

The healthy context paradox of bullying victimization and academic adjustment among Chinese adolescents: a moderated mediation model

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PLoS one

2023; 18(8):e0290452

ARTICLE IDENTIFIERS

DOI: 10.1371/journal.pone.0290452

PMID: 37594975

PMCID: PMC10437784

JOURNAL IDENTIFIERS

LCCN: 2006214532

pISSN: not available

eISSN: 1932-6203

OCLC ID: 228234657

CONS ID: not available

US National Library of Medicine ID: 101285081

This article was identified from a query of the SafetyLit database.