



EURASIAN JOURNAL OF EDUCATION AND PSYCHOLOGY

2026; I (I): 88-97

Published online 01.07.2026 (<https://eurasiancampus.edu.journals.lk/>)



Educational Violence Against Girls and Children at Home: A Comprehensive Review

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To cite this article:

Bavajan S., Shayma Parveen & Bhuvaneswara Lakshmi G. Educational Violence Against Girls and Children at Home: A Comprehensive Review. *Eurasian Journal of Education and Psychology*. Vol.1, No.1, ISSN 3121-4363, pp.88.

Received: 09 03, 2026; **Accepted:** 16 05, 2026; **Published:** 01 06, 2026

Abstract: This study investigates the widespread problems of domestic violence against girls and children. Despite advancements in gender equality and child protection worldwide, many girls and children still experience various forms of violence that hinder their ability to learn. The literature review explored the complexity of this issue, including neglect, discrimination, and cultural barriers, in addition to physical, emotional, and psychological abuse. The study is descriptive, and the data were gathered from secondary sources, including articles, books, journals, theses, and websites. The objective of this study is to compile existing research, focus on the incidence and forms of domestic violence against females and children in school settings, and examine the effects of this violence on individuals' academic success, mental health, and future prospects. This study examined the underlying causes and sustaining elements of this occurrence, including deeply rooted gender stereotypes, socioeconomic inequalities, and deficient legal frameworks. The measures and laws implemented to stop educational violence in domestic settings are critically reviewed, with both achievements and problems highlighted. This study aims to suggest how communities, governments, and academic institutions can collaborate to create safer and more welcoming environments for girls and children where their right to education is protected and promoted. This study evaluated the efficacy of various strategies and initiatives. This study clarifies the problem of domestic and educational violence against girls and children, laying the groundwork for future studies, activism, and policy creation intended to eliminate this global concern.

Keywords: Abuse, Academic success, Cultural barriers, Discrimination, Domestic violence, Socioeconomic inequalities.

1. Introduction

Child and girl violence is a widespread and infiltrating issue with wide-reaching negative implications on millions of juvenile people all over the world. The domestic sphere is supposed to play a protective role, but much of the time, it turns into the source of violence, abuse, and neglect, becoming the place where girls and children experience pain. Educational violence is one type of violence that has been least considered and reported upon; it occurs when children are denied access to education or forced into quitting school, or when they are physically, emotionally, or psychologically abused in such a way that it inhibits their learning abilities. Domestic educational violence is a complicated, multidimensional issue that is firmly rooted in social standards, cultural beliefs, and economic statuses. The United Nations Children Fund (UNICEF, 2020) indicates that there are an estimated 150 million girls and children all around the world who are exposed to domestic violence, with a significant portion being exposed to further educational violence.

The consequences of educational violence are far-reaching and devastating, and they give rise to low academic performance, low self-esteem, and high probability of dropping out of school (Assefa et al., 2023). Although it is a serious issue, domestic educational violence is not very visible or given due importance; most of the cases go unreported, and the reported cases do not get the attention and necessary support (UNESCO, 2019). Poor awareness, weak policy frameworks, and limited resources have all been involved in the perpetration of this type of violence against girls and children in the home. This is a systematic literature review that summarises the available literature on domestic educational violence against girls and children in terms of prevalence, antecedents, consequences, and preventive measures.

Through shedding light on this important problem, the review aims at informing policymakers, educators, and practitioners, and as such enhancing the process of designing effective interventions that promote safe, inclusive and equitable learning experiences to all girls and children. The study includes a continuum of educational violence, which includes physical, emotional, and psychological abuse, neglect, and exploitation. It also examines the risk factors, including poverty, gender inequality, and cultural norms, that increase the level of educational violence. In addition, the review also assesses

the implications of such violence, that is, how it affects academic performance, mental health, and social relations. The paper highlights effective measures of preventing and reducing domestic educational violence against girls and children. The possible interventions include community-based programs, school-based interventions and reforms of policies.

The study is also able to determine the existing gaps in the existing literature and practice and provide a statement of future research and practice. In the end, this research will enhance a better understanding of domestic violence in education towards girls and children and inform the development of sound solutions to address this challenge. Girls and children who would have a safer, more supportive, and more inclusive learning environment can be developed through collaborative efforts.

2. Literature Review and Operational Definitions

According to the literature review, violence against children, including girls, is common in various environments, whether at home or in schools. Empirical research illustrates that girls are more often victims of sexual violence, and boys become more often the subjects of physical violence (Bjornseth and Szabo, 2018; Stark and Landis, 2016). There is also gender moderation of disclosure as boys are less willing to report the abuse (Bjornseth and Szabo, 2018). The study indicates that peer athletes might be the precursors of sexual violence in sport situations before coaches (Bjornseth and Szabo, 2018).

The issue of child-to-parent violence has become a problem, especially in cases of girls who have experienced childhood sexual abuse and then have a higher tendency to replicate the violence against their parents (Coogan, 2011; Herrera & McCloskey, 2003). The literature highlights the multifaceted Ness of violence against children and the need to take a child-centred approach in intervention and prevention (Holt et al., 2008). The introduction of standard methods of measurement is crucial in the proper characterisation of violence trends in different contexts (Stark and Landis, 2016). Moreover, interactive learning spaces, including Dialogic Feminist Gatherings, have proven to be a potential solution to stop gender-based violence between adolescent girls in out-of-home care (Salceda et al., 2020).

Future studies will be needed to question protective factors and resilience in children exposed to familial violence (Herrenkohl et al., 2008).

Educational Violence: Educational violence can be described as any type of physical, emotional, or psychological abuse, neglect, or exploitation in a way that hinders the ability of a child to learn, participate in an educational process, or even reach his or her full educational potential (UNESCO, 2019).

Girls and Children: In this work, the term girls and children " signifies those who are below the age of 18 and become the victims of educational violence in the household, as is characterized in the Convention on the Rights of the Child (United Nations, 1989).

Home: The World Health Organization (WHO, 2018) defines the domestic environment in which girls and children live with families, or caregivers and guardians.

Violence: Violence refers to any form of physical, emotional, or psychological harm, abuse, neglect, or exploitation inflicted on girls and children at home, as defined by the World Health Organization (WHO, 2022).

Abuse: Abuse refers to any form of physical, emotional, or psychological harm meted on girls and children within the house, including and not limited to physical punishment, emotional control or neglect (UNICEF, 2020).

Neglect: According to WHO (2018), neglect is a description of the lack of caregivers or guardians to provide girls and children with the requirements like food, shelter, clothes, education, or healthcare.

Exploitation: Exploitation is described as using girls and children to get financial, labour or sexual gains, such as child labour, trafficking or marriage, as established by the International Labour Organization (ILO, 2015).

Educational Outcomes: Educational outcomes refer to the academic level of achievement, advancement, or education of girls and children, such as but not limited to grades, test results or general education level, as measured by the Organisation for Economic Co-operation and Development (OECD, 2019).

Well-Being: The definition of well-being used by WHO (2018) is the physical, emotional, or psychological health and well-being of girls and children, including self-esteem, confidence, and life satisfaction.

2.1 Theoretical Frameworks of the Study

According to the social cognitive theory (SCT), which was advanced by Albert Bandura in 1977, learning occurs through observation, imitation, and reinforcement. In the framework of educational violence against girls and children in homes, SCT explains how violence offenders learn behaviours and how victims can adopt or even normalize violence (McLeod, 2016). The Ecological Systems Theory (EST) is a theory that was developed by Urie Bronfenbrenner (1979) to help people understand the complex way individuals interact with their surroundings. Applied to the violence targeted at girls and children at home, EST will help to identify the complex determinants of the given phenomenon, including the individual, relationship, community, and society levels (Elliott and Davis, 2020).

The Substance Abuse and Mental Health Services Administration (SAMHSA) (2014) introduces Trauma-Informed Care (TIC) that provides a framework through which one can comprehend the consequences of trauma on humans and communities. When applied in the design of interventions to prevent and address the sexual violence of girls and children in the household, TIC enlightens the context of violence (Goddard et al., 2021). Attachment Theory (AT), which was developed by John Bowlby (1969) and Mary Ainsworth (1978), argues that a relationship with caregivers in early years determines the attachment style of an individual and has a further effect on the interpersonal relationship patterns. In relation to educational violence against girls and home-based children, AT throws some light on the role of violent relational dynamics on the attachment orientations of children and on their future relationships (Wallin, 2015).

Systems Theory (ST), which was proposed by Ludwig von Bertalanffy (1968), offers a system of comprehending the issue of the complexity of interdependence of individuals, families, and communities. To examine the problem of educational violence against girls and children in the family setting, ST will help to identify the contributory factors at the

level of individuals, family, community, and society (Logan, 2017). Empowerment Theory (ET) was the term suggested by Barbara Solomon (1976) and is said to occur when individuals or groups of people develop agency over their lives and their surroundings. ET has been applied in the education of violence against girls and children at home to inform the development of interventions that empower such populations to protect themselves and increase their general wellbeing (Leon, 1977).

2.2 The Significance of this Study

The research has the potential to improve the prevention and response measures for educational violence against girls and children in the home context. Through the literature review, it will enhance the knowledge of this multifaceted problem and provide the evidence that should guide policymakers, educators, and practitioners in developing effective preventive and responsive strategies. The results will contribute to the better performance of various educational establishments working with vulnerable groups, especially girls and children becoming victims of such violence, since they facilitate the use of trauma-informed responses and clarify the psychological consequences. Moreover, the research provides evidence that could be used to advance the policy changes to favor the safety and well-being of these children.

The results will also promote community interaction and sensitization about educational violence against girls and children in the house, which will lead to collective effort to punish such violence. In addition, the study will guide social work practice by developing effective interventions, which could help prevent and reduce educational violence. Finally, the research also helps achieve the Sustainable Development Goals (SDGs), i.e., Goal 4 (Quality Education), Goal 5 (Gender Equality) and Goal 16 (Peace, Justice, and Strong Institutions).

3. Research Questions

1. What is the incidence, the expression, and the effects of educational violence on girls and children in household settings, and how do the variables vary by geographical regions, cultures and socioeconomic settings?

2. What are the underlying causes and risk factors of educational violence against girls and children at home, and how can these factors be averted using evidence-based prevention and intervention programs?

3.1. Objectives

1. To undertake a systematic literature review that addresses the topic of educational violence against girls and children in domestic environments.
2. To determine the prevalence, determinants, and the impact of household education violence on girls and children.
3. To determine the effect of such violence on the educational performance of girls and children, their mental health and general wellbeing.

4. Methodology

This paper uses a descriptive research design focusing on the extensive review of literature that should be used to analyze the problem of educational violence against girls and children in the domestic setting. Educational violence means the use of physical, emotional, psychological, or coercive force by the parents or caregivers, including vile corporal punishment, verbal abuse, denying the right to learn, and so on, to instill discipline or achieve an educational goal, pretending to be teaching the home.

No primary data were obtained. Rather, synthesis of information was provided based on the credible secondary sources, such as peer-reviewed journal publications, scholarly monographs, reports published by international organisations (e.g., UNICEF, WHO, UNESCO), and credible web portals. The databases used to access the sources included Google Scholar, Scopus, PubMed, JSTOR, and organisational portals and priority was given to material published to capture the current trends and interventions.

The data-collection process was systematic: Boolean operators were used to target search as relevant keywords (e.g., educational violence at home, corporal punishment in children's homes, gender-based domestic abuse education, etc.) were used to find the required literature. A first set of sources has been filtered by title and abstract, and then by full-text analysis based on the inclusion

criteria (relevance to home-based educational violence, targeting children or girls, and the use of English language or quality translations) and exclusion of irrelevant or outdated material.

5. Discussion

5.1 The Consequences of Educational Violence

Child violence against children, especially girls, is a very common phenomenon, with different regions and cultures having different prevalence rates and manifestations. Empirical research has also shown that a significant number of children are exposed to violence in a wide variety of environments, such as schools and families. The rate of violence against adolescent girls is very high in the regions where conflicts have been experienced. As an example, a study of South Kivu, Democratic Republic of Congo, and Ethiopian refugee camps found that 51.62% of adolescent girls had experienced some type of violence over the last twelve months (Stark et al., 2017).

The violent behavior involved physical abuse (31.78 36.79), verbal aggression (36.79 26.67) and sexual violence (26.67 31.78). Equally, a study on Pakistan showed that 21.7% of girls and 7% of boys never encountered peer violence in the last four weeks (Karmaliani et al., 2017). More so, the prevalence and typologies of violence differ based on gender and socioeconomic status; physical violence in boys is more prevalent, and sexual violence in girls is more prevalent (Stark and Landis, 2016). A study carried out in Tripura (India) revealed that 20.9 percent of children were psychologically violated, and 21.9 percent and 18.1 percent were physically and sexually violated (Deb & Modak, 2010).

The psychological and physical violence incidents were more prevalent among male children, and the sexual violence was more prevalent among female children. The effects of violence against children are very serious and long-term. Violence may hinder the physical, emotional and social growth of children (Stark and Landis, 2016) and has an enormous economic and social implication on societies. The performance of children who have witnessed violence among children is significantly worse as compared to those who have not witnessed violence, regardless of the type of violence or the socioeconomic status (Deb & Modak, 2010).

Exposure to violence in childhood and childhood aggression are predictors of future violent behavior, including intra-family violence (Temcheff et al., 2008). Even though violence against children varies in its prevalence and manifestation depending on the geographical area and culture, this phenomenon remains a widespread problem that has severe consequences. Conflict, poverty, and social conventions are some of the factors that continue the cycle of violence, and it is important to note that holistic intervention and policy frameworks are much needed to combat this issue in the world.

5.2 Risk Factors that Contribute to Educational Violence

The risk factors of educational violence against children in the home are child maltreatment and intimate partner violence (IPV). It has been confirmed that the children who experience IPV become vulnerable to other types of maltreatment and violence (Devries et al., 2017). This domestic violence can trigger emotional trauma, physical and psychological learning impediments, and school-related disruptive behaviour (Lloyd, 2018). Various risk factors and causal agents have been cited, such as drug abuse by parents, mental disorder, family violence, and child behavioural issues.

Other risk determinants include younger caregivers, those households living with three or more children aged below five years of age, and households where a biological child fails to stay with either parent (Miyamoto et al., 2016). On the other hand, the engagements of the caregivers in IPV and the enrollment of children in the public health insurance seem to counter this danger (Miyamoto et al., 2016). Interventions based on evidence are crucial in order to deal with these problems. Parent-education programmes, especially those that focus on improving parenting abilities, have been proved effective in lowering the chances of maltreatment to children (Barth, 2009).

A multifaceted intervention called the Triple P Positive Parenting Programme, which has five levels of intensity, has demonstrated significant success in a number of large trials (Barth, 2009). In addition, enhancing parent-child bonds has the potential to attenuate the negative impact of maltreatment on aggressive behaviour, but only in the case of White children in one study (Fagan & nested

2019). This is an urgent need to employ comprehensive and long-term intervention programs, with the supplementation of longitudinal follow-up studies among the youth who have undergone evidence-based interventions (Pereplechikova and Kaufman, 2010).

5.3 Effective Policies, Programs, And Practices to Prevent

The discussion of the evidence presented determines that there are a variety of effective policies, programs, and practices aimed at preventing and responding to educational violence directed at girls and children in the domestic environment. An example of this is the promise held by Dialogic Feminist Gatherings that showed promise in decreasing gender-based violence in adolescent girls staying in out-of-home care. Such meetings develop the skills related to attraction, election, and equality in sexually affiliated relations, hence acting as protective mechanisms against gendered violence (Salceda et al., 2020).

Gender stereotypes and violence against women (VAW) interventions have also been effective in increasing knowledge, attitudes and commitment to cessation of VAW among school-going adolescents. They could become self-sustainable when incorporated into the school curricula and have a significant impact on the way young minds should be formed (Kumari et al., 2023). The prevention measures should be aimed at improving the relations of girls with mothers, older girls, and same-aged peers, as well as providing safety at the community, school, and family levels. Positive peer relations, empathic parental participation and involvement in safe and constructive activities are important protective factors (Molnar et al., 2004).

The Expect Respect Support Groups (ERSG) project has shown positive results in curbing teen dating as well as overall youth violence, particularly among high-risk boys. ERSG, being a school-based program, can be considered an efficient cross-cutting violence prevention approach (Reidy et al., 2017). However, although several programmes have been found to have positive effects on boys, others, like the Gentle Warrior Program, a martial arts-based programme, have shown considerable effect of reducing aggression and enhancing prosocial behaviour among boys, but not girls (Twemlow et al., 2008).

Such a difference highlights the importance of gender-specific solutions in the violence-prevention curricula. Educational interventions, community-based methods, and specific support groups should be effective policies and programmes as they should reform the social norms and reinforce the relations and provide secure space for adolescents. To scale these initiatives, it is important to include such programmes in school curricula and in the community structures so as to ensure long-term sustainability and have widespread effect.

5.4 The Prevention, Causes, And Consequences

Child and girl educational violence in the home has various manifestations and disastrous outcomes. The rates of physical maltreatment in the out-of-home care environments are 25% among adolescents, about three times higher than in the general population (Euser et al., 2013). Residential care homes, especially secure care institutions, have a significantly higher percentage of physical abuse than foster care arrangements. Another form of educational violence is the exposure to domestic violence, which is believed to impact between 10 and 20 per cent of children each year (Carlson, 2000), and this exposure is linked to low self-esteem, depressive symptoms, and poor intellectual performance in the preschool groups (Huth-Bocks et al., 2001).

Sexual abuse is likewise common; half of the children who come to a specialised sexual-abuse clinic complain of spousal violence in their families (Kellogg and Menard, 2003). The prevalence rate of physical, sexual and emotional domestic violence was reported to be 16.4, 18.6 and 44.4, respectively, in one study (Jahromi et al., 2015). Factors that cause educational violence are the low level of education among women and their spouses; the low level of education of women enhances the risk of violence by 4.67 times, but among spouses, the risk is increased by 9.22 (Jahromi et al., 2015). Another relevant factor is poverty because the chances of child marriage are reduced with the wealth growth of households (Paul, 2019).

The negative effects of educational violence are wide-ranging. Witnessing the experience of domestic violence may result in reduced verbal skills in victims (Huth - Bocks et al., 2001), high delinquency and aggressive tendencies in adolescent girls (Herrera & McCloskey, 2003), and disruption in schooling and education

pathways in general (Lloyd, 2018). Young dating violence is also associated with higher rates of depression, suicidal ideation, and lack of good educational attainment (Banyard and Cross, 2008).

The problem of educational violence against girls and children in the domestic environment, therefore, requires a multimedia approach that consists of educational reforms, alleviation of poverty, and victim-support systems. Educational institutions and the teachers assume a central position in the identification and alleviation of these problems, which is why greater training and support of teachers on this topic is an urgent necessity (Lloyd, 2018).

5.5 Violence Against Children in Educational Settings

The impact of the violence against children in an educational setting has far-reaching negative effects on academic achievement, mental health, and well-being. Empirical studies show that physical aggression by school personnel is disastrously frequent, and in Uganda, more than 90% of primary-school students report ever having experienced such violence (Devries et al., 2014). Such widespread violence is associated with poor mental health and educational achievement, especially among girls who have twice the chances of achieving poor academic performance in the case of recent physical violence (Devries et al., 2014).

Violence has effects that go beyond academic performance; the effect of exposure to violence significantly mediates the influence of sociodemographic and socioeconomic factors on depression, anxiety, and health-related quality of life. Teenagers who are more exposed to violence indicate increased depression and anxiety and declare worse health-related quality of life (Company-Cordoba et al., 2020). In addition, children who have witnessed any type of violence as children have a 13% likelihood of failing to finish their education (Fry et al., 2017).

As a result, bullying in school creates extensive consequences for the children's development and their prospects. It continues the disparity of education between boys and girls, not only in academic, but also in psychological state and general quality of life. To counter such issues, it is vital to make a critical investment into violence-prevention programs, the increased mental-

health screening of students with the manifested symptoms, and the development of the supportive school environment where the well-being of students is considered equally to their academic performance (Fry et al., 2017; Porche et al., 2016).

6. Conclusions

Domestic violence against girls and children focuses on education and is a widespread and multidimensional issue that should be the role of policymakers, educators, and practitioners to promote and take urgent action. The current extensive empirical investigation explains the occurrence, predictors, and consequences of such violence and emphasizes the need for well-established prevention and intervention strategies. The results of the study support the need to address the root causes of educational violence, which are poverty, inequality, and socially established standards that justify violence against girls and children. In addition, they emphasise the importance of a multidisciplinary approach that involves educators, healthcare providers, social workers, and community leaders.

It is also necessary to set up protective, welcoming, and inclusive learning environments, which prevent and respond to educational violence against girls and children at home, through coordinated action on the part of governments, educational institutions, and communities. This goal can be achieved by enforcing policies and programmes that promote gender equality, disrupt the discriminatory social norms, and ensure access to and high-quality education and healthcare services. In the end, the educational violence against girls and children at home is mitigated through a firm dedication to social responsibilities of protecting their rights and dignity. Working together in order to tackle this critical problem will guarantee that every girl and child stands the chance of studying, growing and prospering in safe and conducive environments.

Acknowledgments

The authors acknowledge that the investigation facilitated the research process of this study's journals, websites, books, and databases.

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