Correlation between Exposure to Domestic Violence and the Academic Performance of Pupils in Kenyan Public Primary Schools

Peris Waithira Njoroge[1]
Dr. Mwaura Kimani[2]
Dr Hilda Nyougo Omae[3]

[1]periswnjoroge@gmail.com
[2]thinwamk07@gmail.com
[3]homae@must.ac.ke

[1]PhD Candidate (Educational Psychology), [1,2,3]School of Education, [1,2]Maasai Mara University, [3]Meru University of Science and Technology

……….

ABSTRACT

Domestic violence poses a significant risk to pupils' academic performance, particularly in informal settlements, jeopardizing their chances of attaining their academic potential and becoming useful members of the community. This study investigates the relationship between exposure to domestic violence and academic performance among pupils in public primary schools in informal settlements, Nairobi County, Kenya. The research, guided by Family Stress Theory, employed a descriptive design and targeted a population of 61,034 pupils. The sample size of 380 participants was determined using Krejcie and Morgan's formula. Purposive sampling was used to select 13 public primary schools in the informal settlements and pupils in classes 4, 5, and 6. Research instruments included Violence Exposure Scale for Children-Revised to measure domestic violence exposure and an assessment record sheet for academic performance. A pilot study with 42 pupils was conducted to ensure instrument validity and reliability, yielding a reliable coefficient of α=0.785 for the Exposure to Domestic Violence Scale. Data collection involved selecting participants, distributing questionnaires while ensuring data confidentiality. Data was coded, entered, and cleaned for analysis using IBM SPSS version 23. Descriptive statistics, such as percentages and frequencies, analyzed demographic data. Inferential statistics, including Pearson's correlation, were employed to examine the relationships between independent and dependent variables. Findings revealed a statistically significant, albeit weak, negative association between domestic violence exposure and academic performance. Pupils with higher exposure exhibited lower academic performance, highlighting the disruptive impact of domestic violence. The study recommends proactive measures, such as parental sensitization programs, to mitigate domestic violence's impact on academic performance, fostering an environment that supports academic success and overall well-being for pupils.

Keywords: Academic Performance, Domestic Violence, Informal Settlements, Primary Schools, Pupils

……….

I. INTRODUCTION

Interactions within the home have a great impact on the child's psychological, cognitive, emotional, social and economic state, which in turn affect academic performance in school (Khan et al., 2019). However, the home environment can be toxic in families where domestic violence occurs regularly and ceases to be a safe haven for nurturing children (IRC, 2014).

Domestic violence is a global epidemic that cuts across all socio-economic and cultural boundaries and is widely acknowledged as one of the most common and widespread violations of human rights (Esquivel-Santoveña et al., 2013). It includes physical, sexual, psychological, emotional and economic violence with physical violence more prevalent than any other kind of violence (Global Status Report on Violence Prevention, 2014).

Domestic violence is rarely a one-off event but a series of events that build with frequency and magnitude over time (IRC, 2012), resulting in varying severity. Women and men are often considered to be direct victims of domestic violence leaving out children whom are referred to as 'silent' victims (Lloyd, 2018; Rakovec-Felser, 2014).

According to (Pinheiro & Children, 2006), it is estimated that a considerable number of children, ranging from 133 million to 275 million, have been subjected to domestic violence. Other studies have found higher estimates on violence against children in Asia and Africa at 700 and 200 million respectively (Hillis et al., 2016).

According to Muraya (2020), approximately one in two young adults in Kenya experienced violence during their childhood. Therefore, this study aimed to assess the correlation between exposure to domestic violence and the academic performance of pupils in Kenyan public primary schools in the informal settlements.

II. LITERATURE REVIEW

2.1 Theoretical Framework

This study was grounded on Family stress theory. Family stress theory was developed by Reuben Hill in 1949. The theory posits that families experience period and acute stressors that influence their adaptability to a crisis. According to Hill, (1949) a crisis is viewed as an extreme response to stressors when a family does not have resources or coping strategies to manage the event. Some of the responses can result in severe outcomes such as child maltreatment or domestic violence (Wu & Xu, 2020).

Living in disadvantaged neighbourhoods like informal settlements and slums increases the risk of experiencing domestic violence (Beyer et al., 2015; Das & Basu, 2020). According to Das & Roy (2020), unemployment, poverty, number of children in the family are associated with spousal violence against women. The current study sampled pupils from informal settings where more women than men were unemployed therefore a stressor event for families.

Unemployment has a ripple effect and impacts on the spouse (Esche, 2020) and creating secondary stressors for the children. It is associated with spousal violence due to factors such as husband's irregular contributions to household requirements, lack of transparency on personal expenses he incurred (Das & Roy, 2020). According to the researchers, the unemployed men were likely to despise themselves and feel insecure, hence engage in bad conduct against others as a way of compensating their shortcomings. However, family support can mediate to provide psychological wellness for the unemployed (Esche, 2020) to prevent a crisis. Where there is no family support or negative perception towards the stressor event, it can result in crisis such as domestic violence, which affects children who are exposed. The present sought to establish the influence of exposure to domestic violence on pupil's academic performance.

II. EMPIRICAL REVIEW

Research on exposure to domestic violence has shown that it impedes children's academic performance and success (Fry et al., 2018b; Kiesel et al., 2016; Kong, 2016; Taibat & Oluwafemi, 2017; Scolese et al., 2020). It is linked to absenteeism from class, poor concentration, dropping out of school (Izaguirre & Calvete, 2015; Karanja, 2019; Kithonga & Mbogo, 2018; Musa, 2020; Sikubwabo, 2021) aggressive behaviour in school (Izaguirre & Calvete, 2015; Karanja, 2019), inability to do homework (Musa, 2020), loss of interest in school and low completion rates (Sikubwabo, 2021), all of which affect academic achievement.

Fry et al. (2018) estimated the relationship between child aggression and educational outcomes globally. This systematic review and meta-analysis included studies from 21 countries. The study indicated that all forms of childhood violence negatively affected academic achievement, resulting in lower standardised test scores. This study did not categorise the types of violence children were exposed to, calling for a broader view of how violence affects academic achievement. The global impact of violence on children's educational results is poorly understood, according to this study. It called for more studies on the forms of abuse children experience and how it affects their academic achievement. The study highlighted the link between violence and poorer standardised test scores, emphasising the need to address child exposure to violence and its long-term effects on schooling.

Cage et al. (2019) examined how intimate partner violence (IPV) affected children's academic performance. The systematic review searched seven databases for relevant papers published until August 2020. The majority of the sample had to be between birth and 18 years, outcomes were measured using valid instruments, and IPV-exposed children were compared to those who had no exposure to domestic violence or other types of violence. IPV exposure negatively affected academic functioning in 76.9% of the 13 publications analysed. The effects varied by academic subdomain, including subjective, objective, and conduct performance. Some research found that IPV exposure and child abuse worsened academic performance. This systematic review suggested more study on IPV exposure and academic functioning. It stressed early detection of IPV-exposed youngsters and the need for evidence-based academic intervention. The study shed light on the complex relationship between IPV exposure and academic performance in youngsters, emphasising the need for a better understanding.

In the US, Quarshie and O'donnell (2019) explored the devastating effects of domestic abuse on children's mental health and education. The study summarised domestic violence's consequences on children by reviewing relevant research and literature. Children exposed to Intimate Partner Violence (IPV) were more likely to struggle academically and had learning difficulties, according to the study. These youngsters were at risk for learning disorders, speech impairments, and reading and math difficulties, which affected their school grades. In addition, they

missed more school than their non-exposed counterparts. According to Quarshie and O'donnell (2019) there was a relationship between Domestic abuse and impact on brain development in children, which may affect their emotional control and behaviour even later in life. A Baby exposed to domestic abuse is at risk for brain damage, inflammation, and depression later in life. The researchers suggested screening children as a starting step towards supporting and providing safe spaces for IPV witnesses. However, the report did not discriminate how witness, victim, or both exposure influenced academic performance. Current study addressed the gap to expand the field of study. In particular, it distinguished juvenile IPV exposure as witness, victim, or both.

In the US, Kiesel et al. (2016) examined how child maltreatment (CM) and Intimate Partner Violence (IPV) affects children's academic performance. The Minnesota Education and Human Services departments used a large sample of 2,914 youngsters for the study. This allowed researchers to determine how CM, IPV, or both affected children's academic performance. Children exposed to CM and IPV, alone or together, performed worse academically than the general population. Children exposed to IPV had the poorest classwork scores. This indicated a substantial negative correlation between CM and IPV exposure and children's academic performance. The study showed how child maltreatment and intimate partner violence hurt children's academic performance. Results showed the need for more awareness and action to help children who have experienced these forms of violence so that timely interventions are done to improve on their educational performance. This research helps us comprehend these children's issues and emphasises the necessity to meet their needs.

Renner and Hartley (2022) examined how children's direct and indirect physical abuse, particularly in the setting of Child Protective Service (CPS) participation, affects their academic performance. The study comprised 1,740 children aged between 8-10-years in two cohorts. The first group comprised of children who had suffered physical abuse from parents or other children, whereas the second cohort included children who had witnessed abuse in another family. The study used data analysis and statistics to evaluate attendance and academic performance. Physically abused children showed lower attendance over time, especially compared to non-abused children. Physical abuse caused an even higher drop in attendance for children in CPS. Abused children lost maths proficiency faster than their peers. Abused children also had a greater reading decrease. Children's maths and reading ability were similarly harmed by intimate partner violence (IPV), according to the study. Renner and Hartley's (2022) study shows that physical abuse negatively impacts children's attendance and academic performance, especially maths and reading. The report emphasises that IPV exposure worsened these impacts. IPV exposure exacerbated scholastic achievement for children who have been physically abused, according to the research. This study highlights the need for more research to establish how different types of domestic violence affect academic performance and to design focused therapies for affected children.

Taibat and Oluwafemi (2017) examined how domestic violence affects children's academic performance in Owo, Ondo State. Structured questionnaires were used to collect data from 510 local public and private high school pupils. The study summarised data using descriptive statistics like percentages and tables. The researchers utilised 0.05% significance analysis of variance to test their hypotheses. Many families surveyed had physical, economic, emotional, and psychological domestic violence, according to the report. Importantly, the research showed that marital violence severely affected child academic achievement. Domestic abuse significantly impaired children's academic achievement. In particular, pupils who observed or experienced violence performed worse academically than those not exposed. Taibat and Oluwafemi's study illuminates how domestic violence affects Nigerian secondary school students' academic performance. It emphasises the necessity on creation of domestic abuse awareness and inculcation of correct knowledge and attitudes through education to teach children values and that violence is not acceptable. This study clarifies how domestic violence affects academic performance in Nigeria.

Savopoulos et al. (2023) conducted a systematic review to evaluate the association between childhood and adolescent exposure to intimate partner violence (IPV) and cognitive development. The study compiled previous research on the subject in order to better understand the potential impact of IPV on cognitive performance. According to the findings of the systematic review, nearly 70% of the research included in the review found a link between IPV exposure and lower cognitive functioning in children and adolescents (Savopoulos et al., 2023). The bulk of these research looked at the impact of IPV in early childhood, with fewer looking at middle school and adolescence. Cognition was examined across multiple areas, with general intelligence being the most typically assessed, followed by verbal and academic abilities. This systematic study gave crucial insights into the potential cognitive repercussions of IPV exposure in the context of investigating the influence of domestic violence exposure on children' behaviour and academic performance among pupils in public primary schools.

Njeru et al. (2017) examined how domestic violence affects student performance in Magumoni Division, Kenya. A descriptive survey research design was used to follow Erik Erikson's Psychosocial Development hypothesis.

The target population was 947 students and 68 teachers, and 93 participants (83 students and 10 teachers) were randomly selected from six schools. The study found that most Magumoni Division children experienced domestic violence. Domestic violence victims had trouble concentrating in class owing to psychological problems. Domestic disputes kept these students from school. The report advised national, county, and social services agencies to work together on domestic violence. It also recommended that schools have strong counselling departments where children can report domestic violence for help. Njeru et al.'s study explored how domestic violence affects Kenyan students' academic performance in a specific region. The research adds to the literature on domestic violence's consequences on children's schooling by examining the local context and its implications on students. It stresses psychological well-being and safe reporting for domestic abuse victims, which can affect academic achievement.

Jepkoech (2018) examined how domestic violence affects young children's school performance in Sotik Sub-County, Kenya. The research followed Dr. Murray Bowen's Family Systems Theory. The descriptive survey comprised 38 parents, 10 local administrators, 38 class one students, and 17 class one teachers in public primary schools. Sample selection was stratified and random. The survey found that 64.7% of students reported everyday domestic abuse to their teachers, which affected attendance and performance. Domestic abuse victims' children should receive counselling in schools, according to the report. The study recommended that parents should seek non-conflict mechanisms to resolve their issues and be proactive towards pursuant of educational performance of their children by providing a conducive learning environment at home. The study helped explain how domestic violence affects school attendance and performance in children. It also stressed the need for support systems and policies to help these youngsters succeed in school.

From literature review, it is clear that most studies provide an international perspective on the effects of domestic violence on educational outcomes. There is a disconnect between reports of domestic violence and student achievement in Kenya's public primary schools, and the literature doesn't offer much to fill that gap. This study set out to fill that need.

III. METHODOLOGY

3.1 Research Design
This study employed a descriptive research design, which is suitable for collecting comprehensive information about natural or man-made phenomena, focusing on their characteristics and changes over time. Descriptive research allows for data collection from a sample of participants at a single point in time, making it particularly useful for sensitive topics like domestic violence (Orodho, 2008).

3.2 Location of the Study
The research was conducted in public primary schools situated within the informal settlements (slums) of Nairobi County, Kenya. Nairobi is known for having some of the largest urban slums in Africa, and these settlements lack proper infrastructure and social services. Living conditions in these areas are often associated with an increased risk of domestic violence (Fahmy et al., 2016).

3.3 Target Population
The target population for this study comprised 61,034 pupils in classes 4, 5, and 6 in public primary schools located in sub-counties with informal settlements in Nairobi County (Nairobi County Director of Education, 2018).

3.4 Sample Size
A sample size of 380 participants was determined using Krejcie and Morgan's (1970) formula.

3.5 Sampling Procedure
The study utilized a combination of random and non-random sampling techniques. Purposive sampling was used to select sub-counties with informal settlements and schools that enrolled students from these areas. It was also used to select students who lived with both parents since the focus was on children exposed to domestic violence between their parents. Simple random sampling was then employed to select students in each class.

3.6 Research Instruments

The researcher used an adapted Violence Exposure Scale for Children-Revised to measure exposure to domestic violence. Additionally, academic achievement data from the preceding year was recorded on a separate record sheet.

3.7 Pilot Study

A pilot study involving 42 pupils was conducted to assess the clarity of questions, the time needed to complete the questionnaires, and to address any issues during debriefing. It aimed to ensure the validity and reliability of the instruments (Orodho, 2008).

3.8 Validity and Reliability

Face validity was used to evaluate the questionnaire's appearance and relevance. Cronbach's Coefficient Alpha was used to calculate the reliability coefficient, which indicated an acceptable level of reliability ($\alpha=0.785$) for the Exposure to Domestic Violence Scale.

3.9 Data Collection and Analysis

Data collection involved selecting participants, distributing questionnaires, and ensuring they were duly filled. All participants were assured of anonymity and data confidentiality. Data was coded, entered, and cleaned before analysis using IBM Statistical Package for Social Sciences (SPSS) version 23. Descriptive statistics such as percentages and frequencies were used for demographic data analysis, while inferential statistics, including Pearson's correlation, were used to explore the relationships between independent and dependent variables.

IV. FINDINGS

4.1 Respondents' Demographic Information

The study instruments asked respondents to provide demographic data. Gender and educational background were two of them. The study sampled pupils in classes 4, 5 and 6 from public primary schools in informal settlements. Findings on the analysis of distribution of class, age and gender is shown in Figure 3.
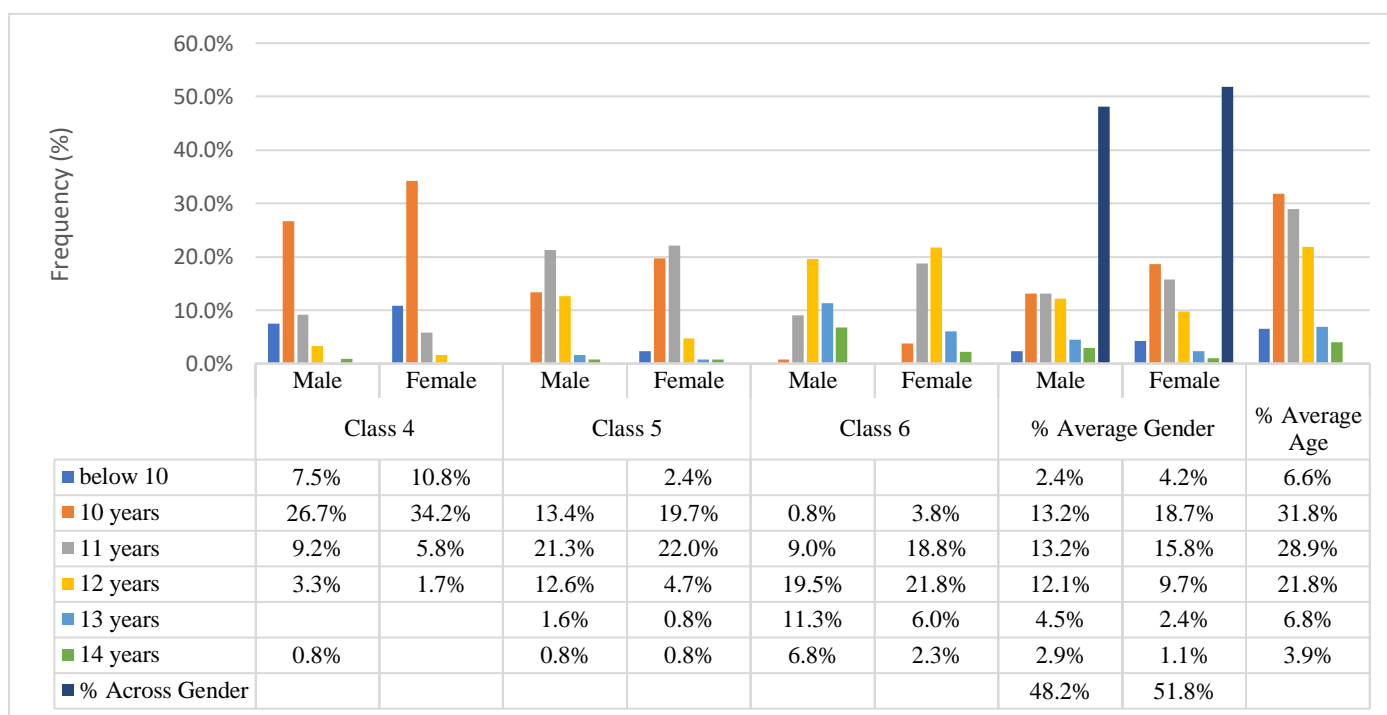

	Class 4 Male	Class 4 Female	Class 5 Male	Class 5 Female	Class 6 Male	Class 6 Female	% Average Gender Male	% Average Gender Female	% Average Age
below 10	7.5%	10.8%		2.4%			2.4%	4.2%	6.6%
10 years	26.7%	34.2%	13.4%	19.7%	0.8%	3.8%	13.2%	18.7%	31.8%
11 years	9.2%	5.8%	21.3%	22.0%	9.0%	18.8%	13.2%	15.8%	28.9%
12 years	3.3%	1.7%	12.6%	4.7%	19.5%	21.8%	12.1%	9.7%	21.8%
13 years			1.6%	0.8%	11.3%	6.0%	4.5%	2.4%	6.8%
14 years	0.8%		0.8%	0.8%	6.8%	2.3%	2.9%	1.1%	3.9%
% Across Gender							48.2%	51.8%	

Figure 1

Distribution of respondents by class, age and gender

Figure 1 shows that in class 4, the majority of the pupils were ten years old, with more females (34.2%) than males (26.7%) pupils. There were also more pupils who were below ten years in class 4 than in any other class with more females (10.8%) compared to males (7.5%). Only 0.8% of the pupils were adolescents. These were boys who were 14 years old.

In class 5, the majority of the pupils were 11 years old, with near gender parity between boys and girls at 21.3% and 22.0% respectively. There number of pupils who were adolescents was low with an equal number of boys and girls who were 14 years old (0.8%). In class 6, the majority of pupils were 12 years old with more females than males at 21.8% and 19.5% respectively. However, there were more boys than girls who were in the adolescent stage with 11.3% and 6.8% of boys at 13 and 14 years compared to 6.0% and 2.3% of girls in the same age bracket.

Overall, there were more females (51.8%) compared to males (48.2%) in the study. This trend aligns with the gender distribution in the general population of Kenya, as demonstrated by multiple national surveys and census data. For instance, the Kenya Integrated Household Survey, the 2014 Kenya Demographic Health Survey, and the Kenya Population and 2019 Housing Census all revealed that the ratio of females to males in the population was higher. Understanding the gender distribution can be beneficial in shaping policies and intervention programmes in school on exposure to domestic violence in primary schools. Providing tailored support and resources to the affected population can contribute towards reducing the harmful effects of child exposure to domestic violence and help individuals realize their full potential.

4.2 Distribution of Academic Performance Across Gender and Family Type

The study sought to establish the academic achievement of respondents. Pupils were asked to indicate whom they lived with. Some were from nucleaus families were others had extended members of family living with them. A marks sheet was used to enter the end-of-term marks for each respondent. Academic performance was measured by getting their average mark in performance in the year preceding the study. Analysis of the distribution of academic performance across gender and family type is shown in Figure 9.
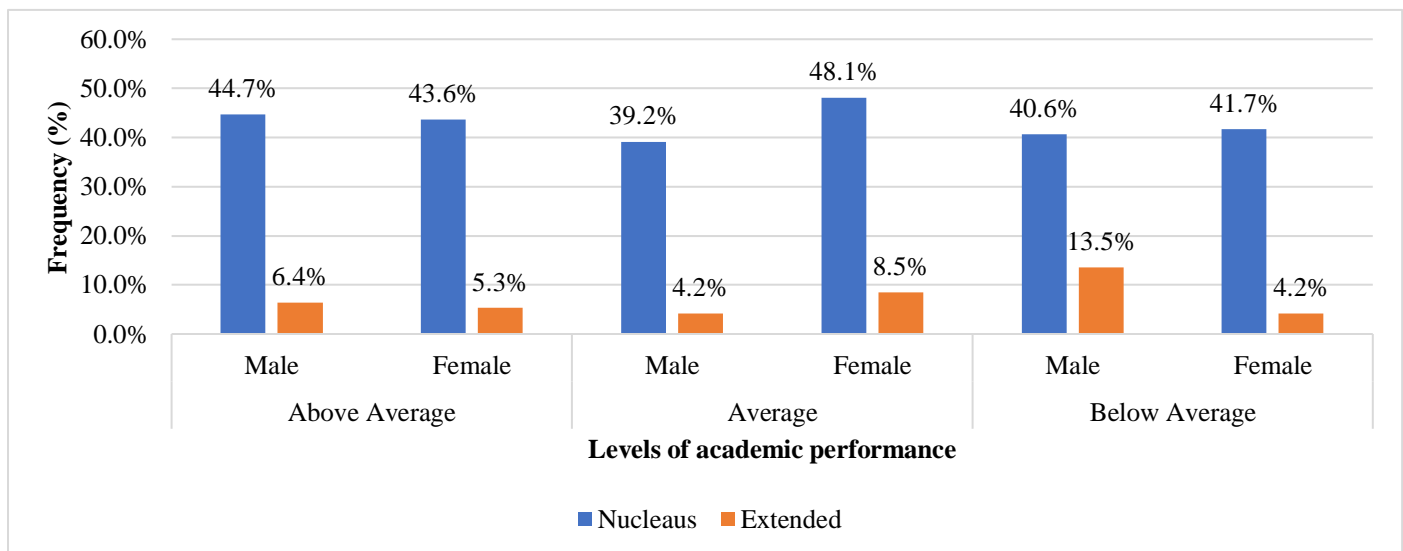

Figure 2

Cross tabulation between gender, family type and academic performance

In performance that was above average, male respondents in nucleus families (44.7%) and extended families (6.4%) performed better compared to female respondents in nucleus and extended families at 43.6% and 5.3% respectively as shown in Figure 9. More female respondents (48.1%) from nucleus families and from extended families (8.5%) scored average compared to male respondents at 39.2% and 4.2% respectively. In performance that was below average, nucleus families had an almost equal number of male and female respondents at 40.6% and 41.7% respectively. However, for extended families more male (13.5%) were below average compared to female at 4.2%.
A study by (Buhl-Wiggers et al., 2021) unpacked gender differences in academics across Kenya, Uganda and Tanzania. Findings showed that girls tended to outperform boys at all ages in primary schools in literacy and

numeracy. The shift was attributed to a reduction of systematic female disadvantage in schools which is no longer the norm. Similarly, the same shift could be responsible for the girls performing better than boys in the current study.

4.3 Influence of Exposure to Domestic Violence on Pupils' Academic Achievement
4.3.1 Prevalence of Exposure to Domestic Violence Across Gender
Prevalence is the proportion of population that has a specific characteristic, in this study, exposure to domestic violence. Prevalence of exposure to domestic violence has been conceptualized as low, moderate and high. Analysis on prevalence of the domestic violence across gender is shown in Figure 3.
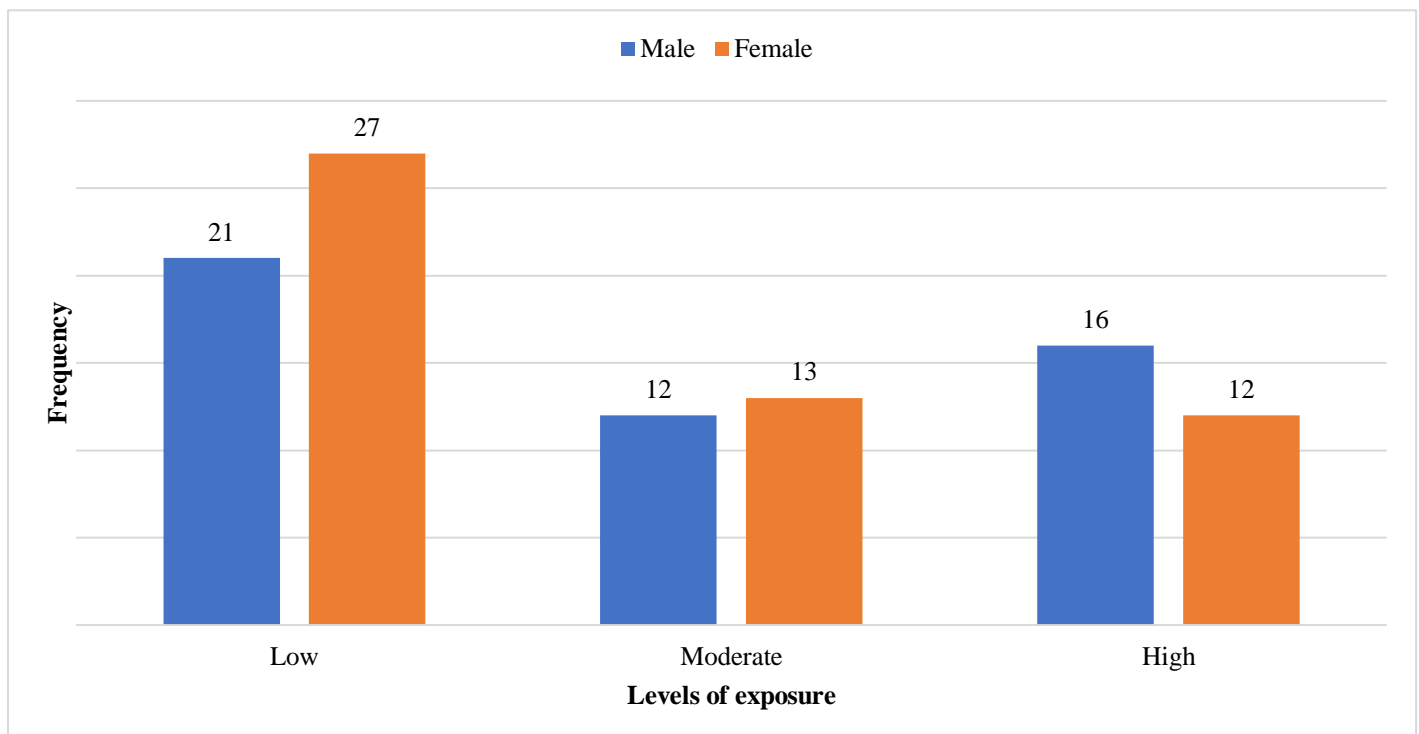

Figure 3

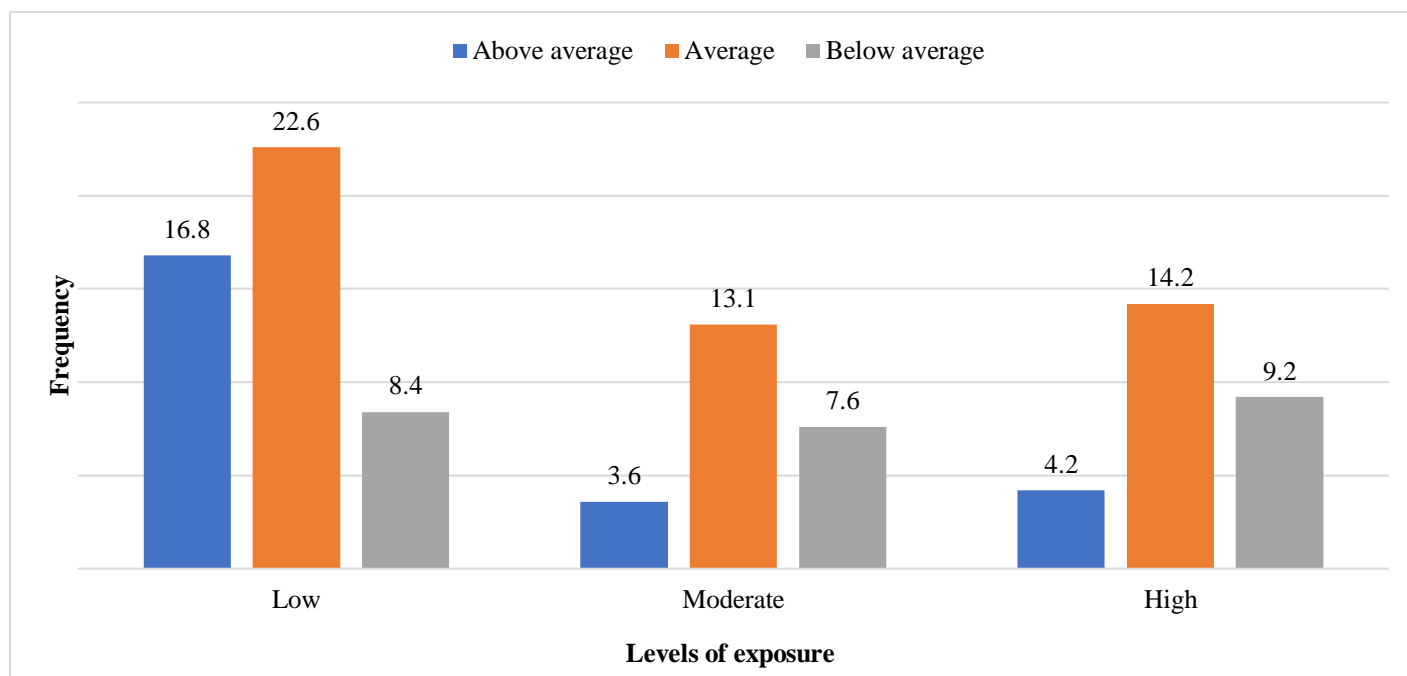*Prevalence of Exposure to Domestic Violence Across Gender*

From Figure 3, more pupils were exposed to low levels of exposure to domestic violence, there were more female (27%) compared to male (21%). However, with high levels of exposure to domestic violence, there were more male (16%) exposed to domestic violence compared to female (12%). There was a minimal difference for moderate levels of exposure to domestic violence between male (12%) and female (13%).

These findings indicate that pupils were generally exposed to low levels of exposure to domestic violence between parents, with female more exposed than male. In Kenya, roles and responsibilities are gendered. Girls are expected to assist their mothers with household chores like cooking and cleaning. Therefore, girls are likely to be at home when domestic violence takes place hence the higher frequencies of exposure. It is also possible that the higher frequency of female to male in low exposure could be a reflection of their representation in the sample size which had more female to male.

However, for high levels of exposure to domestic violence, males were more exposed than females. The pupils could have been exposed 'at least once a week'. Perhaps as the boys grow older, they feel a sense of responsibility in protecting their mothers and therefore witness more domestic violence

4.3.2 Prevalence of exposure to domestic violence on pupils' academic performance
Analysis was conducted to establish the distribution of prevalence of exposure to domestic violence on pupils' academic performance. Results are shown in Figure 4.

Figure 4
Prevalence of Exposure to Domestic Violence on Pupils' Academic Performance

As shown in Figure 12, in low levels of exposure, there were more pupils with above average performance (16.8%) compared to high level of exposure (4.2%). Similarly, there were more pupils who had below average performance (9.2%) compared to all the other levels of exposure. Findings suggest that the lower the prevalence of exposure, the higher the academic performance of pupils. It is possible that there are minimal distractions to learning for pupils with low exposure to domestic violence hence their academic performance is not disrupted. However, for pupils with high exposure, their learning may be characterized by frequent absenteeism and low concentration levels in class (Dlamini & Makondo, 2017) which may affect their performance.

4.4 Pearson Correlation Test on Prevalence of Exposure to Domestic Violence on Pupils' Behaviour and Academic Performance.
In line with the first objective, the following null hypothesis was formulated:
H_{O1}: There is no statistically significant influence of prevalence of exposure to domestic violence on pupils' academic performance in public primary schools in Nairobi County, Kenya.
To test this hypothesis the Pearson Correlation Test was used. The results are indicated in Table 1.

Table 1
Pearson correlation on the prevalence of exposure to domestic violence and pupils' academic performance

		Academic performance Scores
Prevalence Scores	Pearson Correlation	-.262[*]
	R2	0.068644
	Sig. (2-tailed)	0.000
	N	380

The yield in the Table 1 showed that there was a weak negative relationship between the prevalence of exposure and academic performance which was r= -0.262, n=380, p=0.000 at 0.05 level of significance; we reject the null hypothesis, and conclude that there is a statistically significant correlation between prevalence of exposure to domestic violence and academic performance among pupils in public primary schools in Nairobi County, Kenya.
These findings align with the research conducted by other scholars, including Jepkoech (2018), Nyaranga et al. (2021) and Sikubwabo (2021).

V. CONCLUSIONS & RECOMMENDATIONS

5.1 Conclusions

The results of this study presented evidence of existence of a relationship between exposures to domestic violence on pupils' academic performance. The study concluded there was a there was a weak negative relationship between the prevalence of exposure to domestic violence and academic performance which was statistically significant. More pupils with above average performance had low levels of exposure compared to more pupils with below average performance who had high levels of exposure. This implies that high levels of exposure to domestic violence interfere with pupils' academic performance hence they are not able to concentrate in class. Schools can provide a conducive environment for pupils to learn. They can introduce programmes that keep learners in school longer to prevent exposure to violence at home and at the same time provide resources to participate in extra curricula activities that provide safe spaces for social interaction and learning.

5.2 Recommendations

Based on the findings of the study, the study recommends mitigation measures should be put in place to reduce exposure to domestic violence. Parents can be sensitized on the effects of exposure to domestic violence and their effects on academic performance. Programmes can be developed and implemented to develop the capacity of parents in non-violent conflict resolution skills. Schools can also enhance their safeguarding measures by providing safe spaces for pupils to learn. Furthermore, the study recommends that government should build the capacity of teachers to identify and provide interventions and appropriate referrals for learners with behavioural difficulties due to exposure to domestic violence. This includes developing and/or using a screening tool to assess behaviour. In addition, teachers should provide appropriate remediation for pupils exposed to domestic violence with low academic performance. Remediation can include extra hours of teaching after classes, and preparing an individualized education programme for pupils.

REFERENCES

Beyer, K., Wallis, A. B., & Hamberger, L. K. (2015). Neighborhood environment and intimate partner violence: A systematic review. *Trauma, Violence, & Abuse, 16*(1), 16-47.

Buhl-Wiggers, J., la Cour, L., Franck, M., & Kjærgaard, A. (2023). Investigating Effects of Teachers in Flipped Classroom: A Randomized Controlled Trial Study of Classroom Level Heterogeneity. *International Journal of Educational Technology in Higher Education*, 20(1), Article 26. https://doi.org/10.1186/s41239-023-00396-4

Cage, J., Kobulsky, J. M., McKinney, S. J., Holmes, M. R., Berg, K. A., Bender, A. E., & Kemmerer, A. (2022). The Effect of Exposure to Intimate Partner Violence on Children's Academic Functioning: A Systematic Review of the Literature. *Journal of Family Violence, 37*(8), 1337–1352.

Das, S., & Basu, R. (2020). Poverty, unemployment, and domestic violence: A case study in slums of Kolkata city. *Journal of Health Management, 22*(1), 84-92.

Das, T., & Basu Roy, D. T. (2020). More than individual factors; is there any contextual effect of unemployment, poverty and literacy on the domestic spousal violence against women? A multilevel analysis on Indian context. *SSM - Population Health, 12,* 100691. https://doi.org/10.1016/j.ssmph.2020.100691.

Dlamini, P., G., &Makondo, D. (2017). The Prevalence of Drug and Substance Abuse amongSchool Going Teenagers in the Shiselweni Region of Swaziland. *International Journal of Innovation and Applied Studies, 20*(2), 652-660.

Esche, S. E. (2020). Unemployment and intimate partner violence: A test of the economic stress and resource theory. *International Journal of Offender Therapy and Comparative Criminology, 64*(15), 1765-1793.

Esquivel-Santoveña, E. E., Lambert, T. L., & Hamel, J. (2013). Partner abuse worldwide. *Partner Abuse, 4*(1), 6-75.

Fahmy, A. G., Fagan, A. A., & Coulton, C. (2016). Exploring family structures and dynamics in low-income, African American urban families. *Journal of Family Social Work*, 19(5), 334-357.

Fry, D. A., McCoy, A., & Swales, D. (2018). The consequences of maltreatment on children's lives: A systematic review of data from the East Asia and Pacific region. *Child Abuse & Neglect, 76,* 430-446.

Global Status Report on Violence Prevention. (2014). World Health Organization.

Hill, R. (1949). *Families under stress: Adjustment to the crisis of war separation and reunion.* New York, NY: Harper.

Hillis, S., Mercy, J., Amobi, A., & Kress, H. (2016). Global prevalence of past-year violence against children: A systematic review and minimum estimates. *Pediatrics, 137*(3), e20154079.

IRC. (2012). *Breaking the cycle of violence: Support for children who witness family violence*. International Rescue Committee.

IRC. (2014). *Domestic violence and children: Questions and answers for domestic violence project staff*. International Rescue Committee.

Izaguirre, A., & Calvete, E. (2015). Exposure to family violence as a predictor of dating violence and child-to-parent aggression in Spanish adolescents. *Youth & Society, 47*(3), 353-371.

Jepkoech, K. M. (2018). *Domestic Violence and Standard One Children's Academic Performance in Sotik, Bomet County, Kenya* (Thesis, Kenyatta University).

Jepkoech, L. A. (2018). *Factors contributing to poor academic performance among class one pupil in public primary schools in Sotik District, Bomet County, Kenya* (Doctoral dissertation, University of Nairobi).

Karanja, D. M. (2019). Impact of violence at home on school attendance and academic performance of primary school children. *Contemporary Education Dialogue, 16*(1), 32-49.

Khan, M. H. R., Asaduzzaman, A., & Islam, A. (2019). The effect of domestic violence on child education in Bangladesh. *Social Sciences, 8*(3), 80.

Kiesel, C. N., Hurley, K. D., & He, A. S. (2016). Exploring the relationship between childhood maltreatment and intimate partner violence: What is the role of emotional regulation? *Journal of Aggression, Maltreatment & Trauma, 25*(3), 249-268.

Kiesel, L. R., Piescher, K. N., & Edleson, J. L. (2016). The Relationship Between Child Maltreatment, Intimate Partner Violence Exposure, and Academic Performance. *Journal of Public Child Welfare, 10*(4), 434–456. https://doi.org/10.1080/15548732.2016.1209150

Kong, Y. (2016). The effects of domestic violence on school-age children's academic performance and school behavior. *International Journal of Child, Youth and Family Studies, 7*(4), 486-498.

Lloyd, L. M. (2018). Intimate partner violence: Prevalence and effects on children exposed. *Journal of School Nursing, 34*(6), 454-464.

Muraya K. (2020). A patchwork approach to gender equality weakens the SDGs: time for cross-cutting action. *Global Health Promotion, 27*(3), 3-5.

Njeru, P. G., Katiba, D., & Mugambi, M. M. (2017). Effects of the Domestic Violence on the Academic Performance of Pupils in Magumoni Division, Tharaka Nithi County. *Journal of Human Development, 7*(9), 60-65.

Nyaranga, R. M., Olwal, D. K., & Juma, P. K. (2021). Prevalence of family and school violence and its influence on pupils' performance in public primary schools in Migori County, Kenya. *The International Journal of Creativity & Human Development, 7*(2), 7-19.

Orodho, A. J. (2008). *Techniques of writing research proposals and reports in education and social sciences*. Masola Publishers.

Pernebo, K., & Almqvist, K. (2017). Young Children Exposed to Intimate Partner Violence Describe their Abused Parent: A Qualitative Study. *Journal of Family Violence, 32*(2), 169–178. https://doi.org/10.1007/s10896-016-9856-5

Pinheiro, P. S., & Children. (2006). *World report on violence against children*. United Nations.

Quarshie, M., & O'donnell, J. (2019, February). *The startling toll on children who witness domestic violence is just now being understood*. Centre for Health Journalism. https://centerforhealthjournalism.org/our-work/reporting/startling-toll-children-who-witness-domestic-violence-just-now-being-understood

Rakovec-Felser Z. (2014). Domestic Violence and Abuse in Intimate Relationship from Public Health Perspective. *Health Psychology Research, 2*(3), 1821. https://doi.org/10.4081/hpr.2014.1821.

Renner, L. M., & Hartley, C. C. (2022). Women's Perceptions of the Helpfulness of Strategies for Coping with Intimate Partner Violence. *Journal of Family Violence, 37*(4), 585–599. https://doi.org/10.1007/s10896-021-00293-2

Scolese, A., Hunter, E. C., & Metzger, I. W. (2020). The impact of exposure to intimate partner violence on children and adolescents: A review of the outcomes and mechanisms. *Trauma, Violence, & Abuse, 21*(2), 359-376.

Sikubwabo, J. N. (2021). Prevalence and effect of domestic violence on the ability of primary school learners to study and comprehend concepts: A case of Rubavu District, Rwanda. *Journal of Studies in Education, 11*(1), 96-107.

Taibat, A. O., & Oluwafemi, O. I. (2017). Impact of Domestic Violence on the Academic Performance of Secondary School Students in Owo Local Government, Nigeria. *Afro Asian Journal of Social Sciences, 8*(2), 1-2. ISSN: 2229-5313.

Taibat, B. M., & Oluwafemi, F. I. (2017). Influence of family violence on primary school pupils' performance in English language. *International Journal of Educational Sciences, 19*(3), 139-145.

Wu, H., & Xu, X. (2020). Unemployment, parenting stress and child outcomes: A family stress theory perspective. *Journal of Child and Family Studies,* 29(2), 473-487.