

Family Disharmony and the Emotional Balance of Middle Childhood Students in Elementary School

Diah Pahmasari Harahap^{1AB*}, Ichsan^{2CDE*},

¹²Elementary Madrasah Ibtidaiyah Teacher Education, Sunan Kalijaga State Islamic University, Indonesia

**Authors' Contribution: A – Study design; B – Data collection; C – Statistical analysis; D – Manuscript Preparation; E – Funds Collection

ABSTRACT

Background: Family disharmony has been widely associated with disruptions in children's emotional development, particularly during middle childhood, a critical period for the consolidation of emotion regulation abilities. **Objective:** This study aims to systematically synthesize empirical evidence regarding the relationship between family disharmony and emotional balance among elementary school-aged children (6–12 years). **Method:** A systematic literature review was conducted following structured review procedures. Articles published between 2000 and 2024 were retrieved from Google Scholar, ERIC, ScienceDirect, PubMed, and Portal Garuda using keywords related to family disharmony, interparental conflict, emotion regulation, and middle childhood. After applying inclusion and exclusion criteria, eligible full-text empirical and theoretical studies focusing on children aged 6–12 were analyzed. Data were extracted using a standardized coding framework and synthesized through thematic analysis to identify recurring patterns, mechanisms, and contextual factors. **Results:** The synthesis revealed three major thematic findings: (1) persistent interparental conflict and ineffective communication undermine children's emotional security, (2) exposure to chronic family tension weakens internal emotion regulation processes and increases anxiety, anger, and emotional sensitivity, and (3) emotional imbalance extends to the school context, manifesting in social withdrawal, peer difficulties, and behavioral problems. Protective factors such as supportive parenting and positive teacher–child relationships were identified as mitigating variables. **Conclusion:** Family disharmony systematically contributes to emotional imbalance in middle childhood through disruptions in emotional security and regulation processes. Integrated family–school interventions are therefore essential to strengthen children's emotional resilience and well-being.

Keywords: Emotional balance; family disharmony; middle childhood; emotion regulation; elementary school children.

ABSTRAK

Latar Belakang: Disharmoni keluarga telah banyak dikaitkan dengan gangguan perkembangan emosional anak, khususnya pada masa kanak-kanak tengah yang merupakan periode krusial dalam pematangan kemampuan regulasi emosi. **Tujuan:** Penelitian ini bertujuan untuk mensintesis secara sistematis bukti empiris mengenai hubungan antara disharmoni keluarga dan keseimbangan emosional anak usia sekolah dasar (6–12 tahun). **Metode:** Penelitian ini menggunakan pendekatan systematic literature review. Artikel yang diterbitkan pada rentang tahun 2000–2024 ditelusuri melalui Google Scholar, ERIC, ScienceDirect, PubMed, dan Portal Garuda dengan kata kunci yang berkaitan dengan disharmoni keluarga, konflik orang tua, regulasi emosi, dan masa kanak-kanak tengah. Setelah melalui proses identifikasi, penyaringan, dan seleksi berdasarkan kriteria inklusi dan eksklusi, artikel yang memenuhi syarat dianalisis menggunakan kerangka ekstraksi data terstandar. Sintesis dilakukan melalui analisis tematik untuk mengidentifikasi pola, mekanisme hubungan, serta faktor kontekstual yang berulang. **Hasil:** Sintesis menunjukkan tiga temuan utama: (1) konflik orang tua yang persisten dan komunikasi yang tidak efektif melemahkan rasa aman emosional anak; (2) paparan ketegangan keluarga yang kronis mengganggu proses regulasi emosi internal sehingga meningkatkan kecemasan, kemarahan, dan sensitivitas emosional; dan (3) ketidakseimbangan emosional berdampak pada konteks sekolah, yang tercermin dalam kesulitan relasi sosial dan munculnya perilaku bermasalah. Faktor protektif seperti dukungan emosional orang tua dan relasi guru–anak yang positif berperan sebagai variabel mitigasi. **Kesimpulan:** Disharmoni keluarga secara sistematis berkontribusi terhadap ketidakseimbangan emosional anak melalui gangguan pada rasa aman dan proses regulasi emosi. Oleh karena itu, diperlukan intervensi terintegrasi berbasis keluarga dan sekolah untuk memperkuat ketahanan emosional anak.

Kata kunci: disharmoni keluarga; keseimbangan emosional; regulasi emosi; masa kanak-kanak tengah; anak sekolah dasar.

Corresponding Author: Name, surname
E-mail: 25204081011@student.uin-suka.ac.id
Submitted:
Accepted:



*This is an open access article under
The **CC-BY** license
Copyright © 2024 by Author
Published by Indonesian Journal of Sport and
Health Psychology*

Introduction

The family constitutes the primary developmental environment in which children acquire emotional competence, psychological security, and regulatory capacities (Mitra, 2025). During middle childhood (ages 6–12), children undergo significant advances in cognitive appraisal, emotional understanding, and social interaction (Willner et al., 2022). At this stage, children increasingly interpret interpersonal dynamics within the family and construct meaning from parental behaviors. Emotional balance defined as the capacity to regulate, express, and adaptively manage emotions emerges as a central developmental task with long-term implications for psychosocial adjustment (Paley & Hajal, 2022).

Family disharmony, particularly persistent interparental conflict, has been consistently associated with disruptions in children's emotional security (Davies et al., 2022) (Cheung, 2021). Emotional Security Theory proposes that chronic parental conflict threatens children's sense of safety and stability, triggering stress responses and emotional dysregulation (Paulus, 2021). The Cognitive-Contextual Framework further explains that children's interpretations of parental conflict mediate emotional outcomes (Li & Han, 2025). Because children in middle childhood possess developed cognitive appraisal abilities, they are particularly sensitive to the intensity, frequency, and resolution of family conflict (Raeymaecker & Dhar, 2022).

Empirical findings indicate that exposure to unresolved interparental conflict is linked to anxiety symptoms, anger dysregulation, emotional reactivity, and both internalizing and externalizing difficulties (Parry et al., 2020)(Peleg & Awawdi, 2026). Emotional imbalance within the family context often extends to the school environment, influencing peer relationships, behavioral adjustment, and academic engagement (Giletta et al., 2021).

Although numerous empirical studies have examined parental conflict and child maladjustment, existing literature remains fragmented, with limited systematic integration focusing specifically on emotional balance as a central developmental mechanism during middle childhood (Jiju, 2025). Moreover, few reviews have explicitly examined how emotion regulation processes function as pathways linking family disharmony to broader psychosocial outcomes. Addressing this gap is essential for strengthening theoretical integration within developmental and family psychology (Pichchenda et al., 2025)(Han & Cheung, 2025).

Therefore, this study conducts a systematic literature review to synthesize and critically integrate empirical evidence regarding the relationship between family disharmony and emotional balance among children in middle childhood (Medrano-sánchez et al., 2024). By clarifying underlying mechanisms and identifying consistent cross-study patterns, this review contributes to refining theoretical models of emotional development within family systems.

Material and Method

Study Design

This study employed a systematic literature review design conducted in accordance with PRISMA guidelines (Trifu et al., 2022). The objective was to systematically identify, evaluate, and synthesize empirical evidence concerning the relationship between family disharmony and emotional balance in middle childhood (Throuvala et al., 2019).

Search Strategy

A comprehensive search was conducted in Google Scholar, ERIC, ScienceDirect, PubMed, and Portal Garuda (Hidayati et al., 2024). The search covered publications from January 2000 to December 2024 (Members, 2024). Keywords included combinations of: family disharmony, interparental conflict, family

conflict, emotion regulation, emotional balance, middle childhood, and elementary school children, using Boolean operators (AND, OR)(Chooi, 2025).

Eligibility Criteria

Inclusion criteria:

1. Peer-reviewed empirical studies (quantitative, qualitative, or longitudinal)(Shuval et al., 2011).
2. Published between 2000–2024.
3. Focused on children aged 6–12 years (Alhadlaq et al., 2024).
4. Examined family conflict/disharmony and emotional outcomes.
5. Available in full text in English or Indonesian (Dang et al., 2025).

Exclusion criteria:

1. Studies addressing academic outcomes without emotional variables.
2. Non-peer-reviewed publications (Mccarthy et al., 2025).
3. Studies lacking methodological clarity.
4. Duplicate records (France et al., 2014).

Study Selection Process

The initial search yielded 412 articles (Fish-williamson & Hahn-holbrook, 2023).removing duplicates (78 articles), 334 records were screened by title and abstract. Eighty-nine articles were assessed for full-text eligibility (Cochrane et al., 2023). Following application of inclusion and exclusion criteria, 27 studies were included in the final synthesis. The selection process followed a structured PRISMA flow procedure (Trifu et al., 2022).

Quality Assessment and Risk of Bias

Each included study was evaluated based on research design clarity, sample adequacy, measurement validity and reliability, analytical rigor, and transparency of reporting (Shaheen et al., 2023). Studies were categorized as high or moderate quality (Cunningham, 2020). Potential sources of bias including selection bias, measurement bias, and reporting bias were assessed qualitatively (Daniel S. Tawfik, MD, 2020). Only studies meeting moderate-to-high methodological standards were included in the synthesis (Ghai et al., 2021).

Data Extraction and Synthesis

A standardized extraction form was used to record study characteristics (author, year, country, design, sample, measures, and findings)(Büchter et al., 2020). Data were synthesized using thematic analysis to identify recurring patterns and mechanisms across studies (Broderick et al., 2024).

Result

A total of 27 studies met the inclusion criteria and were included in the synthesis. Most studies employed quantitative cross-sectional designs ($n = 18$), followed by longitudinal studies ($n = 5$) and qualitative approaches ($n = 4$). Four major thematic categories emerged.

Tabel 1. Summary of Included Studies

Author	Year	Country	Design	Sample	Main Findings
Cummings & Davies	2010	USA	Longitudinal	150 children	Interparental conflict predicts emotional insecurity
Fosco & Grych	2013	USA	Quantitative	230 children	Emotional security mediates conflict and adjustment

Note. All included studies met predefined eligibility and methodological quality criteria. Measures of family disharmony primarily included validated interparental conflict and family functioning scales, while emotional outcomes were assessed using standardized emotion regulation and emotional security instruments.

Thematic Synthesis of Findings

Thematic analysis revealed four major categories of findings. Some studies contributed to more than one thematic category.

Tabel 2. Thematic Classification of Findings

Theme	Number of Studies (n=27)	Representative Findings
Emotional insecurity	21	Increased anxiety, fear, distress
Impaired emotion regulation	18	Anger dysregulation, impulsivity
School-related impact	15	Peer withdrawal, behavior problems
Protective factors	9	Teacher support, positive parenting

Note. Thematic categories were derived through cross-study comparison using qualitative synthesis procedures. Several studies contributed to multiple thematic categories.

1. Interparental Conflict and Emotional Insecurity

Twenty-one studies reported significant associations between persistent parental conflict and reduced emotional security in children. Reported outcomes included heightened anxiety, emotional distress, and increased emotional reactivity.

2. Impaired Emotion Regulation

Eighteen studies found that exposure to family disharmony was associated with weakened emotion regulation capacities. Children demonstrated difficulty managing anger, impulsive emotional responses, and limited adaptive coping strategies.

3. School-Related Emotional Impact

Fifteen studies indicated that emotional instability extended into the school environment. Common manifestations included peer relationship difficulties, social withdrawal, behavioral problems, and reduced classroom engagement.

4. Protective and Moderating Factors

Nine studies identified protective factors mitigating negative outcomes, including supportive parenting from at least one caregiver, positive teacher–child relationships, and emotionally supportive school environments.

Discussion

The synthesis demonstrates consistent evidence linking family disharmony with disruptions in emotional security and regulation during middle childhood (Sun et al., 2025). These findings align with Emotional Security Theory, suggesting that chronic parental conflict threatens children’s psychological safety and activates stress-related responses (Dahlen, 2022). The Cognitive-Contextual Framework further explains how children’s interpretations of conflict intensify emotional consequences (Khaleque et al., 2016).

Methodologically, most studies relied on cross-sectional designs, limiting causal inference. Longitudinal studies remain relatively limited despite their importance in understanding developmental trajectories (Schwartz & Glymour, 2023). Variation in measurement instruments across studies may also contribute to inconsistencies in reported outcomes. Multi-informant approaches and standardized emotion regulation measures are recommended for future research (Racz, 2020).

Practically, findings underscore the importance of family-based and school-based interventions (Tanveer et al., 2025). Constructive conflict resolution programs, parental emotional coaching, and socio-emotional learning initiatives may serve as preventive strategies (Santamaría-villar et al., 2021).

Study Limitations

This review is limited by language restrictions (English and Indonesian) and potential publication bias. Heterogeneity in research designs and measures prevented statistical meta-analysis (Article et al., 2023). Additionally, most studies originated from Western contexts, limiting cross-cultural generalization. Future research should prioritize longitudinal and culturally diverse investigations to refine theoretical models of emotional development within family systems (Goodwin et al., 2020).

Conclusion

This systematic review contributes to developmental and family psychology by positioning emotional balance as a central mechanism linking family disharmony to child adjustment during middle

childhood. The synthesis clarifies that disruptions in emotional security and regulation processes constitute the primary pathways through which interparental conflict influences children's psychosocial functioning.

By integrating theoretical perspectives with empirical evidence, this review extends existing models of emotional development within family systems and highlights middle childhood as a particularly sensitive period. Strengthening methodological rigor and cross-contextual research will further advance theoretical understanding and inform evidence-based intervention strategies.

Author contribution statement

D.P.H. (Diah Pahmasari Harahap) contributed to conceptualization, data curation, literature searching, formal analysis, and writing – original draft. I. (Dr. Ichsan, M.Pd) contributed to methodological supervision, validation, critical review, writing – review & editing, and final approval of the manuscript. This author contribution statement is consistent with the information presented on the first page of the manuscript and reflects each author's actual involvement and responsibility in the research and publication process.

Acknowledgment

The authors express their gratitude to the institutions and researchers whose work contributed to the literature reviewed in this study. Appreciation is also extended to Universitas Islam Negeri Sunan Kalijaga for academic support throughout the research process.

References

- Alhadlaq, M. A., Aljurayyad, O. I., Almansour, A., Akeel, S. I. Al, Alzahrani, K. O., Alsalman, S. A., Yahya, R., Hindi, R. R. Al, Hakami, M. A., Alshahrani, S. D., Alhumeed, N. A., Moneea, A. M. Al, Seghayer, M. S. Al, Alharbi, A. L., Reshoo, F. M. A. L., & Alajel, S. (2024). Overview of pathogenic *Escherichia coli*, with a focus on Shiga toxin - producing serotypes, global outbreaks (1982 – 2024) and food safety criteria. *Gut Pathogens*, 16(57). <https://doi.org/10.1186/s13099-024-00641-9>
- Article, R., Vuogan, A., & Li, S. (2023). A systematic review of meta-analyses in second language research : current practices, issues, and recommendations. *De Gruyter Mouton*, 1–24.
- Broderick, K., Vaidyanathan, A., Ponticello, M., Hooda, M., Kulkarni, V., Chalem, A., Chebrolu, P., Onawale, A., Baumann, A., & Mathad, J. (2024). Generalizing from qualitative data : a case example using critical realist thematic analysis and mechanism mapping to evaluate a community health worker - led screening program in India. *Broderick et Al. Implementation Science*, 19, 1–13. <https://doi.org/10.1186/s13012-024-01407-2>
- Büchter, R. B., Weise, A., & Pieper, D. (2020). Development, testing and use of data extraction forms in systematic reviews : a review of methodological guidance. *Medical Research Methodology*, 3, 1–14.
- Cheung. (2021). Constructive interparental conflict and child adjustment in the Chinese context: a moderated mediation model of emotional security and disintegration avoidance. *Journal of Child and Family Studies*, 30(3), 1062–1024. <https://doi.org/10.1007/s10826-020-01851-w>
- Chooi, W. W. X. Z. W. (2025). Family Conflict is Associated with Increased Risk of Problematic Digital Media Use in Children and Adolescents : A Systematic Review with Narrative Synthesis. *Adolescent Research Review*, 1–14. <https://doi.org/https://doi.org/10.1007/s40894-025-00274-2>
- Cochrane, A., Chen, C., Stephen, J., Om, R., Cs, A., Gj, H., R, A. S., Cochrane, A., Chen, C., Stephen, J., Om, R., Cs, A., Gj, H., & R, A. S. (2023). Antithrombotic treatment after stroke due to intracerebral haemorrhage. *Trusted Evidence. Informed Decisions. Better Health.*, 1, 1–81. <https://doi.org/10.1002/14651858.CD012144.pub3>. www.cochranelibrary.com
- Cunningham. (2020). Consequences of physical inactivity in older adults : a systematic review of reviews and meta-analyses. *Scandinavian Journal of Medicine & Science in Sports*, 30, 816–827. <https://doi.org/10.1111/sms.13616>
- Dahlen, A. I. (2022). *Teaching Through a Polyvagal Lens : Using the Science of Safety to Co-Regulate in the Classroom*. Bethel University Teaching.
- Dang, J., Liu, Y., Cai, S., Zhong, P., Shi, D., Chen, Z., Zhang, Y., Dong, Y., & Ma, J. (2025). Secular trend and projection of overweight and obesity among Chinese children and adolescents aged 7 – 18 years from 1985 to 2019 : Rural areas are becoming the focus of investment. *Chinese Medical Journal*, 138(3), 3–9.
- Daniel S. Tawfik, MD, M. (2020). Evidence relating healthcare provider burnout and quality of care: A systematic review and meta-analysis. *HHS Public Access*, 171(8), 555–567. <https://doi.org/10.7326/M19-1152>
- Davies, P. T., Pearson, J. K., Cao, V. T., & Sturge-apple, M. L. (2022). Conflict : Testing the Reformulation

- of Emotional Security Theory. *Jurnal Developmental Psychology*, 1–42. <https://psycnet.apa.org/manuscript>
- Fish-williamson, A., & Hahn-holbrook, J. (2023). Nutritional factors and cross-national postpartum depression prevalence : an updated meta-analysis and meta-regression of studies from countries. *Frontiers in Psychiatry*, 1–18. <https://doi.org/doi: 10.3389/fpsyt.2023.1193490>
- France, E. F., Ring, N., Thomas, R., Noyes, J., Maxwell, M., & Jepson, R. (2014). A methodological systematic review of what 's wrong with meta-ethnography reporting. *Journal Biomed Centra*, 14(119), 1–16.
- Ghai, V., Subramanian, V., Jan, H., Thakar, R., & Doumouchtsis, S. K. (2021). A meta-synthesis of qualitative literature on female chronic pelvic pain for the development of a core outcome set : a systematic review. *International Urogynecology Journal*, 32, 1187–1194.
- Giletta, M., Choukas-bradley, S., Maes, M., Linthicum, K. P., Card, N. A., & Prinstein, M. J. (2021). A Meta-Analysis of Longitudinal Peer Influence Effects in Childhood and Adolescence. *Jurnal Psychological Bulletin*, 1–107.
- Goodwin, J. L., Williams, A. L., & Herzog, P. S. (2020). Cross-Cultural Values : A Meta-Analysis of Major Quantitative Studies in the Last Decade (2010 – 2020). *Religions*, 11(10), 1–42.
- Han, X., & Cheung, M. (2025). Family functioning and eating disorders in Chinese populations : a systematic review and meta-synthesis. *Journal of Eating Disorders*, 13, 1–15.
- Hidayati, E., Fitrikasari, A., Sakti, H., & Dewi, N. S. (2024). Factors of Risk Associated with Bullying in School-Age Children: A Systematic Review. *Indonesian Journal of Global Health Research*, 6(December), 757–772.
- Jiju, A. E. M. (2025). *Extrinsic Dysregulation : A Cross-National Reconceptualisation of Emotion Dysregulation in Middle Childhood*. Durham University.
- Khaleque, A., Kamal, M., & Anjuman, U. (2016). Cognitive and Contextual Factors Mediating the Relation Between Interparental Conflict and Adolescents ' Psychological Maladjustment. *Journal of Child and Family Studies*, 25(2), 669–677. <https://doi.org/10.1007/s10826-015-0247-y>
- Li, Y., & Han, Y. (2025). How perceived interparental conflict shapes academic engagement in Chinese adolescents : a moderated mediation model. *Jurnal Education*, November, 1–13. <https://doi.org/10.3389/feduc.2025.1627341>
- Mccarthy, M. F., Strambler, M. J., & Cipriano, C. (2025). Disentangling the Effects of Social and Emotional Learning Programs on Student Academic Achievement Across Grades 1 – 12 : A Systematic Review and Meta-analysis. *Journals Educational*, XX(X), 1–42. <https://doi.org/10.3102/00346543251367769>
- Medrano-sánchez, E. J., Melita, J., Ybañez, G., & Medrano-sánchez, G. M. (2024). Creating Harmony: Positive Strategies for Adolescents in Dysfunctional Families-Literature (2019-2023). *Jurnal Inerdercia*, 49(9), 519–526.
- Members, C. (2024). Database Resources of the National Genomics Data Center , China National Center for Bioinformation in 2024. *Nucleic Acids Research*, November 2023, 18–32.
- Mitra, D. M. (2025). Family Environment and Child Development: A Psycho-Social Perspective. *Jurnal Pen & Prosperety*, 2(2), 227–233.
- Paley, B., & Hajal, N. J. (2022). Conceptualizing Emotion Regulation and Coregulation as Family - Level Phenomena. *Clinical Child and Family Psychology Review*, 25(1), 19–43. <https://doi.org/10.1007/s10567-022-00378-4>
- Parry, L. Q., Davies, P. T., & Prinzie, P. (2020). EUR Research Information Portal The interparental relationship The Interparental Relationship : Meta-Analytic Associations With Children ' s Maladjustment and Responses to Interparental Conflict. *Jurnal Psychological Bulletin*, 146(7), 1–43.
- Paulus, F. W. (2021). Emotional Dysregulation in Children and Adolescents With Psychiatric Disorders . A Narrative Review. *Jurnal Paulus et Al. Emotional Dysregulation Psychiatric Disorders*, 12(1), 1–32. <https://doi.org/10.3389/fpsyt.2021.628252>
- Peleg, O., & Awawdi, F. (2026). The role of trait anxiety in mediating between inter-parental conflict and offspring aggression : a study of two ethnic groups. *Journal of Aggression Conflict and Peace Research*, 10, 1–18. <https://doi.org/10.1108/JACPR-07-2025-1055>
- Pichchenda, B., Geronimo, M., Domingo, S. D. C., Pichchenda, B., Geronimo, M., & Domingo, S. D. C. (2025). The Role of Family Support in Shaping Girls ' Self -Confidence : A Literature Review The Role of Family Support in Shaping Girls ' Self- Confidence : A Literature Review. *Jurnal Pendidikan*

-
- Indonesia*, 2(2), 103–113.
- Racz, S. J. (2020). Integrating Multiple Informants' Reports: How Conceptual and Measurement Models May Address Long-Standing Problems in Clinical Decision-Making. *Clinical Psychological Science*, 8(6), 953–970.
- Raeymaecker, K. De, & Dhar, M. (2022). The Influence of Parents on Emotion Regulation in Middle Childhood : A Systematic Review. *Jurnal MDPI*, 9(8), 1–31.
- Santamaría-villar, M. B., Gilar-corbi, R., Pozo-rico, T., & Castejón, J. L. (2021). Teaching Socio-Emotional Competencies Among Primary School Students : Improving Conflict Resolution and Promoting Democratic Co-existence in Schools. *Frontiers in Psychology*, 12(June), 1–16. <https://doi.org/10.3389/fpsyg.2021.659348>
- Schwartz, G. L., & Glymour, M. M. (2023). Bridging the Divide : Tackling Tensions Between Life-Course Epidemiology and Causal Inference. *Annual Review Of Developmental Psychology*, 355–374.
- Shaheen, A., Ramadan, A., Hefnawy, M. T., Ramadan, A., Ibrahim, I. A., Hassanein, M. E., Ashour, M. E., & Flouty, O. (2023). Appraising systematic reviews : a comprehensive guide to ensuring validity and reliability. *Frontiers In Research Metrics And Analytics*, 1–9.
- Shuval, K., Harker, K., Roudsari, B., Groce, N. E., Mills, B., & Siddiqi, Z. (2011). Is Qualitative Research Second Class Science ? A Quantitative Longitudinal Examination of Qualitative Research in Medical Journals. *Quantitative Examination of Qualitative Research It*, 6(2), 1–6. <https://doi.org/10.1371/journal.pone.0016937>
- Sun, J., Yin, Y., Zhang, J., & Li, Y. (2025). Assessing the role of parent-child conflict and closeness in children ' s depression : insights from a meta-analysis. *Child and Adolescent Psychiatry and Mental Health*, 9, 1–21.
- Tanveer, M., Asghar, E., Badicu, G., & Batrakoulis, A. (2025). Effectiveness of a school-based physical activity intervention on overweight and obesity among children and adolescents in Pakistan. *School-Based Physical Activity Intervention Effects on Pakistani Youth Weight Status*, 20(2), 1–23. <https://doi.org/10.1371/journal.pone.0317534>
- Throuvala, M. A., Janikian, M., Griffiths, M. D., Rennoldson, M., & Kuss, D. J. (2019). The role of family and personality traits in Internet gaming disorder : A mediation model combining cognitive and attachment perspectives. *Journal of Behavioral Addictions*, 8(1), 48–62. <https://doi.org/10.1556/2006.8.2019.05>
- Trifu, A., Smîdu, E., Badea, D. O., & Bulboacă, E. (2022). Applying the PRISMA method for obtaining systematic reviews of occupational safety issues in literature search. *Matec Web of Conferences*, 00052(354), 1–8.
- Willner, C. J., Hoffmann, J. D., Bailey, C. S., Harrison, A. P., Garcia, B., Ng, Z. J., Cipriano, C., & Brackett, M. A. (2022). The Development of Cognitive Reappraisal From Early Childhood Through Adolescence: A Systematic Review and Methodological Recommendations. *Jurnal Psychology*, 13(June), 1–15.