

Consequences of intimate partner violence on young women's and girls' education: A systematic literature review

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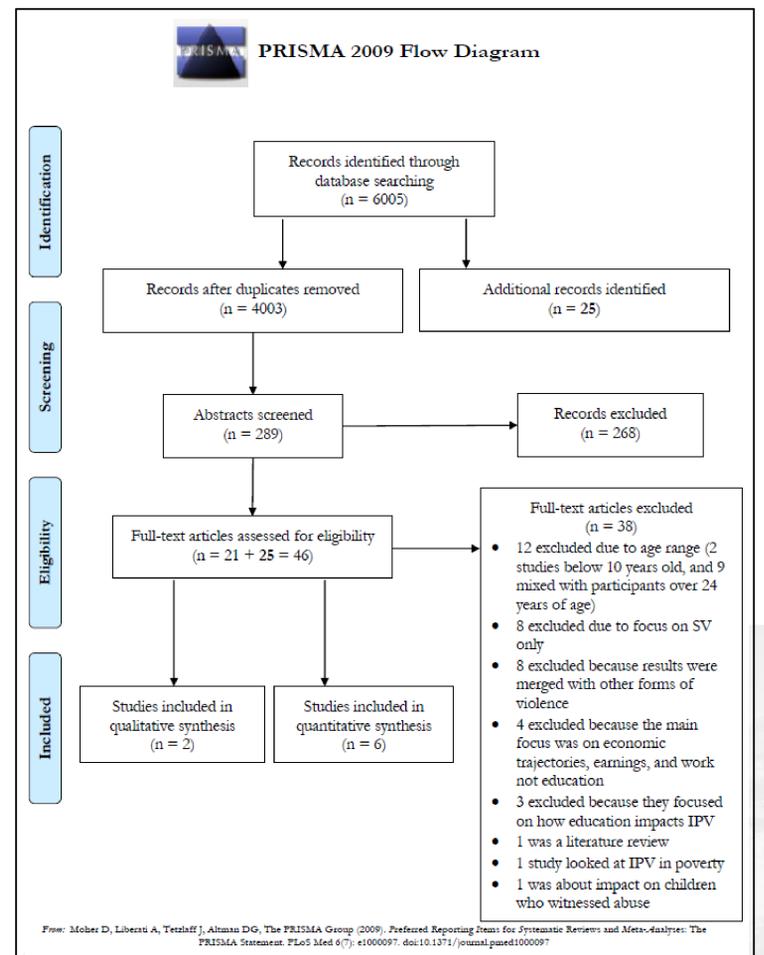
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Domestic and partner abuse has been recognised as a major social and human rights issue with 1 in 3 women experiencing intimate partner violence (IPV) in their lifetime (Alhabib et al., 2010; WHO, 2017). Among adolescents, IPV has reached prevalence rates of 20-26% in Australia (Dillon et al., 2015), 45% in the US (Gehring & Vaske, 2017), or 45% in the UK (Fox et al., 2014). The vast majority of studies confirm that young women are not only at a higher risk of IPV than men (Diette et al., 2017; Raymond & Corse, 2018) but also suffer more severe consequences (Foshee et al., 2013; Stermac, 2018). Despite the importance of education in young people's lives, there remains a paucity of evidence on how IPV affects it. Therefore, the aim of the review was to locate, synthesize and summarize research available on the issue of IPV and young women's well-being and educational attainment.

METHODS

RQ: What are the consequences of IPV on young women's well-being and educational attainment?

A systematic search was conducted in November 2018 with the following criteria: females, 10-24, 1981 to 2018, in English, worldwide. Databases searched were EBSCO, PsycINFO, Scopus, ProQuest and CINAHL; hand search of citations, reference lists, and archives was also performed.



FINDINGS

Consequences	Generic	Educational
Type of abuse		
Physical	<ul style="list-style-type: none"> Depression, anxiety (Dank, Edwards, Martz) Suicidal thoughts and attempts (Martz) Substance abuse (Foshee, Martz) Unprotected sex (Martz) Aggression, delinquency (Dank) 	<ul style="list-style-type: none"> Lower grades (Dank, Edwards, Martz) Poor performance (Dank, Edwards) Decreased attendance, truancy (Dank) None (Foshee)
Sexual	<ul style="list-style-type: none"> Depression (Edwards, Martz) Suicidal thoughts (Martz) Substance abuse (Martz) Unprotected and risky coitus (Martz) 	<ul style="list-style-type: none"> Lower grades (Edwards, Martz) Poor performance (Edwards)
Psychological	<ul style="list-style-type: none"> Depression, anxiety (Foshee) Substance and alcohol abuse (Foshee) 	<ul style="list-style-type: none"> None (Foshee)
Cyber		<ul style="list-style-type: none"> Poor performance (Dank) Decreased attendance, truancy (Dank)
IPV (not categorized)	<ul style="list-style-type: none"> Decline in mental health (Brewer, Chronister, Wiklund) Substance abuse (Banyard, Chronister, Wiklund) Suicidal thoughts and attempts (as above) Decline in physical health (Brewer, Chronister, Wiklund) Social isolation (Chronister, Wiklund) 	<ul style="list-style-type: none"> Poor performance (Brewer, Chronister) Lower grades (Banyard, Brewer, Chronister, Wiklund) Low attachment (Banyard, Chronister, Wiklund) Decreased attendance, truancy, expulsion, drop out (Chronister, Wiklund)

SUMMARY

To date, only 8 articles exist on the subject of IPV and its impact on education, 7 of which were conducted in the USA and 1 in Sweden (Wiklund et al. 2010). Consequences for both young males and females were detrimental; specifically for females, 7 out of 8 articles concluded mental health problems and poor grades at school, and 5 studies reported decrease in educational performance and substance abuse as a result of IPV experience (see the table above). Results indicate that victimization is associated with lower academic efficacy and institutional commitment (Banyard et al., 2017; Brewer et al., 2018; Dank et al., 2013). Negative outcomes were often mediated through psychological distress, mostly for females, and behavioural problems, mostly for males, that consequently lead to lower academic performance and grades, and/or school attachment and higher dropout rates (Banyard & Cross, 2008; Brewer et al., 2018). Only one study concluded no impact on education (Foshee et al., 2013). It is the only longitudinal study, thus, this could mean that there is no long term impact. However, this area of research remains largely understudied and warrants further investigation.

REFERENCES

Full list of references can be obtained by emailing lklencakova01@qub.ac.uk ✉

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