

The Analysis of Causes and Treatments of Adolescents' Psychological Disorders in China

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Abstract. According to the Report on Development of Youth in China, about 30 million children and adolescents under the age of 17 are suffering from various mood disorders and behavioral problems. Studies have pointed out the worsening effect of the lack of personality development in schools and the backwardness of family values on this phenomenon. Under this circumstance, this study mainly focuses on how family factors and school education deteriorate emotional disorders of adolescents. In addition, this study also discusses the possible treatments, drama therapy, and psychological counseling in alleviating adolescent emotional disorders. The Integrative Five Phase Model, the Role Method, and Developmental Transformation are three approaches introduced in this study in drama therapy. In the end, this study explored the impacts of family and school as contributors to emotional disorder and the alleviating effects brought by drama therapy and psychological counseling. This paper hopes to contribute to the development of mental health in adolescents.

Keywords: Adolescent; emotional disorders; drama therapy.

1. Introduction

According to The World Health Organization's World Adolescent Health Report in 2014 pointed out that: about 1.3 million adolescents died globally in 2012, with 15-19 years old being the high-risk stage, and suicide being the third leading cause of death among adolescents worldwide. This data shows that young people's mental health issues are getting worse. Therefore, it is necessary to recognize the potential causes and proper treatments for adolescent emotional disorders.

According to the research of Li Dajian, Zhang Gongbi and others, the common psychological obstacles of adolescents are: narrowness, depression, vanity, fear, revenge, mental sensitivity, and cowardice [1-4]. In the short term, teenagers may have some problems with this study, life and interpersonal communication. Such as a decline in academic performance, low self-care ability, unwilling to communicate with the people around. In the long run, the family may lead to problems in the psychological growth and development of adolescents, which will affect their personalities. Adolescents under such influence might feel inferior, rebellious, lonely, afraid, and even go on the road of crime.

Despite the family factor, contributors also include the school. The impact of peer relationships, intelligent tests, and ranking systems on the formation of adolescent's sense of self-worth and self-identity are also discussed in this study.

To alleviate this phenomenon, the major therapies may not work as optimally and efficiently as they could perform in other situations. Adolescents, as a unique stage in human development, occupy characteristics such as vulnerability, sensitivity, and unwillingness to share their thoughts with psychiatrists. Furthermore, the existing approaches to treat psychological disorders in adolescents in the majority of countries are not very comprehensive and advanced. In this case, this study discussed the feasibility of drama therapy, new psychotherapy that requires physical expression only, and psychological counseling in school. In the following part, this paper will focus on the influencing factors and intervention methods for adolescents' psychological disorders.

2. Influencing Factors of Adolescents' Emotional Disorders

Adolescent students are in the second peak period of development. In this period, their physical and mental changes rapidly, and inner conflicts and contradictions are frequent. Therefore, it is likely that psychological disorders will occur during this period [2]. The mental health problems of adolescents are caused by many factors. Usually, family, school, and social environment all affect their mental health development of personality to different degrees. The focus of this study is on the formation of adolescent psychological disorders of family and school reasons.

2.1 Family Factors

Bowen is an advocate of the generational model, focusing on the family emotional system [5]. He pointed out that there are two forces in the family: the search for belonging and the search for individuality, and when these two forces are in balance, the family relationship is in an ideal state. In this kind of environment, parents and adolescents can find a good sense of belonging and individuality. Family as the first place for adolescents to be socialized, and the environment is the most influential on a person's character. If a family is positive, harmonious, and democratic, then in this environment, adolescents are tending to form optimistic, upward, proactive, calm, and other character qualities. Whereas if some family communication is not smooth, often quarrels and other situations, then adolescents are likely to appear extreme, negative, withdrawn, and other bad psychology.

2.1.1 Family environment

Family environment plays a significant role in the formation and development of adolescent personality and the formation of personality [6]. It is also an important place for adolescents to live and grow up. Family environment has a direct impact on adolescents' health and also determines the development of adolescents' moral level. Before people become adults, family education has the greatest impact on them. Therefore, it has the characteristics of enlightenment. A large number of studies at home and abroad have shown that adverse family environment factors are easy to cause abnormal psychological behavior in family members, among which the most important and prominent factors are the cultural quality of parents, upbringing style, health status, marital relationship, economic status and moral behavior of parents. In particular, affected by the absence of family members, rigid family relations, atrophy of family function, and other factors [7]. Among that, adolescents growing up in divorced single-parent families are more likely to suffer from personality withdrawal, social anxiety, behavioral deviation and other growth problems.

2.1.2 Method of education

The family of origin plays a great role in shaping an adolescent's character. At present, the education level of parents affects the education style, and a bad education style will affect their healthy growth, the lack of scientific education methods for adolescents, which makes adolescents appear to have character problems. For example, some children will be introverted. Some children are more radical, and some children will appear self-centered phenomenon. This kind of self-consciousness is very harmful. It will make people take themselves as the center of daily life and judge right and wrong for their own interests, which is easy to develop into extreme individualism. Therefore, self-consciousness is not conducive to the growth of adolescents [5].

Some adolescents may have low self-esteem. This psychological phenomenon cannot be separated from the influence of the family of origin. Firstly, parents do not let their child set up the right values and money view, so some adolescents in the face of rich, powerful family adolescents will appear to have an inferiority complex mentality if the child comes from remote mountainous areas, rural areas, and so on, in the face of many peers than their own excellent or better than their own family classmates. Secondly, there are some adolescents in single-parent families, and left-behind adolescents will also have this mentality. In the process of adolescents' growth, they lack parental care, and face the incompleteness of the family. Growing up in this environment, adolescents will tend to feel insecure and more closed inside, rarely communicating with their parents, and the special visions of people

from outside will make it difficult for them to build self-confidence. Finally, some parents often reject and ignore the real emotional needs of adolescents. If parents fail to understand their adolescents' real emotional needs and only use their own ideas to educate, their adolescents will easily become depressed and give up on themselves. Low self-esteem in the case of adolescents' academic performance is often not good. Some parents in the face of adolescents' not ideal academic performance tend to criticize rather than to encourage the child. However, adolescents' fragile hearts often cannot bear the verbal attacks from their parents. This problem will often lead to psychological deviation and leave a shadow in the heart. As a result, these adolescents may experience depression in the face of academic or social difficulties and shocks [5].

2.1.3 Parental relationship

The relationship between parents in the family can have a great impact on the growth of individuals. According to the survey, 33% and 31% of adolescents are negatively affected by their parents' frequent fighting and divorce, respectively [8]. In the future, adolescents may have the same problems as their parents when dealing with the problem of communicating with the opposite sex. They can't deal with the opposite sex correctly, and they may have doubts about others or over control their desires when communicating with others. For divorced families, the absence of one parent's role leaves many adolescents without full paternal and maternal love. Adolescents lack the care of their parents, have a strong sense of distance with them, will always lack security, feel abandoned, think that they are not good enough, and do not want to trust others. These issues can make it difficult for adolescents to deal with emotional problems in the future. Moreover, when adolescents grow up in a chaotic and violent family environment, they tend to interact with others in a similar way as their parents, which can easily hurt those closest to them. If some parents show too much love in front of their adolescents, it may lead to many adolescents falling in love early because they yearn for love in adolescence, like the unknown world, at this time is most likely to appear emotional problems [9].

2.2 School Factors

In addition to the family, the impact of the school environment on adolescents can also be enormous. One of the most common emotional disorders is depression. The symptoms are the belief of worthlessness and hopelessness [10]. The peer relationships, intelligence tests, and ranking system that emerged in the school could therefore lead to the formation of depression in the adolescent.

2.2.1 Peer relationships

Adolescents always desire to feel a sense of belonging to a group [11]. However, not all the kids in school, a miniature of a society filled with complex interpersonal relationships, are popular children. Some of them are rejected, neglected, or controversial children. Moreover, the impact of peer groups on their members is unquestionable. In a peer group, students develop a strong sense of belonging and group identity, and it helps them shape their self-identity in an out-of-home environment [12]. Usually, students who do not have high social awareness skills are excluded and eventually lose these opportunities to develop a sense of self-identity or self-worth.

2.2.2 Intelligent test and ranking system

In recent years, intelligence tests have grown rapidly. And when a student gets a lower score than others on an intelligence test, then these children are likely to think they are useless and become negative. This hindrance from the outside world can impede students' self-growth, and they can develop an unbearable sense of loneliness and powerlessness [13], eventually creating a mechanism of escape in their hearts. They will have a tendency to devalue themselves and be too weak to take charge of things. Their dependence on external sources increases over time. What is more, the ranking systems will have a framing effect on the adolescent [14]. For students who are in the middle and lower rankings, they will first think that their learning ability or intelligence level is lower than others. In the long term, they may even develop a strong sense of worthlessness.

3. The Treatments of Adolescents' Emotional Disorders

3.1 Drama Therapy

As the short and long-term causes of emotional disorders are severe and the prevalence of this mental illness is extremely high in China's adolescent population [15], discovering and implementing treatments specifically appropriate for the adolescent is crucial. According to Erik Erikson's 8 Stages of Psychosocial Development or Piaget's 4 Stages of Cognitive Development, adolescence in both theories is separated as a unique stage. It is regarded as a symbol of sensitivity and vulnerability. They are likely to be unwilling to share their thoughts with a stranger or may even be unable to precisely and concisely express the dilemma they face [16]. However, psychotherapies like psychodynamic, cognitive therapy, or humanistic therapy all require direct communication between the patients and the counselor. As such, these major psychotherapies are not appropriate measures to solve the emotional disorders of teenagers. Nevertheless, drama therapy, an approach that focuses on physical expression and uses language only as a medium but not the main tool, would be an optimal method in this case. Moreover, since drama therapy is based on a creative process and primarily projective techniques, the adolescents are distant from the contents of the drama and would, therefore, not feel exposed or threatened [17].

According to the British Association of Drama therapists, Dramatherapy is a form of psychological therapy that focuses on the healing aspects of drama and theatre, using all elements of the performance arts. Dramatherapy uses drama as its main mode of communication to create distance from possible issues the individual may have difficulty addressing. The beginning of drama therapy was pioneered by Jacob L. Moreno in the 1920's. He started his career as a psychiatrist, but his interest in theatre led to the discovery of psychodrama [18]. The basic contents of three methods introduced in Current Approaches in Drama Therapy are explained, and the healing effects are explored.

3.1.1 The Integrative Five Phase Model

The first methodology is The Integrative Five Phase Model. In this method, the therapy journey is constantly progressing and unfolding. Each phase would lead to a deeper understanding of the patients themselves and a greater level of play and intimacy. The work progress from interactive dramatic play, the first phase, to developed theatrical scenes, the second phase, to role-play dealing with personal situations, the third phase, to culminating psychodramatic enactments exploring core themes, the fourth phase, and ending with dramatic ritual related to closure, the fifth phase [19]. Though, as mentioned above, the fictional contents of the theatre piece could provide the patients with a protective safeguard and a mean of expanding their capacities and range of expression, the roles are eventually shed, helping clients to create a connection between the authentic world and the theatre. This method enables the adolescent to express their dilemma indirectly and could help those who cannot explain their thoughts to project their thinking onto characters, leaving the contents to be analyzed by the counselor.

3.1.2 The Role Method

The second methodology is the Role Method. The steps of the Role Method could be specified into eight steps: invoking the role, naming the role, playing out or working through the role, exploring alternative qualities in sub-roles, reflecting upon the role play, relating the fictional role to everyday life, integrating roles to create a functional role system, and discovering how the behavior of the client affects others [20]. Through this method, the adolescent that performs inability to understand and relate to situations and to people could be able to organize the interpersonal relationship they have in the school.

3.1.3 Developmental Transformation

The third method is Developmental Transformation. The sessions consist entirely of dramatic, improvisational interaction between the therapist and client, and the therapist is an active participant in the play and intervenes through the patients own immersion in the client's play space [21]. Tracing

back to the ancient time, drama is originated as element of ritual. In Greek time, though it served as an entertainment, but it also had healing effects. The word Catharsis in Greek theatre pieces refers to the collapsing and releasing of emotions. After catharsis, the release of emotion, the audience will be relieved. In the immersion and improvised play that clients are in, they could encounter and encounter several episodes that would lead to catharsis.

In a nutshell, the Integrative Five Phase Method enables adolescents to express their thoughts in an indirect way by separating the patients from the real world, which avoids the awkwardness of being unwilling to share thoughts during puberty. Moreover, The Role Method assists the patients in reorganizing their interpersonal relationships and could effectively eliminate the performing of inability to understand and relate to situations and to people. Lastly, Developmental Transformation provides an opportunity for adolescents to express and release their emotions, avoiding the formation of emotional disorders.

3.2 Psychological counseling

Despite drama therapy, another positive and effective way to solve the psychological barriers of young students is psychological counseling. The so-called psychological counseling is according to the needs of young students with psychological disorders, to provide psychological, and mental health knowledge services of a kind of activity is the implementation of mental health science and mental disease prevention and control of the actual form of work, is to answer young students put forward daily learning, life in a variety of psychological problems. Its function is to change psychological activities, solve psychological contradictions, clear psychological obstacles, and better adapt to the environment, and help them to correctly treat psychological contradictions and social contradictions with the knowledge of mental health science, and improve the ability of psychological adjustment [2].

In addition, the quality of teachers is significant for psychological counseling of young students. School leaders should provide teachers with opportunities to master the professional skills of psychological quality education. The professional technology of students' psychological quality education should become the necessary quality of teachers and an important condition for the assessment of teachers' ability [22].

Moreover, schools should also carry out various forms of mental health education. One is to open psychological tutorial courses to popularize the education of psychological knowledge so that students understand psychological knowledge, especially to master a number of standards of mental health, and learn the way to release psychological obstacles. Two is to open psychological counseling, counseling mailbox, hotline, and one-to-one psychological counseling activities. The third is to carry out a wide range of peer students through mutual talk, communication, and common sharing activities. Easy to achieve the purpose of psychological dredging. Fourth, home-school cooperation in carrying out psychological counseling. The school should use this channel to make some propaganda. Let the parents know about the psychological counseling and help the school to carry out the work. Home-school collaboration to form a joint force will make mental health education achieve better results [2].

4. Conclusion

To sum up, the two causes of adolescent emotional disorders discussed in this research are family and school. Family structure, parental relationship and family atmosphere will affect the character development and mental health of adolescents. Adolescents' views on themselves are also rooted in family upbringing, they can feel the love and care from their parents more often in the family, and they will develop a strong and stable sense of self. If teenagers grow up without care, their sense of self can easily become fragile and unstable, consequently leading to the formation of emotional disorders. Additionally, bad peer relationships in school deprive the opportunity for individuals to gain self-identity and self-worth. The intelligent test and ranking system also label the students with negative evaluations and devalue them in specific ways. Consequently, a sense of worthlessness would occur, which is a characteristic of emotional disorder. To alleviate such phenomenon, this

study discussed the feasibility of dram therapy and psychological counseling. Three approaches, The Integrative Five Phase Model, The Role Method, and Developmental transformation, were introduced. They could provide adolescents with a comfortable treatment environment, help them understand and relate to situations and to people, and facilitate them to express their emotions, leading to catharsis. Additionally, psychological counseling for adolescents could be another effective and crucial tool. On the one hand, the generation of dangerous situations can be avoided. On the other hand, the problems that have appeared can be appropriately regulated and dredged. Moreover, the psychiatrist can have a more direct understanding of the psychological disorders of adolescents and solve problems more professionally and therefore enhancing the relationship between adolescents and their peers and family members.

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