

Parents Perception on Child Abuse and its Effect on Children's Development and Wellbeing

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A thesis submitted to Brac Institute of Educational Development in partial fulfillment of
the requirements for the degree of
Master of Science in Early Childhood Development

Brac Institute of Educational Development
Brac University
April 2025

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

Student's Full Name & Signature:

A handwritten signature in black ink, appearing to read 'Sharmin', is written over a horizontal line.

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Approval

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Ethics Statement

Title of Thesis Topic: Parents' Perception on Child Abuse and its Effect on Children's Development and Wellbeing

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1. Source of population: Parents of 3 to 6 years old children.
2. Does the study involve (yes, or no)
 - a) Physical risk to the subjects (no)
 - b) Social risk (no)
 - c) Psychological risk to subjects (no)
 - d) discomfort to subjects (no)
 - e) Invasion of privacy (no)
3. Will subjects be clearly informed about (yes or no)
 - a) Nature and purpose of the study (yes)
 - b) Procedures to be followed (yes)
 - c) Physical risk (n/a)
 - d) Sensitive questions (yes)
 - e) Benefits to be derived (yes)
 - f) Right to refuse to participate or to withdraw from the study (yes)
 - g) Confidential handling of data (yes)
 - h) Compensation and/or treatment where there are risks or privacy is involved (n/a)
4. Will Signed verbal consent for be required (yes or no)
 - a) from study participants (yes)
 - b) from parents or guardian (n/a)
 - c) Will precautions be taken to protect anonymity of subjects? (yes)
5. Check documents being submitted herewith to Committee:
 - a) Proposal (yes)
 - b) Consent Form (yes)
 - c) Questionnaire or interview schedule (yes)

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Executive Summary

This qualitative study explores parents' perceptions of child abuse and its effect on children's development in Bangladesh. It examines parents' understanding of abusive behaviors, their disciplinary practices, and their awareness of the long-term consequences of maltreatment. The study highlights the challenges parents face in implementing positive discipline methods and their experiences in creating safe environments for children's growth. By analyzing parental perspectives through in-depth interviews and group discussions, the research identifies critical gaps in recognizing non-physical forms of abuse and the influence of cultural norms on disciplinary approaches. The findings reveal that while parents primarily associate abuse with physical harm, many overlook emotional neglect and psychological consequences. Economic stress and limited awareness further hinder the adoption of non-violent discipline strategies. The study underscores the need for community-based parenting education programs and policy reforms to promote positive child-rearing practices. These insights can guide policymakers, educators, and social workers in developing targeted interventions to address child maltreatment, ultimately fostering safer and more nurturing environments for children's holistic development in Bangladesh.

Keywords: Child abuse, parental perceptions, positive discipline, child development, Bangladesh, qualitative research.

Dedication

My deepest dedication goes to my mother, my father (who is no longer with us), and my husband.

Acknowledgement

First and foremost, I express my deepest gratitude to Almighty Allah for granting me the strength, wisdom, and perseverance to complete this research. His divine blessings have been my constant source of guidance throughout this journey.

I extend my sincerest appreciation to the BRAC Institute of Educational Development (BRAC IED) and BRAC University for providing me the opportunity to pursue my Master's in Early Childhood Development. The institution's flexibility in accommodating my international research requirements was instrumental in completing this work.

I am profoundly grateful to Dr. Erum Mariam, Executive Director of BRAC IED, for her visionary leadership and for creating an environment that fosters academic excellence. Her unwavering support made this cross-continental research endeavor possible.

My deepest thanks go to my supervisor, Areefa Zafar, Senior Program Manager, ECD Faculty Member, for their extraordinary dedication in overcoming time zone challenges to maintain consistent communication. Their availability at unconventional hours, patient guidance, meticulous feedback, and unwavering encouragement were indispensable to this thesis' completion.

I am grateful to the esteemed faculty and members of the 18th batch of the Early Childhood Development program at Brac University, thank you for your unwavering support and guidance, which enriched my learning and academic experience.

My heartfelt thanks also go to my incredible batchmates of the 18th batch of the Early Childhood Development program at BRAC University. Their companionship, encouragement, and intellectual discussions have made this journey not only rewarding but also memorable.

My sincere appreciation also goes to all research participants who generously shared their time and experiences, contributed through online platforms, enriching my study with their valuable insights.

A special note of thanks to my dearest friend Shila, whose persistent encouragement and faith in my abilities inspired me to resume my academic journey. Your motivational words during my moments of hesitation were the catalyst that brought me to this point.

Finally, my most heartfelt gratitude goes to my family: To my mother your constant prayers and blessings have been my shield throughout this journey. To my beloved father, late Ataur Rahman, your dreams, values, and everlasting inspiration continue to guide me even though you are no longer physically present. Your memory has been a driving force behind my perseverance. To my beloved husband, Mohammad Maksud Alam, your unconditional support, countless sacrifices, and steadfast belief in me sustained me through every challenge. To my precious children, Ashraf and Rufaida thank you for your patience and understanding when Mommy needed to work. This achievement is as much yours as it is mine.

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List of Acronyms

ECD	Early Childhood Development
GD	Group Discussion
IDI	In-Depth Interview
WHO	World Health Organization
UNICEF	United Nations International Children's Emergency Fund
icddr,b	International Centre for Diarrheal Disease Research, Bangladesh

Chapter I: Introduction & Background

Introduction

Child abuse encompasses any act of physical violence, emotional cruelty, sexual harm, neglectful care, or exploitation that compromises a child's physical or mental well-being, hinders healthy development, or violates their fundamental rights. (WHO, 2022). Family environment is a determinant factor for children's development, as it requires parental and caregivers' support for cognitive, emotional, and social development (Hawi & Samaha, 2017). Family values, cultural norms, religion, income status, abuse of parents during their childhood, health and any form of addiction are some of the factors that can influence child-rearing practices (Jensen et al., 2005).

Child abuse is a pervasive global problem that transcends national borders, impacting millions of children worldwide regardless of cultural or societal differences. The World Health Organization (WHO, 2022) estimates that nearly 1 billion children between the ages of 2 and 17 suffer from physical violence, sexual abuse, emotional maltreatment, or neglect annually, with severe consequences for their physical health, psychological well-being, and cognitive growth. Child abuse is regrettably common in Bangladesh. Recent findings show that in the month prior to the survey, 89 per cent Bangladeshi children aged 1-14 had been subjected to some form of violence, including physical abuse and emotional hostility (Haque et al., 2021). Such a high prevalence highlights an urgent need for improving parental attitudes and behaviors related to child-rearing practices.

Children who were abused, neglected or treated harshly by their parent exhibit

developmental delay, behavioral problems and mental health (Hillis et al., 2016).

Cases have also been on the rise, with 654 child rapes reported in 2020 and 222 cases in the first six months of 2021 alone (Peng et al., 2021). The COVID-19 pandemic has exacerbated this issue even more.

Maltreatment can have devastating effects on a child's physical, psychological, and social development. The WHO's findings on the impairment of a child's nervous and immune system development due to abuse are well-supported by current research.

Studies indicate that child maltreatment can lead to significant alterations in brain development and functioning, resulting in increased risks of both physical and mental health issues later in life (Teicher et al., 2021). Studies indicate that child abuse is linked to various negative outcomes, including mental health issues, substance abuse, involvement in violence (both as a victim and perpetrator), and long-term health problems such as asthma, diabetes, chronic pain, and obesity (Warmingham et al., 2020). The impact of maltreatment extends to multiple domains of functioning, affecting cognitive and academic performance, emotional regulation, and social relationships. The impact of child abuse extends beyond individual health outcomes. Survivors of childhood abuse are more likely to develop anxiety, depression, and memory issues, which can persist into adulthood. Research has shown that child maltreatment is associated with increased risks of high-risk behaviors, obesity, substance abuse, and early pregnancy (Choi et al., 2021).

Furthermore, the intergenerational nature of abuse is a significant concern. Children who suffer maltreatment may form distorted views of family relationships, which can later influence their own parenting and family dynamics, potentially perpetuating the cycle of abuse (Doyle & Cicchetti, 2017). This highlights the importance of

understanding parental perceptions and breaking the cycle of abuse through targeted interventions. This emphasizes the need to comprehend parents' perspectives and breaking the cycle of abuse through targeted interventions. This lack of awareness is compounded by the intergenerational transmission of abuse, where parents who experienced abuse in their own childhoods are more likely to perpetuate similar patterns of behavior with their children (Garbarino et al., 2020). Research indicates that physical punishment remains prevalent in Bangladesh despite evidence of its harmful effects. Programs aimed at educating parents about positive discipline strategies have shown promise in reducing reliance on physical punishment and improving parental understanding of child development (Johnson & Dawson, 2021).

Statement of the Problem

Child abuse is a pervasive global issue with profound implications for child development and well-being, particularly in Bangladesh. Despite increased awareness, there remains a critical gap in understanding parents' perceptions of child abuse and its long-term effects on children's development.

In Bangladesh, the prevalence of child abuse is alarmingly high. Nearly 89% of Bangladeshi children (1-14 years) endured physical or emotional abuse by caregivers in the month prior to the MICS survey, as reported recently (Haque et al., 2020). This high prevalence underscores the urgent need to address parental attitudes and behaviors towards child-rearing practices.

The problem is further exacerbated by the COVID-19 pandemic. Data from Ain o Salish Kendra (ASK) reveals that in 2020, authorities recorded 654 cases of child rape, with 222 cases in just the first six months of 2021 (Al Mamun et al., 2021).

These figures probably reflect just a small portion of the true cases, underscoring the severity of the issue and the potential underreporting of cases.

Globally, child abuse has been empirically associated with multiple adverse outcomes. The World Health Organization (WHO) reports that maltreatment adversely impacts neurobiological and immunological development in children, elevating lifetime risks for comorbid physical and psychiatric conditions. Survivors exhibit significantly higher rates of anxiety, depression, and memory dysfunction, with effects frequently extending across the lifespan (McLean, 2023).

The lasting effects of a child's adverse experiences extend beyond individual health. Child maltreatment is linked to substance use disorders and risky sexual behaviors, including early pregnancy (Choi et al., 2017). Child maltreatment is significantly associated with increased lifetime risks of obesity, substance use disorders, early pregnancy, and delinquent behaviors (Norman et al., 2012; Felitti et al., 1998). These adverse outcomes not only compromise individual health and well-being but also contribute to intergenerational cycles of disadvantage with substantial societal costs.

Despite the severity of child abuse, comprehensive research on parents' perceptions of its long-term effects remains scarce in Bangladesh. Understanding these perceptions is critical for developing culturally responsive prevention strategies. Parental knowledge and practices are shaped by cultural norms, socioeconomic factors, and generational trauma (Haque et al., 2020). Recent population-based studies have documented high rates of psychological abuse (Rizvi & Najam, 2014), yet parental attitudes toward such practices remain understudied.

This study aims to address this gap by exploring parents' perceptions of child abuse and its lasting effects on child development and well-being in Bangladesh, while also

considering the global context. By gaining insights into these perceptions, we can inform policy-makers, healthcare professionals, and educators in developing more effective strategies to prevent child abuse and mitigate its long-term consequences.

Purpose of the study

The purpose of this study is to explore parents' perceptions of child abuse and its effects on child development and well-being within the context of Bangladesh. This research seeks to assess the extent of parental awareness in terms of what defines abusive practices, as well as their understanding of child abuse as a broader concept. By examining parents' awareness, this study aims to identify gaps in knowledge that may contribute to unintentional or normalized abusive practices. Additionally, the study will delve into current parenting practices used at home, exploring how these practices may inadvertently or directly contribute to child maltreatment.

Understanding these dynamics is critical for identifying areas where education and intervention can promote healthier parenting behaviors.

Furthermore, this study aims to explore the underlying reasons why parents demonstrate maltreatment toward their children, with a specific focus on cultural, social, and economic factors unique to Bangladesh. The research will assess how societal norms, poverty, and other contextual factors influence parenting decisions and behaviors that may lead to abuse. Finally, the study will evaluate how much parents understand the long-term consequences of child abuse on their children's physical, emotional, and cognitive development. By addressing these objectives, this research intends to provide insights that can inform culturally relevant prevention strategies and intervention program aimed at reducing child abuse and fostering a nurturing environment for children in Bangladesh.

Significance of the study

The significance and justification of this study on parents' perceptions of child abuse and its effects on child development and wellbeing in Bangladesh are rooted in the alarming prevalence of child maltreatment and the critical need for targeted interventions. This research is crucial for several reasons:

High prevalence of child abuse: Recent studies have revealed an alarmingly high rate of child abuse in Bangladesh. A population-based research study showed that nearly 97% of children were subjected to at least one form of emotional maltreatment, and about 78% experienced neglect over their lifetime (Haque et al., 2020). This widespread occurrence of child maltreatment underscores the urgent need for research to understand and address this issue.

Limited understanding of parental perceptions: While the prevalence of child abuse has been documented, there is a significant gap in understanding parents' perceptions of what constitutes abusive behavior. This study will provide crucial insights into parental knowledge and attitudes, which are essential for developing effective prevention and intervention strategies.

Cultural and socioeconomic context: Bangladesh's unique cultural, social, and economic factors contribute to child maltreatment. For instance, poverty, low levels of education, and traditional beliefs about child-rearing practices play significant roles in perpetuating abusive behaviors (Haque et al., 2019). By examining these contextual factors, this study will contribute to developing culturally sensitive interventions.

Long-term consequences: Child abuse has severe and long-term effects on children's physical, psychological, and intellectual development. Understanding parents' awareness of these consequences is crucial for designing educational programs and

interventions that can effectively prevent and mitigate the impacts of abuse (Widom et al., 2018).

Policy implications: The findings of this study will have significant consequences for policy-making in Bangladesh. By providing evidence-based insights into parental perceptions and the factors contributing to child abuse, this research can inform the development of more effective child protection policies and programs.

Breaking the cycle of abuse: Research has shown that child maltreatment can lead to intergenerational cycles of abuse (Doyle & Cicchetti, 2017). By understanding parents' perceptions and the factors that contribute to abusive behaviors, this study can contribute to breaking these cycles and promoting healthier parenting practices.

Addressing underreported issues: While physical abuse is more common, recognized, this study will also explore parents' perceptions of psychological abuse and neglect, which are often underreported but equally harmful. This comprehensive approach will provide a more holistic understanding of child maltreatment in Bangladesh.

Research Questions

Research indicates a strong association between parental knowledge of child development and their parenting practices. Parents with greater awareness of child development is increased frequency to exhibit supportive behaviors, in contrast to those with deficient understanding may be at higher likelihood of harmful practices, including child abuse (Bartlett et al., 2018). Child abuse, whether physical, emotional, or neglectful, has profound implications for children's cognitive, psychological, and social development, as well as their overall well-being (World Health Organization,

2022). This study explores parents' perceptions of child abuse and its effects on children's development and well-being.

Therefore, this study seeks to address the following research questions:

1. What is parents' perception about child abuse?
2. What is parents' perception about the effect of child abuse on child development and wellbeing?

Operational Definition

Child Abuse: Child abuse involves acts of physical harm, psychological mistreatment, sexual exploitation, or failure to provide care, leading to real or possible damage to a child's well-being, safety, growth, or self-worth (World Health Organization, 2024). This definition includes various forms of maltreatment with a variety of other abusive behaviors as well.

Parental Perception: Parental perception encompasses caregivers' beliefs and interpretations of what constitutes abusive behavior. These perceptions are shaped by cultural norms (e.g., acceptance of physical discipline), personal upbringing, and societal attitudes toward child-rearing (Haque et al., 2020; Lansford et al., 2022). When parental views diverge from clinical or legal definitions of abuse, as often occurs in cross-cultural contexts, prevention and intervention efforts face significant challenges (Gershoff et al., 2018).

Child Development: Child development is the process through which children grow physically, emotionally, intellectually, and socially from birth through adolescence, encompassing language, emotional regulation, social skills, and cognition (World Health Organization, 2023).

Mental Wellbeing: Mental wellbeing refers to a state of mental health in which individuals realize their own potential, can cope with the normal stresses of life, work productively, and participate actively in their society. It encompasses emotional stability, resilience, and overall psychological health (World Health Organization (WHO), 2022).

Chapter II: Literature Review

Literature Review

Understanding parental perceptions of child abuse is critical in assessing its impact on children's development and well-being. Parents serve fundamental influence in shaping a child's growth, and their knowledge, attitudes, and awareness of child abuse can significantly influence their ability to provide a safe and nurturing environment. This literature review explores existing research on four key themes: (1) parenting knowledge and understanding of child abuse, (2) parents' comprehension of child development, (3) parental awareness of the effects of child abuse on developmental outcomes, and (4) parents' understanding of how child abuse affects children's overall well-being. This review aims to highlight the importance of parental education and awareness in mitigating the negative consequences of abuse on children's lives and the urgent need for culturally sensitive parenting education programs that address both knowledge gaps and systemic barriers to effective parenting.

Parenting Knowledge and Understanding of Child Abuse

Parenting knowledge and understanding of child abuse are shaped by cultural, social, and educational factors. Globally, research consistently highlights that parental awareness and attitudes towards child abuse directly influence the prevalence and prevention of abuse. Parents who possess comprehensive knowledge about the various forms of maltreatment, like physical, psychological, sexual, and neglect, are more likely to adopt protective behaviors and seek support when needed. However, studies have found that while awareness of physical abuse is relatively widespread,

understanding of emotional abuse and neglect remains limited, leading to underestimation of their long-term psychological effects on children (Akter, 2024).

In Bangladesh, parenting is primarily conceptualized through attitudes, disciplinary practices, and parent–child interactions, with a strong emphasis on obedience and respect for elders (Jasmine & Nduna, 2022). Physical punishment remains a common disciplinary method, despite global evidence and local advocacy highlighting its detrimental effects. The Positive Discipline in Everyday Parenting (PDEP) program in Bangladesh demonstrated that targeted parental education can significantly reduce approval of physical punishment and increase parents’ confidence in nonviolent disciplinary strategies, even among marginalized and low-education populations (Ateah et al., 2023). This suggests that structured interventions can bridge gaps in parenting knowledge and promote safer, more nurturing environments for children.

Studies in Bangladesh reveal that while most parents recognize the dangers of physical abuse, there is less awareness regarding emotional abuse and neglect, and these forms are often minimized or normalized within the family context (Akter, 2024; Haque, 2019). Children’s perspectives further indicate that maltreatment, including psychological abuse and neglect, is both prevalent and largely culturally normalized, with at-risk populations including young children, girls, and those from lower socioeconomic backgrounds. Risk factors such as family violence, low maternal education, large family size, and children not living with their parents are associated with higher rates of abuse and neglect (Haque, 2019; Haque et al., 2020).

Children of poor socio-economic backgrounds, such as those with unemployed or young single parents or those experiencing family conflicts, are at higher risk of abuse

and neglect. When one child in a family is abused, it's likely that others face the same treatment. Often, the perpetrators are parents or caregivers, including relatives, babysitters, or foster parents (Islam & Akhter, 2016). More years of schooling among children and parents act as protective factors, reducing the likelihood of maltreatment (Haque et al., 2020).

Parental perceptions are also influenced by gender norms, with girls more frequently exposed to sexual abuse and boys to physical punishment (Haque, 2019).

Ethnographic research underscores the importance of trust and open communication within families, as children are more likely to disclose abuse in supportive environments (Akter, 2024). Effective parenting strategies for preventing abuse include participation in positive parenting programs, stress management, empathetic communication, and reflection on disciplinary practices (Ateah et al., 2023).

Community-based interventions, such as lay health visits and perinatal coaching, have also shown promise in enhancing parental understanding and reducing isolation, which is a known risk factor for abuse (Akter, 2024).

Despite these insights, child maltreatment remains an underreported and often ignored issue in Bangladesh, partly due to the lack of a comprehensive national reporting system and deeply entrenched cultural norms that accept certain forms of violence as discipline (Haque, 2019; Haque et al., 2020). Legal and social frameworks are evolving, with organizations like UNICEF and Save the Children working to strengthen child protection systems and promote awareness at the community level (UNICEF, n.d.; Ateah et al., 2023).

Parents' Understanding of Child Development

Parental understanding of child development is a crucial determinant of children's cognitive, social, and emotional growth, research highlighting the interplay of cultural, educational, and socioeconomic factors. In Bangladesh, parental perceptions are shaped by traditional beliefs, limited access to resources, and evolving policy interventions. Studies indicate that Bangladeshi parents often recognize the importance of early stimulation, play, and responsive caregiving, yet their practices are frequently constrained by poverty, lack of education, and inadequate exposure to evidence-based child development concepts (Hasan et al., 2023). For instance, a qualitative investigation into parental views on play found that parents associated play with socio-emotional development but often prioritized academic skills due to societal expectations and perceived future benefits (Zahan, 2024).

Nationally representative surveys in Bangladesh show that early childhood development (ECD) outcomes have improved over recent years, with maternal education, household wealth, and access to children's books being significant predictors of developmental progress (Hasan et al., 2023). However, barriers remain, particularly for families in low-resource settings where knowledge about optimal caregiving and early learning is limited (Bos, 2015). The government, in partnership with organizations such as UNICEF and icddr,b, has implemented large-scale interventions to build parental capacity, including community-based training on nurturing care, play-based learning, and early stimulation, which have demonstrated positive effects on parental knowledge and child outcomes (Childhood Education International, 2017; OCHA, 2024; Pitchik, 2021).

Globally, parental understanding of child development is influenced by cultural norms, educational attainment, and the availability of support systems. Research highlights that parents who participate actively in their child's formative education contribute to improved cognitive and emotional development (Jensen et al., 2019). In contrast, limited awareness of developmental needs can lead to inadequate stimulation and support, potentially hindering children's growth. Studies emphasize the importance of parental education programs and community-based interventions in enhancing knowledge and fostering nurturing caregiving approaches (Sarkar et al., 2023). In low- and middle-income countries, parents' knowledge is often shaped by local beliefs about child rearing, health, and education, which can either facilitate or hinder optimal development. Research underscores the effectiveness of multicomponent interventions-combining early learning, responsive caregiving, nutrition, and caregiver mental health support-in enhancing both parental understanding and child developmental outcomes at scale. Furthermore, tools such as the Ages and Stages Questionnaire: Inventory, which rely on caregiver reports, have proven feasible for large-scale assessments in resource-constrained settings, though direct assessments like the Bayley Scales are considered less biased (Pitchik, 2021).

In Bangladesh, the socio-cultural context plays a pivotal role in shaping parental perceptions, with traditional views sometimes conflicting with contemporary child development theories (Alam et al., 2021). Efforts to align parental alignment with global benchmarks such as the United Nations Convention on the Rights of the Child (UNCRC) face challenges due to conceptual vagueness and limited awareness among caregivers (Sharmin, 2010). Policy initiatives, including the development of Early Learning and Development Standards (ELDS) and inclusive education frameworks aim to bridge these gaps by engaging parents, teachers, and community stakeholders

in the validation and implementation process (Childhood Education International, 2017).

Parents understanding about effects of child abuse in child development

Child abuse has deep and lasting effects on child development, influencing cognitive, emotional, and social growth. Research indicates that children who experience abuse, whether physical, emotional, sexual, or neglect, often suffer from developmental delays, psychological disorders, and impaired social functioning. In Bangladesh, child abuse remains a significant concern due to socio-economic disparities, traditional practices, and limited access to education and healthcare. Studies suggest that parental awareness and intervention are essential for mitigating the negative effects of abuse and fostering resilience in affected children (Islam, 2015; Morium, 2024).

Globally, child abuse, including physical, emotional, sexual abuse, and neglect, has been recognized as a critical threat to healthy child development, with the World Health Organization defining it as any form of maltreatment resulting in actual or potential harm to a children's physical/mental welfare, survival outcomes, developmental trajectories, or human worth in fiduciary or hierarchical bonds (Islam & Akhter, 2016; Save the Children, 2024). The effects of such abuse are profound, spanning behavioral issues, cognitive delays, emotional disturbances, and long-term social maladjustment. Research consistently shows that early experiences of abuse can trigger behavioral changes such as discipline problems, insomnia, anxiety, depression, and impaired reasoning, with abused children being at increased risk of juvenile delinquency and adult criminality (Islam & Akhter, 2016).

In the Bangladeshi context, child abuse is alarmingly prevalent and often normalized within familial and societal structures. Studies indicate that nearly 99% of 11–17-year-olds have suffered a minimum of one form of corporal punishment with significant overlap between multiple forms of abuse, and girls face more severe abuse than boys, although male victimization is likely underreported (Haque, 2024).

UNICEF data from 2024 highlights that nine out of ten children aged 1–14 in Bangladesh experience physical punishment monthly by caregivers, affecting more than 45 million children (Haque, 2024). Psychological abuse and neglect are also widespread, with more than 97% of children in rural Bangladesh disclosing exposure to one or more types of emotional maltreatment during their upbringing and 78% experiencing neglect (Haque et al., 2020). Key risk factors include living separately from parents, exposure to family violence, bullying, working during childhood, and having a greater number of siblings, while higher levels of schooling appear protective (Haque et al., 2020).

Despite these staggering figures, parental understanding of the effects of child abuse remains limited, particularly regarding emotional abuse. In Bangladesh, physical punishment has historically been socially acceptable, though recent shifts in societal attitudes and legal frameworks have reduced its overt use (Md. Fuad Rabbi Shuvra, 2013). However, emotional abuse, such as excessive control, unrealistic expectations, and lack of emotional support, remains poorly understood and frequently dismissed, with parents often unaware of its long-term psychological effects. Psychological maltreatment can lead to persistent anxiety, depressive disorders, and impaired independence, with affected children sometimes developing hostility towards parents or engaging in maladaptive behaviors as coping mechanisms (Md. Fuad Rabbi Shuvra, 2013). The lack of recognition of emotional well-being as a critical

component of child development further exacerbates the issue, as psychological problems in children are often trivialized or stigmatized (Md. Fuad Rabbi Shuvra, 2013).

Qualitative research in Bangladesh reveals that children frequently experience maltreatment as both pervasive and distressing, causing significant bodily harm and psychological trauma, despite its widespread social normalization (Atiqul Haque et al., 2017). Children's voices are often unheard due to their low status within families and institutions, and corporal punishment remains prevalent in schools despite legal prohibitions (Atiqul Haque et al., 2017). Vulnerable groups include young children, girls, poor children, and those with disabilities or from marginalized communities (Save the Children, 2024; Atiqul Haque et al., 2017).

Globally, the literature mirrors these findings, with estimates suggesting up to one billion children aged 2–17 have encountered violence or been ignored during the previous year (Save the Children, 2024). The effects of child abuse on development are well-documented, encompassing disruptions in emotional regulation, social relationships, academic achievement, and increased risk of mental health disorders. Parental awareness and understanding are recognized as crucial for prevention; however, research across affluent and developing nations demonstrates similar patterns of childhood adversity prevalence, persistent gaps in knowledge, cultural acceptance of harsh discipline, and barriers to reporting and intervention (Save the Children, 2024; Atiqul Haque et al., 2017).

Parents understanding about effects of child abuse in child's well-being

Parents' understanding of the effects of child abuse on a child's well-being is a critical area of study. In Bangladesh, maltreatment of minors encompassing bodily, emotional, and psychological maltreatment along with parental oversight failures remains a highly prevalent but under-recognized issue, with deep-rooted societal acceptance and limited awareness of its long-term consequences among parents. Studies have shown that while many Bangladeshi parents are aware of the dangers of physical abuse, there is significantly less understanding regarding emotional abuse and neglect, with parents often minimizing or overlooking the enduring psychological effects these forms of abuse can have on children (Akter, 2024; Atiqul Haque et al., 2017).

Research from Bangladesh demonstrates that child maltreatment is a frequent yet deeply harmful event, causing both immediate injury and lasting emotional damage to minors. Vulnerable groups include young children, girls, and those from poor families. The occurrence of emotional maltreatment and deprivation is disturbingly widespread, affecting nearly all minors, with more than 97% experiencing one or more types of psychological abuse and 58–78% experiencing neglect over their lifetime (Haque et al., 2020; Haque, 2019). Risk factors include living separately from parents, working as a child, having more siblings, witnessing family violence, and being bullied, while higher levels of parental education and child schooling are protective (Haque et al., 2020; Haque, 2019).

Parents' perceptions are influenced by their own experiences, education levels, and exposure to community norms. Research indicates that parents with higher levels of

education are more likely to recognize and reject abusive behaviors, while those with limited education or who have themselves experienced abuse as children may be more likely to perpetuate harmful practices (Akter, 2024; Haque, 2019). In Bangladesh, corporal punishment remains widespread both at home and in schools, despite legal prohibitions, reflecting societal acceptance and a lack of effective enforcement or awareness of children's rights (Atiqul Haque et al., 2017).

Despite legal prohibitions against corporal punishment in schools since 2011, enforcement remains weak, and societal attitudes often support physical discipline as a means of maintaining order (Atiqul Haque et al., 2017). Parents generally understand the importance of preventing child abuse but face challenges in translating this awareness into practice due to cultural norms, lack of training, and limited access to supportive resources. Interventions such as parental education, positive parenting programs, and community support have been identified as effective strategies to enhance parental understanding and reduce the risk of child maltreatment (Akter, 2024).

Globally, studies have shown that parental understanding of child abuse varies based on cultural norms, education levels, and socio-economic conditions, and parents who are more informed about the consequences of abuse are better equipped to provide emotional support and seek professional help for their children (Selvi, S., 2024). In contrast, a lack of awareness often leads to continued cycles of abuse and neglect, exacerbating the child's distress and impairing their long-term well-being (Alemneh, 2017).

Research consistently shows that parental understanding of child abuse significantly affects both the likelihood of abuse occurring and the well-being outcomes for

children. In many high-income countries, there is greater recognition of the harmful effects of all forms of child abuse, including emotional and psychological maltreatment. Parents in these contexts are more likely to participate in preventive programs, seek support services, and adopt non-violent disciplinary practices, leading to better child well-being outcomes (Akter, 2024). However, even in these settings, underreporting and societal stigma can hinder effective intervention.

The World Health Organization and UNICEF emphasize the pivotal impact of parenting knowledge and schooling in preventing child abuse and promoting child well-being. Effective parenting, characterized by empathy, open communication, and appropriate discipline, is associated with lower rates of abuse and improved developmental outcomes for children (Akter, 2024). Conversely, parental stress, lack of knowledge about child development, and adherence to harmful cultural norms increase the risk of abuse and its negative consequences.

Chapter III: Methodology

Research Approach and Design

This study employed a qualitative research design to explore parental perceptions of parenting and child abuse, including discipline practices and awareness of abuse-related consequences within Bangladesh's cultural and socioeconomic context. The qualitative methodology was selected for its capacity to generate nuanced understandings of complex social phenomena through detailed exploration of participants lived experiences (Lim, 2024).

Qualitative methods are particularly suited to investigating culturally embedded practices like child rearing, as they prioritize contextualized interpretation over standardized measurement (Gay et al., 2012). By capturing participants' narratives in their own words, this approach facilitates examination of how economic constraints, intergenerational traditions, and local belief systems shape parenting behaviors (Silva et al., 2008). The methodology's emphasis on inductive analysis allows previously unrecognized patterns and meanings to emerge directly from the data, rather than imposing predetermined theoretical frameworks. The research was focused on Bangladesh to provide actual understanding of the issue. For qualitative methods this research study was composed of IDI and GD.

Research Site

Qualitative studies employ intentional site selection to facilitate in-depth investigation of specific phenomena through direct engagement with participants in their natural contexts (Arcury & Quandt, 1999). This purposeful approach enables researchers to collect rich, contextually grounded data through face-to-face interactions. The study

was conducted across two distinct locations in Bangladesh to capture diverse sociocultural perspectives on parenting and child abuse. The primary research site was Dhaka, the capital city, representing an urban setting with middle-class families characterized by relatively higher education levels and modern lifestyles. The second site was Gafargaon, a semi-urban/rural area in the Mymensingh district, which provided insights into more traditional family structures and parenting practices.

Research Participants

This study focused specifically on parents from diverse geographic settings (urban and rural), with the research population defined as the complete group meeting study criteria from which a representative sample was selected (Patton, 2015). The research participants consisted of parents of children aged 3 to 6 years from Dhaka and Gafargaon. The participants included both homemakers and working professionals, with ages ranging from 24 to 39 years.

Participants Selection Procedure

In qualitative research, participant selection is a reflexive and consequential process. Researchers actively construct their dataset through purposive sampling, where each inclusion/exclusion decision shapes the study's trajectory and theoretical possibilities (Patton, 2002; Reybold et al., 2006). The primary selection criterion was purposive sampling of parents with direct childcare experience, ensuring participants could provide meaningful insights into parenting practices and perceptions of child abuse. A homogeneous group of parents was chosen for In-Depth Interviews (IDI) and Group Discussions (GD), with the key criteria being that all participants had at least one child aged 3 to 6 years and were willing to share their perceptions. The sample

included both homemakers and working professionals residing in urban and rural areas (Dhaka and Gafargaon).

Data Collection Tool

The study employs multiple data collection methods, with iterative analysis to identify emergent patterns and construct theoretically grounded themes (Hassan, 2022). The In-Depth Interview (IDI) and Group Discussion (GD) methods were used in this study.

In-depth Interviews: In-depth interviews (IDIs) utilize semi-structured protocols with open-ended questions to collect rich qualitative data about participants' perspectives, cognitive processes, and emotional experiences regarding a specific phenomenon (Brinkmann & Kvale, 2018). A sample size of 4 mothers was targeted for in-depth interviews, with 2 participants from Dhaka and 2 from Gafargaon. These semi-structured interviews allowed for rich, qualitative data collection and further exploration of their understanding, perceptions, and insights.

Group Discussion: Group discussions (GDs) represent a well-established qualitative research method involving facilitated interactions among small groups of participants to collect rich, contextual data (Nyumba et al., 2018). This study conducted two (2) group discussions (GDs), one in Dhaka and another in Gafargaon, each with four (4) participants. Dhaka GD included 2 fathers and 2 mothers. Gafargaon GD consisted of 4 mothers.

Data Collection Method and Procedure

The researcher developed thematic questionnaires containing a mix of semi-structured and open-ended questions for both in-depth interviews (IDIs) and group discussions

(GDs) that aligned with the study objectives. Due to the researcher's residence in the USA, all interviews and discussions were conducted by phone. Prior to each session, the researcher scheduled convenient times with participants and thoroughly explained the research purpose and procedures. Data collection occurred in participants' natural settings, with phone interviews and discussions being audio-recorded after obtaining consent. To establish rapport, the researcher began each session with informal conversations about participants' professions, families, and children to create a comfortable atmosphere for genuine responses. The researcher then administered the questionnaires sequentially, which included 16 questions for IDIs and 6 questions for GDs, combining structured and open-ended formats. Prior to final data collection, pilot testing was conducted for both instruments to verify the validity and reliability of the questionnaires. All interviews were conducted in Bangla to ensure full participant comprehension. Following the formal questioning, participants were invited to reflect on their interview experience, provide feedback about the research process, and share any additional comments about the study's purpose. Each session concluded with the researcher thanking participants for their time, with IDIs lasting 45-60 minutes and GDs lasting 60-90 minutes.

Data Management and Analysis

The collected data were analyzed to thoroughly examine the research hypothesis and answer the study's primary questions (Gay et al., 2012). Following data collection through group discussions (GDs) and in-depth interviews (IDIs), the audio recordings were transcribed verbatim while field notes were expanded into comprehensive narratives to preserve contextual details. The research team began by carefully reviewing all transcripts and notes to familiarize themselves with the data. Using thematic analysis, key patterns and themes were identified regarding parental

perceptions of child abuse, disciplinary practices, and awareness of consequences. The analysis specifically explored how cultural norms, economic conditions, and social factors influenced these perceptions and behaviors. Finally, all results were interpreted within Bangladesh's unique socio-cultural context, providing culturally grounded insights into parental understanding of child abuse and its developmental impacts. This rigorous analytical approach enabled a nuanced examination of the complex factors shaping child-rearing practices in Bangladesh, ultimately informing potential interventions and policy recommendations.

Validity & Reliability

Within qualitative methodologies, these concepts act as gatekeepers of research quality, verifying that results are both consistent (reliable) and truthful (valid). (Golafshani, 2003). Within the realism paradigm, validity and reliability of judgements depend on multiple interpretations of the same phenomenon. This perspective emphasizes the importance of triangulation, using diverse data sources and thematic analysis to capture these diverse viewpoints as part of the realist approach (Healy, M. & Perry, C., 2000). To ensure methodological rigor in examining parents' perceptions of child abuse and its impact on child development and well-being, the researcher conducted a comprehensive literature review to identify culturally specific child-rearing challenges in Bangladesh, which guided the study's framework and focus. The study employed triangulation to enhance validity, a strategy that involves seeking convergence across multiple data sources to develop study themes (Creswell & Miller, 2000). This approach incorporated various data collection and analysis methods selected based on research objectives (Golafshani, 2015). Data were gathered through in-depth interviews and group discussions, with all instruments reviewed and validated by an early childhood development expert from

BRAC University. Following expert feedback, the researcher refined the study design and conducted a pilot test of the interview protocols and discussion guides to establish reliability before implementing the full study, thereby ensuring the research's overall validity and reliability.

Ethical Issues

The study strictly adhered to ethical standards for human subject research as outlined by the World Health Organization (WHO) and BRAC University's Ethical Review Committee. Obtaining participant permission was recognized as a fundamental requirement, as collecting data without consent would violate research ethics. Key ethical principles in qualitative research, including participant anonymity, data confidentiality, and voluntary informed consent (Richards & Schwartz, 2002), were carefully implemented. Prior to interviews, the researcher thoroughly explained the study's objectives and procedures to participants before obtaining their verbal agreement. Participation was entirely voluntary, with no coercion applied. Participants received guarantees that all collected information would remain confidential and used exclusively for academic purposes and that no personally identifiable details would be recorded or revealed. To ensure anonymity, all participant identifiers were removed from the data. The researcher committed to accurately representing participants' responses without alteration. Special care was taken when discussing potentially sensitive topics to avoid causing distress, with all interactions conducted respectfully and with consideration for participants' emotional wellbeing.

Limitations of the Study:

- Some participants may have felt hesitant to openly discuss child abuse due to the sensitive nature of the subject, potentially limiting the depth and authenticity of their responses.
- As the researcher was based abroad, all data collection occurred remotely, which restricted opportunities to observe non-verbal cues and build strong interpersonal connections, factors that could have enhanced data quality.
- Deeply rooted cultural norms surrounding child-rearing practices may have influenced participants' willingness to share candid perspectives, presenting challenges in capturing fully transparent responses.
- Attempts to gather additional data through follow-up interactions were unsuccessful, restricting opportunities to clarify or expand on initial responses.

Chapter IV: Results/Findings & Discussion

Results

This section is structured into two key components: (1) participant demographic characteristics and (2) research findings. The first component details participants' age distribution, professional backgrounds, number of children, and educational qualifications. The second component presents findings derived from In-Depth Interviews (IDIs) and Group Discussions (GDs) conducted with parents across urban (Dhaka) and semi-urban/rural (Gafargaon) settings. The central aim of this chapter is to overview of parental perception of child abuse and its consequences for children's developmental outcomes and overall wellbeing.

In the following section, a systematic analysis of the collected data will be presented, integrating individual participant responses, collective insights from group discussions, and the researcher's analytical observations. The chapter will culminate with a concise synthesis of principal findings alongside empirically grounded recommendations informed by the study's results.

Demographic Information of the Participants:

This study engaged 12 participants in in-depth interviews (IDIs) and group discussions (GDs), comprising 10 females and 2 males, reflecting gendered caregiving norms in Bangladeshi households. Participants were purposively sampled from Dhaka (urban) and Gafargaon (semi-urban/rural), with ages spanning 24 to 39 years. Educational attainment varied: four participants held master's degrees, two completed bachelor's degrees, and six had secondary-level qualifications (H.S.C./S.S.C.).

Occupational diversity was observed, with 8 homemakers, 1 private-sector employee, 1 government employee, 1 primary school teacher, and 1 stay-at-home father pursuing graduate studies. Family structures differed significantly: seven participants had one child, four had two children, and one had three children. The children's ages (1–16 years) included a focused subset of 3–6-year-olds relevant to the study's early childhood development focus.

Notably, male representation was limited to two participants (both from Dhaka GD), one working in the private sector and another as a househusband, highlighting cultural caregiving disparities. This demographic skew aligns with traditional parenting roles in Bangladesh, where mothers predominantly oversee child-rearing. The sample's heterogeneity in education, location, and family size provided multifaceted perspectives on parenting practices and abuse perceptions.

Findings

This section presents the key findings of the study, highlighting insights from in-depth interviews (IDIs) and group discussions (GDs). The data collected from four IDIs and two GDs were carefully synthesized and analyzed, with a strong emphasis on addressing the main research questions. The results are systematically organized into various themes and subthemes, ensuring a structured and comprehensive presentation of the research insights.

Theme 1: Parenting Knowledge and Understanding of Child Abuse

This theme is intended to explore parents' knowledge and understanding of child abuse, as it delves into how parents perceive and respond to issues of abuse within the family setting. Through in-depth interviews and group discussions, the first theme aims to uncover parents' awareness and perceptions regarding child abuse, examining

their knowledge of its definition, their understanding of various forms of abuse children may experience, and the contributing factors that lead to abusive parenting behaviors.

Subtheme 1.1: Parents' knowledge of child abuse

To deep dive to explore parents' knowledge and understanding of child abuse, the study first tried to understand parents' knowledge about parenting. Throughout the in-depth interviews and group discussions, parents highlighted the essential aspects of parenting knowledge to support a child's overall growth and well-being. Most of the participants emphasized the importance of providing a mix of love, guidance, and. For example, a respondent mentioned

"Parenting is about finding the right balance between love and rules to make a safe and stable space for your child to grow and thrive." (IDI#01, Dhaka, 03-02-2025)

Similarly, another participant underscored the role of trust and support, stating,

"It means building a relationship of trust and love with my child." (IDI#02, Dhaka, 04-02-2025)

Creating a positive home environment was another central point. Some parents emphasized avoiding abusive behaviors and fostering good habits instead. A participant commented,

"It is essential to avoid abusive behaviors...and to approach parenting with love, patience, and guidance." (IDI#03, Gafargaon, 08-02-2025).

One participant acknowledged that child abuse can take many forms, including physical restrictions and emotional neglect, and noted that disciplining children by

scolding or punishing them is often considered normal but can be abusive if excessive:

“If we impose more on a child than they can handle at a certain age, it becomes abusive for them.” (IDI#01, Dhaka, 03-02-2025)

Similarly, another participant categorized abuse into physical, mental, and neglect-related forms, highlighting that emotional neglect, such as ignoring a child’s needs or failing to provide comfort, can be damaging:

“If my child wants something from me, seeks my attention, asks me questions, or simply wants to play with me, and I ignore him because I priorities my work over him, that is also a form of neglect.” (IDI#02, Dhaka, 04-02-2025)

However, some parents expressed the belief that disciplining children, including scolding or hitting, is not abusive but necessary for their upbringing. One respondent stated,

“If my child does not listen, I scold or hit them. Sometimes, I do not understand them. When they don’t want to study, I scold or lightly hit them. This is not abuse; it is called discipline.” (IDI#04, Gafargaon, 09-02-2025)

In the group discussions, there were reflections on generational shifts in parenting approaches. For instance, one participant shared,

“The discipline and self-regulation we learnt from our parents’ strictness helped us understand what is right and wrong. This is beneficial and can be practiced.” (GD#01, Dhaka, 06-02-2025)

The discussions further revealed that societal norms influence parenting approaches.

Some parents justified their actions as cultural norms and viewed scolding or instilling

fear as acceptable practices. One participant remarked,

“We were also scolded by our parents if we did something wrong, and now we do the same. To us, this seems like a normal part of parenting.” (GD#02, Gafargaon, 10-02-2025)

Subtheme 1.2: Awareness of various forms of abuse children may experience

The findings reveal varying levels of awareness among parents regarding the different forms of abuse children may experience. During IDIs and GDs, while some parents recognize both physical and emotional abuse; others primarily associate discipline with necessary corrective measures rather than abuse. One parent acknowledged that postpartum depression and a lack of support can lead to unintentionally harmful behaviors,

“Because of this, a mother might do things unintentionally that she later realizes were not right for the child. For example, speaking harshly, sometimes resorting to physical punishment, or not fulfilling the child’s valid needs.” (IDI#01, Dhaka, 03-02-2025)

Similarly, another parent emphasized that neglecting a child’s emotional needs could also constitute abuse:

“If I don’t pay attention to what he is saying, I think that could mentally harm him.” (IDI#02, Dhaka, 04-02-2025)

However, others maintained that certain disciplinary measures, such as scolding or hitting, are necessary for child-rearing. One participant stated:

“Parents do not usually hit their children without reason. If a child engages in bad behavior and does not listen even after being explained to, sometimes hitting them is necessary to instill fear.” (IDI#03, Gafargaon, 08-02-2025)

Throughout the group discussions, a parent shared a realization about emotional distress inflicted on their child through disciplinary actions:

“That’s when I realized I had caused him emotional distress. One day, I sat him down and asked what was wrong. He tearfully admitted, Mom, I can’t stop laughing, and I can’t stop crying either. I’m scared you’ll hit me again, and that fear is making me cry, but at the same time, I can’t control my laughter.” (GD#01, Dhaka, 06-02-2025)

The discussions also highlighted the role of financial stress in shaping parental behavior. One participant noted:

“When a child asks for something, and due to financial difficulties, the parents cannot provide it, the child feels disappointed. Many times, children keep asking for more things, and when parents fail to meet those demands, the child becomes emotionally upset.” (GD#02, Gafargaon, 10-02-2025)

Subtheme 1.3: Factors that contribute to abusive parenting behaviors

The findings indicate that abusive parenting behaviors are often influenced by societal norms, generational experiences, and a lack of awareness regarding alternative parenting strategies. Many parents acknowledge that their own upbringing shaped their perspectives on discipline, leading them to normalize certain forms of abuse throughout the in-depth interview and group discussion sessions. One participant reflected on how learning through observation rather than reasoning has contributed to ingrained abusive behaviors:

“We believe in what we see. Perhaps we experienced similar things in our childhood, so we perceive it as normal. However, times have changed, our understanding, knowledge, and social systems have evolved.” (IDI#01, Dhaka, 03-02-2025)

Another respondent emphasized how environmental and societal influences reinforce abusive parenting:

“Considering the environment in which we were raised and the society we currently live in, child abuse is indeed a common problem. We raise our children based on our surroundings.” (IDI#02, Dhaka, 04-02-2025)

In the group discussion sessions, one participant admitted accepting strict disciplinary actions as normal during childhood:

“Yes, I thought it was natural that if I did something wrong, made a mistake, or performed poorly in exams, I would be scolded, and if it was serious, I would be beaten. I took it as normal.” (GD#01, Dhaka, 06-02-2025)

A shift in awareness was noted among some respondents, indicating that perceptions are changing with increased education and exposure to conversations about child abuse. One of the participants from group discussions expressed optimism about the potential to alter harmful parenting norms:

“Since we now understand what constitutes abuse, we can change our mindset if we want to. This can be discussed in schools to help parents realize that sometimes we knowingly or unknowingly engage in abusive behavior, which can negatively affect a child’s future.” (GD#02, Gafargaon, 10-02-2025)

However, some participants pointed out that, while physical abuse has decreased over time, mental pressure on children has increased. One respondent shared concern about excessive academic expectations:

“But I think that what has increased more than physical abuse is the pressure on children for studies. This mental abuse starts from a young age, with constant pressure to study.” (GD#01, Dhaka, 06-02-2025)

Theme 2: Parents’ Understanding of Child Development

The study is expected to explore parents’ understanding of child development and how their behaviors and societal influences shape children’s growth and well-being. By exploring parental perspectives through in-depth interviews and group discussions, this second theme delves into two key sub-themes, including the influence of parental behavior on children’s development, as well as the broader societal factors that affect parenting approaches.

Subtheme 2.1: Influence of Parental Behavior on Children

The findings in IDI and GD sessions shared that parental behavior significantly influences children’s development, shaping their emotional well-being, habits, and overall growth. Many participants who practiced positive parenting observed noticeable differences in their children’s behavior compared to those who had limited opportunities to engage in such practices. One participant reflected on how their parenting approach evolved over time, leading to distinct differences between their two children:

“My 3-year-old child is ahead in this aspect compared to my 13-year-old. The kind of parenting I am providing for my 3-year-old; I couldn’t provide for my 13-year-old in the same way. I can already see the changes.” (IDI#01, Dhaka, 03-02-2025)

Another parent expressed confidence in their approach but acknowledged that the long-term effects of their parenting would become clearer as their child grows:

“So far, Alhamdulillah, the way I am raising my child, I can see they are growing at a steady pace. In the future, as they grow older, they will understand more.” (IDI#02, Dhaka, 04-02-2025)

Similarly, a respondent emphasized the importance of maintaining a nurturing environment despite household challenges:

“We never behave in a way that could harm them. Even if there are problems in the household, my husband and I try to treat our children well. We act appropriately in front of them so they grow up learning good behavior.” (IDI#03, Gafargaon, 08-02-2025)

In the group discussion sessions, participants agreed that parental behavior plays a crucial role in children’s development. One of the participants highlighted the importance of education, nutrition, and safety:

“Ensuring my child gets a good education, proper nutrition, and stays healthy and safe. Everything we do contributes to the child’s growth and development.” (GD#02, Gafargaon, 10-02-2025)

Others echoed similar sentiments, emphasizing kindness and positive reinforcement.

Subtheme 2.2: Societal Influences on Parenting

The findings of this theme indicate that societal influences play a significant role in shaping parenting practices, with many parents adopting behaviors based on cultural norms and generational experiences throughout the IDI and GD sessions. Some parents acknowledge that their approach to raising children has evolved over time,

while others continue to follow traditional methods. One participant reflected on how societal expectations influenced their parenting approach:

“We adopt certain aspects from the social system while raising children. With my first child, I followed everything strictly. However, with my next two children, I picked what I found suitable and used my own judgement for the rest.” (IDI#01, Dhaka, 03-02-2025)

Another parent admitted that external influences often dictate their choices:

“I often try to teach my child extracurricular activities due to societal expectations. For example, when I hear other parents discussing how they have enrolled their child in a coaching center, I also decide to enroll my child in one.” (IDI#02, Dhaka, 04-02-2025).

However, some parents maintain that discipline is necessary for proper upbringing.

One respondent stated:

“We do what is necessary to raise children properly. They need to study and grow up well. If they do not study, I scold them and warn them about punishment, which makes them study out of fear.” (IDI#03, Gafargaon, 08-02-2025)

During group discussions, a participant shared how strict parenting was normalized in their childhood:

“Yes, I thought it was natural that if I did something wrong, made a mistake, or performed poorly in exams, I would be scolded, and if it was serious, I would be beaten. I took it as normal.” (GD#01, Dhaka, 06-02-2025)

Another respondent emphasized the generational shift in parenting approaches:

“When we were young, the cultural values were different, and many things have changed since then. In our childhood, it was common for fathers to be strict, and mothers to be affectionate. Now, our generation is more likely to understand that children, due to their age, might commit mistakes, and instead of punishment, counselling should be the first step.” (GD#02, Gafargaon, 10-02-2025)

One of the parents pointed out that while physical abuse has decreased, academic pressure has intensified:

“But I think that what has increased more than physical abuse is the pressure on children for studies. This mental abuse starts from a young age, with constant pressure to study.” (GD#01, Dhaka, 06-02-2025)

Theme 3: Parents’ Understanding of Effects of Child Abuse on Child

Development

This theme is intended to explore parents’ understanding of the effects of child abuse on child development, as it delves into how parents perceive the long-term consequences of abusive behaviors and the factors that shape their parenting approaches. Through in-depth interviews and group discussions, by analyzing subthemes, this theme aims to explore parents’ perspectives on how abuse affects children’s development, highlighting their recognition of lasting effects. It also seeks the role of stress and financial instability in influencing parental behaviors, exploring how these pressures contribute to challenges in providing a nurturing environment.

Subtheme 3.1: Long-Term Effects of Abusive Behavior

During the in-depth interviews and group discussions, the findings indicate that abusive behavior has lasting effects on children’s emotional, psychological, and social development. Many participants shared personal experiences highlighting how

childhood abuse influenced their long-term well-being. One participant described how growing up in a joint family exposed their child to both affection and bullying, leading to social withdrawal:

“Due to being in a joint family, she experienced a mix of love, discipline, and high expectations from everyone, which has now made it difficult for him to connect with new people.” (IDI#01, Dhaka, 03-02-2025)

Another respondent emphasized the psychological effect of restrictive parenting:

“If all their friends are visiting each other’s homes, but my child is not allowed, he will feel deeply hurt. This is a form of psychological abuse. (IDI#02, Dhaka, 04-02-2025)

Throughout the group discussions, a participant reflected on how childhood experiences continue to affect her even as an adult:

“Even now, most of the time, I feel the same way. When my sister and I get together, we still say, what would have happened if my mother’s son didn’t exist, this effect is still there, even though I’m now 38 years old.” (GD#01, Dhaka, 06-02-2025)

Similarly, another respondent shared how childhood separation from her mother shaped her parenting decisions.

One of the participants recalled how repeated scolding discouraged him from engaging in activities he once enjoyed:

“After a few such incidents, I didn’t play football for a long time. When I did play, I would only be the goalkeeper, even though I played well in other positions.” (GD#02, Dhaka, 10-02-2025)

Subtheme 3.2: The Role of Stress and Financial Instability on Parental Behavior

The findings indicate that stress and financial instability significantly affect parental behavior, often leading to unintended emotional distress for children. Throughout the sessions, many parents acknowledge that financial struggles shape their ability to provide for their children, influencing their interactions and disciplinary approaches. One participant reflected on how financial limitations previously restricted their ability to fulfil their child's small wishes:

“Without financial support or independence, I couldn't fulfil my child's small wishes. Now, I can afford things like taking them for a rickshaw ride, visiting the park, or buying some fried chicken. These simple joys weren't possible before.” (IDI#01, Dhaka, 03-02-2025)

Another parent emphasized the emotional effect of financial struggles on children:

“If financial struggles prevent me from taking my child out like before, they may feel neglected, which is also a form of abuse.” (IDI#02, Dhaka, 04-02-2025)

However, some parents justified strict disciplinary measures as necessary despite financial stress. One respondent stated:

“Parents do not usually hit their children without reason. If a child engages in bad behavior and does not listen even after being explained to, sometimes hitting them is necessary to instill fear.” (IDI#03, Gafargaon, 08-02-2025)

In group discussion sessions, one parent shared how personal stress led to unintended emotional harm:

“I lost my temper and hit him. I usually never hit my child, but my own stress and frustration got the better of me. I scolded him harshly, thinking it would make him stop. However, after a few days, I noticed something alarming: he was laughing and crying simultaneously.” (GD#01, Dhaka, 06-02-2025)

Another participant reflected on how stress influenced inconsistent parenting responses:

“One day, I happily accepted the mess, thinking, they’re kids. It’s natural for them to play. But when I was stressed, I walked into the same messy living room and reacted very differently. I scolded my daughter so much that she sat quietly in a corner, silently crying.” (GD#02, Gafargaon, 10-02-2025)

One of the respondents shared how work-related stress led to unintended emotional distress for his child:

“Worried about being late for work, I sometimes scold her or push her away. After I leave, she cries her heart out. I don’t do this intentionally, but the stress of getting to work on time makes me react this way.” (GD#01, Dhaka, 06-02-2025)

A participant pointed out how financial struggles create pressure on children:

“Since I am investing money in his education, I expect him to succeed. We tend to compare our children with others and put pressure on them.” (GD#02, Gafargaon, 10-02-2025)

Theme 4: Parents’ Understanding of Effects of Child Abuse on Child’s Wellbeing

The study is expected to explore parents’ understanding of the effects of child abuse on a child’s well-being, exploring how different parenting practices and disciplinary

approaches influence a child's development. By exploring parental perspectives through in-depth interviews and group discussions, this theme delves into key aspects such as the effect of various parenting methods, the role of discipline in shaping a child's overall well-being, and how different approaches to caregiving either support or hinder a child's healthy development.

Subtheme 4.1: Parenting Practices and Discipline for Child's Wellbeing

The findings reveal that parenting practices and discipline vary among parents, with some emphasizing reasoning and positive reinforcement while others incorporate stricter disciplinary measures. During IDI and GD sessions, many parents shared of balancing discipline with understanding, ensuring their children follow rules while also feeling supported. One participant described their approach as a mix of discipline and reasoning:

"I first try to explain things logically, and if that works, I don't impose strict discipline. However, if necessary, I do enforce some rules." (IDI#01, Dhaka, 03-02-2025)

Similarly, another parent emphasized the importance of listening to their child while maintaining discipline:

"Just as my child listens to me, I also want to listen to him. This is the type of parenting I believe in." (IDI#02, Dhaka, 04-02-2025)

However, some parents acknowledged using punishment when necessary. One respondent stated:

"I do not punish them, but I do give light slaps. If they do not listen, I discipline them lightly." (IDI#04, Gafargaon, 09-02-2025)

During the group discussions, a participant expressed the belief that punishment is sometimes necessary:

“To control children, we have to discipline them occasionally. If they don’t listen or spend too much time on mobile phones, we are forced to scold them because excessive screen time is harmful.” (GD#02, Gafargaon, 10-02-2025)

Another participant from the same group highlighted the importance of explanation before resorting to punishment:

“At first, I try to explain things gently, like telling them to eat their food or finish their homework. It’s better to make them understand rather than punish them. But when they don’t listen, some form of punishment becomes necessary.” (GD#02, Gafargaon, 10-02-2025)

One of the respondents shared a strategy of using conditional rewards:

“You won’t be allowed to play this evening if you don’t listen. Or, if you finish your homework quickly, you can go play.” (GD#01, Dhaka, 06-02-2025)

Discussion

This qualitative study explored Bangladeshi parents' understanding regarding child abuse. The research aimed to explore parents' understanding of child abuse and its effects on child development and well-being, uncovering deeply ingrained societal norms that influence parenting behaviors. Based on IDIs and FGDs with parents from Dhaka and Gafargaon, the study identified themes related to parents' understanding, parenting practices, their understanding of child development, parental awareness, the normalization of emotional neglect, and the impact of socio-economic challenges.

This discussion expands on the key findings of each theme, aligning them to existing literature and considering their implications for reducing child abuse.

Theme 1: Parenting Knowledge and Understanding of Child Abuse

The findings from the study on parenting knowledge and understanding of child abuse reveal a complex landscape of parental perceptions, shaped by cultural norms and generational experiences. While some parents demonstrated an awareness of both physical and emotional abuse, others primarily equated abuse with physical discipline, viewing verbal reprimands or mild punishments as necessary for child-rearing. These perspectives align with the articles ‘Parenting in Bangladesh: A Review of the Literature from 2006 to 2018’ and ‘Parents Perception towards Child Abuse and its Prevention’, which highlight the prevalence of physical punishment in Bangladeshi parenting practices (Jasmine & Nduna, 2022) and the normalization of emotional neglect due to a lack of awareness (Akter, 2024). The studies underscore the gap in parental knowledge regarding emotional abuse, supporting the qualitative findings where some parents failed to recognize neglect or harsh disciplinary measures as abusive. The in-depth interviews (IDIs) and group discussions (GDs) provide firsthand evidence of how societal norms perpetuate such perceptions, reinforcing the article ‘Child Maltreatment in Bangladesh: Perceptions, Prevalence and Determinants’ that abusive behaviors often stem from learnt traditions (Haque, 2019). Furthermore, both the IDI and FGD findings indicate a shift in parental awareness, with discussions highlighting an evolving understanding of child abuse beyond physical harm. Parents acknowledged postpartum stress and financial hardship as contributing factors to neglect and unintentional emotional distress, which is consistent with existing studies named ‘Children’s exposure to psychological abuse

and neglect: A population-based study in rural Bangladesh’ that identify financial instability and stress as key risk factors for abusive behaviors (Haque et al., 2020). Interestingly, while some participants recognized psychological abuse, others still justified physical discipline as necessary to instill obedience, reflecting the article ‘Child abuse in Bangladesh’, which stated that cultural expectations often overshadow knowledge of abuse prevention strategies (Islam & Akhter, 2016). The study’s findings correspond with previous research in Bangladesh, confirming that structured interventions, such as the Positive Discipline in Everyday Parenting (PDEP) program, can help parents transition to nonviolent disciplinary strategies (Ateah et al., 2023).

Overall, while many parents acknowledge child abuse beyond physical punishment, some still see discipline as necessary rather than harmful. Awareness of emotional neglect and psychological damage is increasing, yet traditional societal norms continue to shape parenting. Despite evolving perspectives, cultural influences and generational cycles play a significant role, highlighting the need for targeted interventions to foster lasting change. Future research could explore tailored interventions that consider socio-economic disparities in parenting knowledge and practice, strengthening efforts to reduce child abuse within diverse family environments.

Theme 2: Parents’ Understanding of Child Development

The findings from the study on parents’ understanding of child development reveal that parental behavior significantly influences children’s emotional well-being, habits, and overall growth. Parents who practice positive parenting report noticeable differences in their children’s development compared to those who rely on traditional disciplinary methods. The article ‘Early childhood developmental status and its

associated factors in Bangladesh: a comparison of two consecutive nationally representative surveys’ supports these findings, emphasizing that parental engagement in early learning experiences contributes to improved cognitive and emotional development (Hasan et al., 2023). However, societal expectations often shape parenting approaches, with some parents feeling pressured to enroll their children in extracurricular activities or coaching centers based on external influences rather than developmental needs (Zahan, 2024). The IDI and GD responses align with previous studies, demonstrating that while parents recognize the importance of education, nutrition, and safety, their practices are often constrained by cultural norms and financial limitations. The article ‘Building Parental Capacity to Improve Child Development in Bangladesh American Institutes for Research’ further highlights that limited access to resources and poverty hinder optimal caregiving, reinforcing the study’s findings that socio-economic factors play a crucial role in shaping parental understanding of child development (Bos, 2015).

Interestingly, while some parents acknowledge the evolving nature of parenting, others continue to adhere to traditional methods, including strict discipline and academic pressure. The study named ‘Early childhood development in Bangladesh and its socio-demographic determinants of importance’ confirms that generational shifts influence parenting styles, with contemporary approaches favoring counselling over punishment (Alam et al., 2021).

However, findings from the study indicate that while physical abuse has declined, academic pressure has intensified, leading to increased mental stress among children. This observation aligns with the article ‘Child development in the context of biological and psychosocial hazards among poor families in Bangladesh’, which

suggests that excessive academic expectations can negatively impact children's psychological well-being (Jensen et al., 2019).

The study's findings confirm previous research in Bangladesh, demonstrating that structured interventions, such as community-based training on nurturing care, can enhance parental knowledge and child development outcomes (Childhood Education International, 2017). Further research is needed to explore how targeted interventions can address the growing concern of academic pressure and promote a more balanced approach to child development.

Future studies could examine the effectiveness of parental education programs in mitigating stress-related developmental challenges and fostering a supportive learning environment for children.

Theme 3: Parents' Understanding of Effects of Child Abuse on Child Development

The findings from the study on parents' understanding of the effects of child abuse on child development reveal that abusive behaviors have lasting consequences on children's emotional, psychological, and social well-being. Parents shared personal experiences illustrating how childhood abuse influenced their long-term development, with some describing social withdrawal due to restrictive parenting and others highlighting the emotional distress caused by financial instability. These findings align with the articles 'Child Abuse and the Recent Trends in Bangladesh: A Critical Analysis from Islamic and Bangladesh Laws' and 'Breaking the Silence: Unveiling Child Abuse in Bangladesh', which emphasize that child abuse, whether physical, emotional, or neglect, can lead to developmental delays, psychological disorders, and impaired social functioning (Islam, 2015; Morium, 2024). The literature further

supports the study's observations named 'Child abuse in Bangladesh' by highlighting that children exposed to abuse often experience behavioral changes such as anxiety, depression, and difficulty forming relationships (Islam & Akhter, 2016). Both the IDI and GD responses confirm that parents recognize the emotional impact of financial struggles on children, reinforcing the article's 'Children's exposure to psychological abuse and neglect: A population--based study in rural Bangladesh' assertion that socio-economic disparities contribute to abusive parenting behaviors (Haque et al., 2020).

While the study's findings largely align with existing studies, some parents justified strict disciplinary measures despite financial stress, arguing that physical punishment is necessary to instill fear and discipline. This perspective contrasts with the article 'The emotional weapon facing Bangladeshi children – The Good Feed', which suggests that harsh discipline can lead to long-term psychological harm and maladaptive coping mechanisms (Md. Fuad Rabbi Shuvra, 2013). Additionally, the study uncovered unexpected data regarding the normalization of emotional abuse, with parents often unaware of its long-term consequences. The article 'Bangladeshi school-age children's experiences and perceptions of child maltreatment: A qualitative interview study' supports this observation, noting that emotional abuse remains poorly understood and frequently dismissed in Bangladeshi society (Atiquel Haque et al., 2017). Given these findings, future research should explore how parental education programs can address misconceptions about emotional abuse and promote nonviolent disciplinary strategies. Further studies could also examine the effectiveness of community-based interventions in mitigating the impact of financial stress on parenting behaviors, ensuring that children receive the emotional support necessary for healthy development.

Theme 4: Parents' Understanding of Effects of Child Abuse on Child's Wellbeing

The findings from the study on parents' understanding of the effects of child abuse on a child's well-being reveal a range of parental perspectives on discipline and caregiving. While some parents emphasize reasoning and positive reinforcement, others incorporate stricter disciplinary measures, including light punishment. The articles 'Parents' perception towards child abuse and its prevention' and 'Bangladeshi school-age children's experiences and perceptions on child maltreatment: A qualitative interview study' support these findings by highlighting that child abuse, whether physical, emotional, or psychological, has long-term consequences on a child's well-being (Akter, 2024; Atiqul Haque et al., 2017). Research indicates that while many Bangladeshi parents recognize the dangers of physical abuse, there is significantly less awareness regarding emotional abuse and neglect, which can lead to psychological distress and impaired social functioning (Haque et al., 2020). The IDI and GD responses align with the previous study named 'Child Maltreatment in Bangladesh: 'Perceptions, Prevalence and Determinants'', demonstrating that parents often justify disciplinary actions based on cultural norms and personal experiences, reinforcing the idea that societal acceptance of certain forms of punishment contributes to continued cycles of abuse (Haque, 2019).

Interestingly, while some parents acknowledge the importance of listening to their children and balancing discipline with understanding, others believe punishment is necessary to control behavior, particularly in cases of excessive screen time or disobedience. This perspective contrasts with the article 'Effect of child abuse on psychosocial wellbeing of the children', which suggests that harsh disciplinary measures can negatively impact a child's emotional and psychological development

(Selvi, 2024). The study's findings confirm previous research indicating that parental education and awareness programs can help shift harmful parenting norms and promote nonviolent disciplinary strategies (Akter, 2024).

However, the normalization of emotional abuse remains a significant challenge, as many parents fail to recognize its long-term effects. Given these findings, future research should explore how targeted interventions can address misconceptions about emotional abuse and promote positive parenting practices. Additionally, further studies could examine the effectiveness of community-based support programs in mitigating the impact of financial stress on parenting behaviors, ensuring that children receive the emotional support necessary for their overall well-being.

Conclusion

This research has provided significant insights into parental perceptions of child abuse and its long-term consequences on children's development and well-being. Through a Bangladesh, the study has highlighted both gaps in awareness and areas where intervention is crucial. The findings indicate that while many parents acknowledge physical abuse as harmful, psychological abuse and neglect often remain overlooked or underreported. This highlights the pressing need for awareness campaigns and structured education programs to help parents understand the broader spectrum of child maltreatment and its detrimental effects on children's intellectual, psychological, and interpersonal growth.

Reflecting on the entire research process, it is evident that parental attitudes and practices regarding child discipline are deeply rooted in cultural norms, economic conditions, and generational beliefs. Some parents unintentionally perpetuate abusive behaviors due to a lack of knowledge about alternative, positive discipline methods.

The discussions in this thesis demonstrate that greater emphasis must be placed on equipping parents with strategies that support healthy, non-violent discipline techniques. Furthermore, evidence has shown that child abuse can have long-lasting impacts, leading to emotional instability, impaired cognitive functions, and difficulties in social adaptation that can persist into adulthood. A key objective of this research was to assess whether parental perceptions align with the scientifically documented effects of child abuse. Based on the findings, it is clear that misconceptions and limited awareness encourage the long-term prevalence of adverse childhood experiences. This underscores the importance of policy interventions, educational efforts, and support programs that aim to reshape parental perceptions and practices. By addressing these gaps, communities and policymakers can work towards establishing a safer and more nurturing environment for children in Bangladesh. On a personal level, conducting this study has been an eye-opening experience, reinforcing the necessity of spreading awareness about child abuse prevention and parental education. The research has highlighted the critical role that societal change plays in fostering healthier parenting practices. It has also deepened the understanding that child abuse is not merely an issue of individual behavior but a systemic challenge that requires comprehensive solutions involving families, educators, health professionals, and policymakers.

In conclusion, while this study has successfully explored parental perceptions and their implications, it also opens the door for further research, particularly on the effectiveness of intervention strategies and educational programs. Future studies can examine how targeted parental education initiatives influence attitudes towards child discipline and the prevention of abuse. By continuing to address these challenges, meaningful steps can be taken towards ensuring a safer and more supportive

upbringing for children in Bangladesh, ultimately fostering a society where children's rights and well-being are prioritized.

Recommendation

The study's findings suggested a few recommendations, including the implementation of campaigns to educate parents and communities about various types of child abuse, including emotional and psychological maltreatment.

- Provide workshops and community programs to educate parents on identifying and addressing child abuse effectively.
- Encourage parents to manage stress and emotions through support groups and mental health resources to prevent abusive behavior.
- Advocate for non-violent and nurturing parenting techniques like reasoning, rewards, and active listening.
- Develop accessible resources such as counselling services, parenting groups, and an educational campaign to empower families
- Foster collective efforts through schools, healthcare providers, NGOs, and government initiatives to spread awareness about child abuse prevention.
- Focus on psychological maltreatment and deprivation, highlighting their chronic effects on children's wellbeing.
- Advocate for stronger child protection laws and ensure economic and social programs to support vulnerable families.
- Undertaking further study to analyze parents' attitudes and behaviors about child abuse, hence enhancing preventative efforts.
- Enhancing social and legal safeguards for children to enable appropriate management and prevention of abuse incidents.

- Advocating for media initiatives to confront detrimental cultural practices that facilitate child abuse.
- Enhancing governmental policies to guarantee more robust enforcement of child protection laws and regulations.

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Appendix A.

Participants Demographic Information:

IDI:

Participant SL	Age	Academic Qualification	Profession	Children	Sex
1	36 Dhaka	LLB (Honors)	homemaker	2girls and 1 boy (13 years,3 years and 1 year)	Female
2	27 Dhaka	H.S.C	homemaker	1 boy (6years)	Female
3	33 Gafargaon	H.S.C	homemaker	2 boys (16 years and 4 years)	Female
4	29 Gafargaon	H.S.C	homemaker	1 girl (5 years old)	Female

Group Discussion for: Gafargaon

Participant SL	Age	Academic Qualification	Profession	Children	Sex
1	39	B.A	Primary School Teacher	1 boy and 1 girl (16 years and 6 years)	Female
2	24	S.S.C	Homemaker	1 girl (5 years)	Female
3	27	H.S.C	Homemaker	1 girl (6 years)	Female
4	35	H.S.C	Homemaker	1 girl (5 years)	Female

Group Discussion for Dhaka:

Participant SL	Age	Academic Qualification	Profession	Children	Sex
1	38	M.A.	Private company Job Holder	1 girl (3years years 6months)	Male
2	38	M.sc	House husband	1 girl and 1 boy (6 years and 3 years old)	Male

3	38	M.sc	Government Job Holder	1 boy (6 years)	Female
4	38	M.sc	Homemaker	2 boys (14 years and 6 years)	Female

Appendix B.

IDI Guidelines

1. What is child abuse, and what do you know about it?
2. Do you engage in any behavior with your child that you consider abusive?
3. What do you know about different types of child abuse?
4. Is child abuse a common issue in your community?
5. What do you know about the long-term effects of abusive behavior towards children?
6. What kind of parenting practices do you follow as a parent?
7. What are some reasons parents engage in abusive behavior toward their children?
8. Do you punish your child as part of parenting? If so, how?
9. Does your behavior as parents influence your child's behavior? How?
10. Does social expectation influence parenting decisions?
11. How do social expectations or cultural norms help parents make decisions about child-rearing?
12. How does financial instability affect your behavior?
13. Does stress or pressure change the way you interact with your child?
14. Have you received any education or training on the effect of child abuse? How do you plan to raise awareness?

15. What do you know about the long-term effects of child abuse?

16. How will you inform others about child abuse and help raise awareness?

GD Guidelines

1. What do you understand by child abuse?
2. Do you agree that abuse is a common issue in the community?
3. Do you know about the long-term effects of abuse on children?
4. Based on your childhood experiences, do you follow your parents' child-rearing practices, or do you bring changes in raising your children? What are the effects of these practices?
5. Reasons why parents engage in abusive behavior toward their children?
6. How can we raise awareness about child abuse?

Appendix C:

IDI Guidelines (Bengali)

১. শিশু নির্যাতন কী এবং আপনি এ সম্পর্কে কী জানেন?
২. আপনি কি আপনার শিশুর সাথে এমন কোনো আচরণ করেন যা আপনি নির্যাতন মনে করেন?
৩. বিভিন্ন ধরনের শিশু নির্যাতন সম্পর্কে আপনি কী জানেন?
৪. আপনার সম্প্রদায়ে শিশু নির্যাতন কি সাধারণ সমস্যা?

৫. শিশুদের প্রতি নির্যাতনমূলক আচরণের দীর্ঘমেয়াদী প্রভাব সম্পর্কে আপনি কী জানেন?
৬. একজন অভিভাবক হিসেবে আপনি কী ধরনের প্যারেন্টিং অনুশীলন অনুসরণ করেন?
৭. বাবা-মা কেন তাদের সন্তানদের প্রতি নির্যাতনমূলক আচরণে লিপ্ত হন, এর কিছু কারণ কী?
৮. আপনি কি আপনার সন্তানকে শাস্তি দেন প্যারেন্টিংয়ের অংশ হিসেবে? যদি দেন, কীভাবে?
৯. বাবা-মা হিসেবে আপনার আচরণ কি আপনার সন্তানের আচরণকে প্রভাবিত করে? কীভাবে?
১০. সামাজিক প্রত্যাশা কি প্যারেন্টিং সিদ্ধান্তকে প্রভাবিত করে?
১১. সামাজিক প্রত্যাশা বা সাংস্কৃতিক মানদণ্ড কীভাবে পিতামাতাদের শিশু লালন- পালনের সিদ্ধান্ত নিতে সহায়তা করে?
১২. আর্থিক অনিশ্চয়তা আপনার আচরণকে কীভাবে প্রভাবিত করে?
১৩. চাপ বা মানসিক চাপ কি আপনার শিশুর সাথে যোগাযোগের ধরন পরিবর্তন করে?
১৪. আপনি কি শিশু নির্যাতনের প্রভাব সম্পর্কে কোনো শিক্ষা বা প্রশিক্ষণ গ্রহণ করেছেন? কীভাবে সচেতনতা বৃদ্ধির পরিকল্পনা করেছেন?
১৫. শিশু নির্যাতনের দীর্ঘমেয়াদী প্রভাব সম্পর্কে আপনি কী জানেন?
১৬. আপনি কীভাবে অন্যদের শিশু নির্যাতন সম্পর্কে জানাবেন এবং সচেতনতা বৃদ্ধিতে সহায়তা করবেন?

GD Guidelines (Bengali)

১. আপনি শিশু নির্যাতন দ্বারা কী বোঝেন?
২. আপনি কি মনে করেন যে নির্যাতন সম্প্রদায়ের একটি সাধারণ সমস্যা?

৩. আপনি কি শিশুদের ওপর নির্যাতনের দীর্ঘমেয়াদী প্রভাব সম্পর্কে জানেন?
৪. আপনার শৈশবের অভিজ্ঞতার ভিত্তিতে, আপনি কি আপনার বাবা-মায়ের সন্তান লালন-পালনের অনুশীলন অনুসরণ করেন, নাকি আপনি নিজের সন্তান লালন-পালনে পরিবর্তন আনেন? এই অনুশীলনের প্রভাব কী?
৫. বাবা-মা কেন তাদের সন্তানদের প্রতি নির্যাতনমূলক আচরণে লিপ্ত হন, এর কিছু কারণ কী?
৬. শিশু নির্যাতন সম্পর্কে কীভাবে আমরা সচেতনতা বৃদ্ধি করতে পারি?

Appendix D.

Voluntary Consent Form for Parents

Institute of Educational Development, BRAC UNIVERSITY

Title of the Research Protocol: Parents' Perception on Child Abuse and Its effect on Child development and Wellbeing.

Principal Investigator:

Introduction:

Parenting quality significantly effects all areas of a child's development, including cognitive, social, emotional, physical, and linguistic growth, as well as brain development. It forms the foundation for future connections and relationships (Perez, 2017). For this reason, knowledge about child rearing and development is essential for effective parenting and promoting children's overall well-being (Bornstein, 2010).

Purpose of the Research:

As a researcher from the Institute of Educational Development at BRAC University, I aim to explore parents' perceptions on child abuse and its effects on child development and wellbeing during the early years.

Why You Were Selected:

Parents, including both fathers and mothers, have been chosen as participants because they serve as primary caregivers, playing a crucial role in their child's growth and development.

Expectations from Participants:

If you agree to participate in this study, you will be asked to share your understanding and practices related to parenting, knowledge child abuse and child development during the early years. You may provide your consent via an electronic signature or email.

Risks and Benefits:

Participation in this study carries no risks. However, the findings from this research may benefit children directly or indirectly in the future if adopted by policymakers and educators to improve practices and policies.

Privacy, Anonymity, and Confidentiality:

All information you provide will be treated with strict confidentiality. If you have any questions or need further clarification, you are welcome to contact me via phone

Future Use of Information:

Some of the data collected during this study may be preserved for future research purposes. However, any shared data will adhere to strict privacy guidelines, ensuring anonymity and confidentiality, and will not include any personally identifiable information.

Right to Decline or Withdraw:

Participation in this study is completely voluntary. You have the right to decline or withdraw from the study at any time without facing any consequences. If you agree to participate, please confirm your consent by signing below, placing your left thumb impression, or providing an email confirmation.

Contact Information

For any questions or concerns about this study or participation, please contact:

[Researcher's Name]

[Institution/Organization]

[Email Address]

[Phone Number]

Consent Statement

Participants who sign below indicate that they have read and understood the information outlined above and agree to participate in this study. Individuals will also receive a copy of this consent form to keep.

Participant's Name: _____

Participant's Signature/Thumb Impression: _____

Date: _____

Signature of Investigator: _____ Date: _____

Thank you for your consideration of participating in this important research. Your experience is crucial for child development and wellbeing.