

This article addresses the consequence of domestic violence on the performance of Primary Leaving Examination (PLE) in the Lango Sub-region of Uganda. At the front lines of this article, is the harsh reality that domestic violence imposes on children at home and in school hence poor PLE performance. Children exposed to physical domestic violence have more disciplinary problems at school as well poor performance in arithmetic and reading compared to other students. Victims of domestic violence have a negative relationship with their peers in school resulting to poor results and increased cases of indiscipline. Exposure to violence is associated with children's cognitive development process since exposure to chronic abuse and violence leads to low scores, poorer language skills, decrement in visual-motor integrations skills and poor attention memory. The cognitive problems associated exposure to domestic violence encompass direct trends to the development task of school adaptation and academic achievements. Also, deficit attention, language skills, and poor memory undermine the child's ability to accomplish the set requirements to academic achievements and school adaptation. Lango is no exception of this.