

Mental Health Analysis of Students Whose Parents are Divorce at Smp Negeri 25 Pekanbaru

Ceria Galossa Victoria ¹, Muhammad Nur Wangid ²

¹ Universitas Negeri Yogyakarta, Indonesia

² Universitas Negeri Yogyakarta, Indonesia

Corresponding Author:

Ceria Galossa Victoria,
Universitas Negeri Yogyakarta, Indonesia
Jl. Colombo No.1, Karang Malang, Caturtunggal, Kec. Depok, Kabupaten Sleman, Daerah Istimewa Yogyakarta 55281
Email: ceriagalossa.2024@student.uny.ac.id

Article Info

Received: May 03, 2025

Revised: May 10, 2025

Accepted: May 10, 2025

Abstract

Divorce is a social phenomenon that not only changes the family structure, but also affects the roles, communication, and emotional balance within it. Children as the most vulnerable party in divorce often experience mental stress due to the separation of their parents, both directly and indirectly. descriptive method with a quantitative approach to understand the mental health of students whose parents are divorced The research was conducted at SMP Negeri 25 Pekanbaru, the subjects studied were 30 students whose parents were divorced. The data collection used a closed questionnaire, namely respondents were only asked to choose the available answers. To determine the score range according to the indicators given, it is divided into three categories, namely good, sufficient, and lacking. The results of the study conducted on 30 subjects at SMP Negeri 25 Pekanbaru showed that in general the mental health of students whose parents are divorced is in the good category. This means that students whose parents are divorced still have good mental health , the mental health of students in the psychological indicator is in the good category with a percentage of 67% including respect for themselves and others, having Insight and a sense of humor, having a reasonable emotional response, being able to think realistically and objectively, avoiding psychological disorders, being creative and innovative, being open and flexible, not defensive, having a feeling of freedom to choose, express opinions and act.

Keywords: Divorce, Parents, Students



© 2025 by the author(s)

This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution-ShareAlike 4.0 International

(CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

Journal Homepage

<https://ejournal.staialhikmahpariangan.ac.id/Journal/index.php/wp>

How to cite:

Victoria, G, C & Wangid, N, M. (2025). Mental Health Analysis of Students Whose Parents are Divorce at Smp Negeri 25 Pekanbaru. *World Psychology*, 4(1), 20–31. <https://doi.org/10.55849/wp.v4i1.873>

Published by:

Sekolah Tinggi Agama Islam Al-Hikmah Pariangan Batusangkar

INTRODUCTION

Family is the first and foremost environment in a child's life that provides an important foundation for psychological, social, and emotional development. In a harmonious family, children will feel safe, appreciated, and loved, so they can grow into mentally healthy individuals. However, when prolonged conflict occurs between parents, this harmony can be disrupted and have a negative impact on the child's psychological condition, especially if the conflict leads to divorce.

Divorce is a social phenomenon that not only changes the family structure, but also affects the roles, communication, and emotional balance within it. Children as the most vulnerable party in divorce often experience mental stress due to the separation of their parents, both directly and indirectly. According to Thompson and Rudolph (in Greeff & Der Merwe, 2004), divorce causes changes in family composition, roles between family members, and economic conditions that can affect the psychological well-being of children.

Zakiyah Darajat (2001) explained that a person is said to be mentally healthy if he/she is free from mental disorders such as anxiety, emotional tension, and loss of interest in activities. In the context of children whose parents are divorced, symptoms such as anxiety, emotional instability, easily frustrated, and difficulty in adjusting to the school environment appear. Afriani et al. (2009) in their research found that children who are victims of divorce experience behavioral disorders (angry, rebellious), social disorders (withdrawing from the environment, embarrassed), and economic disorders (unmet needs due to decreased family income).

In addition, Agus Sumadi's research (2015) shows that children from broken homes have a higher vulnerability to mental health disorders than children from intact families. However, not all children experience negative impacts. Some children are able to adapt better if they get support from the environment, such as school and peers, and have a stable and loving caregiver figure (Hadyani & Indriana, 2017).

SMP Negeri 25 Pekanbaru as one of the formal educational institutions is certainly not free from the phenomenon of students who come from divorced families. Adolescence is a challenging time, where students begin to find their identity and need strong emotional support. When this support is disrupted due to parental divorce, the potential for mental health disorders increases. Therefore, this study is important to determine the mental health conditions of students whose parents are divorced at SMP Negeri 25 Pekanbaru, as well as to be an evaluation material for the school in providing appropriate assistance.

Research on the mental health of students whose parents are divorced shows that this phenomenon has a complex impact and involves various psychological and social aspects. Based on research by Ramadhani et al. (Ramadhani et al., 2016), it was found that 52% of students with a divorce background experienced low psychological well-being, indicating the need for immediate and structured interventions to improve their psychological status. This study emphasizes that factors such as emotional instability and prolonged internal conflict contribute to low psychological well-being of students (Ramadhani et al., 2016).

A qualitative study by Harahap et al. (Harahap et al., 2021) presents a deeper perspective on adolescent girls who are victims of divorce, where it is revealed that the impact of divorce is not only emotional, but also disrupts the development of adolescent identity and independence. The results of this study highlight the importance of the role of emotional support and the presence of competent adult figures in accommodating and guiding affected adolescents (Harahap et al., 2021). This finding is in line with the results of research by Santoso et al. (Santoso et al., 2018) which links a background of divorce with a decline in adolescent social functioning, such as decreased performance in the school environment and emotional relationships with parents (Santoso et al., 2018).

Furthermore, Nabila and Itryah's research Nabila & Itryah (2024) explains that the quality of life of adolescents who experience divorce is often affected by emotional disturbances and prolonged stress, thus reducing their ability to adapt to changing social environments. This finding is also supported by Awaludin et al. (Awaludin et al., 2015) who reported feelings of inferiority, loss of family presence figures, and the emergence of negative behavioral habits such as juvenile delinquency and starting to smoke as a result of an incomplete family condition (Awaludin et al., 2015).

In the context of treatment, Meyrina et al. (Meyrina et al., 2024) suggest that a sensitive and collaborative approach between schools, families, and professionals is essential to help adolescents develop effective coping mechanisms and rebuild their psychological well-being. Such intervention efforts should include counseling and education programs that can bridge the emotional rift caused by divorce, thereby creating an environment that supports positive adolescent development (Meyrina et al., 2024). In addition, research by Setiawan et al. (Setiawan et al., 2024; and Untari et al. Untari et al., 2018) emphasizes that social environmental support and collaboration between institutions are significant supporting factors in reducing the negative impact of divorce on adolescent mental health. Weakening socio-economic conditions, for example, can worsen the psychological condition of adolescents, so interventions must consider environmental aspects and the provision of adequate resources for families and children (Setiawan et al., 2024; , Untari et al., 2018).

divorce is a significant risk factor for students' mental health. Therefore, developing a comprehensive strategy—involving psychological approaches, social support, and educational interventions—is vital to mitigate the negative impacts and reshape the psychological well-being of adolescents affected by divorce. Such interventions should not only focus on remediation but also on increasing adolescents' coping capacity and resilience in the face of structural changes in family life.

RESEARCH METHOD

This study uses a descriptive method with a quantitative approach to understand the mental health of students whose parents are divorced. Measurements are made to describe mental health in terms of the psychological and social aspects of students whose parents are divorced at SMP Negeri 25 Pekanbaru. The subjects of this study were all students whose parents were divorced at SMP Negeri 25 Pekanbaru. The sampling technique that will be used in this study is *total saturation or saturated sampling*. *Total saturation or saturated sampling* is a sampling determination technique when all members of the population are used as research samples. Therefore, all students whose parents are divorced are used as samples in this study. Based on observations that have been made by researchers at SMP Negeri 25 Pekanbaru, the subjects studied were 30 students whose parents were divorced. The data collected in this study were data on the mental health of students whose parents were divorced at SMP Negeri 25 Pekanbaru. The data collection used a closed questionnaire, namely respondents were only asked to choose the available answers. To determine the score range according to the indicators given, it is divided into three categories, namely good, sufficient, and lacking. So the researcher used the following formula (J. Supranto, 2018):

$$C = \frac{Xn - Xi}{K}$$

Information :

C = Benchmark

K = Many Classes

X_n = Highest Ideal Score

X_i = Lowest Ideal Score

The percentage (P) used to calculate the percentage of assessment scores for each indicator uses the following formula (Anas Sudijono, 2019) :

$$P = \frac{F}{N} \times 100\%$$

Information :

P = Percentage

F = Frequency

N = Number of Samples

RESULTS AND DISCUSSION

Based on the results of the research conducted, the following description was obtained:

1. Data Analysis Overview of Mental Health of Students with Divorced Parents

To find out the general picture of the mental health of students whose parents are divorced, see the following table:

Table 1. Students ' Mental Health

Category	Score Range	F	%
Good	114-155	23	77%
Enough	73-113	7	23%
Not enough	31-72	0	0%
Amount		30	100%

Based on the table, it can be seen that the mental health of students whose parents are divorced is the largest in the good category with a percentage of 77% and the mental health of students whose parents are divorced is the smallest in the less category with a percentage of 0%. For more details, see the following diagram:

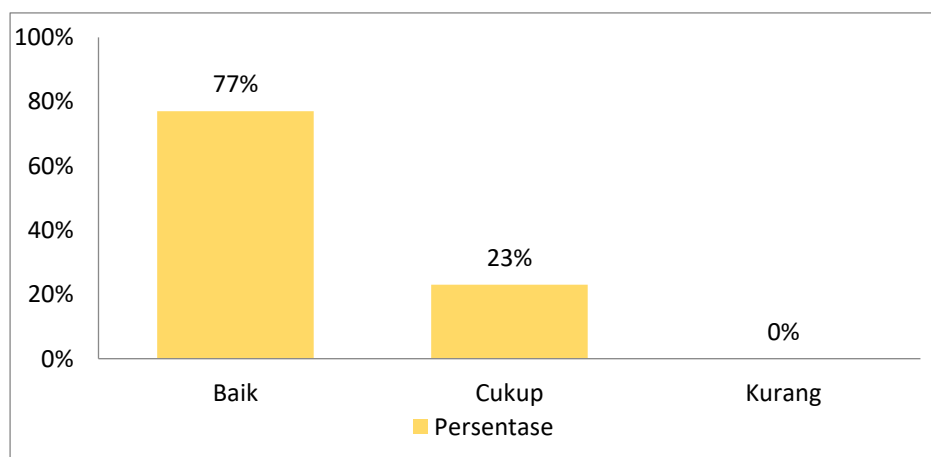


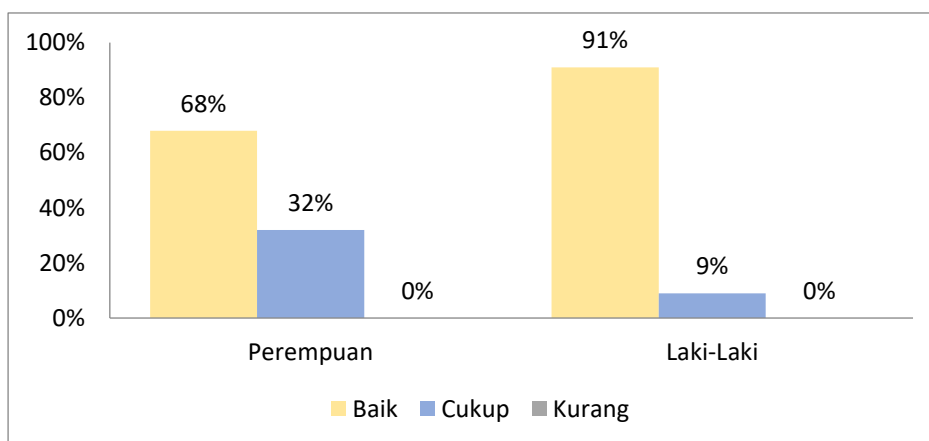
Figure 1. Graph of Students' Mental Health Levels

To find out the general picture of the mental health of students whose parents are divorced based on gender, see the following table:

Table 2. Student Mental Health by Gender

No	Category	Score Range	Man	Woman
			F %	F %
1	Good	114-155	10 91%	13 68%
2	Enough	73-113	1 9%	6 32%
3	Not enough	31-72	0 0%	0 0%
	Total		11 100%	19 100%

Based on the table, it can be seen that the mental health of students whose parents are divorced based on male gender is 91% in the good category and 0% in the poor category. While the mental health of students whose parents are divorced based on female gender is 68% in the good category and 0% in the poor category. For more details, see the diagram below :

**Figure 2. Graph of Student Mental Health Based on Gender**

2. Data Analysis of Mental Health Level of Students Whose Parents Are Divorced Reviewed from Psychological Aspects

To find out the mental health of students whose parents are divorced from a psychological perspective, see the following table:

Table 3 . Mental Health Level of Students Reviewed from Psychological Aspects

CATEGORY	SCORE RANGE	F %
Good	92-124	20 67 %
Enough	59-91	10 33 %
Less	25-58	0 0.00%
Total		30 100%

Based on the table, it can be concluded that the picture of mental health of students whose parents are divorced in terms of psychological aspects is that 67% are in the good category and 0% are in the less category. For more details, see the following diagram:

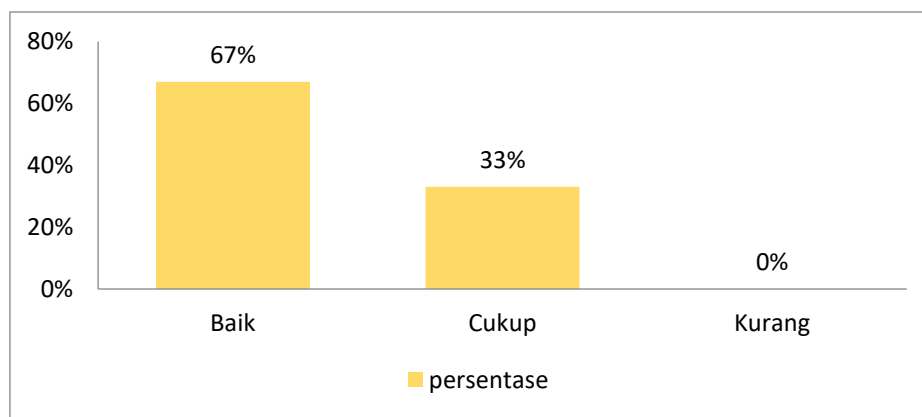


Figure 3 Graph of Students' Mental Health Level Reviewed from the Psychological Aspect

In addition, the following is a description of the mental health of students whose parents are divorced in terms of psychological aspects per indicator. seen in the following recapitulation diagram:

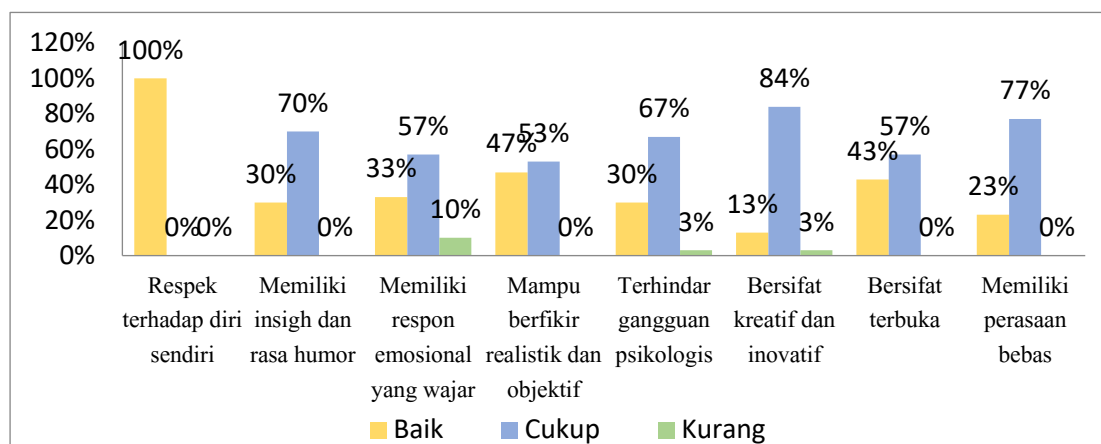


Figure 4. Graph of Students' Mental Health Levels in the Psychic Aspects Per Indicator

In the picture above, it can be concluded that the picture of mental health of students whose parents are divorced is reviewed from the psychological aspect per dominant indicator is in the sufficient category, namely the indicator is creative and innovative with a percentage of 84%, the indicator has a feeling of freedom to choose, express opinions and act with a percentage of 77%, the indicator has insight and a sense of humor with a percentage of 70%, the indicator is free from psychological disorders with a percentage of 67%, the indicator has a reasonable emotional response with a percentage of 57%, the indicator is open, flexible and not defensive with a percentage of 57% and the indicator is able to think realistically and objectively with a percentage of 53%.

3. Data Analysis of Mental Health Level of Students Whose Parents Are Divorced Reviewed from Social Aspects

To find out the picture of the mental health of students whose parents are divorced from a social aspect, see the following table:

Table 4. Level of Students' Mental Health Reviewed from Social Aspects

CATEGORY	SCORE	RANGE	F	%
Good	23-30	24	80	%
Enough	15-22	6	20	%
Less	6-14	0	0	%
Total			30	100%

Based on the table, it can be concluded that the picture of mental health of students whose parents are divorced in terms of social aspects is 80% in the good category, then 20% in the sufficient category and 0% in the less category. For more details, see the following diagram:

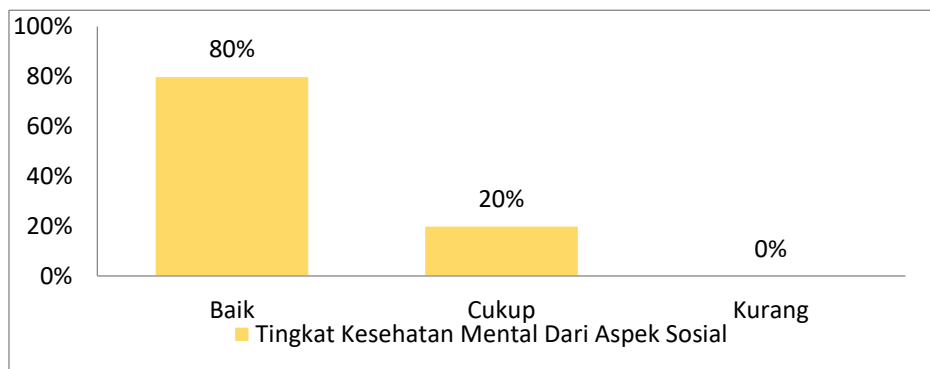


Figure 5. Graph of Students' Mental Health Levels Reviewed from Social Aspects

To find out the picture of the mental health of students whose parents are divorced in terms of social aspects, each indicator can be seen as follows:

For more clarity on students' mental health based on social aspects per indicator, see the following recapitulation diagram:

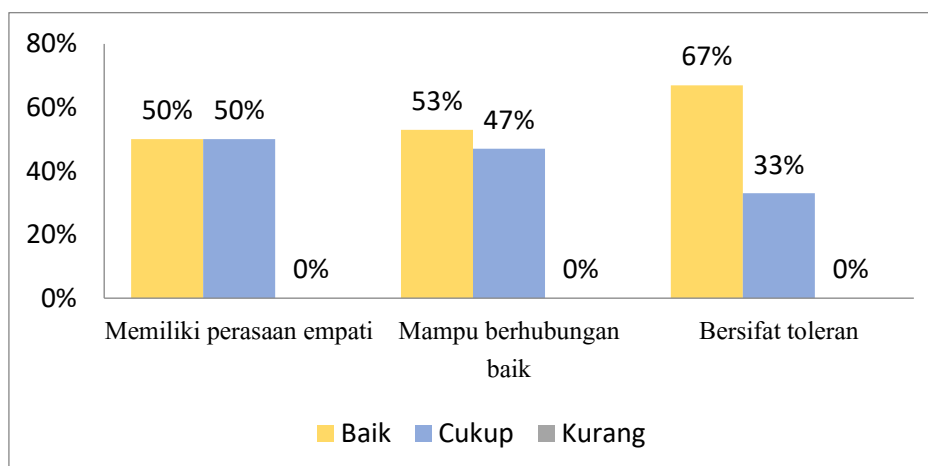


Figure 6. Summary Graph of Students' Mental Health in Social Aspects Per Indicator

In the picture above, it can be concluded that the picture of mental health of students whose parents are divorced is reviewed from the social aspect per indicator, the largest is in the good category, namely the indicator is tolerant and willing to accept regardless of social class, education level, politics, religion, ethnicity, race, or skin color with a percentage of 67%. In the indicator of being able to relate to others in a healthy way, full of love and friendship with a percentage of 53%. And in the sufficient indicator, namely the indicator of having feelings of

empathy and affection (affection) towards others, and being happy to provide help to people who need help (*altruistic attitude*) with a percentage of 50%.

Based on the description of the research results above, here we describe the results of the Recapitulation of Mental Health Levels in Psychic and Social Aspects:

Table 5. Recapitulation of Mental Health Levels in Psychic and Social Aspects

No.	Indicator	Category			Amount F %
		Good F %	Enough F %	Not enough F %	
1	Psychic	92-125	59-91	25-58	30 100%
		20 67%	10 33%	0 0%	
2	Social	23-30	15-22	6-14	30 100%
		24 80%	6 20%	0 0%	

From the table above , it can be seen that the mental health of students in the psychological indicator is in the good category with a percentage of 67% including respect for oneself and others, having insight and a sense of humor, having a reasonable emotional response, being able to think realistically and objectively, avoiding psychological disorders, being creative and innovative, being open and flexible, not defensive, having a feeling of freedom to choose, express opinions and act.

Then on the social indicator is in the Good category with a percentage of 80% including having feelings of empathy and affection *towards* others, and being happy to provide assistance to people who need help (*altruistic attitude*), being able to relate to others in a healthy way, full of love and friendship, being tolerant and willing to accept regardless of social class, education level, politics, religion, ethnicity, race, or skin color. For more details, see the diagram below :

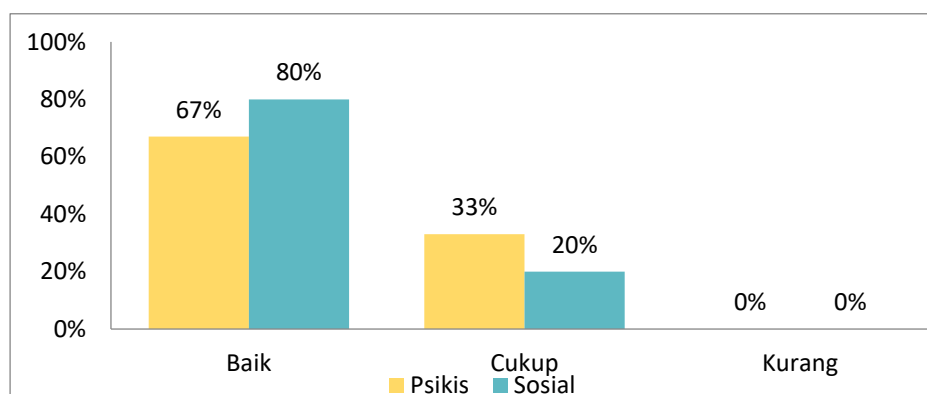


Figure 7. Summary Graph of Mental Health Levels in Psychic and Social Aspects

Based on the results of research conducted on 30 subjects at SMP Negeri 25 Pekanbaru, it shows that in general the mental health of students whose parents are divorced is in the good category. This means that students whose parents are divorced still have good mental health. The results of the study found contradict the research conducted Various studies have shown that children from divorced families often experience less stable emotional conditions, such as depression and anxiety, which can have an impact on their future psychological development (Jiarui & Amat, 2023) (Güler et al., 2024; (Tullius et al., 2021). One immediate effect of divorce is increased levels of emotional stress experienced by children. For example, Jiarui and Amat suggest that a conflict-ridden family environment, such as that often seen during divorce, can create a stressful environment for children, leading to higher mental health risks (Jiarui & Amat,

2023). Other research also suggests that the lingering stigma associated with divorce can add to the emotional burden on children, making them more susceptible to mental health disorders such as depression (Wang et al., 2021).

The impact of parental divorce on students' mental health in middle school is also evident from longitudinal studies showing that shifts in the living environment after divorce, including changes in finances and relationships with parents, have a greater impact than conflicts that occurred before the divorce (Tullius et al., 2021). Children who do not have adequate access to emotional support after divorce tend to show more severe mental health symptoms, such as self-harm behavior and difficulty adjusting to major changes in their lives (Ai, 2025).

The results of the study from gender obtained that male students' mental health was in the good category compared to the mental health of female students. This means that male students whose parents are divorced have better mental health when compared to the mental health of female students. Male students tend to be less concerned about their parents' divorce. Some even think that divorce is good for both parents than they have to fight. While female students tend to think more about feelings and worry about their parents' divorce. This is supported by Shields' opinion (in Santrock, 2013) talking about emotions, women are more emotional and full of feelings while men are more rational and use logic. However, other studies have found that boys from divorced families often experience more social and mental health problems than girls, which indicates the need for a gender-differentiated psychological support strategy approach (Güler et al., 2024; Pappa, 2013). In addition, appropriate interventions and the development of support programs for children from broken families can help reduce the negative impacts they experience (Ai, 2025).

In the psychological aspect, the results showed that the mental health of students whose parents are divorced is in the good category. This means that students whose parents are divorced have good mental health, especially in the psychological aspect. This can be seen in the indicator of respect for oneself and others, namely students try to make themselves happy and if students are stressed they can immediately overcome it. This shows that students whose parents are divorced are able to overcome the problems they face so that they do not drag on in problems. Then in the indicator of having insight and a sense of humor and the indicator of having a reasonable emotional response, namely students know the source of the problem and how to overcome it, students also always respond to the problem calmly and patiently. This shows that with the presence of problems or experiences, they can be calm and patient in determining a way out of their problems. This is supported by the research of Ilma Adji Hadyani (2017) which states that life experiences shape subjects into strong, patient, sincere and wise individuals in taking steps, even from the tragedy that befell their parents as life lessons.

Next on the indicator able to think realistically and objectively, namely students try to motivate friends who have problems. Based on observations made by researchers, students whose parents are divorced are friends with fellow students whose parents are also divorced. This shows that they motivate each other and strengthen each other.

Then on the indicators of avoiding psychological disorders, being creative and innovative, being open and flexible, not defensive, having a feeling of freedom to choose, express opinions and act, namely on the results of the questionnaire chosen by students, students tend to have self-confidence, are enthusiastic, dare to express opinions and students are willing to share positive ideas and experiences that are useful for others. This is supported by (Ariadi, P. 2019) which says that in addition to being able to adapt, mentally healthy people display behavior or responses to situations in meeting their needs, giving a positive impact to themselves and/or others. All their activities are aimed at achieving happiness together. So overall the mental health of students whose parents are divorced in the psychological aspect shows that they still have good mental health in each of these students.

In the social aspect, the results obtained for the mental health of students whose parents are divorced are in the good category. This means that students whose parents are divorced have good mental health, especially in the social aspect. This can be seen in the indicators of having feelings of empathy and affection *for* others, and being happy to provide help to people who need help (*altruistic attitude*), namely students are willing to help others who are in trouble.

Then on the indicator of being able to relate to others in a healthy way, full of love and friendship, being tolerant and accepting regardless of social class, level of education, politics, religion, ethnicity, race, or skin color, namely students like to be friends with anyone so that they have many friends and are liked by their friends. This means that students have good relationships with other students. This is supported by research (Sembiring, M., Muhazir, M., & Maharani, L. 2022). which states that students whose parents are divorced are able to adapt to the environment because the subjects are able to accept reality and are able to solve every problem they face with good emotional control, are confident, open, have goals, and are responsible and can also establish relationships in a quality way. So overall the mental health of students whose parents are divorced in the social aspect shows that their mental health is also good.

CONCLUSION

Based on the results of research conducted on 30 subjects at SMP Negeri 25 Pekanbaru, it shows that in general the mental health of students whose parents are divorced is in the good category. This means that students whose parents are divorced still have good mental health , the mental health of students in the psychological indicator is in the good category with a percentage of 67% including respect for themselves and others, having Insight and a sense of humor, having a reasonable emotional response, being able to think realistically and objectively, avoiding psychological disorders, being creative and innovative, being open and flexible, not defensive, having a feeling of freedom to choose, express opinions and act. Then, the social indicators are in the Good category with a percentage of 80%, including having feelings of empathy and affection *towards* others, and being happy to provide assistance to people who need help (*altruistic attitude*), being able to relate to others in a healthy way, full of love and friendship, being tolerant and willing to accept regardless of social class.

REFERENCES

- Afriani, N., Supartini, Y., & Handayani, S. (2009). *The impact of divorce on children's psychology* . Journal of Psychology, 7(2), 45–52.
- Ai, M. (2025). Impact of parental marital status on self-harm in Chinese primary school students: the mediating role of depression and the moderating effect of classmate relationships. Peerj, 13, e19307. <https://doi.org/10.7717/peerj.19307>
- Anggreini, C., Daharnis, D., & Karneli, Y. (2019). The effectiveness of group rational emotive behavior therapy to reduce student learning burnout. International Journal of Research in Counseling and Education, 3(2), 109. <https://doi.org/10.24036/00103za0002>
- Ariadi, P. (2019). Mental health in an Islamic perspective. *Syifa'MEDIKA: Journal of Medicine and Health* , 3 (2), 118-127.
- Awaludin, D., Sakti, H., & D, D. (2015). Experiences of adolescent girls living with parental divorce. Empati Journal, 4(3), 23-28. <https://doi.org/10.14710/empati.2015.12970>
- Darajat, Z. (2001). *Mental Health* . Jakarta: PT Gunung Agung.
- Greeff, A. P., & Der Merwe, S. (2004). Variables associated with resilience in divorced families. *Social Indicators Research* , 68(1), 59–75.
- Güler, G., Kılıçaslan, F., Kütük, M., Tufan, A., Kayar, O., & Toros, F. (2024). Parental attitudes, child mental health problems and gender factors in the divorce process. *Cukurova Medical Journal*, 49(1), 181-191. <https://doi.org/10.17826/cumj.1382571>

- Hadyani, IA, & Indriana, Y. (2017). The impact of parental divorce on adolescents: A study of high school students. *Journal of Educational and Developmental Psychology*, 6(1), 12–19.
- Harahap, E., Sukatno, S., & Warzuqni, A. (2021). Mental health of adolescent girls who are victims of parental divorce. *Ristekdik Journal of Guidance and Counseling*, 6(2), 268. <https://doi.org/10.31604/ristekdik.2021.v6i2.268-272>
- Jiarui, M. and Amat, M. (2023). The experiences of parental divorce on the psychological well-being among high school students. *Journal of Public Administration and Governance*, 12(4S), 213. <https://doi.org/10.5296/jpag.v12i4s.20814>
- Meyrina, L., Achdiani, Y., & Nastia, G. (2024). The impact of divorce on children's psychology. *jishs*, 3(3), 911-914. <https://doi.org/10.62379/jishs.v3i3.2393>
- Nabila, N. and Itryah, I. (2024). Quality of life of adolescents who experience the impact of parental divorce. *Idea Journal of Psychology*, 8(2), 107-117. <https://doi.org/10.32492/idea.v8i2.8204>
- Pappa, V. (2013). Relationships between parents' marital status and the psychological well-being of adolescents in Greece. *Journal of Psychology & Psychotherapy*, 03(02). <https://doi.org/10.4172/2161-0487.1000110>
- Ramadhani, T., Djunaedi, D., & S., A. (2016). Psychological well-being of students whose parents are divorced (a descriptive study conducted on students at SMK Negeri 26 Pembangunan Jakarta). *Insight Journal of Guidance and Counseling*, 5(1), 108. <https://doi.org/10.21009/insight.051.16>
- Santoso, M., Nurwati, N., & Hadiani, S. (2018). Assessment of social functioning in adolescents with a background of divorced parents. *Share Social Work Journal*, 8(1), 17. <https://doi.org/10.24198/share.v8i1.16027>
- Sembiring, M., Muhazir, M., & Maharani, L. (2022). Emotional Development in Children Who Are Victims of Parental Divorce in Environment 1, Damai Village, North Binjai District, Binjai City. *Serunai Journal of Guidance and Counseling*, 11 (2), 45-52.
- Setiadi, EM (2008). *Basic Social and Cultural Sciences*. Jakarta: Kencana Prenada Media Group.
- Setiawan, F., Nikmah, W., Waluyo, W., & Manik, R. (2024). Understanding the socio-economic impact of parental divorce on adolescent children. *Journal of Society Bridge*, 2(1), 32-40. <https://doi.org/10.59012/jsb.v2i1.29>
- Sumadi, A. (2015). Mental health of children from broken homes. *Scientific Journal of Applied Psychology*, 3(1), 23–34.
- Syamsu Yusuf LN. 2004. *Mental Hygiene; Mental Health Development in Psychological and Religious Studies*. Bani Quraysh Library: Bandung.
- Tasmin. (2002). *Children's Education in the Family*. Jakarta: Rineka Cipta.
- Tullius, J., Kroon, M., Almansa, J., & Reijneveld, S. (2021). Adolescents' mental health problems increase after parental divorce, not before, and persist until adulthood: a longitudinal trails study. *European Child & Adolescent Psychiatry*, 31(6), 969-978. <https://doi.org/10.1007/s00787-020-01715-0>
- Untari, I., Putri, K., & Hafiduddin, M. (2018). The impact of parental divorce on adolescent psychological health. *Profession (Islamic Professional) Research Publication Media*, 15(2), 106. <https://doi.org/10.26576/profesi.272>
- Wang, F., Lu, J., Lin, L., Cai, J., Xu, J., & Zhou, X. (2021). Impact of parental divorce versus separation due to migration on mental health and self-injury of Chinese children: a cross sectional survey. *Child and Adolescent Psychiatry and Mental Health*, 15(1). <https://doi.org/10.1186/s13034-021-00424-z>

Copyright Holder :

© Ceria Galossa Victoria et.al (2025).

First Publication Right :

© World Psychology

This article is under:

