

# NIGERIAN PSYCHOLOGICAL RESEARCH

*Published by the Nigerian Psychological Association*



## A Systemic Review of the Relationship Between Anger Regulation and Academic Achievement in Children Exposed to Domestic Violence: Counselling Implications

Florence Omumu

### Abstract

*The complex association between academic achievement and anger management in children exposed to domestic violence is examined in this systematic analysis. The literature already in existence shows that children's emotional and psychological development is significantly impacted by domestic violence exposure, which frequently results in issues with controlling emotions, especially rage. These difficulties may hamper both academic achievement and general school participation. The review summarises results from a number of studies that highlight how emotion control functions as a mediator between exposure to violence and academic performance. The paper also addresses successful interventions that can help impacted children in academic contexts and promote healthy anger regulation, such as counselling services and social-emotional learning programs. This discussion seeks to educate educators, legislators, and mental health professionals about the urgent need for focused support networks that improve the emotional health and academic achievement of children affected by domestic abuse by offering a thorough summary of the state of the research.*

### Article History

Received: 03/09/2024  
Revised: 29/10/2024  
Accepted: 21/11/2024

### Authors' Affiliation

University of Delta, Agbor, Nigeria  
[florence.omumu@unidel.edu.ng](mailto:florence.omumu@unidel.edu.ng);  
234- 80371- 13941  
<https://orcid.org/0000-0002-6393-1107>

**Keywords:** anger regulation, academic achievement, children, domestic violence, counselling

## Introduction

Millions of children throughout the world are impacted by the widespread and sneaky social problem of domestic violence (DV), which exposes them to long-term trauma, mental discomfort, and disturbed learning settings. According to research, children who witness domestic violence are more likely to experience issues with emotional control, specifically with anger management (Gregory et al., 2019; Costa et al., 2015). Anger regulation deficits can have far-reaching consequences for academic achievement, social relationships, and overall well-being.

For educators, mental health specialists, and legislators, the co-occurrence of academic underachievement and issues with anger regulation in children exposed to domestic violence is a serious worry. Research has consistently demonstrated that children exposed to domestic violence suffer from notable reductions in their social skills, behavioural issues, and academic performance (Ibabe, 2016; Wolfe et al., 2003). Millions of children around the world are victims of domestic violence (DV), which has a severe and long-lasting effect on their mental, physical, and emotional health. Approximately 275 million children experience domestic abuse annually, according to recent UNICEF estimates. However, actual numbers may be higher because of the stigma and underreporting that frequently surround such incidents. Children who witness domestic violence endure significant psychological difficulties (Bogat et al., 2023). Numerous people experience anxiety, despair, and PTSD symptoms, which impair their sense of security and result in long-term mental health problems. These kids could have nightmares, become emotionally distant, and feel constantly on edge. These emotional wounds make it difficult for them to establish connections based on trust and can result in behavioural problems like social disengagement, hostility, and resistance (Katz et al., 2015).

Another important effect of violence exposure on youngsters is academic issues. According to studies, these kids frequently have worse test scores, more attention issues, and higher absenteeism rates. Their cognitive processing skills may be affected by the trauma they endure, making it challenging for them to focus, remember information, or remain interested in what they are learning. It also affects physical health. Sleeplessness, frequent headaches, and even immune system suppression can result from prolonged exposure to the stressors linked with domestic violence. Over time, as they attempt to deal with the psychological effects of their home environment, children from violent homes are more likely to acquire maladaptive coping methods, such as substance addiction. In addition to these immediate effects, children who experience domestic abuse also have systemic difficulties getting the help they need.

Particularly in areas with fewer resources, mental health services, school-based counselling, and trauma-informed treatment are frequently scarce (Lloyd, 2018). These issues are made worse by the stigma associated with domestic violence and the paucity of child-centred solutions, which deprive many kids of the help they require to heal and flourish. A comprehensive strategy is needed to address the needs of children impacted by domestic violence. This strategy should include trauma-focused mental health treatment, educational modifications, and regulatory changes that put child welfare first and offer readily available support systems (Lawson, 2019).

It is crucial to research how children who witness domestic abuse manage their anger since it has a significant influence on their mental health and academic achievement. This group is more susceptible to emotional dysregulation, especially rage, which frequently arises as a reaction to ongoing stress and trauma in the household. Children exposed to domestic violence often display violent or withdrawn behaviour in the absence of good anger management techniques, which can cause disruptions in the classroom, cause them to become estranged from their friends, and lower their involvement in school activities (Callaghan et al., 2017). These trends eventually lead to negative educational outcomes, such as decreased attendance, more frequent disciplinary proceedings, and poorer academic achievement [1; 3]. A child's capacity for concentration and information processing is also closely related to their ability to control their anger. A child's fight-or-flight reaction may be heightened by the stress and trauma of domestic abuse, making it difficult for them to focus and interact calmly with educational materials.

Research shows that traumatized children who have trouble controlling their anger are more likely to suffer academically and encounter obstacles to their performance in school. (Zarling et al., 2013). Therefore, these kids must learn how to control their emotions, especially anger management, in order to build resilience and improve their ability to solve problems, interact with others, and think critically in class (Djambazova-Popordanoska, 2016). In Nigeria, domestic violence is a widespread and sneaky problem that affects millions of people, especially women and children. The National Demographic and Health Survey (NDHS) 2018 found that 14% of Nigerian women are sexually abused, and 28% are physically. The necessity for a thorough grasp of the effects of domestic violence, including how it affects anger management, is highlighted by its startling prevalence. Exposure to domestic violence in Nigeria has been associated with a rise in children's anger, aggression, and emotional dysregulation. A study conducted in Lagos found that children exposed to domestic violence exhibited higher levels of anger and behavioural problems (Lloyd, 2018). Similarly, research in Abuja revealed that domestic violence exposure predicted increased anger regulation difficulties in adolescents (Callaghan et al., 2020).

Nevertheless, despite these results, little study has been done to specifically examine how domestic violence affects Nigerians' ability to control their emotions. The creation of efficient interventions and policies addressing the effects of domestic violence is hampered by this knowledge vacuum. Therefore, a review of the literature is required to summarize the body of knowledge regarding domestic violence and anger management in Nigeria, guide evidence-based interventions and policies that address the effects of domestic violence, and increase public awareness of the relationship between domestic violence and mental health and anger regulation (O'Neal et al., 2022). The World Health Organization (WHO) has made it clear that "addressing violence against women and children requires a comprehensive approach that includes prevention, intervention, and response" [World Health Organization, 2013].

In order to create effective measures to lessen the suffering caused by domestic violence, the literature on anger regulation and domestic violence in Nigeria must be reviewed. Given the established connection between uncontrolled rage and poor academic performance, schools play a critical role in meeting the needs of these kids by using trauma-informed practices. Children impacted by domestic violence can benefit from improved emotional regulation through the integration of anger management strategies and supportive treatments like counselling and social-emotional learning programs. These interventions assist the entire school community by improving individual outcomes and creating a more favourable learning environment (Kwon et al., 2017).

Examining the effects of anger management on academic performance in children exposed to domestic violence is the aim of this review. These kids frequently deal with particular difficulties, such as increased emotional discomfort, behavioral problems, and cognitive disturbances, which can seriously impede their academic development. The review aims to shed light on the ways that issues with anger management, a frequent reaction to trauma, may cause poor academic achievement, disengagement from school, and unfavorable social relationships. This review attempts to provide guidance for focused interventions that can improve emotional stability and foster resilience in academic contexts by comprehending the mechanisms that connect anger control to learning results.

Regarding the consequences of counselling, the paper emphasizes the necessity of trauma-informed counselling strategies in educational institutions. Social-emotional learning (SEL) programs, anger management strategies, and encouraging peer relationships are examples of effective interventions that can help kids process trauma and lessen reactive behaviours that impede academic engagement. Counsellors should also be prepared to help kids develop healthy coping mechanisms so they may express their anger in healthy ways instead of acting out. Improving emotional control can lead to better peer relationships, classroom behaviour, and, eventually, academic resilience. These therapies seek to promote these vulnerable children's long-term emotional well-being in addition to enhancing academic achievement by addressing the psychological repercussions of domestic abuse (Bogat et al., 2023; Fogarty et al., 2019).

### **Theoretical Framework for Understanding Key Concepts**

A thorough framework for examining how environmental influences affect adolescents exposed to violence's ability to control their anger and perform well academically is provided by Bronfenbrenner's Ecological Systems Theory (King, 2016). The microsystem, mesosystem, exosystem, macrosystem, and chronosystem are the layered layers into which his concept divides various influences. Each of these layers affects the kid in a unique but related way. The innermost layer of the microsystem consists of the child's immediate daily contact with their family, school, and peer groups. Children who see domestic violence in the home may internalize or emulate aggressive habits, which makes it difficult for them to control their anger (O'Neal et al., 2022). Punitive rather than supportive discipline can worsen stress in school settings, where teachers may not have received trauma-informed training. This can impact academic engagement and emotional control.

Also, healthy peer relationships can offer emotional support, foster resilience and help with anger management (Kwon et al., 2017). The interactions between the many components of the microsystem are represented by the layer known as the mesosystem. Supportive communication regarding a child's needs between parents and teachers, for example, can establish a strong support system that can strengthen coping mechanisms taught in the classroom or at home. Teachers can modify their methods to help children better control their anger when they have a better understanding of the home situation. This could enhance academic resilience and classroom performance (Kaynak et al., 2014). Although not directly experienced by the kid, the exosystem consists of elements that can have an indirect effect on a child's development, such as the quality of the neighbourhood, the work environments of the parents, and the availability of social services. For instance, if parents face employment insecurity or stress at work, it could exacerbate marital conflicts and result in more violent incidents at home (Rueth et al., 2016). By providing therapy, trauma support, or after-school programs that promote safe, supportive connections, community programs, or social services can lessen these consequences (Otterpoh et al., 2021).

**Macrosystem:** The values, regulations, and social conventions around violence, education, and family are all part of this larger cultural and societal stratum. Strong social stigmas against getting mental health help may deter families from getting counselling, which could help kids who have experienced violence learn to control their emotions. The significance of socio-emotional abilities may be overlooked by educational practices that prioritize standardized testing over emotional development, which would further hinder these kids' academic progress (King, 2016).

**Chronosystem:** Time is a component of this dimension, which recognizes the influence of life transitions and sociohistorical events on a child's development. Chronic stress reactions that affect cognitive function and academic motivation can result from prolonged exposure to violence, which can also have cumulative consequences on anger regulation. Significant life changes, like relocating to a safer area or getting ongoing counselling, can have a positive impact on a person's academic and emotional paths (Katz et al., 2015). Children exposed to violence are impacted by a variety of environmental factors, as demonstrated by Bronfenbrenner's model, which emphasizes the necessity of focused treatments that function on several levels. These kids' emotional regulation can be supported by holistic approaches that take into account family dynamics, educational regulations, and public perceptions of mental health. This will ultimately lead to better academic results and overall well-being (Huang et al., 2010).

According to social learning theory, kids pick up behaviours and emotional reactions by seeing and copying those around them, especially parents and other significant adults. Children may learn to emulate violent behaviours and maladaptive emotional responses, including rage, as a coping mechanism for conflict or stress if they witness violence in the home. Children learn by watching the acts and results of other people's behaviours in addition to directly experiencing things themselves, according to Bandura, the creator of Social Learning Theory. Children may internalize aggressiveness as a legitimate method to express emotions, especially rage if they witness it being used to resolve conflicts or show discontent (Hanson et al., 2021). This

may cause individuals to respond violently or with increased rage in circumstances that generally call for more positive reactions, including conflicts in the classroom or difficulties with classmates and teachers.

Children may also notice that in violent settings, aggressiveness or rage is occasionally met with cooperation or the end of hostilities. When this conduct is "rewarded," kids start to anticipate the same results from violent reactions in other contexts, such as school. Such conduct can show up in classroom settings as disturbances, disputes with peers, or trouble reacting to superiors, which eventually affects their performance and level of academic involvement. Children who are exposed to violence may not have role models for good anger control, which interferes with their normal emotional development and regulation (Pyscher, 2015). They might instead rely on the aggressive reactions they have learnt, which could cause impulsivity and make it harder for them to control their emotions in class. These kids might find it challenging to complete cooperative and patient tasks, which would negatively affect their learning and academic performance. Children's capacity to establish and preserve healthy peer relationships may also be impacted by the acquired aggression and poor anger management brought on by exposure to violence. They might be perceived as frightening or disruptive, which might cause them to become socially isolated. A loop of academic disengagement and heightened behavioural problems can result from this lack of peer support, which can exacerbate emotional troubles (Zaky, 2017).

According to the Social Learning Theory, children who see violence learn unhealthy ways to deal with their anger, which leads to behavioural and academic issues in school environments. To help kids unlearn negative behaviours and achieve academic success, interventions that teach them how to manage their emotions and resolve conflicts constructively are crucial (Noonan et al., 2020).

John Bowlby's attachment theory emphasizes how important stable parental ties are to a child's emotional and mental growth. Resilience, social development, and appropriate emotional control are all based on a stable relationship between a kid and a caregiver. Children are more vulnerable to emotional dysregulation and associated learning difficulties when these attachments are broken, whether as a result of domestic abuse, parental absence, neglect, or irregular caregiving (Steketee et al., 2019). Psychologists refer to disturbed attachments as "insecure attachment styles," which might show themselves as disorganized, anxious, or avoidant attachment. Emotional regulation is sometimes difficult for children with broken ties, particularly when they are under stress. They might feel more nervous, angry, or depressed than usual and struggle to control these strong feelings in ways that are acceptable in social situations. These kids frequently lack the coping skills necessary to process emotions in a healthy way when they don't receive consistent, attentive care, which can lead to behavioural problems and social disengagement.

The effects of insecure attachments are especially noticeable in educational environments. A youngster with emotional dysregulation finds it challenging to concentrate on schoolwork, obey directions, and work together with classmates and teachers. A youngster with an anxious attachment style, for instance, could struggle with self-confidence, grow unduly reliant on teacher assurance, and get easily overwhelmed by tasks. In a similar vein, a youngster with an avoidant attachment style might show no interest in authoritative adults, push back against assistance, and stop participating in group projects. Discipline problems are frequently the result of children with disordered attachment styles alternating between violence and withdrawal (Majimbo, 2017).

Disrupted attachments have been connected to poorer academic performance in addition to behavioural consequences. A child's ability to process information and retain knowledge is limited by emotional upheaval and poor self-regulation, which exhaust the cognitive resources required for learning and problem-solving. Furthermore, because they could view academic losses as insurmountable rather than as chances for improvement, these kids are less likely to acquire a "growth mindset" toward obstacles. In summary, children's emotional control and academic performance are significantly impacted by broken family ties. Despite early attachment disruptions, young kids can benefit greatly from educational interventions that promote stable attachment, such as social-emotional learning programs and regular, caring adult contacts, in order to develop resilience, behave well, and succeed academically (Rueth et al., 2016).

### **Impact of Domestic Violence on Anger Regulation**

Exposure to domestic abuse has been shown repeatedly to seriously impair emotional control, especially in relation to rage and aggression. Maladaptive emotional reactions are frequently developed in children who see or experience domestic abuse, which can result in increased anger and trouble controlling aggressive impulses. Anger dysregulation, which is characterized by an inability to regulate or appropriately express anger, is more common in people who have experienced family violence, according to studies. This is frequently connected to trauma reactions that disrupt coping strategies and emotional processing, leading to heightened hostility toward oneself and others (Ersan, 2019). Those who have experienced or witnessed intimate partner abuse are more likely to have high levels of trait anger, which is a person's inclination to feel angry. Given the high correlation between aggressive behaviours and this elevated trait of anger, early exposure to violence may normalize violent reactions as a form of emotional expression (Hackett et al., 2015).

Anger management problems can affect interpersonal interactions as well, as people may find it difficult to resolve conflicts and act more aggressively. People who struggle to control their emotions frequently act aggressively in social situations, which can result in victimization and violent cycles (Seinfeld et al., 2018). Gender differences are also seen in the impacts of exposure to violence. For example, research suggests that teenage females may internalize their anger and worry in response to interparental violence. At the same time, boys may use overt aggression as a way to vent their emotional distress (Meyer, 2015).

### **Relationship Between Anger Regulation and Academic Achievement**

Children's cognitive development, social interactions at school, and general academic achievement are all significantly impacted by dysregulated rage. Cognitive functioning, especially executive functions like working memory, concentration, and problem-solving abilities, can be severely hampered by anger dysregulation. Really angry children find it difficult to focus on schoolwork or use critical thinking since their cognitive resources are being used to deal with these overpowering emotions (O'Neal et al., 2022). Learning outcomes are directly impacted by this cognitive overload, which frequently leads to diminished knowledge processing and recall skills.

Children who have trouble controlling their anger frequently have difficulty relating to their peers. Peers may be reluctant to interact with someone who often exhibits extreme anger, which can result in disputes and social isolation (Giunta et al., 2018). These social challenges exacerbate mental pain and make it harder for these kids to form wholesome, encouraging connections by fostering emotions of rejection and loneliness. Poor academic achievement is the result of diminished social ties and compromised cognitive processes. According to research, kids who struggle to control their emotions typically receive worse marks, are less motivated, and experience more disciplinary actions. Additionally, a lack of constructive anger management skills can result in a rise in absenteeism and disengagement from school activities, which further lowers educational performance (O'Neal et al., 2022). Anger dysregulation's effects on social interactions, cognitive functions, and academic achievement set off a vicious circle of problems that can last into adolescence and adulthood, underscoring the necessity of early intervention and support measures to improve children's emotional regulation (Edossa, 2017).

### **Mediating and Moderating Factors**

Numerous mediating and moderating factors, including age, gender, social support, and the school environment, might affect the association between exposure to domestic violence and its impact on children. The developmental stages of children have a significant effect on how they react to violence. Adolescents may externalize their anger and act aggressively, whereas younger children may internalize their experiences and display anxiety or regression. Age-sensitive therapies that take developmental requirements and coping mechanisms into account are required because of this difference (Carter et al., 2020). Gender disparities can influence children's perceptions and reactions to domestic abuse. According to research, girls may be more prone to relational problems and anxiety, while boys may exhibit more overt violence. Their social

relationships and academic engagement are impacted by these disparities, underscoring the necessity of gender-responsive support techniques in educational institutions (Lloyd, 2018).

The existence of supportive relationships with family, friends, and teachers can mitigate the impact of domestic abuse on children. Children who have strong social networks can benefit from both practical and emotional support, which helps them become more resilient. On the other hand, a lack of assistance could make people feel even more alone and powerless, which would have a negative impact on their emotional and academic performance (Mishra et al., 2018). The repercussions of domestic abuse are either lessened or made worse by the school environment. Children can manage their experiences better in schools that provide a secure, welcoming, and encouraging environment. Children's emotional control and academic performance can be significantly improved by participation in extracurricular activities, access to counselling services, and positive connections with classmates and teachers (Feraco et al., 2022).

Developing focused interventions that meet the varied needs of children impacted by domestic violence and advance their general well-being and academic achievement requires an understanding of these mediating and moderating elements (Farb, 2012). According to recent studies, it is crucial to take into account these mediating and moderating aspects in order to strengthen our understanding of the effect of exposure to domestic violence on academic achievement. According to research, because of their continued cognitive and emotional development, younger children may be more vulnerable to the harmful effects of domestic abuse. Even while they are still impacted, older kids could have coping skills that can lessen the effect on their academic achievement (Orr et al., 2023).

Research indicates that exposure to domestic violence may have distinct effects on boys and girls. While girls may internalize their experiences, resulting in anxiety and despair that might negatively impact their academic performance, boys are more prone to display externalizing behaviours (such as aggression), which can directly disrupt their relationships at school (Kremer et al., 2016). One defence against the negative impacts of domestic violence is a robust support network. Research indicates that even in the face of domestic violence, kids who have positive relationships with their instructors and classmates tend to be more resilient and perform better academically.

The school environment has a vital impact. Children exposed to violence may experience less academic difficulty in schools that adopt trauma-informed methods because they can provide a supportive environment (Wilson et al., 2015). Emotional regulation skills may moderate the association between exposure to violence and academic success. Children who learn how to control their emotions are better able to cope with stress and study, which improves their academic performance (Sullivan et al., 2017).

### **Implications for Counselling**

Counselling children who have been exposed to domestic violence has many ramifications and is essential to fostering their well-being. The following areas should be the focus of effective interventions:

- Counsellors must employ a trauma-informed approach, recognizing the pervasive impact of domestic violence on a child's emotional and psychological development. This involves creating a safe environment where children can express their feelings without judgment.
- By teaching coping mechanisms, emotional control, and anger management, interventions should work to increase children's emotional resilience. Children can effectively regulate their stress and emotional reactions with the support of programs that integrate mindfulness and relaxation techniques.
- In order to assist children in forming wholesome interactions, counsellors want to concentrate on enhancing their social abilities. In this way, group therapy can be helpful since it gives kids the chance to engage with peers who have gone through similar things, which helps them feel like they belong.
- It is crucial to involve caregivers in the counselling process. Learning can be reinforced, and a supportive home environment can be established by teaching parents about the effects of domestic violence on children and integrating them into therapeutic activities.
- In order to offer children and families impacted by domestic violence with comprehensive care that meets their needs in a variety of areas, counsellors should work in conjunction with schools, social services, and the legal system.

## Conclusion

This study discusses the substantial effect that domestic abuse has on secondary school pupils' academic achievement. Research continuously shows that exposure to domestic violence is associated with adverse educational outcomes for students, such as poorer academic performance, disturbed study habits, and more absenteeism. Also, pupils who have witnessed such violence frequently suffer from emotional and psychological problems, which makes their difficulties in a classroom setting even more difficult. The discourse highlights the need for focused interventions and support networks in educational institutions to help impacted students and lessen the negative impact of domestic abuse on their academic careers.

## Recommendations

Based on the discourse in this paper, the following recommendations are suggested:

- Schools should integrate comprehensive social-emotional learning (SEL) curricula that emphasize anger management, emotional regulation, and coping strategies. These programs can foster resilience and improve academic outcomes for affected children.
- Teachers and school staff should receive training on recognizing signs of trauma and domestic violence. This training will enable them to provide appropriate support and create a safe environment conducive to learning.
- Schools should offer access to counselling services specifically tailored for children experiencing domestic violence. This support should address emotional challenges and help develop positive anger regulation techniques.
- Engage parents and community members in discussions about domestic violence and its effects on children. Provide resources and support for families to mitigate the impacts of violence at home.
- Continued research into effective interventions and strategies is essential. Schools and policymakers should evaluate the impact of implemented programs on both emotional well-being and academic performance.

## References

- Bogat, G. A., Levendosky, A. A., & Cochran, K. A. (2023). Developmental Consequences of Intimate Partner Violence on Children. *Annual Review of Clinical Psychology*, 19(1), 303–329. <https://doi.org/10.1146/annurev-clinpsy-072720-013634>
- Callaghan, J., Fellin, L., Alexander, J., Mavrou, S., & Παπαθανασίου, Μ. (2017). Children and domestic violence: Emotional competencies in embodied and relational contexts. *Psychology of Violence*, 7(3), 333–342. <https://doi.org/10.1037/vio0000108>
- Carter, B., Paranjothy, S., Davies, A., & Kemp, A. (2020). Mediators and Effect Modifiers of the Causal Pathway Between Child Exposure to Domestic Violence and Internalizing Behaviors Among Children and Adolescents: A Systematic Literature Review. *Trauma Violence & Abuse*, 23(2), 594–604. <https://doi.org/10.1177/1524838020965964>
- Costa, B., Kaestle, C., Walker, A., Curtis, A., Day, A., Toumbourou, J., & Miller, P. (2015). Longitudinal predictors of domestic violence perpetration and victimization: a systematic review. *Aggression and Violent Behavior*, 24, 261–272. <https://doi.org/10.1016/J.AVB.2015.06.001>
- Djambazova-Popordanoska, S. (2016). Implications of emotion regulation on young children's emotional wellbeing and educational achievement. *Educational Review*, 68(4), 497–515. <https://doi.org/10.1080/00131911.2016.1144559>
- Edossa, A. K., Schroeders, U., Weinert, S., & Artelt, C. (2017). The development of emotional and behavioral self-regulation and their effects on academic achievement in childhood. *International Journal of Behavioral Development*, 42(2), 192–202. <https://doi.org/10.1177/0165025416687412>
- Ersan, C. (2019). Physical aggression, relational aggression and anger in preschool children: The mediating role of emotion regulation. *The Journal of General Psychology*, 147(1), 18–42. <https://doi.org/10.1080/00221309.2019.1609897>

- Farb, A. F., & Matjasko, J. L. (2012). Recent advances in research on school-based extracurricular activities and adolescent development. *Developmental Review, 32*(1), 1–48. <https://doi.org/10.1016/j.dr.2011.10.001>
- Feraco, T., Resnati, D., Fregonese, D., Spoto, A., & Meneghetti, C. (2022). An integrated model of school students' academic achievement and life satisfaction. Linking soft skills, extracurricular activities, self-regulated learning, motivation, and emotions. *European Journal of Psychology of Education, 38*(1), 109–130. <https://doi.org/10.1007/s10212-022-00601-4>
- Fogarty, A., Wood, C., Giallo, R., Kaufman, J., & Hansen, M. K. (2019). Factors promoting emotional-behavioural resilience and adjustment in children exposed to intimate partner violence: A systematic review. *Australian Journal of Psychology, 71*(4), 375–389. <https://doi.org/10.1111/ajpy.12242>
- Giunta, L. D., Iselin, A. R., Lansford, J. E., Eisenberg, N., Lunetti, C., Thartori, E., Basili, E., Pastorelli, C., Bacchini, D., Tirado, L. M. U., & Gerbino, M. (2018). Parents' and early adolescents' self-efficacy about anger regulation and early adolescents' internalizing and externalizing problems: A longitudinal study in three countries\*. *Journal of Adolescence, 64*(1), 124–135. <https://doi.org/10.1016/j.adolescence.2018.01.009>
- Gregory, A., Arai, L., MacMillan, H., Howarth, E., & Shaw, A. (2019). Children's experiences and needs in situations of domestic violence: A secondary analysis of qualitative data from adult friends and family members of female survivors. *Health & social care in the community*. <https://doi.org/10.1111/hsc.12893>.
- Hackett, S., McWhirter, P. T., & Leshner, S. (2015). The Therapeutic Efficacy of Domestic Violence Victim Interventions. *Trauma Violence & Abuse, 17*(2), 123–132. <https://doi.org/10.1177/1524838014566720>
- Hanson, R., Shapiro, S. L., Hutton-Thamm, E., Hagerty, M. R., & Sullivan, K. P. (2021). Learning to learn from positive experiences. *The Journal of Positive Psychology, 18*(1), 142–153. <https://doi.org/10.1080/17439760.2021.2006759>
- Huang, C., Wang, L.-R., & Warren, C. (2010). Effects of domestic violence on behavior problems of preschool-aged children: Do maternal mental health and parenting mediate the effects? *Children and Youth Services Review, 32*(10), 1317–1323. <https://doi.org/10.1016/j.childyouth.2010.04.024>
- Kaynak, Ö., Lepore, S. J., Kliever, W., & Jäggi, L. (2015). Peer victimization and subsequent disruptive behaviour in school: The protective functions of anger regulation coping. *Personality and Individual Differences, 73*, 1–6. <https://doi.org/10.1016/j.paid.2014.09.012>
- Katz, L. F., Stettler, N., & Gurtovenko, K. (2015). Traumatic Stress Symptoms in Children Exposed to Intimate Partner Violence: The Role of Parent Emotion Socialization and Children's Emotion Regulation Abilities. *Social Development, 25*(1), 47–65. <https://doi.org/10.1111/sode.12151>
- King, V. L., & Mrug, S. (2016). The Relationship Between Violence Exposure and Academic Achievement in African American Adolescents Is Moderated by Emotion Regulation. *The Journal of Early Adolescence, 38*(4), 497–512. <https://doi.org/10.1177/0272431616675973>
- Kremer, K. P., Flower, A., Huang, J., & Vaughn, M. G. (2016). Behaviour problems and children's academic achievement: A test of growth-curve models with gender and racial differences. *Children and Youth Services Review, 67*, 95–104. <https://doi.org/10.1016/j.childyouth.2016.06.003>
- Kwon, K., Hanrahan, A. R., & Kupzyk, K. (2017). Emotional expressivity and emotion regulation: Relation to academic functioning among elementary school children. *School Psychology Quarterly, 32*(1), 75–88. <https://doi.org/10.1037/spq0000166>
- Lawson, J. (2019). Domestic violence as child maltreatment: Differential risks and outcomes among cases referred to child welfare agencies for domestic violence exposure. *Children and Youth Services Review, 98*, 32–41. <https://doi.org/10.1016/j.childyouth.2018.12.017>
- Lloyd, M. (2018). Domestic Violence and Education: Examining the Impact of Domestic Violence on Young Children, Children, and Young People and the Potential Role of Schools. *Frontiers in Psychology, 9*. <https://doi.org/10.3389/fpsyg.2018.02094>
- Majimbo, E. (2017). Influence of Attachment Styles on Academic Performance of Adolescents in High Cost Private Secondary Schools in Nairobi County, Kenya. *European scientific journal, 13*, 90. <https://doi.org/10.19044/ESJ.2017.V13N10P90>.

- Meyer, S. (2015). Still, blaming the victim of intimate partner violence? Women's narratives of victim desistance and redemption when seeking support. *Theoretical Criminology*, 20(1), 75–90. <https://doi.org/10.1177/1362480615585399>
- Mishra, A. A., Christ, S. L., Schwab-Reese, L., & Nair, N. (2018). Post-traumatic stress symptom development as a function of changing witnessing in-home violence and changing peer relationship quality: Evaluating protective effects of peer relationship quality. *Child Abuse & Neglect*, 81, 332–342. <https://doi.org/10.1016/j.chiabu.2018.05.013>
- Noonan, C., & Pilkington, P. (2020). Intimate partner violence and child attachment: A systematic review and meta-analysis.. *Child abuse & neglect*, 109, 104765 . <https://doi.org/10.1016/j.chiabu.2020.104765>.
- O'Neal, C. R., Meyering, K., Babaturk, L., Gosnell, N., & Weinberg, H. (2022). The moderating role of emotional engagement on the relation of anger regulation with later achievement in elementary school. *School Psychology International*, 44(1), 23–47. <https://doi.org/10.1177/01430343221116297>
- Orr, C., Fisher, C., Bell, M., O'Donnell, M., Martin, K., Glauert, R., & Preen, D. B. (2023). Exposure to family and domestic violence is associated with lower attendance and higher suspension in school children. *Child Abuse & Neglect*, 142, 105594–105594. <https://doi.org/10.1016/j.chiabu.2022.105594>
- Otterpohl, N., Wild, E., Havighurst, S. S., Stiensmeier-Pelster, J., & Kehoe, C. E. (2021). The Interplay of Parental Response to Anger, Adolescent Anger Regulation, and Externalizing and Internalizing Problems: A Longitudinal Study. *Research on Child and Adolescent Psychopathology*, 50(2), 225–239. <https://doi.org/10.1007/s10802-021-00795-z>
- Pyscher, T. (2015). Against Rubbish Collecting: Educators & Resistively Ambivalent Youth. *Journal of educational controversy*, 9, 6.
- Rueth, J.-E., Otterpohl, N., & Wild, E. (2016). Influence of Parenting Behavior on Psychosocial Adjustment in Early Adolescence: Mediated by Anger Regulation and Moderated by Gender. *Social Development*, 26(1), 40–58. <https://doi.org/10.1111/sode.12180>
- Seinfeld, S., Arroyo-Palacios, J., Iruretagoyena, G., Hortensius, R., Zapata, L. I. V., Borland, D., de Gelder, B., Slater, M., & Sánchez-Vives, M. V. (2018). Offenders become the victim in virtual reality: impact of changing perspective in domestic violence. *Scientific Reports*, 8(1). <https://doi.org/10.1038/s41598-018-19987-7>
- Steketee, M., Aussems, C., & Marshall, I. (2019). Exploring the Impact of Child Maltreatment and Interparental Violence on Violent Delinquency in an International Sample. *Journal of Interpersonal Violence*, 36, NP7319 - NP7349. <https://doi.org/10.1177/0886260518823291>.
- Sullivan, C. M., Goodman, L. A., Virden, T., Strom, J., & Ramirez, R. (2018). Evaluation of the effects of receiving trauma-informed practices on domestic violence shelter residents. *American Journal of Orthopsychiatry*, 88(5), 563–570. <https://doi.org/10.1037/ort0000286>
- Wilson, J. M., Fauci, J., & Goodman, L. A. (2015). Bringing trauma-informed practice to domestic violence programs: A qualitative analysis of current approaches. *American Journal of Orthopsychiatry*, 85(6), 586–599. <https://doi.org/10.1037/ort0000098>
- Wolfe, D., Crooks, C., Lee, V., McIntyre-Smith, A., & Jaffe, P. (2003). The Effects of Children's Exposure to Domestic Violence: A Meta-Analysis and Critique. *Clinical Child and Family Psychology Review*, 6, 171-187. <https://doi.org/10.1023/A:1024910416164>.
- World Health Organization. (2013). Global and Regional Estimates of Violence Against Women: Prevalence and Health Effects of Intimate Partner Violence and Non-Partner Sexual Violence. Geneva: WHO.
- Zarling, A., Taber-Thomas, S. M., Murray, A., Knuston, J. F., Lawrence, E., Valles, N.-L., DeGarmo, D. S., & Bank, L. (2013). Internalizing and externalizing symptoms in young children exposed to intimate partner violence: Examining intervening processes. *Journal of Family Psychology*, 27(6), 945–955. <https://doi.org/10.1037/a0034804>
- Zaky, E. (2017). What is behind a violent child? Is it a mere accident or a bitter harvest?. *Current Pediatric Research*, 1, 1-4.