

## Ethical Behaviour and Its Relationship to Perceived Violence by a Child with a Mental Disability

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### Abstract

This study investigates the correlation between ethical behavior and the perception of violence among children with mental disabilities. This study employs a mixed-methods methodology to investigate the impact of violence perceptions on the moral decision-making abilities of children with intellectual disabilities. The quantitative study encompassed children who exhibited a variety of mental impairments, such as autism spectrum disorder, intellectual disabilities, and attention deficit hyperactivity disorder. Self-reporting instruments were utilized to assess both violent acts and ethical decisions. The results indicate a negative correlation between the moral behavior of children diagnosed with mental disorders and their attitudes toward aggression. A negative correlation was observed between individuals' ethical disposition and their perception of the world as being violent. The qualitative analysis enabled the extraction of insights into the experiences and perspectives of the participants. The study conducted interviews and free-form questions among young individuals with mental disorders, revealing difficulties encountered in comprehending and applying ethical principles. The findings of the qualitative analysis highlight the difficulties associated with comprehending the consequences of actions, navigating societal conventions, and rendering ethical evaluations in high-pressure situations, such as those involving aggression. The findings have significant implications for interventions and support structures designed to promote ethical behavior in children with mental illnesses. The study underscores the significance of establishing a secure environment that fosters positive social engagements and models of moral behavior. Facilitating ethical decision-making necessitates tackling cognitive barriers encountered by children with mental disabilities and devising measures to restrict their exposure to violence.

**Keywords:** ethical behavior, perceived violence, mental disabilities

### 1. Introduction

According to Debbarma (2014), ethical conduct plays a crucial role in human civilization as it has a pervasive impact on various aspects of our existence. Integrity is a collection of fundamental principles that encompass veracity, equity, deference, and compassion. The significance of ethical behavior is particularly pronounced for children with mental disorders, as it has a profound impact on their social interactions, self-perception, and overall well-being (Ross et al., 1975). To ensure the establishment of hospitable and secure environments for children afflicted with mental disorders, it is imperative to acquire further knowledge regarding the association between the ethical conduct of children and their outlooks on aggression (Reyneke, 2020). The researchers of this pioneering study aimed to elucidate the intricate correlation and its extensive implications.

According to Fegert et al. (2020), children who suffer from mental disorders exhibit a diverse range of challenges across multiple domains. The American Psychiatric Association (APA) in 2013 delineated an extensive array of mental health disorders, which include intellectual disability, autism spectrum disorder, and ADHD, among other conditions, as instances of such impairments. Research has demonstrated that children who experience mental disorders encounter greater challenges in various domains, including communication, social interaction, emotional regulation, and problem-solving skills, in comparison to their typically developing peers (Cost et al., 2021). The aforementioned challenges have the potential to impact an individual's comprehension of ethical principles, their inclination to act by ethical standards, and their receptiveness to instances of aggression.

According to Ladd & Kochenderfer-Ladd (2019), the ethical development of children is impacted by various factors such as their genetic makeup, social interactions with peers, and the surrounding community. According to Subandi & Good (2018), individuals with mental disorders may exhibit more intricate and refined ethical behavior in comparison to their typically developing counterparts, particularly among the younger population. According to Mulvey et al. (2020), individuals with cognitive disabilities in their youth may encounter challenges in comprehending and implementing moral principles. Similarly, those who exhibit ethical behavior but do not consistently conform to societal norms may also face obstacles in this regard. Tailored interventions and support measures are necessary to promote moral development in children with mental disorders, as they face unique ethical challenges that require specific attention.

According to Bajovic & Rizzo (2021), individuals who undergo perceived violence tend to construe routine interactions as being menacing or aggressive. Children who suffer from mental disorders may experience increased sensitivity to perceived aggression due to their cognitive, emotional, or sensory vulnerabilities (Alavi et al., 2017). The formation of an individual's impression may be influenced by various factors such as personal experiences, media exposure, social interactions, and the overall level of safety and supportiveness in their environment, as posited by Sutherland et al. (2017). Given the potential implications for social connectedness, emotional health, and overall development, it is imperative to investigate the influence of violent perceptions on the ethical behavior of children with mental disabilities.

Insufficient research has been conducted regarding the correlation between the ethical conduct of children afflicted with mental disorders and their attitudes toward violence. Insufficient attention has been devoted to exploring the correlation between ethical behavior and perceived violence in extant scholarly works, as noted by Naseer et al. (2020). The present study endeavors to address the aforementioned gap in the literature by examining the dynamic relationship between the ethical behavior of children afflicted with mental disorders and their attitudes toward acts of violence. By pursuing this objective, the study endeavors to make a scholarly contribution to the existing body of knowledge on the impact of children's exposure to violence on their moral development and the factors that influence their ethical decision-making processes.

### **Statement of the Research Problem**

There has not been enough research done to determine whether or not there is a connection between a child's moral conduct and their view of violence. In the setting of children who suffer from mental problems, it is essential to have an understanding of how the notions of ethical behavior and perceived aggressiveness, both of which have been the subject of study in their own right, interact with one another. The goal of this study is to get a better understanding of how children who suffer from mental illnesses process their perceptions of violent situations and how those processes, in turn, influence the ethical decisions they make for themselves.

Children who have mental problems have a more difficult time understanding and engaging in ethical behavior due to cognitive, emotional, and social factors. These factors make it more difficult for them to participate in ethical behavior. It is possible that their heightened sensitivity to perceived aggressiveness may compound these challenges and have far-reaching implications on the moral development and quality of life of the affected individuals. On the other hand, we have a limited grasp of the link between ethical behavior and the perception of violence within this group.

By exploring the link between ethical behavior and perceived violence, the purpose of this study is to shed light on the factors that affect children's ethical decision-making and to throw light on the factors that impact children's ethical decision-making. The goal of this research is to get a better understanding of how people's views of violence influence their ethical behavior, as well as how that behavior may aid to buffer them from the potentially negative ramifications that impression may have. The researchers are particularly interested in

gaining a better understanding of how the severity of the mental disability, the child's environment, and the child's characteristics may each play a role in mediating or moderating this relationship.

Many different parties stand to gain from developing a greater knowledge of ethical behavior and perceived violence among children and adolescents who have mental disabilities. It could be good for the parents, caregivers, and educators of these children to have an understanding of methods that will foster moral behavior and decrease the detrimental impacts of exposure to simulated violence. The findings might also be utilized by politicians and professionals who work with children who have mental problems to develop tailored therapies and support measures that stimulate the building of friendly and inclusive societies as well as good moral formation.

## **2. Literature Review and Previous Studies**

According to Treviño et al. (2014), ethical behavior is essential to the survival of human civilization since it permeates all aspects of our life. Being genuine, fair, courteous, and empathic are some of the core characteristics that make up integrity as a set of guiding principles. Because children with intellectual disabilities face specific obstacles in terms of socialization, self-esteem, and overall quality of life, it is even more critical for these children to have an understanding of ethical behavior (Suizzo et al., 2014). This literature review will provide a summary of the research that has been undertaken on the issue of ethical behavior and its connection to perceived aggressiveness among children who have mental disabilities. The objective of this review is to provide the findings of the investigations.

### ***Definition and Conceptualization of Ethical Behavior***

The ethical conduct of children is shaped by various factors, including cognitive development, socialization processes, and environmental influences, as posited by Bandura (2014). Kohlberg's theory of moral development posits that individuals progress through distinct stages of moral reasoning, wherein their focus shifts from a self-centered perspective to a more comprehensive understanding of societal norms and principles. Sánchez-Romero et al. (2021) suggest that Kohlberg's theory necessitates modification when applied to children with mental disorders, to accommodate the unique cognitive and emotional challenges that these individuals encounter. The ethical behavior of this demographic may be delineated by discrepancies in moral cognition, decision-making, and action, as posited by Baez et al. (2017).

### ***Research on Ethical Behavior among Children with Mental Disabilities***

The research on children with mental disorders and their ethical conduct has explored various topics including moral judgment, moral reasoning, and moral emotions. Sansavini et al. (2014) have reported that empirical investigations have demonstrated that children with cognitive disabilities may exhibit differences or delays in their moral development when compared to typically developing peers. Mogensen & Mason (2015) posit that children diagnosed with autism spectrum disorders may encounter challenges in comprehending social norms and accepting the perspective of others, which may potentially impede their ability to make ethical decisions. Dumontheil (2014) have suggested that children who have intellectual impairments may encounter challenges with abstract reasoning, potentially impeding their ability to comprehend complex ethical dilemmas.

Moreover, the socialization processes and level of care provided to children with mental disorders by their environment may impact their ethical behavior. Ryan et al. (2015) posit that the associations between parents and caregivers play a crucial role in fostering moral and ethical behavior in children afflicted with mental disorders. The establishment of favorable parent-child relationships, which are distinguished by affection, attentiveness, and proficient exchange of information, has been associated with heightened levels of ethical behavior within this particular society (Wang et al., 2021). Research has indicated a positive correlation between parent-child relationships and elevated levels of ethical conduct within this demographic. Bamonti et al. (2014) posit that the provision of supportive and inclusive educational settings may facilitate the cultivation of ethical behavior in children diagnosed with mental disorders.

### ***Perceived Violence and Its Influence on Ethical Behavior***

The concept of "perceived violence" pertains to an individual's interpretation of possibly hazardous or antagonistic behavior within their proximate surroundings. Ungar (2015) posited that children diagnosed with mental disorders may exhibit an increased sensitivity to perceived violence due to their heightened susceptibility

to cognitive, emotional, or sensory vulnerabilities. Conducting research in the area of investigating the impact of violence perception on the moral behavior of children with mental disorders is of utmost importance.

Based on a corpus of scholarly literature, it has been found that both direct and indirect exposure to violent content in various forms of media and real-life situations can significantly influence the moral behavior of children who suffer from mental disorders. As per the findings of Labella & Masten (2018), exposure to violence either as a witness or as a victim may result in heightened levels of aggression reduced empathy, and compromised moral reasoning. Eher et al. (2019) found that children who have mental impairments are at a higher risk of exhibiting aggressive behavior when exposed to violent media content. This exposure has been associated with desensitization to violent acts and an elevated likelihood of engaging in violent behavior.

Furthermore, the perception of violence could potentially impact the ethical decision-making process of children with mental disorders. Fabricius et al. (2022) found that children who are exposed to higher levels of violence in their environment may develop defensive or self-protective moral reasoning strategies. Nill (2016) posits that defensive moral reasoning entails prioritizing one's self-interest or survival over moral principles and acknowledging the potential acceptability of certain actions that may be perceived as aggressive or violent, depending on the circumstances. Hence, it is plausible that children with mental health issues may exhibit compromised ethical decision-making and behavior that is influenced by a propensity toward aggression.

Moreover, the impact of perceived aggression on ethical behavior may vary across individuals based on their level of cognitive impairment and the specific attributes of the individual under investigation. Children who experience more severe cognitive impairments may possess fewer cognitive resources to process and interpret ethical challenges, rendering them more susceptible to the impact of perceived violence, as noted by Strohming & Nichols (2014). Kim et al. (2017) posit that ethical conduct may be influenced by the interplay between individual characteristics, such as age, gender, temperament, and perceived violence.

### ***Interventions and Support Strategies***

Improved comprehension of the correlation between ethical behavior and perceived aggression could have significant ramifications for the development of therapeutic interventions and support measures aimed at children with mental disabilities. To promote ethical behavior within this group, a comprehensive approach that considers the unique needs of individuals, their developmental stage, and the influence of their social environment is necessary.

Various interventions can be employed to promote ethical behavior, including moral education, cognitive-behavioral therapies, and social skills training. The principal emphasis of moral education programs is on the explicit instruction and discourse of ethical concepts (Treviño et al., 2019). According to the study conducted by Goldbeck et al. (2016), cognitive-behavioral therapies were effective in enabling children with mental disorders to exhibit greater prosocial behavior and ethical decision-making skills in situations involving aggression or conflict. According to Knoff (2019), individuals who engage in social skills enhancement programs during their childhood are less prone to exhibiting aggressive or violent behaviors in their adulthood.

Furthermore, the advocacy for ethical behavior and the reduction of perceived violence's adverse impacts are significantly contingent on the establishment of secure and encouraging environments. According to Smith et al. (2021), the implementation of measures aimed at preventing bullying, violence, and aggression in educational environments can promote a culture characterized by respect and inclusivity. According to Sori & Hecker (2015), the involvement of parents, caregivers, and professionals in collaborative endeavors is imperative for ensuring consistent support, reinforcement of healthy ethical behaviors, and addressing the impact of perceived violence on the well-being of children.

### **3. Methods**

The objective of this study utilizing mixed methods was to examine the correlation between the ethical conduct of children with mental disorders and their perceptions of violence.

#### **Participants**

A purposive sampling strategy was employed to recruit children between the ages of 8 and 12 who were diagnosed with mental disorders. The recruitment was conducted from special education schools and clinics located in a metropolitan region. The study encompassed a sample size of 100 individuals, consisting of 60

males and 40 females. The individuals in the study exhibited a range of conditions including autism spectrum disorders, intellectual disabilities, and attention-deficit/hyperactivity disorder.

### Data Collection

Quantitative information was obtained through the utilization of structured questionnaires. The ethical conduct and perspective of violence of the youth were assessed through the administration of the Strengths and Difficulties Questionnaire (SDQ) and the perspective of Violence Scale (PVS) by both the participants and their respective parents or guardians. Individual surveys were administered to each participant in a secluded and tranquil setting to minimize any potential stress or external distractions.

Qualitative data were obtained through semi-structured interviews with a chosen group of participants. A purposive sampling method was employed to select a group of twenty individuals with varying degrees of mental impairments, ethical conduct, and self-perceptions of violence. The study aimed to explore the moral judgment of individuals and their perceptions of violence through conducting in-depth interviews with participants. Additionally, the research aimed to identify the factors that influence their moral judgment. Following the participant's consent, the interviews were recorded in audio format and subsequently transcribed verbatim for analytical purposes.

### Data Analysis

The quantitative data gathered from the participants' levels of ethical conduct and perceived violence were evaluated using descriptive statistics. The present study employed correlation analysis to examine the association between moral conduct and the perception of violence.

The researchers employed thematic analysis as a method to examine the qualitative data gathered from the interviewees. Two researchers independently analyzed the transcripts and conducted coding to identify themes about the perception of ethics and violence. The researchers convened to engage in discourse regarding their code and reach a collective agreement on any points of contention. To enhance comprehension of the perspectives and encounters of the respondents, the themes were classified and subdivided into more precise subthemes.

## 4. Results and Discussion

Table 1: Descriptive Statistics of Ethical Behavior and Perceived Violence

Variable	Mean	Standard Deviation	Minimum	Maximum
Ethical Behavior	3.76	0.89	2.10	5.00
Perceived Violence	2.94	0.72	1.25	4.60

For ethical behavior, the relatively high mean score of 3.76 suggests that, on average, the children with mental disabilities in this study demonstrated a moderate to high level of ethical behavior. The standard deviation of 0.89 indicates that the responses varied somewhat, with some children reporting lower or higher levels of ethical behavior.

Regarding perceived violence, the mean score of 2.94 suggests a moderate perception of violence in the environment among the participants. The standard deviation of 0.72 indicates a relatively moderate level of variability in the perception of violence, implying that some children reported lower levels of perceived violence while others reported higher levels.

Table 2: Correlation Analysis of Ethical Behavior and Perceived Violence

Variable	Ethical Behavior	Perceived Violence
Ethical Behavior	1.00	-0.42**
Perceived Violence	-0.42**	1.00

The statistically significant correlation coefficient provides evidence for the association between ethical conduct and the perception of violence. Additional research is necessary to ascertain the characteristics and origins of this connection. Nonetheless, initial results propose a favorable correspondence between the two.

The findings indicate that adolescents who exhibit greater levels of ethical behavior are comparatively less inclined to perceive instances of violence in their immediate environment, in contrast to those who exhibit lower levels of ethical conduct. Interventions and support strategies aimed at fostering ethical behavior and mitigating the impact of perceived violence may prove advantageous for children with mental disabilities by enhancing their comprehension of this association.

### **Impact of Perceived Violence on Ethical Decision-Making**

*"When I see violence around me, it's hard to think about doing the right thing. I feel scared and angry, and sometimes I just want to protect myself, even if it means acting aggressively."*

The statement underscores the intense emotions of fear and anger experienced by the individual in response to the violent circumstances. The individual admits to experiencing challenges in adhering to ethical principles when faced with physical danger, opting instead for immediate physical protection that could potentially lead to aggressive behavior. This suggests that an individual's perception of violence can potentially influence their ethical judgment, leading to a conflict between their personal safety and moral principles.

### **Supportive Environment and Ethical Behavior**

*"I feel more confident in doing the right thing when the people around me are supportive and show kindness. When I see others treating each other with respect, it motivates me to act ethically as well."*

The presenter elucidates that the presence of constructive exemplars has exerted a noteworthy influence on their ethical judgments and conduct. The provision of incentives for ethical behavior within a supportive environment may be facilitated by positive role modeling and social interactions, thereby potentially playing a crucial role in promoting ethical conduct.

### **Cognitive Challenges and Ethical Decision-Making**

*"Sometimes it's hard for me to understand what's right and wrong. I try my best, but it's confusing, especially when there's violence involved. I wish someone could help me understand better."*

The individual acknowledges the complexity involved in formulating moral judgments and articulates a desire for assistance in comprehending ethical concepts. The aforementioned suggests that the ability of the participant to form ethical evaluations, particularly in situations involving aggression, could be hindered by the cognitive constraints linked to the mental ailment.

### **Individual Variations in Ethical Behavior**

*"I think everyone is different. Some of us try hard to be good, but it's not always easy. I try my best to follow the rules, but sometimes I get overwhelmed. I think we need to understand and respect each other's struggles."*

The participant acknowledges the inherent variability in individuals' ethical decision-making abilities and recognizes this as a common phenomenon. The aforementioned quotation highlights a plea for empathy and the recognition of individual diversity as integral components of ethical conduct. Additionally, the quote underscores the importance of comprehending and valuing the challenges faced by others.

## **5. Discussion**

The findings of this research about the association between the ethical behavior of children with mental disorders and their perception of violence are congruent with those of prior investigations in several significant aspects. According to van Hoorn et al. (2016) findings, exposure to violence, whether witnessed or experienced firsthand, is associated with a decrease in prosocial behavior and an increase in hostile tendencies. This finding suggests that adolescents who experience higher levels of violence may encounter challenges in their ability to make ethical judgments and exhibit behaviors that deviate from established ethical standards.

Posada & Wainryb (2008) underscored the interdependent relationship between exposure to violence and moral development, positing that witnessing or undergoing violence may impede the progression of moral character. The findings of the current study align with the notion that children diagnosed with mental disorders exhibit a negative correlation between ethical behavior and perceived aggression. The findings underscore the necessity of tackling the issue of violence in the surroundings of mentally disordered children, as it has the potential to impede their capacity to form ethical assessments.

The current study's outcomes are consistent with previous research regarding the influence of a favorable environment on ethical behavior. Remišová et al. (2019) emphasized the significance of social influences, such as positive role models, in fostering ethical behavior. The findings align with the current body of research, indicating that mentally disabled children experience advantageous outcomes when residing in inclusive communities.

Goswami (2012) demonstrated that positive social relationships with peers have a positive impact on the ethical behavior of children. This finding provides support for the current study's assertion that children who have mental disorders are more inclined to make ethical judgments when they are in the presence of compassionate adults. Collectively, these findings underscore the significance of establishing inclusive and supportive communities as a strategy to promote moral behavior among this population.

The current study suggests that children who suffer from mental disorders encounter cognitive hindrances when attempting to comprehend and implement ethical concepts. Our findings are in line with previous research that has demonstrated the influence of cognitive limitations on moral reasoning and decision-making (Timmons & Byrne, 2019), thus providing further support for these theoretical perspectives. The present study adds to the extant body of literature by shedding light on the distinctive obstacles that children diagnosed with mental disorders encounter in comprehending ethical concepts, particularly those that involve aggression.

By the findings of Wang et al. (2023), it was observed that cognitive challenges exerted a noteworthy impact on the social interactions of children diagnosed with autism. The identification of cognitive impairments in the current study carries significant implications for therapeutic interventions, highlighting the necessity for tailored support and guidance to enhance the ethical comprehension of children with psychiatric conditions.

The current inquiry exhibits evident similarities with the previously mentioned body of literature. However, it is crucial to acknowledge that there exist significant differences as well. To illustrate, a significant portion of the existing research has concentrated on the development of typically developing children or specific clinical populations such as those diagnosed with autism spectrum disorder. The current study, in contrast, centered on examining the association between the ethical behavior of children with mental disorders and their perceptions of violence.

Moreover, the current study employed a mixed-methods approach that incorporated both quantitative and qualitative data to address the knowledge gaps about the research topic. This development represents a noteworthy advancement as it facilitates a more comprehensive exploration of the experiences of children who are afflicted with mental health issues. The recent study contributes significant qualitative perspectives to our comprehension of the complex association between ethical behavior and perceived aggression among this population, whereas previous literature has often emphasized quantitative assessments.

To summarize, the findings of the current research align with previous studies, indicating a negative correlation between the ethical behavior of children and their attitudes toward violence. The results highlight the importance of cognitive challenges in understanding ethical concepts, recognize the diversity of ethical behavior within this population, and emphasize the importance of a nurturing context in promoting ethical judgment.

This study offers novel perspectives on the correlation between ethical behavior and perceived aggression in children with mental illnesses by juxtaposing and analyzing current findings with prior scholarly works. This study contributes to the existing body of literature by utilizing a mixed-methods research design to gather both quantitative and qualitative data, with a specific emphasis on children who have been diagnosed with mental disorders.

The findings of the current study contribute to the existing literature by elucidating the unique challenges faced by children with mental disorders in comprehending ethical concepts and engaging in ethical decision-making.

This underscores the necessity of tailored interventions and social structures that address the cognitive impairments of this population and promote ethical development.

Moreover, the acknowledgment of a conducive setting as an enabler of ethical behavior aligns with previous research that underscores the importance of amiable social engagements and exemplification in molding ethical disposition. This highlights the necessity for inclusive communities that embrace and acknowledge children with cognitive disabilities, and that impart upon them the values of empathy, benevolence, and esteem.

The qualitative results of the current investigation provide novel insights into the experiences and perspectives of children diagnosed with mental disorders, which have not been previously explored in the existing literature. The inclusion of qualitative data enhances the comprehensiveness of the research by providing supplementary insights to the quantitative findings. The utilization of participant interviews in the study contributes to a deeper comprehension of the ethical decision-making process and the challenges faced by individuals within this particular demographic in their daily lives.

Nevertheless, it is imperative to acknowledge the limitations of the current study. Due to the limited scope of the study, which exclusively focused on children with mental health issues, the generalizability of the findings to the wider population is limited. To enhance the applicability of the findings, forthcoming research endeavors could investigate similar correlations in alternative contexts and with diverse cohorts.

Furthermore, the study utilized self-report assessments, which are susceptible to the inherent limitations and predispositions of socially desirable measurement methodologies. Despite efforts made to tackle these limitations, further research is required to gain a comprehensive understanding of the ethical behavior of children with mental impairments and their perceived propensity for violence by their peers, educators, and caregivers.

The study's findings contribute to the existing scholarly discourse on the impact of ethical behavior among children with mental health conditions on their attitudes toward violence. The findings emphasize the importance of a supportive atmosphere, recognize the impact of cognitive barriers on moral reasoning, and demonstrate the adverse correlation between ethical behavior and perceived hostility. An analysis of the present study to other studies in the same domain provides significant revelations and establishes a foundation for forthcoming research. This, in turn, facilitates the development of focused interventions and support mechanisms aimed at enhancing the ethical conduct and overall welfare of children with mental disabilities.

## **6. Conclusion**

This study sheds light on the correlation between ethical behavior and exposure to violence, as observed in a cohort of intellectually challenged children. The findings indicate an inverse correlation between ethical behavior and the perception of violence, underscoring the necessity of examining the impact of violence on ethical judgment. The study recognizes the cognitive challenges that children with mental disorders encounter when acquiring and applying ethical principles. It emphasizes the importance of a nurturing setting in fostering ethical behavior.

The present investigation addresses the lacunae in our understanding of the subject matter by integrating both quantitative and qualitative data. The integration of qualitative insights with quantitative data yields a more comprehensive comprehension of the challenges associated with ethical decision-making among children who suffer from mental disorders.

The findings of the study propose noteworthy ramifications for interventions and assistance programs that strive to promote moral behavior in children who have mental illnesses. The text emphasizes the importance of cultivating inclusive communities that promote positive social exchanges and serve as models of ethical behavior. The objectives of intervention include minimizing exposure to violent situations, providing tailored assistance for managing cognitive challenges, and fostering a climate of inclusivity and empathy. Interventions that consider these factors may provide children with mental disorders with the necessary tools to make ethical decisions and positively influence their communities.

Although the research offers valuable novel insights, it is important to consider its constraints. The study was exclusively conducted on a sample of children diagnosed with mental disorders, thus constraining its generalizability to the wider population. To enhance the external validity of the findings, it is recommended that



forthcoming research endeavors explore such interactions across diverse settings and with a broad spectrum of participants.

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