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Determinants of Psychological Aggression towards Children in Bangladesh: Evidence from the Nationally Representative Cross-Sectional Survey

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Research Article

Keywords: Child discipline, Multiple Indicator Cluster Survey, Parental beliefs, Physical punishment, Psychological aggression

Posted Date: March 25th, 2026

DOI: https://doi.org/10.21203/rs.3.rs-5923718/v1

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Additional Declarations: No competing interests reported.

Abstract

Background: Psychological aggression is harmful at the early stage of children and, as such, is being concerned by a growing number of countries, including Bangladesh. This study examines the factors associated with psychological aggression towards children aged 5-12 years in Bangladesh.

Methods: This cross-sectional study extracted data on 12,018 children aged 5-12 years from the Bangladesh Multiple Indicator Cluster Survey 2019. The exposure variables comprised selected socio-demographic characteristics, while the outcome variable was psychological aggression toward children. Both bivariate and multivariate analyses were conducted to assess the associations between the independent and dependent variables.

Results: The study revealed that the majority of children (89.8%) aged 5-8 years had experienced some form of psychological aggression. Notably, 93.4% of parents believed that punishment is necessary for the proper development of their children. The findings indicated that a child's age, sex, region, education level, functional difficulty, exposure to physical punishment, mother's education, ethnicity, economic status, number of under-five children, presence of children aged 5-17 years, and parental belief in child punishment were significantly associated with psychological aggression. Multivariate logistic regression analysis identified that children whose parents believed in punishment had 1.82 times higher odds of experiencing psychological aggression. In addition, region, child functional difficulty, physical punishment, mother's education, ethnicity, having three or more children aged 5-17 years, and parental belief remained significant determinants of psychological aggression.

Conclusions: Nearly nine out of ten children aged 5-8 years experienced some form of psychological aggression, strongly linked to physical punishment and parental beliefs in the necessity of punishment. Additionally, region, child functional difficulties, mother's education, ethnicity, and having more children were significant determinants of psychological aggression towards children. These findings highlight the need for interventions promoting positive parenting and strengthened child protection to reduce harmful disciplinary practices.

Introduction

Child discipline refers to the methods (non-violent and punitive) used by parents, caregivers, or teachers to teach children appropriate behaviour, self-control, and respect for others. Psychological aggression refers to psychological violence, including shouting, yelling, or screaming and the use of negative adjectives against the child. It has been recognized as a distinctive kind of parental aggression. Children may be negatively impacted by the following six primary forms of interpersonal violence: maltreatment, bullying, youth violence, intimate partner violence, sexual violence, and psychological violence [1]. Growing evidence indicated that physical and psychological aggression can negatively impact children's development and welfare [2, 3], especially during the crucial early stages when their brain construction is undergoing significant growth [4]. Some even argued that psychological aggression is the most common and most destructive form of parental aggression, and it is even more common than physical

punishment [5, 6]. Significant diversity may exist in the type and extent of difficulties among children who have experienced psychological aggression [7]. It is also considered as a serious form of abuse that can negatively impact a child's cognitive development, emotional well-being, and social skills [8–10]. In some cultures, such behaviour is often considered normal and goes unreported, despite its potential for long-term negative consequences [11]. Such behaviours can result in enduring consequences, including anxiety, depression, and diminished self-esteem [2, 12, 13].

Globally, approximately 1 billion children aged 2–17 years have suffered physical, emotional, or sexual violence or neglect in the preceding year [1] and 36.3% of children experience emotional abuse [14]. More than 60% of young children in low- and middle-income countries (LMICs) experienced aggressive physical and psychological discipline in the past year [15]. Around 83% of children in the African region experienced psychological aggression [16]. The prevalence of psychological aggression was 64.6% in Lous [17]. In India and Nepal, 20.9% and 77.3% of children experience psychological aggression, respectively [18, 19]. The prevalence of psychological aggression among 2-14-year-old children in Vietnam was 55.4% [20]. About 32% of children under 5 years have experienced psychological aggression in Mongolia [21], whereas 73% in Pakistan and 61% in Afghanistan [22]. In Bangladesh, about 86.3% of children experienced psychological aggression, 64.6% were subjected to physical punishment, and 88.8% experienced at least one form of violent discipline (psychological, physical, or both) during the month preceding the survey [23].

Findings of previous studies showed that the factors associated with psychological aggression in children included age, sex, parental belief in physical punishment, wealth index, maternal education, educational level of the household's head, and region [16, 17, 19, 20, 24]. The reviewed studies provided valuable insights into child abuse in Bangladesh; however, they also revealed several notable research gaps. In this line, Haque et al. [25] concentrated on rural settings, without examining urban contexts or age-specific variations in psychological abuse. Morium [26] provided a descriptive overview of child abuse without empirical data or disaggregated analysis of psychological aggression. Islam [27] emphasized physical punishment using Multiple Indicator Cluster Survey (MICS) data but paid limited attention to psychological aggression and parental attitudes toward it and so on. Across all studies, there was a lack of nationally representative data specifically on psychological aggression, limited urban-rural and subgroup comparisons, absence of longitudinal analysis, and minimal evaluation of intervention outcomes or legal enforcement.

The present study is based on social learning and ecological systems theories, which explain how sociodemographic factors, parental beliefs, and surroundings influence how they discipline children. According to social learning theory, parents often repeat the behaviours they observed in their own childhood, while ecological systems theory emphasizes the influence of family, community, and society on parenting practices. Previous studies have shown that psychological aggression such as shouting, scolding, or threatening is the most common form of child discipline and is linked to factors like low education, belief in punishment, and financial stress. In Bangladesh, national surveys have found high levels of such aggression, but little is known about its prevalence and related factors among children

aged 5–12 years. This study aims to address this gap using nationally representative data. To address these gaps, future research should employ comprehensive, age-stratified, and nationally representative studies, supplemented by qualitative insights into family dynamics and parental beliefs contributing to psychological aggression. In line with this need, the present study aimed to estimate the prevalence and identify the risk factors of psychological aggression towards children aged 5–12 years in Bangladesh.

Methods

Data

This cross-sectional study utilized data from the Bangladesh MICS 2019, including 12,018 children [28]. The MICS is an international household survey program developed by the United Nations Children's Fund (UNICEF) in the 1990s to support LMICs. The MICS 2019 is the sixth round of surveys by the Bangladesh Bureau of Statistics (BBS), recruiting nationally representative samples with UNICEF's assistance in Bangladesh. It covers a wide range of issues for children and women, including 144 indicators for children and women, of which 29 indicators are directly related to Sustainable Developments Goals. The survey followed a two-stage sampling process. In the first stage, census enumeration areas within urban and rural districts were systematically selected with a probability proportional to size. In the second stage, 20 households were randomly chosen from each primary sampling unit (PSU) based on a household listing. In this survey, 61,242 households were randomly interviewed from 3220 PSU nationwide between 19 January and 1 June 2019. The MICS collected data from women aged 15-49 years and children aged 0-17 years, including questions. Further details of the survey are available elsewhere [28]. This study used data from children aged 5-12 years, focusing on this group to capture the middle childhood period when parental disciplinary practices are most influential and reliably reported [29]. The inclusion criteria comprised children aged 5-12 years with complete information on psychological aggression from the child discipline module, whose mothers or caregivers participated in the survey and provided relevant responses. Only children with complete socio-demographic data were included in the analysis. Children were excluded if they were outside the 5-12-year age range, lacked caregiver responses, or had missing data on key variables such as disciplinary practices or household characteristics. Additionally, children not residing in household settings, such as those in institutional care, were excluded, as the MICS survey is household-based.

Outcome variable

The child discipline module in the MICS is adapted from the Parent-Child Conflict Tactics Scale (CTSPC), a valid and reliable tool commonly used to assess domestic violence against children aged 1-14 years [30]. The disciplinary questions covered psychological aggression towards children. The questionnaire listed 11 disciplinary practices and inquired whether mothers, caregivers, or household members used them in the month before the survey. Two of these questions focus on disciplinary practices, specifically psychological aggression. The two items were: i. Shouted, yelled, or screamed at child and ii. Called child dumb, lazy, or another name [24]. Each item has two options: no (coded 0) or yes (coded 1), where a

score of 0 represents not experiencing any psychological aggression, and a score of 1 represents the child experienced psychological aggression with total score ranging from 0-2. Finally, a score of 0 (coded 0) indicates no psychological aggression, while scores of 1-2 (coded 1) indicate that the child experienced psychological aggression.

Exposure variables

The exposure variables included children's age, sex, area of residence, region, child's education level, child's functional difficulties, child's physical punishment, mother's education, household ethnicity, economic status, presence of another child under five, presence of children aged 5-17, and parental belief in child punishment. These variables were selected based on their availability in the MICS-2019 dataset, theoretical relevance, and support from prior research [14, 15, 17-20, 22, 24, 28, 30-33].

The child physical punishment segment in the MICS data set, is an updated edition of the CTSPC [30]. Of the 11 questions in the questionnaire, six focus on measuring physical punishment. The six items were (i) Shook the child; (ii) Spanked, hit, or slapped the child on the bottom with a bare hand; (iii) Hit or slap the child on the hand, arm, or leg; (iv) Hit the child on the bottom or elsewhere on the body with something such as a belt, hairbrush, stick, or another hard object; (v) Hit or slap the child on the face, head, or ears; and (vi) Beat the child that is, hit the child over and over as hard as one can. Each item was coded as 0 for 'no' (no physical punishment) and 1 for 'yes' (physical punishment), with total scores ranging from 0 to 6. A score of 0 indicates no physical punishment, while scores from 1 to 6 represent varying instances of physical punishment. The psychometric properties of this measure were also evaluated to ensure reliability and validity. The Cronbach's alpha (α) for this measure was 0.70, indicating an acceptable level of internal consistency [34]. Household economic status was assessed using the MICS 2019 wealth index, categorized into five quintiles (poorest, poorer, middle, richer, and richest). For analytical simplicity and to ensure sufficient sample sizes in each category, this study reclassified these quintiles into three broader groups: 'poor' (poorest and poorer), 'middle' (middle), and 'rich' (richer and richest). This recoding allows for clearer comparisons of economic status while maintaining meaningful distinctions across households [35].

Statistical analysis

Univariate analyses are performed to provide a clear and organized summary of the variables. A bivariate analysis was performed using the chi-square (χ^2) test to examine the association between each exposure and outcome variables. Exposure variables that were significant $(p < 0.05)$ in the χ^2 test were included in the multivariable binary logistic regression model to determine the factors associated with psychological aggression. This model was selected because the outcome variable is binary. This model was used to identify and quantify the independent factors associated with the binary outcome, while controlling for potential confounders and estimating adjusted odds ratios (aORs). These aORs are calculated, reported, and interpreted with a 95% confidence interval (CI) for each level of the determinants. Data analysis was performed using SPSS version 25 (IBM Corp., Armonk, NY).

Ethical Approval

The MICS 2019 was conducted by the BBS with UNICEF, following standard ethical guidelines. Informed consent was obtained from all participants or their caregivers. The dataset used in this study is publicly available and anonymized, ensuring confidentiality and privacy. Ethical approval was not required for this secondary data analysis.

Results

The results are presented in the subsequent two parts. The first part includes univariate and bivariate analyses that describe the distribution of socio-demographic and contextual characteristics of children and their parents, as well as the associations between these factors and psychological aggression towards children. The second part presents the findings of the multivariable binary logistic regression model, which identifies the independent determinants of psychological aggression towards children aged 5-12 years in Bangladesh after controlling for potential confounding variables.

Prevalence and associated factors

Table 1 presents the prevalence of psychological aggression among children aged 5-12 years across various socio-demographic factors, emphasizing significant differences by age, region, education, economic status, child physical punishment, child functional difficulty, and other characteristics. Among the children, around nine in ten (87.2%) experienced any form of psychological aggression. Younger children aged 5-8 years were affected more frequently (89.8%) than those aged 9-12 years (86.0%), while only minor differences were observed between boys (88%) and girls (86.3%). Regional prevalence rates of physical aggression towards children varied across Bangladesh, ranging from 81.3% in Barishal to 90.4% in Rangpur. The differences in prevalence rates among the regions are presented in Figure 1. Children with no or pre-primary education experienced the highest aggression, 92.1%, whereas those in secondary school faced lower rates, 83.1%. Children with functional difficulties, having under five aged siblings, and having three or more siblings aged 5-17 experienced slightly higher levels of aggression. Children who experienced physical punishment were found to be more vulnerable to psychological punishment, with 96.6% of them also experiencing it. Parental belief played a significant role, as 93.4% of children whose parents supported punishment experienced psychological aggression. Aggression was less common among children whose mothers had higher secondary and above education, 82.0%, while it was more common among children from the poor households, 87.4%, compared to those from the rich households, 85.6%. Bengali children faced higher aggression, 87.4%, than children from other ethnic groups, 77.0%.

The bivariate analysis revealed that several socio-demographic factors were significantly associated with psychological aggression towards children. Significant associations were observed between psychological aggression and the child's age, sex, region of residence, and both child's and the mother's education levels. Household characteristics, such as ethnicity and economic status, also showed significant associations with psychological aggression. In addition, significant associations were

observed with whether the child had any functional difficulties, whether a child physically punished, whether there was another child under five years old in the household, and the total number of children. Importantly, parental beliefs in the necessity of punishment were strongly linked to the use of psychological aggression.

Risk factors

Table 2 presents the results of the binary logistic regression model identifying the factors associated with psychological aggression towards children aged 5-12 years. Both the crude odds ratios (cORs) and adjusted odds ratios (aORs) revealed significant socio-demographic factors associated with psychological aggression towards children as a form of discipline. After controlling for other variables, the analysis showed that children's exposure to psychological aggression varied across geographical regions. Children from Rangpur, Khulna, Sylhet, Dhaka, Rajshahi, and Chattogram had aOR of 1.576, 1.677, 1.861, 1.263, 2.102, 2.107 and 1.736, respectively. This indicated that children from these regions were aggressed 1.576, 1.677, 1.861, 1.263, 2.102, 2.107 and 1.736 times more, respectively, compared to children from Barishal. Children with functional difficulties experienced 1.554 times more (aOR: 1.554, 95% CI: 1.188-2.034) psychological aggression than those without difficulties. The likelihood of experiencing psychological aggression was approximately nine times higher among children who were physically punished (aOR: 9.29; 95% CI: 8.03-10.75) than among those who were not. Children of mothers with primary and secondary education were 1.162 and 1.176 times more likely, respectively, to experience psychological aggression compared to those whose mothers had no formal or pre-primary education. In addition, the aOR of 1.417 for Bengali ethnicity indicated that Bengali children were more likely to experience psychological aggression than children from other ethnic groups. The number of children aged 5-17 years in a household was significantly associated with psychological aggression. Children from families with 3 or more children had about 28% higher odds (aOR: 1.277, 95% CI: 1.063-1.535) of experiencing psychological aggression compared to those with only 1 child, and this association was statistically significant. Finally, parental beliefs supporting psychological aggression emerged as a significant predictor of this behaviour. Children whose parents endorsed the use of psychological aggression had 1.818 times higher odds (aOR: 1.818; 95% CI: 1.570-2.105) of experiencing it compared to those whose parents did not.

The logistic regression model examining psychological aggression toward children and sociodemographic factors demonstrated a strong overall fit. The model's -2 Log Likelihood value of 7555.569 indicates good representation of the observed data. With Cox and Snell R^2 of 0.531 and Nagelkerke R^2 of 0.708, the model explains 53.1% to 70.8% of the variability in psychological aggression. These findings highlight that sociodemographic characteristics significantly influence the likelihood of psychological aggression toward children in the population studied.

Discussion

The study examined psychological aggression towards children in Bangladesh, highlighting key socio-demographic and contextual factors and comparing the findings with previous research. It showed how psychological aggression toward children was widely prevalent in Bangladesh and which factors contribute it. This study found that the prevalence of psychological aggression towards children in Bangladesh was around nine (87.2%) in ten. This prevalence was much higher than in most of the neighbouring countries, such as Laos [17], Vietnam [20], Mongolia [21], Pakistan and Afghanistan [22]. Disciplinary punishment is fundamentally ingrained in child-rearing customs within Bangladeshi society [36]. The study found that psychological aggression towards children was different across regions. In Barishal, 81.3% of children faced this, while in Rangpur it was higher at 90.4%. These differences may be due to poverty, education, and cultural beliefs. Rangpur has more poverty and fewer support services, which may cause more stress for parents and lead to harsh discipline [37]. Studies have shown that the way parents treat their children often depends on local cultural beliefs and the parenting practices they learned from their own parents [38, 39]. Barishal may have better community support or programmes that teach parents not to use aggression.

This study's finding that children with functional difficulties are more likely to experience psychological aggression aligns with evidence from previous research. Studies showed that disabled children were at higher risk of psychological aggression, because they depend more on their parents for daily care, which increased caregiver stress [40]. When parents face high stress and lack support, they may use harsh words or threats to manage their child's behaviour [41]. In addition, frustration can grow when children do not behave as expected, leading to more aggressive responses. In countries like Bangladesh, stigma around disability and poor access to special education and services add to these challenges. This made families more vulnerable and increases the risk of psychological aggression [42].

The study identified a strong connection between physical punishment and psychological aggression, with children who are physically punished being nearly nine times more likely to also experience psychological aggression. These findings identified that physical and psychological forms of punishment frequently co-occur within households. Parents who use physical punishment are significantly more likely to also use psychological aggression (e.g., yelling, screaming, threatening, shaming, name-calling) and vice-versa. In this line, Mim et al. [23] revealed a strong correlation between any form of violent discipline and psychological aggression in Bangladeshi children, highlighting the prevalence of psychological aggression as a primary disciplinary method.

The study identified that children of mothers with primary and secondary education are more likely to experience psychological aggression compared to those whose mothers had no formal or pre-primary education. The maternal education is generally associated with improved child outcomes. The previous studies [19, 20] found that psychological aggression decreased with an increase in maternal education. Because mothers with higher education levels are aware of the adverse effects of psychological aggression [43]. This study suggests that in the context of Bangladesh, higher maternal education may not always correlate with positive parenting behaviours. One possible explanation is that mothers with primary and secondary education may have increased awareness of child development and discipline

strategies, yet still employ psychological aggression as a disciplinary method. This could be due to a lack of access to or knowledge about non-violent disciplinary alternatives.

This study found that children in Bengali households were more likely to experience psychological aggression, possibly due to cultural norms that accept harsh discipline for child-rearing. In South Asian societies, including Bangladesh, practices like shouting, shaming or threatening are often seen as necessary for raising obedient children [27, 44]. High levels of parental stress caused by poverty, overcrowding, and limited support may also contribute to such behaviours. In contrast, ethnic minority groups, such as those in the Chittagong Hill Tracts, often practice more nurturing parenting styles due to their communal living and strong cultural values. Many Bengali parents may lack awareness of the harmful effects of psychological aggression, which can lead to fear, anxiety and behavioural issues in children. Furthermore, the lack of access to parenting education and mental health resources, traditional gender roles and social pressure, prevents many from adopting positive discipline methods.

This study found that children with three or more siblings faced more psychological aggression, likely because parents feel more stress when caring for many children. In Bangladesh, it is common for families to have several children, especially in poorer households. Parents in these families often have little money, time and energy, which made it hard to meet all their children's needs [45]. When parents feel overwhelmed, they may use shouting, threats, or other harsh ways to control their children. In many Bangladeshi homes, mothers take on most of the child-rearing work while also managing household tasks or jobs. This extra burden can make them more frustrated and more likely to respond with aggression, especially when several children demand attention at the same time. A study from South Asia also showed that in large families, children often received less emotional support and faced more punishment [46].

Children whose parents believed that punishment was needed to raise them properly were more likely to suffer from psychological distress. This study agrees with earlier research showing that strict and harsh parenting can harm a child's mental health. For example, Gershoff [38] found that when parents believed in using punishment, their children often showed more aggression, anxiety, and depression. Lansford et al. [47] also found that children who were punished harshly, especially when parents think it is the right way to teach, often face more emotional and behavioral problems. These problems can get worse if children grow up thinking that being punished is a part of parenting, which lead to low self-worth and emotional pain [48]. In countries like Bangladesh, many people still believe that punishment is necessary, which makes this kind of parenting seem acceptable.

This study has several limitations. It focused only on psychological aggression and did not examine other forms of child abuse, such as physical punishment in schools or domestic violence, which might have affected the results. Although the MICS 2019 survey collected information on these other practices, this study concentrated solely on psychological aggression. Because the survey used a cross-sectional design, it is not possible to establish cause-and-effect relationships. In addition, the data were based on mother/caregivers' self-reports, which may involve underreporting or overreporting due to memory errors

or social desirability bias. The survey also lacked information on the frequency and severity of aggression, limiting our ability to assess its full impact. Lastly, cultural variations in parenting practices were not considered, which could also influence how children are disciplined.

Conclusion

The study found that psychological aggression is highly prevalent among children aged 5-12 years in Bangladesh, affecting around nine in ten, which is substantially higher than in neighboring countries. The risk of aggression was higher among children with functional difficulties, those from larger families, and those living in Rangpur and Khulna, likely due to increased caregiver stress and limited resources. Physical punishment was strongly associated with psychological aggression. Interestingly, children of mothers with primary and secondary education experienced more aggression, whereas higher maternal education was linked to lower risk, suggesting gaps in parenting knowledge. Cultural beliefs in harsh discipline, particularly among Bengali households, further contribute to these practices. The most effective determinant was parents' belief in the necessity of punishment, which was around doubled the likelihood of psychological aggression. These findings highlight the urgent need for culturally sensitive, evidence-based interventions that promote positive parenting, raise caregiver awareness, and address social and regional inequalities to reduce psychological aggression against children in Bangladesh.

Abbreviations

BBS: Bangladesh Bureau of Statistics

CTSPC: Parent-Child Conflict Tactics Scale

LMICs: Low Middle-Income Countries

MICS: Multiple Indicator Cluster survey

PSU: Primary Sampling Unit

UNICEF: United Nations Children's Fund

Declarations

Conflict of interest:

The authors declare no conflict of interest.

Sources of funding

The author(s) received no specific funding for this work.

Human Ethics and Consent to Participate declarations

not applicable.

Author Contribution

Conceptualization, M.S.I., M.N.I.M., M.H., methodology, M.N.I.M., M.H., S.P., writing- original draft preparation, M.N.I.M., M.S.I., M.H., writing- review and editing, M.S.I., M.H., S.P., M.E.A., supervision, M.S.I., and M.N.I.M. All the authors have read and agreed to the published version of the manuscript.

Acknowledgement

Authors want to thank the Multiple Indicator Cluster Survey (MICS) authority for making the data available free of cost. We want to also thank the Bangladesh Bureau of Statistics (BBS) and UNICEF Bangladesh for carrying out the survey.

Data Availability

The data underlying the results presented in this study are publicly available from the UNICEF Multiple Indicator Cluster Surveys (MICS) repository, accessible at https://mics.unicef.org/surveys.

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Tables

Table 1. Prevalence and factors associated with psychological aggression toward children, *N*=12,018

Factors	Levels	Percentage (%)	Psychological aggression status		*p*-values
			No (%), 12.8	Yes (%), 87.2	
Child's age (in years)	5-8	30.8	10.2	89.8	.000
	9-12	69.2	14.0	86.0	
Child's sex	Male	51.2	12.0	88.0	.005
	Female	48.8	13.7	86.3	
Area of residence	Urban	19.1	13.5	86.5	.269
	Rural	80.9	12.7	87.3	
Region	Barishal	9.6	18.8	81.3	.000
	Chattogram	16.6	13.3	86.7	
	Dhaka	20.2	12.2	87.8	
	Khulna	15.9	11.5	88.5	
	Mymenshingh	5.3	17.2	82.8	
	Rajshahi	12.9	12.0	88.0	
	Rangpur	12.9	9.6	90.4	
	Sylhet	6.6	12.4	87.6	
Child's education level	Pre-Primary or none	2.0	7.9	92.1	.000
	Primary	74.7	11.7	88.3	
	Secondary	23.3	16.9	83.1	
Child's functional difficulties	No	92.8	13.2	86.8	.000
	Yes	7.2	8.3	91.7	
Child physical punishment	No	39.1	27.5	72.5	.000
	Yes	60.9	3.4	96.6	
Mother's education level	Pre-Primary or none	24.6	14.1	85.9	.000
	Primary	28.3	11.6	88.4	
	Secondary	38.8	11.8	88.2	
	Higher secondary and above	8.3	18.0	82.0	

Ethnicity	Bengali	97.8	12.6	87.4	.000
	Others	2.2	23.0	77.0	
Economic status	Poor	46.1	12.2	87.4	.001
	Middle	20.7	11.7	88.3	
	Rich	33.2	14.4	85.6	
Mother/caretaker of another child aged under 5	No	87.7	13.1	86.9	.014
	Yes	12.3	10.8	89.2	
Number children aged 5-17	1	43.5	14.5	85.5	.000
	2	40.4	12.1	87.9	
	>3	16.1	10.3	89.7	
Parental belief in punishing children	No	65.4	16.2	83.8	.000
	Yes	34.6	6.6	93.4	

Table 2: Regression analyses of factors associated with psychological aggression towards children

	Crude model	Adjusted model
Explanatory variables	**cOR (95% CI)**	**aOR (95% CI)**
Child's age (in years) (Ref.= 5-8)		
9-12	6.288(5.838-6.774)***	.994 (.858-1.152)
Child's sex (Ref.= Male)		
Female	6.288 (5.838-6.774)*	1.021 (.909-1.146)
Region (Ref.=Barishal)		
Chattogram	6.500 (5.713-7.396)***	1.576 (1.576-1.268)***
Dhaka	7.182 (6.361-8.109)***	1.677 (1.677-1.356)***
Khulna	7.673 (6.667-8.830)***	1.861 (1.861-1.489)***
Mymenshing	4.809 (3.916-5.906)***	1.263 (1.263-.960)***
Rajshahi	7.299 (6.265-8.505)***	2.102 (2.102-1.673)***
Rangpur	9.403 (7.942-11.133)***	2.107 (2.107-1.656)***
Sylhet	7.082 (5.732-8.750)***	1.736 (1.736-1.306)***
Child's education level (Ref.= Pre-Primary or none)		
Primary	7.536 (7.067-8.037)***	.844 (.606-1.175)
Secondary	4.924 (4.460-5.436)***	.848(.593-1.212)
Child's functional difficulties (Ref.= No)		
Yes	11.000 (8.642-14.001)***	1.554 (1.188-2.034)***
Child's physical punishment (Ref.= No)		
Yes	28.139 (24.811-31.915)***	9.289 (8.027-10.749)***
Mother's education (Ref.= Pre-Primary or None)		
Primary	7.601 (6.845-8.441)***	1.162 (.989-1.366)*
Secondary	7.457 (6.823-8.151)***	1.176 (1.002-1.380)*
Higher secondary and above	4.564 (3.883-5.366)**	.902 (.716-1.136)
Ethnicity (Ref.= Others)		
Bengali	6.930 (6.563-7.318)***	1.417(1.052-1.909)*
Economic status (Ref.= Poor)		
Middle	7.572 (6.700-8.559)***	1.055 (.897-1.242)

Rich	5.927 (5.426-6.474)***	.946 (.812-1.104)
Mothers/caretakers of another child aged under 5 (Ref.=No)		
Yes	8.217 (6.977-9.678)***	.978 (.807-1.185)
Number of children aged 5-17 (Ref.=1)		
2	7.252 (6.653-7.905)***	1.114 (.982-1.264)
>3	8.734 (7.542-10.113)***	1.277 (1.063-1.535)*
Parental belief in punishing children (Ref.= No)		
Yes	14.186 (12.550-16.03***-)	1.818 (1.570-2.105)***
Model summary: -2 Log likelihood= 7555.569; Cox & Snell		.531; Nagelkerke .708

Note: 'Ref., reference category', 'CI, confidence interval,' '*, p<0.05,' '**, p<0.01,' '***, p<0.001,'

'cOR, Crude odds ratio,' 'aOR, Adjusted odds ratios'

Figures

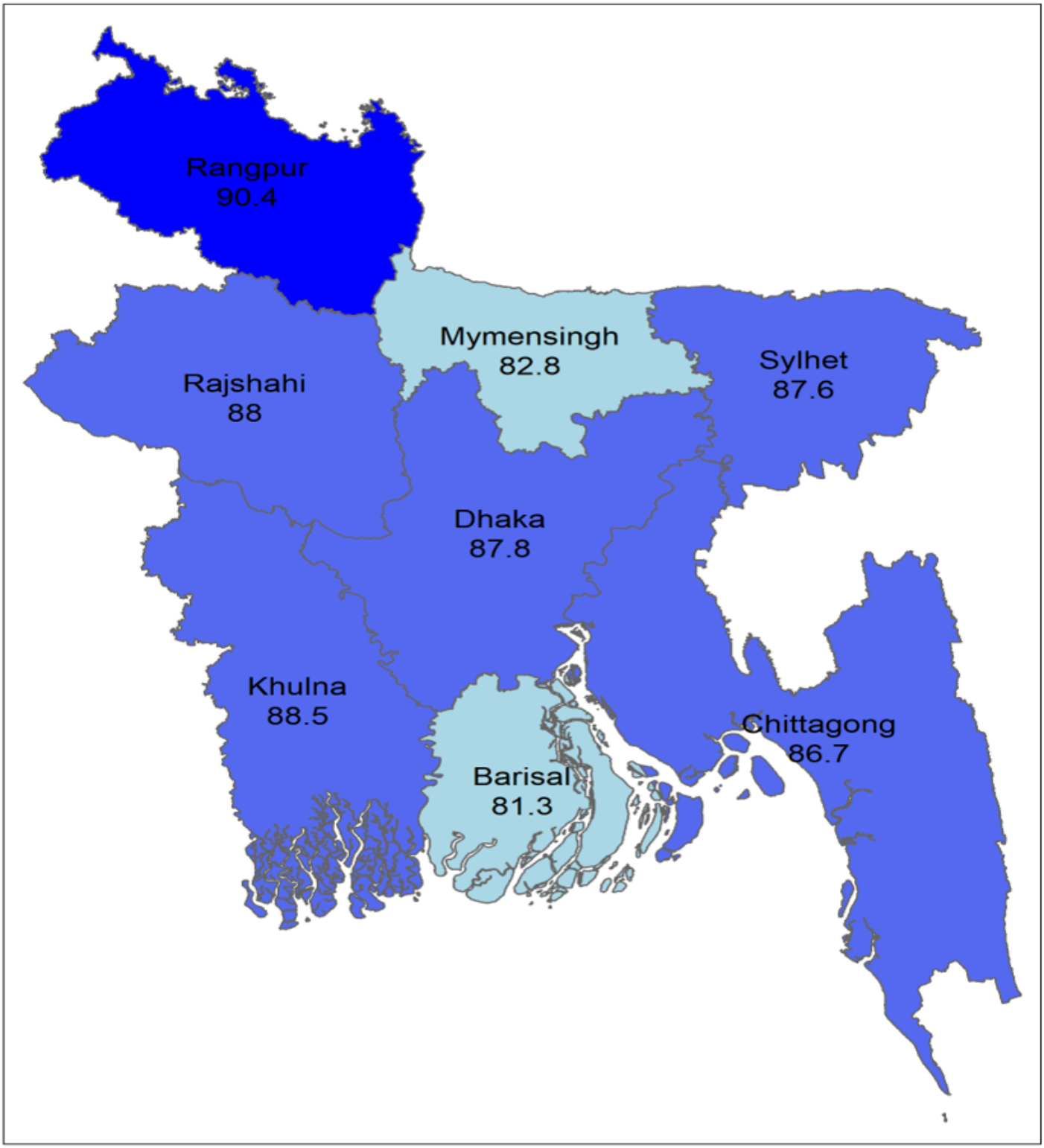


Figure 1

Region-wise prevalence rates of psychological aggression towards children