



Early Harm, Lasting Impact:

The Effect of Parental Violence on Educational Outcomes Among Filipino Children

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1

Background of the study

- Violence against children (VAC)
- State of VAC
- Implications of VAC
- Research gaps
- Study objectives

VAC is any act that causes or has the potential to cause harm to a child's health, development, dignity, or survival.

Forms of VAC:

<p>Physical violence hitting, slapping, kicking, or any form of corporal punishment.</p>	<p>Emotional violence threats, humiliation, verbal abuse, or rejection.</p>	<p>Sexual violence rape, harassment, or any non-consensual sexual activity involving a child.</p>	<p>Neglect failure to provide basic needs like food, shelter, education, and healthcare.</p>	<p>Exploitation forcing a child into labor, begging, pornography, or trafficking.</p>
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Who perpetrates VAC?

<p>Parents or caregivers (i.e., domestic violence)</p>	<p>Teachers (e.g., corporal punishment)</p>	<p>Peers (e.g., bullying, harassment)</p>	<p>Strangers or community members</p>
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About **half of the global child population** experienced some form of violence at some point in their lives.

In the Philippines:

3 in 5 Filipino children suffer from **at least one form of violent discipline at home.**

2022 NDHS
1-14 years



- Boys and children living in urban areas show higher violence rates compared to girls and those in rural areas.

3 in 5 Filipino children and youth experience **physical or emotional violence at any setting.**

2015 NBS-VAC
13-24 years



- Boys are more frequently exposed to physical violence, while girls are more commonly subjected to emotional violence.

VAC has **profound and lasting effects** on physical and emotional well-being, educational outcomes, and economic productivity.



Economic cost

- **Global:** USD 7 trillion
- **East Asia and Pacific Region:** USD 192 to 206 billion (accounting for nearly 2% of the region's GDP)



VAC and educational outcomes

In theory:

VAC → Psychological effects → **Poor outcomes**

- Internalization of aggressive behaviors or develop maladaptive coping mechanisms, which may affect their **ability to engage in school**.
- Emotional distress, impaired concentration, and behavioral issues that **hinder academic success**.
- Mental health issues, suicidality, running away, early pregnancy, and **dropping out of school**.

Empirical evidence:

VAC → **Poor outcomes**

- Children subjected to psychological violence for discipline are over **ten times less likely to be enrolled at follow-up**.
- Adolescents with adverse childhood experiences, including domestic violence, face **three times the risk of suspension and twice the risk of absenteeism**.
- Exposure to family violence leads to significant **declines in academic performance**.
- Adolescents with a history of domestic violence have a **higher risk of earning lower grades** compared to their peers.

Limited availability of longitudinal data in LMICs hinders researchers from examining the medium- and long-term effects of VAC across a range of well-being outcomes.

1

Most VAC studies rely on cross-sectional data.

2

Several studies focus primarily on bullying (i.e., peer perpetration or victimization); therefore, they are limited to children attending schools.

3

Most of the empirical works are limited to high-income countries.

To examine how parental violence affects children's educational outcomes

Specific Objectives

- a. **TO DESCRIBE** the state of parental violence among young adolescent Filipinos.
- b. **TO COMPARE** background characteristics, school enrollment status, and academic performance between young adolescents exposed and not exposed to parental violence.
- c. **TO ESTIMATE** the effect of prior exposure to domestic violence on young adolescents' subsequent school enrollment status and academic performance in Math, Reading, and Science.



Image source: Child Hope Org



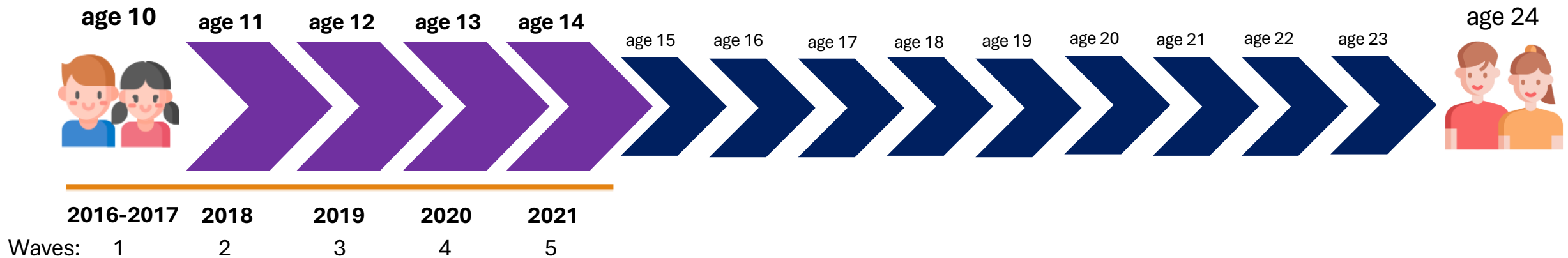
2

Methods

- Data and sample
- Variables and measures
- Data analysis

Longitudinal Cohort Study of the Filipino Child (LCSFC)

a 15-year prospective cohort study that tracks a **nationally representative** sample of approximately **5,000 Filipino children** (including their households and communities) from age 10 in 2016 until they reach the age of 24 in 2030.

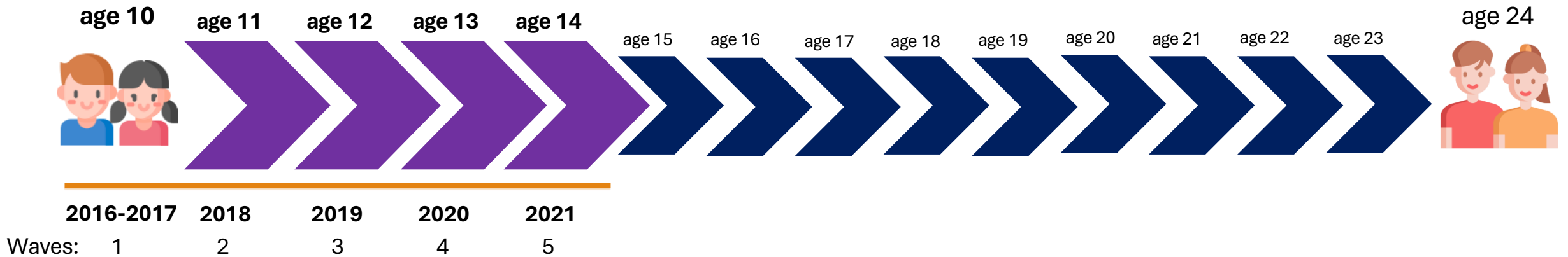


Core modules include:

- Socio-economic and demographic characteristics
- Health: morbidity, diet, physical activity, anthropometry
- Education and work status
- Risk behaviors: substance use (e.g., smoking, drinking)
- Exposure to bullying and domestic violence
- Environment: exposure to hazards/disasters
- Participation in poverty alleviation programs

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Key partner



Luzon domain



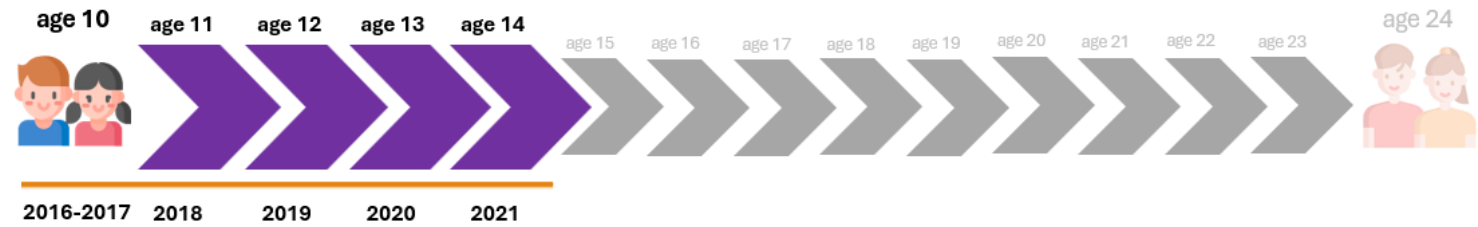
Main implementing agency /
Visayas domain



RIMCU
Research Institute for Mindanao Culture

Mindanao domain

LCSFC Waves 1-5

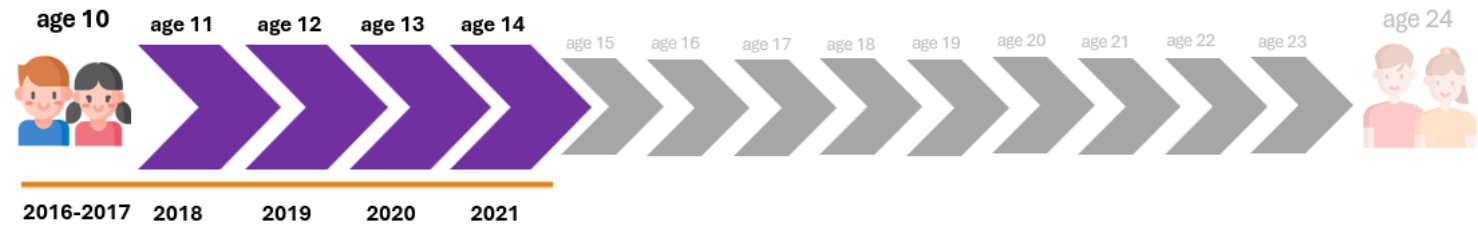


Variables	Categories	Location
A. Predictor		
Exposure to Parental Violence* (baseline)	0=unexposed; 1=exposed	ICSAQ module
B. Educational outcomes		
School Attendance - W5	0=not enrolled; 1=enrolled	ICIAQ module
Academic Performance in Math** - W4	0=low math performance; 1=high math performance	YSR module
Academic Performance in Reading** - W4	0=low reading performance; 1=high reading performance	YSR module
Academic Performance in Science** - W4	0=low science performance; 1=high science performance	YSR module

Note: *Recent first-hand experience of either physical or emotional violence by parents ; **Academic performance: 0 = Failing or below average and 1= Average or Above average (most recent available data is W4)

Acronyms: ICSAQ = Index Child Self-Administered Questionnaire, ICIAQ = Index Child Interviewer-Administered Questionnaire, YSR = Youth Self Report

LCSFC Waves 1-5



Variables	Categories	Location
C. Covariates		
C1. Child factors		
Sex of the IC	1=male; 2=female	ICSAQ module
BMI	1=underweight; 2=normal weight; 3=overweight; 4=obese	CBCL module
Disability	0=without disability; 1=with disability	CBCL module
Birth order	0=not a first-born child; 1=first-born child	CBCL module
Raven's IQ	mean score (range: 0 to 57)	Raven's module
C2. Household head factors		
Age of HH head	1=below 18; 2=18-24; 3=25-29; 4=30-39; 5=40-49; 6=50-59; 7=60 and above	Household module
Sex of HH head	1=male; 2=female	Household module
Educ attainment of HH head	0=no grade completed; 1=completed preschool; 2=completed primary; 3=completed secondary; 4=completed tertiary	Household module
C3. Household factors		
Household income	1=lowest; 2=middle; 3=highest	Household module
Residence	1=urban; 2=rural	Household module
Major island groups	1=luzon; 2=visayas, 3=mindanao	Household module
C4. Early life factors (baseline data of outcomes)		
School Attendance - W1	0=not enrolled; 1=enrolled	ICSAQ module
Academic Performance in Math - W2	0=low math performance; 1=high math performance	CBCL module
Academic Performance in Reading - W2	0=low reading performance; 1=high reading performance	CBCL module
Academic Performance in Science - W2	0=low science performance; 1=high science performance	CBCL module

Acronyms: ICSAQ = Index Child Self-Administered Questionnaire, CBCL = Child Behavior Checklist

Model

$$\underline{E}_m = \beta_0 + \delta_v \underline{V}_y + \delta_x \underline{X}_m + \delta_z \underline{Z}_y + e_m$$

$E_m = \underline{\text{Outcomes}}$

- School enrollment - W5
- Math performance - W4
- Reading performance - W4
- Science performance - W4

$V_y = \underline{\text{Predictor}}$

- Exposure to Parental Violence

$X_m = \underline{\text{Vector of baseline covariates}}$

- Child factors
- Household head factors
- Household factors
- Early life factors (i.e., prior school enrollment and academic performance in math, reading, and science)

$Z_y = \underline{\text{Vector of subsequent covariates}}$

- Household income

$\beta_0 = \underline{\text{Intercept}}$: baseline prediction

$\delta_v, \delta_x, \delta_z = \underline{\text{Coefficients}}$: direction and strength of a relationship (negative/positive)

$e_m = \underline{\text{Error term}}$: what the model can't explain (random noise)

Model

$$E_m = \beta_0 + \delta_v V_y + \delta_x X_m + \delta_z Z_y + e_m$$

 E_m = Outcomes

- School enrollment - W5
- Math performance - W4
- Reading performance - W4
- Science performance - W4

 V_y = Predictor

- Exposure to Parental Violence

 X_m = Vector of baseline covariates

- Child factors
- Household head factors
- Household factors
- Early life factors (i.e., prior school enrollment and academic performance in math, reading, and science)

 Z_y = Vector of subsequent covariates

- Household income

Missing data due to sample attrition → attempted to address through **multiple imputations by chained equations (MICE)** with $m=10$ imputations.

- MICE reduces potential bias while preserving statistical power.



3

Results

Characteristics of index children at baseline

- The weighted sample is nearly evenly distributed by sex (**boys: 52.5%**; **girls: 47.5%**)
- **98.7%** are enrolled in school
- **Around 2 in 10** children have **low academic performance** in Math, Reading, and Science
- **Around 3 in 10** are **underweight** and are **first-born** children
- Only **1.6%** are **children with disabilities**
- Results from Raven's IQ highlight a **mean score of 29.5**, with child scores ranging from **0-57**.

Index Child variables	N (%)
Sex of Index Child	
Male	1,106,835 (52.5%)
Female	1,003,344 (47.5%)
School enrollment - W1	
Not enrolled	26,236 (1.3%)
Enrolled	1,937,953 (98.7%)
Math performance - W2	
Low performance	416,499 (21.4%)
High performance	1,525,279 (78.6%)
Reading performance - W2	
Low performance	351,690 (18.1%)
High performance	1,591,481 (81.9%)
Science performance - W2	
Low performance	344,243 (17.8%)
High performance	1,595,144 (82.2%)
Body mass index - W2	
Underweight	557,645 (28.5%)
Normal weight	1,213,409 (61.9%)
Overweight	136,840 (7.0%)
Obese	51,360 (2.6%)
Birth order - W2	
Not a first-born child	1,330,618 (70.6%)
First born child	554,962 (29.4%)
Disability - W2	
Without disability	1,949,157 (98.4%)
With disability	30,854 (1.6%)
Raven's IQ test, mean score - W2	29.5 (range: 0 to 57)

Note: Weighted percentages reflect nationally representative estimates for each year; Wave 1 weighted population estimate: N = 2,110,179; Wave 2 weighted population estimate: N = 1,980,011

Characteristics of household and household heads at baseline

- Most of their household heads are males aged 30-49 years and have completed preschool, primary, or secondary education
- The cohort across household income (lowest, middle, highest) and residence (urban vs rural) does not show large disparity
- More than half of the cohort are situated in Luzon

Household head variables	N (%)
Age of household head	
Below 18	81 (0.0%)
18-24	6,471 (0.3%)
25-29	62,209 (2.9%)
30-39	766,323 (36.3%)
40-49	722,713 (34.3%)
50-59	345,720 (16.4%)
60 and above	205,522 (9.7%)
Sex of household head	
Male	1,855,387 (87.9%)
Female	254,793 (12.1%)
Highest grade completed of household head	
No grade completed	35,953 (1.7%)
Completed preschool	375,040 (17.8%)
Completed primary	708,809 (33.6%)
Completed secondary	838,572 (39.8%)
Completed tertiary	148,872 (7.1%)
Household variables	N (%)
Household income	
Lowest	630,529 (30.0%)
Middle	716,551 (34.1%)
Highest	755,320 (35.9%)
Residence	
Urban	1,033,689 (49.0%)
Rural	1,076,490 (51.0%)
Major Island Groups	
Luzon	1,134,764 (53.8%)
Visayas	414,162 (19.6%)
Mindanao	561,253 (26.6%)

Note: Weighted percentages reflect nationally representative estimates for each year; Wave 1 weighted population estimate: N = 2,110,179; Wave 2 weighted population estimate: N = 1,980,011

Characteristics of index children, by exposure to parental violence

Variables	Categories	All	Unexposed	Exposed	p-value	sig
Sex of index child	Male	51.80%	47.80%	58.00%	0.000	***
	Female	48.20%	52.20%	42.00%	0.000	***
School enrollment - W5	Not enrolled	3.50%	2.40%	5.20%	0.002	**
	Enrolled	96.50%	97.60%	94.80%	0.002	**
Math performance - W2	Low performance	21.30%	19.20%	24.50%	0.000	***
	High performance	78.70%	80.80%	75.50%	0.000	***
Reading performance - W2	Low performance	17.90%	15.30%	21.90%	0.000	***
	High performance	82.10%	84.70%	78.10%	0.000	***
Science performance - W2	Low performance	17.50%	14.80%	21.80%	0.000	***
	High performance	82.50%	85.20%	78.20%	0.000	***
Raven's IQ - W2	Mean score	29.2	30.3	27.8	0.000	***
HGC of household head	No grade completed	1.70%	1.60%	1.80%	0.000	***
	Completed preschool	18.40%	16.90%	20.50%	0.000	***
	Completed primary	34.40%	32.60%	37.30%	0.000	***
	Completed secondary	39.60%	42.30%	35.40%	0.000	***
	Completed tertiary	6.00%	6.60%	5.10%	0.000	***
Household income	Lowest	31.10%	29.20%	34.00%	0.011	*
	Middle	34.50%	34.60%	34.30%	0.011	*
	Highest	34.40%	36.20%	31.70%	0.011	*
Major island groups	Luzon	52.20%	60.10%	40.00%	0.000	***
	Visayas	20.30%	17.00%	25.50%	0.000	***
	Mindanao	27.50%	22.90%	34.50%	0.000	***

Source: Authors' analysis of LCSFC Waves 1-5 (UNFPA 2025)

Note: HGC = highest grade completed; sig = significance; * p<0.05, ** p<0.01, *** p<0.001; Chi-square test for differences across categorical variables while t-test for Raven's mean IQ score.

Exposure to parental violence = experienced physical OR emotional violence by parents in the past 6 months

Higher rates of exposure to parental violence*

Index child:

- Sex – males

Household head:

- Highest grade completed – preschool, primary, and secondary

Household:

- Income – lowest and middle
- Residence – Luzon

*significant differences using chi square

Characteristics of index children, by exposure to parental violence

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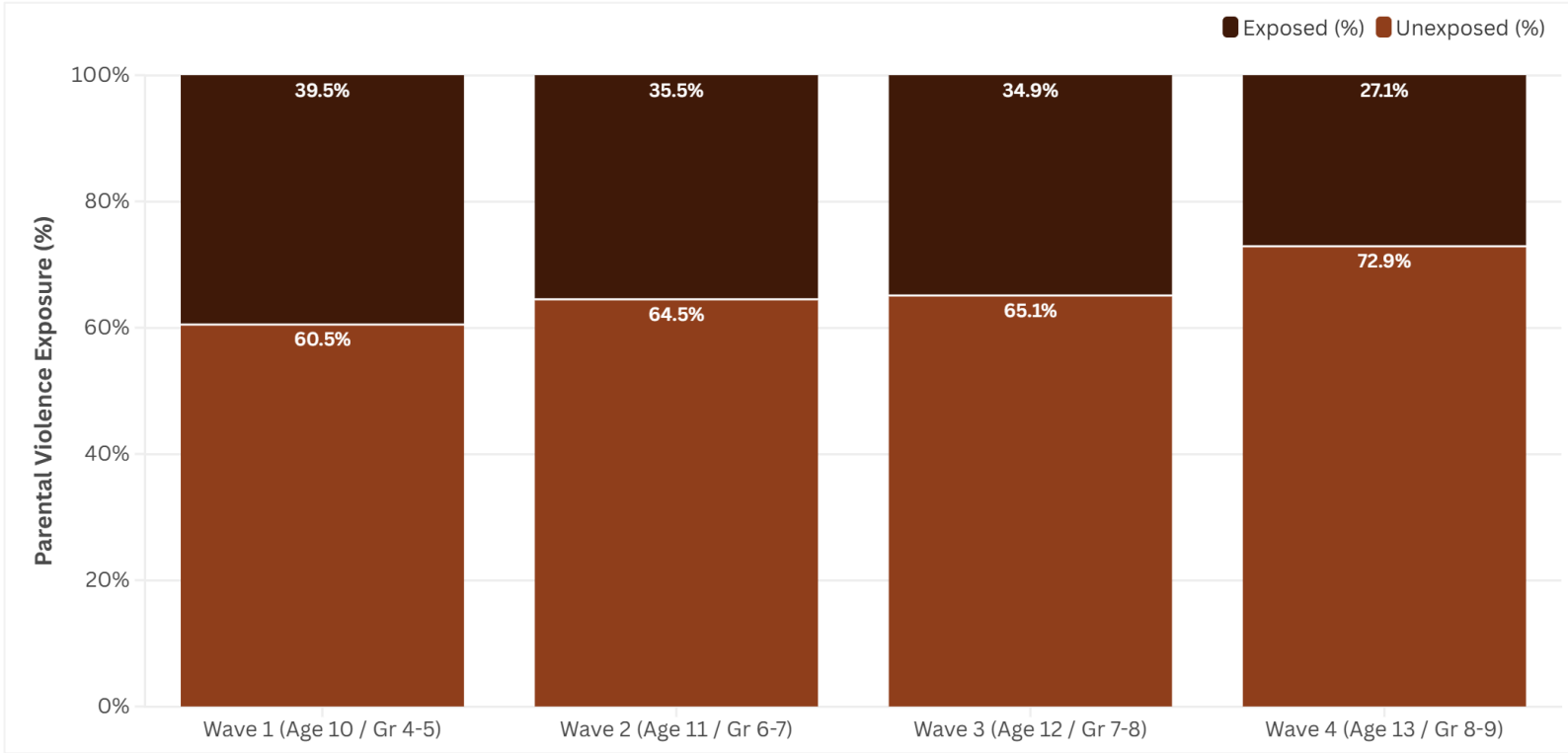
- In terms of academic performance (math, reading, and science), around 20-25% of those who experience parental violence have low baseline performance.
- Children exposed to parental violence have **significantly lower mean IQ scores compared to those who are not exposed.**

Source: Authors' analysis of LCSFC Waves 1-5 (UNFPA 2025)

Note: HGC = highest grade completed; sig = significance; * p<0.05, ** p<0.01, *** p<0.001; Chi-square test for differences across categorical variables while t-test for Raven's mean IQ score.

Exposure to parental violence = experienced physical OR emotional violence by parents in the past 6 months

Proportion of children exposed to parental violence



Parental violence (physical or emotional)

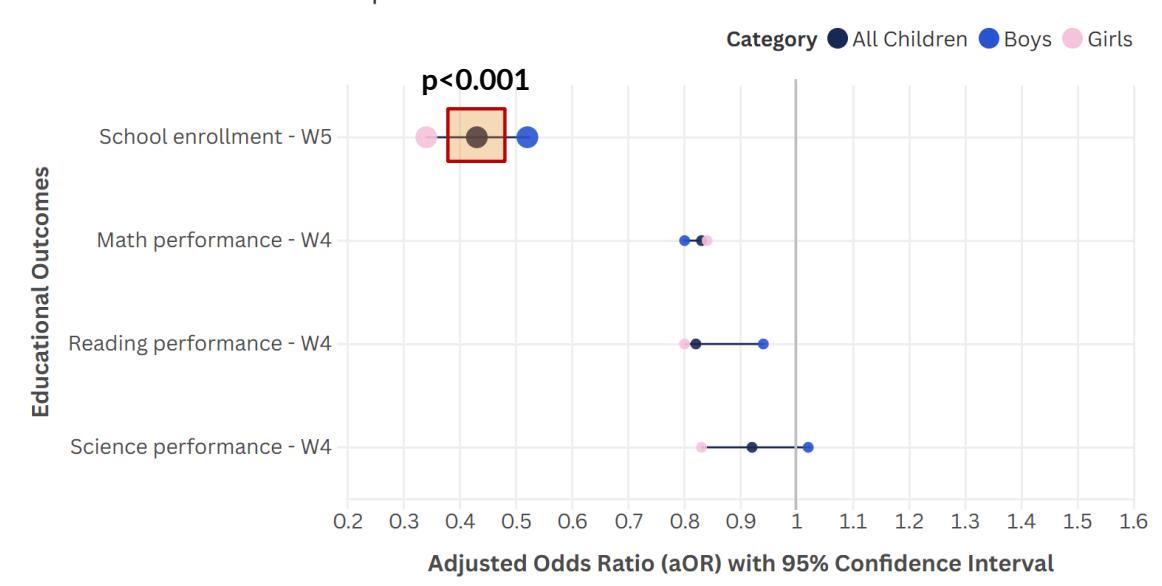
- **Wave 1 (Age 10 | Gr 4-5): 39.5%**
- Wave 2 (Age 11 | Gr 6-7): 35.5%
- Wave 3 (Age 12 | Gr 7-8): 34.9%
- Wave 4 (Age 13 | Gr 8-9): 27.1%
- Wave 5 (Age 14 | Gr 10-11): No available data

Source: Analysis of the LCSFC Waves 1 and 4 (UNFPA 2025)

Note: Data from Waves 1, 2, and 4 are based on weighted estimates; Wave 3 are unweighted due to unavailability of respondent weights in the current dataset; Violence data unavailable in Wave 5.

Exposure to parental violence in Wave 1 was significantly associated with a **57% reduction in the odds of school enrollment** by Wave 5 compared to unexposed children

CCA: Parental Violence Exposure vis-à-vis Educational Outcomes



Educational outcomes	Predictor: Exposure to parental violence - W1		
	All children, aOR (95% CI)	Boys, aOR (95% CI)	Girls, aOR, (95% CI)
School enrollment - W5	0.43*** (0.27,0.71)	0.52* (0.29,0.92)	0.34* (0.14,0.80)
Math performance - W4	0.83 (0.65,1.05)	0.80 (0.57,1.12)	0.84 (0.60,1.18)
Reading performance - W4	0.82 (0.64,1.05)	0.94 (0.67,1.30)	0.80 (0.56,1.16)
Science performance - W4	0.92 (0.72,1.18)	1.02 (0.73,1.44)	0.83 (0.58,1.19)

Source: Authors' analysis of LCSFC Waves 1-5 (UNFPA 2025)

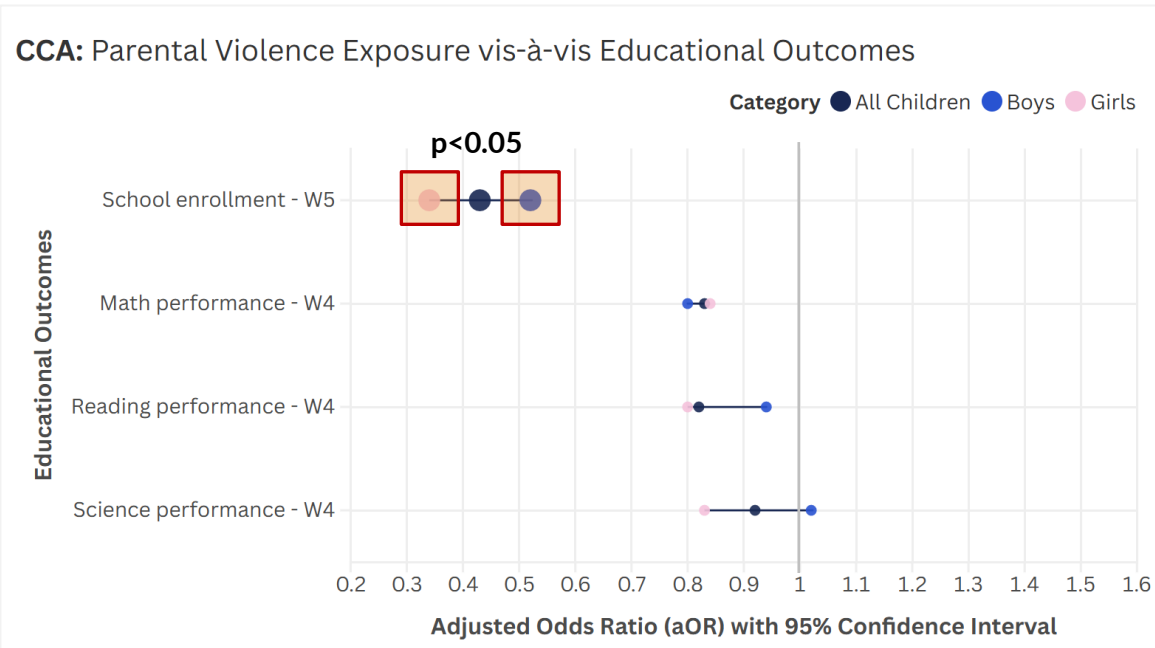
Note: *p<0.05, ** p<0.01, *** p<0.001

School enrollment*

- aOR >1 = increased odds of enrolling in school
- **aOR <1 = decreased odds of enrolling in school**

* Controlled for child's prior school enrollment, sex, IQ scores, body mass index, disability, and birth order; household head's age, sex, and educational attainment; and family's socio-economic status and location.

Boys and girls exposed to parental violence in Wave 1 were 48% and 66% less likely to be enrolled in school by Wave 5.



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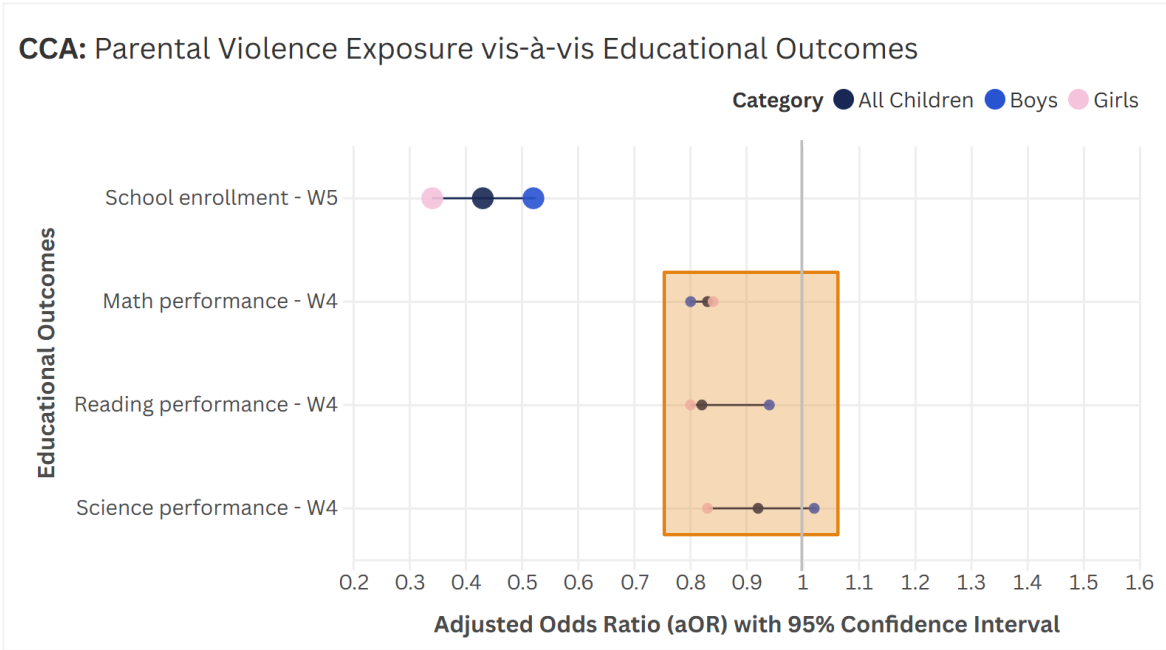
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School enrollment*

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- **aOR <1 = decreased odds of enrolling in school**

* Controlled for child's prior school enrollment, sex, IQ scores, body mass index, disability, and birth order; household head's age, sex, and educational attainment; and family's socio-economic status and location.

While the results generally suggest decreased odds of academic success, the association is not statistically significant.



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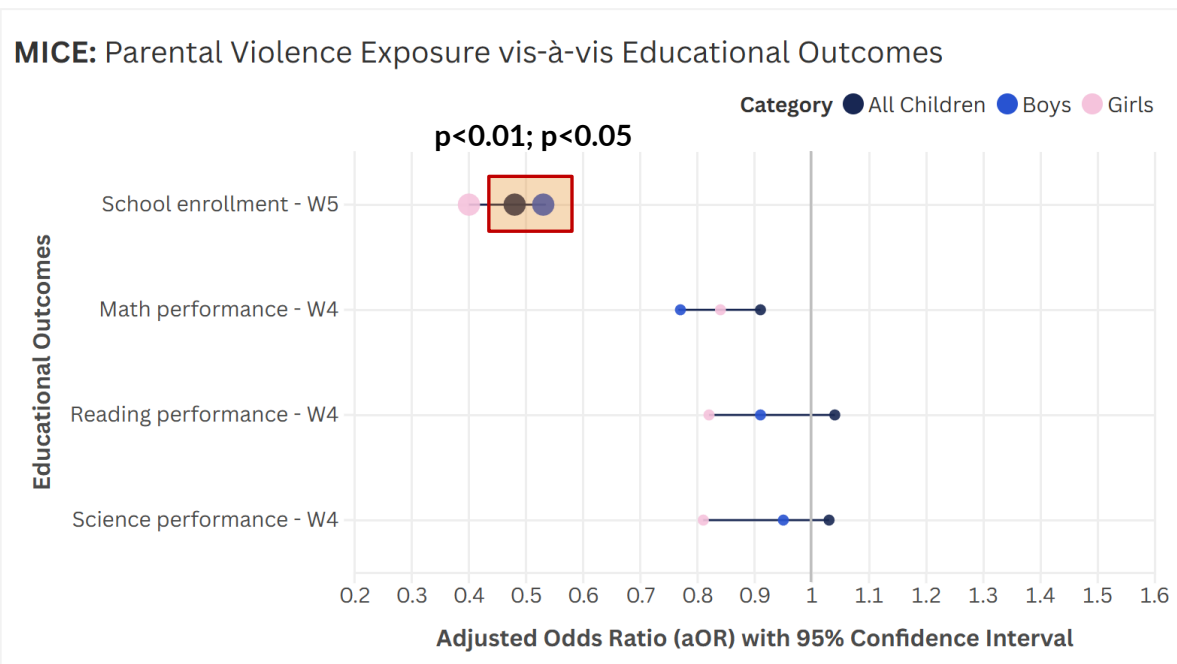
Source: Authors' analysis of LCSFC Waves 1-5 (UNFPA 2025)
 Note: *p<0.05, ** p<0.01, *** p<0.001.

Academic performance*

- aOR >1 = increased odds of high math/reading/science performance
- aOR <1 = decreased odds of high math/reading/science performance

Controlled for child's prior academic performance, sex, IQ scores, body mass index, disability, and birth order; household head's age, sex, and educational attainment; and family's socio-economic status and location.

After applying MICE to address sample attrition, a significant association with **school enrollment** remained only when analyzed collectively and for boys.



Educational outcomes	Predictor: Exposure to parental violence - W1		
	All children imputed, aOR (95% CI)	Boys, imputed aOR (95% CI)	Girls, imputed aOR, (95% CI)
School enrollment - W5	0.48** (0.29,0.79)	0.53* (0.31,0.91)	0.40 (0.14,1.16)
Math performance - W4	0.91 (0.72,1.15)	0.77 (0.56,1.06)	0.84 (0.60,1.17)
Reading performance - W4	1.04 (0.81,1.32)	0.91 (0.66,1.26)	0.82 (0.57,1.17)
Science performance - W4	1.03 (0.84,1.26)	0.95 (0.68,1.33)	0.81 (0.55,1.18)

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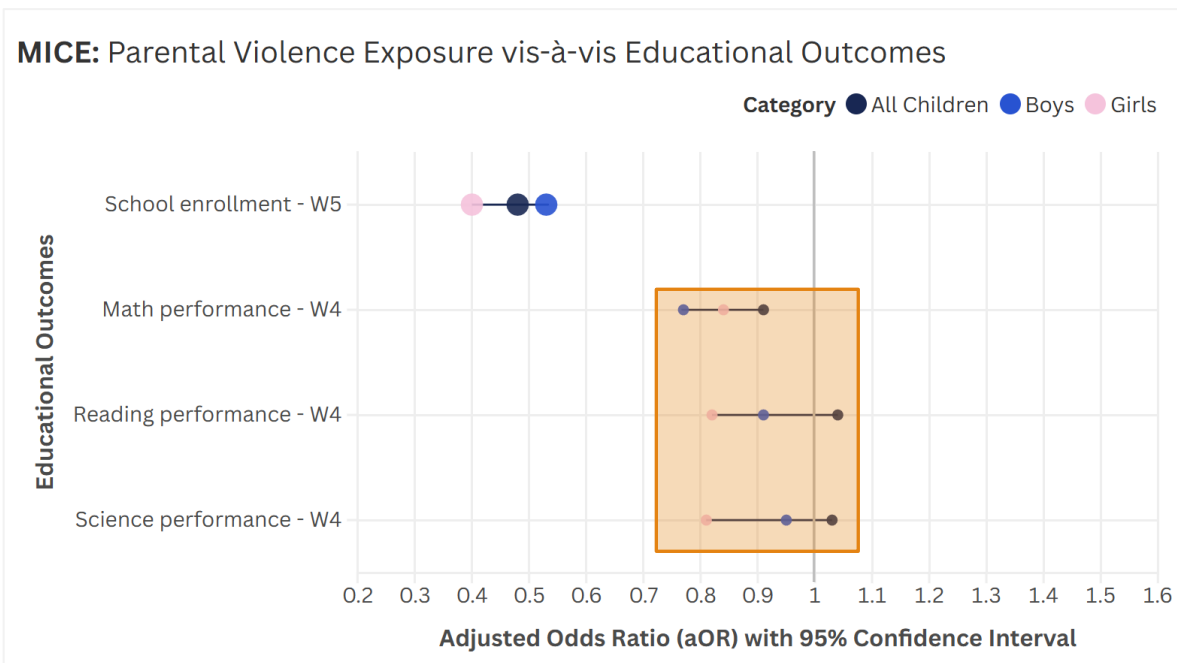
Note: *p<0.05, ** p<0.01, *** p<0.001. An aOR > 1 suggests increased odds of enrolling in school or high math/reading/science performance, while an aOR < 1 suggests decreased odds.

School enrollment*

- **All children:** 52% lower odds of school enrollment
- **Boys:** 47% lower odds of school enrollment

* Controlled for child's prior school enrollment, sex, IQ scores, body mass index, disability, and birth order; household head's age, sex, and educational attainment; and family's socio-economic status and location.

The association with academic performance across all subjects remained **not statistically significant**.



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Reading performance - W4	1.04 (0.81,1.32)	0.91 (0.66,1.26)	0.82 (0.57,1.17)
Science performance - W4	1.03 (0.84,1.26)	0.95 (0.68,1.33)	0.81 (0.55,1.18)

Source: Authors' analysis of LCSFC Waves 1-5 (UNFPA 2025)

Note: *p<0.05, ** p<0.01, *** p<0.001. An aOR > 1 suggests increased odds of enrolling in school or high math/reading/science performance, while an aOR < 1 suggests decreased odds. Controlled for child's prior school enrollment, sex, IQ scores, body mass index, disability, and birth order; household head's age, sex, and educational attainment; and family's socio-economic status and location.



4

Discussion

About 2 in 5 Filipino children aged 10 have experienced parental violence*

* LCSFC baseline data (2016-2017)

- 2015 National Baseline Survey on Violence Against Children (NBS-VAC): 3 in 5 Filipino children and youth (13–24 yrs) experience physical or emotional violence in any setting.
- Violence is widespread and often occurs at home.
- Home should be safe, yet for far too many children, it is where fear and harm begin.
- This is not just a matter of personal or familial harm; it has societal implications.

Prior exposure to parental violence is associated with substantially lower odds of school enrollment years later.

Image source: FCHC Law

Findings are consistent with existing evidence:

- Herrin et al. (2024) found that physical violence inflicted by parents or other adults is **negatively associated with being on track in schooling.**¹
- Physical violence, such as corporal punishment, is linked to **increased absenteeism and behavioral issues**, which can negatively affect children's participation in class and academic success.²
- Emotional violence, such as verbal abuse or emotional neglect, has been linked to a **more than tenfold decrease in school enrollment at follow-up.**³
- **Sex specific effects:** Boys exposed to sexual violence had poorer reading outcomes, while girls showed diminished numeracy skills in Malawi.² Similar sex-specific effects have been reported in Botswana, Ghana, and South Africa.⁴

¹ Herrin, Alejandro, Judith Borja, Nanette Mayol, Frank Largo, Jan Alegado, Isabelita Bas, and Michael Abrigo. 2024. Home and School Environment Component: Sense of Belongingness and Bullying for the Second Congressional Commission on Education (EDCOM 2)

² Psaki, Stephanie R., Barbara S. Mensch, and Erica Soler-Hampejsek. 2017. "Associations between Violence in School and at Home and Education Outcomes in Rural Malawi: A Longitudinal Analysis."

³ Sherr, L., I. S. Hensels, S. Skeen, M. Tomlinson, K. J. Roberts, and A. Macedo. 2015. "Exposure to Violence Predicts Poor Educational Outcomes in Young Children in South Africa and Malawi."

⁴ Kibriya, Shahriar, Benjamin Tkach, Jaehyun Ahn, Natalia Valdez Gonzales, Zhicheng Xu, and Yu Zhang. 2016. "The Effects of School-Related Gender-Based Violence on Academic Performance: Evidence from Botswana, Ghana, and South Africa."

Findings suggest a negative trend; yet no significant associations were found across all subjects, even after addressing sample attrition.

Image source: FCHC Law

- Lack of significance may be due to unmeasured confounding factors not captured by the survey, which could obscure the true relationship between parental violence and academic performance.
- Parental violence seems to affect school enrollment and engagement, but its impact on academic performance may emerge more gradually or in ways beyond the scope of the study.

Study limitations

- Although we control several covariates in different waves, **confounding may still occur due to unobserved variables.**
- While the longitudinal design of the study strengthens the temporal interpretation of effects, **the cohort remains observational data**, and all unobservable variables remain a threat that could affect a definitive causal claim.
- **Measurement errors might have affected the results.**
 - Self-reported measures of parental violence, which is common, may also be **prone to underreporting**, resulting in biased estimates of its impact.



5

Conclusion and ways forward



While a child's development is expected to flourish at home, for far too many children, home is where fear and harm begin.

Conclusion

Our study highlights that early exposure to parental violence is a **significant predictor of poor school enrollment.**

While our evidence on **academic performance** suggests a negative impact, it is **less conclusive.**

In the Philippines, where poor educational outcomes is a national concern, **these results aim to inform policies and programs to reduce parental violence.**

Ways forward

Sustained implementation and expansion of nationwide, multi-sectoral early intervention programs that integrate parenting education, school-based violence prevention, and community advocacy.

- DSWD's Parent Effectiveness Service (PES)
- WHO's Parenting for Lifelong Health (PLH) program, locally adapted as Masayang Pamilya (MaPa)
- Adolescent Health and Development Program

Strengthened data systems, coordinated by a dedicated government task force with clear mandates and funding.

- Future data collection to incorporate improved measures of violence and academic performance to allow for a more comprehensive understanding of how violence shapes learning trajectories.



Maraming Salamat po!

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