abnormal fear, anxiety, higher levels of anger disobedience, and drug abuse among others, which are the outcome of improper upbringing and guidance of the child.

Wathen, (as cited in Okite, 2021) also conducted a research in Gulu Central in Uganda noted that Children who are victims or witnesses of domestic violence may develop physical, psychological and behavioural problems as a result of physical, verbal, psychological and other forms of violence which can in turn affect their participation in school as they may go to school when too scared to learn and a good number of them may lag behind in class as well as in life due to exposure to domestic violence and this is a symptom of depression. Depression is not only hard to endure but it can birth other serious health issues like heart disease and dementia and it can even lead to death as a result of suicide. According to Edebor (2016) Depression is a mental state, which may keep one sad and feel that nothing can be enjoy because of situation is so difficult and unpleasant.

Presently in the UK, suicide has become the most common cause of death in young men between the ages of 25 and 34 (Smith & Blackwood, 2004). This proportion is presently increasing in Nigeria; with the recent news lots of families have been affected of which one of the major causes of suicide is depression. Children exhibit an array of emotions when it comes to coping with witnessing domestic violence. These emotions included sadness, anxiety, and fear (Terra 2017). According to the known attachment philosophy in families, in the parent-child relationship, the parent's role is to provide protection. When parents are unable to protect themselves, this causes distress for the parent-child relationship, and strains the attachment. Edebor (2016) asserts that, depression could also attach to childhood trauma which will in turn affect a child from childhood to adulthood. Childhood trauma is a major public health concern worldwide. Children's depression is frequently related to family problems and conflicts. students who are exposed to stressful life are often prone to engage in some vices such as cultism, carrying of weapons, kidnapping, and smoking, excessive drinking and drug addiction, they engage in illicit sex ,kidnapping, ritual killing, internet fraud, drug addict, they are emotionally unstable, disorganize and may also lack human feelings, such negative behavioural

traits exhibited by secondary school students could lead to violent, aggression, depression and bullying (Odojin & Ebebuwa-Okoh, 2023). However, Kaukinen (as cited in Naik & Naik, 2016) opined that, domestic violence can lead to common emotional traumas such as depression, anxiety, panic attacks, substance abuse and posttraumatic stress disorder. Abuse can trigger suicide attempts, psychotic episodes, homelessness and slow recovery from mental illness. Children exposed to domestic violence are also at risk for developmental problems, psychiatric disorders, school difficulties, aggressive behaviour and low self-esteem.

Also Moroz (2005) reported that childhood trauma contributes to lost productivity and dependence as well as to the huge and growing costs of antisocial behaviours, violence, victimization, legal and court involvement, incarceration, supervision and rehabilitation. Alabi and Oni (2017) argued that, children in families experiencing domestic violence are more likely than other children to exhibit signs of depression and anxiety. On the other hand, gender may play a vital role in term of depression, that is, the way male suffer from depression may differ from that of female it depends on how they react to the domestic violence. Lee and Jeong (2021), they observed that, gender differences were found in factors (family support, friendships, mothers' acculturation stress, and parenting styles) that influence depression among multicultural adolescents. Their results showed that depression scores were higher for females than males. Therefore, depression prevention programs for multicultural adolescents need to vary according to gender.

Statement of Problem

Students who experience domestic violence may develop feelings of depression, aggression and anxiety disorder. As a result of this, students exhibited unwanted behaviour which may affect their mental health which will in turn hinder their learning process, some of the behaviours exhibited by the students were; feeling that alone, detached or withdrawn from friends, less interest in their daily school activities, feeling that as if they do not have future, blaming themselves for the domestic violence occurred. However, domestic violence witnessed by the students can physical abuse, which includes; kidnapping, banditry and community clash, and those experienced by the most female students could be sexual harassment by strangers or family members, phone snatching and attacking on the way going to school. Domestic violence could be witnessed or experienced, seeing their dear ones been molested or beating could result to depression signs. The researchers observed and interacted with some children while teaching in different schools especially children who had witness or experience domestic violence, of which some of them tend to show signs of depression, some females were having more symptoms than their male counterpart. Graham- Berman (2014), also assert that, more than half of the school aged children in domestic violence shelters show clinical levels of anxiety or post-traumatic stress disorder without treatment. Thus the effect of domestic violence cannot be comprehended as the possible implication of this is that children who witness violence between their parents or loved ones are more able to express their fear and anxieties regarding their parents' behaviours. They therefore can exhibit difficulties with school work including poor academic performance, not wanting to go school and difficulties in concentration (Wexler, 2010).

Researchers as teachers, teaching in secondary schools noticed symptoms of depression among students in Samaru metropolis, Kaduna, Nigeria, some of the symptoms seen were; lost of interest during classroom instruction and extra-curricular activities, always feeling sad and want to cry for no reason, feeling unhappy social isolation among others. Hence, from the above signs and symptoms the researchers want to find out whether domestic violence experienced or witnessed by

the students has relationship with signs and symptoms of depression noticed among secondary school students. Most of the studies carried out were concerned with domestic violence and academic performance or achievement, none of the study carried out on domestic violence and depression, therefore, the need for the study to find out the relationship between domestic violence and depression among senior secondary school students in Samaru metropolis, Kaduna Nigeria.

Research Objectives

The objectives of this study were to determine the;

- i relationship between depression and domestic Violence among Senior Secondary School Students in Samaru Metropolis.
- ii difference between male and female on depression characteristics among senior secondary school students Samaru metropolis.

Research Questions

The following research questions were raised to guide the study, what is;

- i the relationship between depression and domestic Violence among senior secondary school Students in Samaru Metropolis.
- ii the difference between male and female on depression characteristics among senior secondary school students Samaru metropolis?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance

- i There is no significant relationship between depression and domestic violence among senior secondary school students in samara metropolis.
- ii There is no significant difference between depression characteristics of male and female senior secondary school students in Samaru metropolis.

Significance of the Study

This study would be of benefit to; students, parent, relatives, counsellors, social workers, Non-governmental Organizations, government agencies, and psychologists. Thus, for the students the findings of the study through the assistance of counsellors, social works and psychologists will help them to understand the effect of domestic violence and how they can reduce their depression. The lower the depression the more functional and beneficial individual would be to the society.

Methodology

This study employed the correlational research design in assessing the relationship between depression and domestic violence among senior secondary school, Samaru metropolis. Correlational design, allows researcher to examine the inter-relationship between variables and to develop explanatory inferences. Abdullahi (2015) opined that, correlation studies are concerned with measuring the degree of relationship among variables.

Population of the Study

The population of this study comprises all Senior Secondary School Students in Samaru metropolis, identified with characteristics of depression as a result of domestic violence. They were identified by Domestic Violence Inventory (DVI), they consist of 200 students who scored between 35-60. They were considered as having high characteristics of depression as a result of domestic violence (126 females and 74 males).

Sample and Sampling Techniques

The sample of this study consists of two hundred students who exhibited characteristics of depression as a result of domestic violence. The researchers use the whole population in the study base on the students with reported case of domestic violence.

Instruments for Data Collection

This research adopted Domestic Violence Inventory (DVI) by Edleson (2007) with nineteen (19) items and T Beck Depression Inventory which was initially 21 items but revised to 15 items based on four scale of Strong agree, Agree, Disagree. This instrument was administered individually and in groups after establishing adequate rapport with participants. Participants were encouraged to read and follow the instructions at the top of the test

Validity and Reliability of the Instruments

Domestic Violence Inventory (DVI) 19 items and T-Beck Depression Inventory (BDI) 15 items revised were given to lecturers in the Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria, who ascertained the content and face validity of the instruments. Their suggestion and corrections were incorporated in the final copy of the instruments.

The pilot study carried out at Government secondary school Bomo, Zaria which has the same characteristic with the students under study but is not part of the sample. Thirty (30) questionnaires were distributed to the respondents for the pilot study. The instruments were administered to students. Cronbach alpha coefficient statistical method was used to test the internal consistency of the instruments. The reliability of the instruments was .83, for Domestic Violence Inventory and .075 for T-Beck Depression Inventory, was obtained using Cronbach's alpha coefficient, making the instruments reliable for this study.

Test of Hypotheses

The Pearson Product Moment Correlation (PPMC) was used to test hypothesis one, while the t-test was used to test hypothesis two, all at 0.05 level of significance.

Hypothesis One

There is no significant relationship between depression and domestic violence among senior secondary school students in Samaru metropolis Zaria Nigeria.

Table 1: Pearson Product Moment Correlation (PPMC) Statistics on the relationship between depression and domestic violence among senior secondary school students in Samaru metropolis Zaria, Nigeria

Variable index r	N	$\bar{X}$	SD	df	R	Sig. (p)
Depression	200	40.02	0.769	198	0.67	0.021
Domestic violence	200	45.25	0.545			

Correlation is significant at the 0.05 level (2-tailed)

Table one above shows the PPMC computation which reveal that the calculated significant (p) value of (0.021) is lower than the (0.05) alpha level of significance, the null hypothesis was rejected. This indicated that depression has a significance relationship with the domestic violence among senior secondary school students, Samaru metropolis, Kaduna.

Hypothesis Two

There is no significant difference between depression of male and female senior secondary school students in Samaru metropolis

Table 2: shows a t-test Analysis which state that, there is no significant difference between depression characteristics of male and female senior secondary school students in Samaru metropolis Kaduna

Variable	N	$\bar{X}$	SD	df	t-cal.	Sig. (p)
Male	74	2.739	0.658	198	2.131	1.96
Female	126	3.021	0.524			

The achieved result of the t-test shows that, significant differences exist in the depression among male and female senior secondary students Samaru metropolis, Kaduna state. This is because the calculated t-value (2.131) is more than the critical t-value (1.96), at 0.05 level of significance and 198 df, table value of $t = 1.96$. Therefore the hypothesis which states that, there is no significant difference between depression of male and female Senior Secondary School Students in Samaru metropolis is hereby rejected.

Discussion of the findings

From the finding of this study, it was revealed that there is a significant relationship between domestic violence and depression among secondary school students and the fact that most children that experience or witnessed domestic violence exhibited symptoms of depression. This finding is in line with Alabi & Oni (2017) who studied the impact of domestic violence on a child academic performance in Owo Local Government Area, indicating that domestic violence significantly affects child academic performance. It is also in line with the study conducted by Taibat and Oluwafemi (2017) which stated that, domestic violence has effect on the psychological upbringing of the child which could influence the behaviour of the child and make him/her to develop unusual or negative tendencies which include low self-esteem, depression, aggression, bullying, isolation, abnormal fear, anxiety, higher levels of anger disobedience, and drug abuse among others, which are the outcome of improper upbringing and guidance of the child. The findings also revealed that, significant differences exist in the depression characteristics among male and female senior secondary students Samaru metropolis, Kaduna state. Which are in line with study conducted by Lee and Jeong (2021) state that, the depression levels among female multicultural adolescents were higher than among male multicultural adolescents.

Conclusion

Based on the findings of this study, it could be concluded that children who experience or witness any form of domestic violence (sexual, psychological violence and physical,) exhibit symptoms of depression and should be identified and followed up. The study revealed that there is a significant relationship between domestic violence and depression.

Recommendations

This study made the following recommendation(s):

1. It is important to execute domestic violence awareness efforts so that people are conscious of the dangers and impacts that domestic violence has on victims. Posters, radio spots, jingles, and songs can all be used to do this.
2. The school counsellor could offer informative speeches at PTA meetings in schools, persuading parents to utilize non-violent methods of discipline on their kids and to keep them away from any exposure to domestic violence.
3. The school counsellor could plan a group therapy session on the benefits of an environment devoid of violence for the various age groups and grades.
4. Males should receive advice on how to develop into "healthy" men in particularly.
5. The best way to be assertive without being aggressive should be taught to the kids.
6. They need to learn healthy ways to express their rage and dissatisfaction.
7. Methods and skills for managing anger should be taught to students who are being counseled individually for anger issues.

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