

Emotional Disorder of Adolescents on Family Interactive Theory

Peijun Qi¹ & Jingyun Ma²

¹ Hunan University, Chinese Literature major, School of Chinese language Literature, Wuhan, Hubei, 43000, China

² Northeastern University, Japanese major, School of foreign languages, Shenyang, Liaoning, 110819, China

These two authors contributed equally to the paper and could be considered as Co-first author.

Correspondence: Peijun Qi, Hunan University, Chinese Literature major, School of Chinese language Literature, Wuhan, China. E-mail: PaigeQiu@outlook.com.

Received: April 17, 2023

Accepted: June 20, 2023

Online Published: July 5, 2023

doi:10.5539/ijps.v15n3p10

URL: <https://doi.org/10.5539/ijps.v15n3p10>

Abstract

As the enhancement of public awareness, more researchers are realizing the severity of mental health problems, which generally begin before the age of 14. In response to the issue of psychological sensitivity among adolescents, a summary was made from the perspective of emotional disorders among college students. Persistent emotional disorders can lead to biases in self-awareness. Self-worth is an important aspect of self. It affects individual cognition, emotion and behavior, and even physical health. An effective way to face adolescents' Developmental disorder is Improving adolescents' self-esteem is an effective. For this phenomenon, Satya has put forward a systematic coping theory in family relations, interpersonal communication, and self-consultation, and used discourse analysis. The research methods of case analysis and desktop research summarize the emotional disorders of Chinese adolescents in the past 5 years. By identifying common causes, identifying and analyzing coping strategies, we explore the imbalances that occur in the development process of adolescents from the perspectives of language, communication, and culture.

Keywords: emotional disorders of adolescents, Virginia satir Interaction Theory, psychological cognition and language expression, cultural language ideology

1. Introduction

Adolescent emotional disorders are mainly emotional problems caused by conflicts between oneself and the environment. In the process of emotional exacerbation, there is a lack of self-awareness, and negative feelings continue to increase, leading to psychological problems. Students with adolescent emotional disorders may experience behaviors such as academic aversion, social fear, depression, and suicide that affect their own health development due to self-suppression of their inner true feelings. 12-18 years old belong to the period of youth development, and the main task of teenagers is to address the issue of identity disorder. When teenagers are unable to cope with identity disorder conflicts, emotional disorders can occur. Among them, teenagers around the age of 14 have not yet fully established their self-awareness, so the external environment has a significant impact on teenagers. Adolescent emotional disorders are mainly characterized by three types of negative emotions: anxiety, depression, and fear. When problems arise, the way teenagers on campus deal with problems mainly comes from the micro environment around them. The microenvironment system includes family, school, and peers. If adolescents are not properly guided in this system, they are prone to self-perception imbalance, leading to confusion of self-identity and psychological emotional disorders that affect personal development. By comparing the student population in Chinese universities, we found that when Chinese teenagers face developmental emotional and psychological barriers, it is necessary for them to recognize the micro environment they are in, be aware of themselves, and seek help from their parents in a timely manner. This is an effective way for teenagers to reduce their self-awareness bias when experiencing emotional disorders, This helps to establish self-awareness and self-worth among adolescents, as well as to enhance their self-esteem and happiness.

2. Satir's Relationship in Family Relation

2.1 Youth Emotional Disorder and Interactive Mode

People live in hierarchical relationships within the family, when teenager birthed which playing different roles within the family. Family members speak the ideology language that suits their own family who believe in their own family culture, and communication with each other. If any member of the family is prone to negative feelings which is means that An unequal form of dominance and obedience interaction. Teenager is sensitive not only his negative self-feelings but also external conflicts cannot be balanced. About negative self-feeling there are appearance four main types of negative emotions namely emptiness, anger, fear, and helplessness.

At the beginning of the establishment of a new family, in the early stages of children's survival, they were forced to focus on their parents for communication and exchange. Therefore, the communication style between parents and children is the core factor that affects family interaction. In the communication process, there is not only verbal communication, but also body language interaction generated by physical behavior. Virginia Satir followed this law and divided communication modes into five types: Pleasant type and, Accusatory type and, super rational type and, disruptive type and, internal and external consistency type. Satir believe internal and external consistency type and which can achieve harmony among oneself, others, and the situation.

In family interaction, if family members are unable to use the correct communication mode for a long time, emotional disorders and conflicts will occur one after another, affecting the child's early personality development and communication mode. Early communication modes will continue to affect the adolescent's communication mode with others during adolescence. During the sensitive period of adolescence, when teenagers encounter problems and are unable to cope with them, emotional disorders will occur. In response to this issue, Satya's family therapy focuses on the systemic aspects of family, society, and more comprehensively addressing individual psychological barriers. The psychological treatment method established by Virginia Satir is characterized by a focus on enhancing personal self-esteem, improving communication, and helping people live more "humanized" lives, rather than just eliminating "symptoms". The ultimate goal of treatment is for individuals to achieve "physical and mental integration, internal and external consistency". Adolescents are emotionally sensitive that combination of multiple feelings, thoughts, and behaviors, mainly manifested in the four dimensions of body, self-awareness, stimulating event response, and duration.

Firstly, adolescents experience self-doubt in their self-awareness, with emotional disorders mainly characterized by anxiety, followed by physical symptoms such as overall physical tension, dizziness, chest tightness, palpitations, difficulty breathing, nausea, dry mouth, sweating, frequent urination, and trembling. Adolescent social phobia is a psychological disorder that is prone to develop during adolescence, mostly due to a lack of parental care during childhood. Adolescent social phobia is accompanied by a combination of negative emotions such as fear and anxiety, and emotional disorders that persist for more than 3 months cannot be alleviated, affecting teenagers' learning, life, and interpersonal communication. During my studies, I was afraid of being criticized by my classmates and family, and I was afraid that my actions would attract criticism from those around me. These situations can easily lead to provocative event reactions. When encountering conflicting events, the family environment and parents' educational methods have a direct impact on the emotions of teenagers. If parents are unable to positively guide or directly ignore the needs of teenagers in family interaction communication, cognitive biases may occur when encountering emotional disorders during adolescence.

Adolescent cognitive bias is caused by an imbalance in self-perception, and the main environmental factors include family, school, and peer interaction. The cognitive bias of adolescents often leads to incomplete grammatical structures in discourse expression, such as short or incomplete language, missing objects for the recipient of self-transmitted information, unclear subject for the receiver of transmission, ambiguous environmental background descriptions due to self-body or emotional disorders, unclear direction, ambiguous semantics, and the appearance of double object grammatical structures. Adolescents' cognition is mainly composed of their surrounding environment, which mainly consists of four emotional disorders and the family interaction communication mode pointed out by Satya, which is the main reason for cognitive bias.

The opposite emotion to tension and anxiety is depression, which mainly manifests as three core symptoms: (1) low mood, (2) decreased interest, loss of pleasure, and (3) lack of energy and susceptibility to fatigue. When teenagers appear to be depressed for a long time, they will be in a state of inattention, Weight loss, insomnia, fatigue, etc., which lasts for more than half a month, indicating that depression has occurred. Currently, over 3.05 billion people worldwide suffer from depression, with nearly 100 million people suffering from depression in China, and nearly 50% of depression patients aged between 18 and 25. Teenagers' lack of confidence can lead to a pattern of self-negation, with a tendency to belittle themselves in ideology, and even self-harm themselves in

behavior. They often use self-doubt phrases like "Am I very useless/ugly. Among them, the concept of self-denial comes from the family, school and peers in the micro system. When the outside world has inappropriate negative evaluation of themselves, self-doubt will appear. Therefore, when emotions appear, most of the language will be Interrogative sentences. Due to the fact that adolescents are in the stage of self-awareness formation, evaluations in the microsystem can unconsciously internalize themselves, leading to conflicts between internal and external factors. When external factors overcome internal consciousness, they unconsciously acknowledge external evaluations, such as "I can't do anything well", which is a self-negative language dialogue mode. In the self-negation sentences, it reflects the emotional problems of teenagers. Analyzing the relationship between teenagers' discourse sentences and emotions is mainly based on the degree adverbs in syntax as the analysis entry point. Teenagers use degree adverbs to externalize the degree of perception and reference.

Perceptual reference refers to the expression of perceptual participation in the text, including the Personal pronoun "I, you, they, it". Relational reference can be found through discourse. Relational reference is an expression method of implicit social perspective. Linguistic information and nonverbal information are integrated to determine the pragmatic distance between the two sides of communication. Levinson also mentioned 'empathy instructions'. Frequent long-term thinking inertia leads to a learned and helpless thinking pattern, believing that one is useless and blaming oneself for any mistakes. The main causes of depression are emotional stress and family parent-child relationships, as well as a long-term lack of effective communication in behavioral and linguistic interactions, leading to a lack of self-identity in children and affecting the establishment of adolescent self-esteem systems in the family environment.

2.2 Four Interactive Relationships in Family Model

Satir believes that language inevitably involves psychological experience, and behavioral coping schemas are the psychological presentation of the subject's perception mode in an experiential state. In the original family growth and education environment, parents' Parenting styles plays a key role in guiding the lack of self-identity in the later stage of adolescent development. As the different parenting style, Diana Baumrind based on the two main dimensions of parental control and responsiveness, who defined Parenting styles has four parenting styles, namely authoritative, authoritarian, permissive and neglected. Parent Control is the growth requirement put forward by children, while responsiveness is the response of parents to their children's reactions.

The characteristic of authoritative parenting style is that parents have a high degree of warmth and connotation, namely high responsiveness and high demand. Authoritative parents are very confident, but they also have the willingness to listen to their children's opinions, enthusiasm, openness, and provide opportunities for their children's development through guidance. In the upbringing of teenagers, the more authoritative their parents are, the higher their self-esteem. Parents use an authoritative style to provide attention, warmth, and openness, and compensate through flexible control and willingness to listen. Therefore, teenagers feel valued because their existence is recognized and they are considered capable or capable of doing something, so they have high self-esteem. The Parenting styles of authoritative parents is more likely to positively guide children's development and achieve consistent communication. In families with authoritative parenting styles, children have a higher sense of self-esteem, and adolescents with high self-esteem are more able to effectively regulate and handle problems when facing self-conflicts. For example, Adolescents self-examination and its role in the anger expression suggests that teenagers with lower self-esteem often direct their anger inward, which can be more effectively controlled or suppressed.

In authoritarian parenting styles, parents mainly have high demands, high control, and low reactions. Parents mainly adopt a blaming communication mode. Dictators, in order to protect themselves and consolidate their position, adopt an offensive approach of blaming others. Blaming means contempt for others, and they can occupy a higher position of power. Their words express a conscious belief that only themselves and the situation need to be considered. The blaming model is like a double-edged sword, so those who often blame others will often blame themselves. In the accusatory communication mode, the language expression is based on perception and reference. In the accusatory communication mode, the emotional feeling is greater than the reason. There are many Modal verb and modal verbs in the language form, which are prone to verbal violence. The verbal language of the blaming type is: "It's all your fault", "You've never done it right", "I'm completely right". The blaming type person usually feels powerless and focuses on the expectations of others. Therefore, the blaming type communication mode strengthens self-awareness through verbal criticism, and shifts the responsibility and reasons for "me, you, them, it" to other family members. Due to the explosive nature of the blaming language, The main negative emotions that arise are anger, frustration, dissatisfaction, being suppressed, fear of losing control, and loneliness.

The permissive parenting style is a family education style that is completely opposite to the authoritarian parenting style. The negative attitude of permissive families in the family is low demand, low control, and high response. Therefore, parents tend to show a spoiled attitude towards their children, allowing them to grow freely and lacking restraint. Children growing up in permissive families are pampered and spoiled from a young age, and their parents unconditionally satisfy their children's various needs without control over inappropriate behavior, resulting in negative characteristics such as willfulness and selfishness among teenagers. Children growing up in permissive families tend to view problems more from their self-awareness and less consider the feelings of others around them. They are more positive, confident, and arbitrary in language expression, Has a strong and high self-esteem.

In addition to the authoritative, authoritarian and permissive Parenting styles, there are also the neglectful Parenting styles. The attitude of neglectful parents in the family is low control, low demand and low response. Children who grow up in neglected families often neglect their children's needs, and their communication patterns tend to be more disruptive. They exhibit hyperactivity, instability, inappropriate behavior, insensitivity, and avoidance in physical behavior to gain their parents' attention. In the neglectful communication mode, children and parents habitually avoid their self-assumed responsibilities in the family, usually shifting the topic by interrupting and avoiding personal or emotional issues. Family members conceal external expressions while avoiding internal feelings. Due to their lack of belonging and low sense of self-worth, teenagers rarely reveal their true negative emotions, such as fear, anxiety, sadness, emptiness, confusion, and confusion. Negative emotions can lead to self-conflict, while teenagers express themselves through language through externalization of behavior, thereby achieving unity and balance between self-awareness and the outside world.

3. Analysis of Interpersonal Interaction on Campus on Campus

3.1 Adolescent Self-consciousness Interact with Campus

Teenagers' self-identity usually comes from the norms of others. As the main developmental task for young people, academic performance, campus environment, family interaction methods, and peer interaction have become invisibly the criteria for their self-identity. Social anxiety has something to do with teenagers' weariness of learning, School bullying, internet addiction and other problems. Teenagers crave praise and acceptance from their peers, and tend to communicate with their peers. Otherwise, they may feel lonely. Once their self-esteem is hit or conflicts arise in their peer interactions, they may lose concentration in class, daydream about themselves and others, and ultimately affect normal interpersonal relationships, leading to conflicts. Patients with adolescent social phobia are always in an anxious state and often occur during their academic studies. In the visit case, it was mentioned that a freshman in high school has an introverted personality, strong self-esteem, cautious handling of affairs, and excellent grades. Due to his concern for others' opinions on him, he often worries about the evaluation of others around him, is afraid of making mistakes, and feels inferior and self-blaming without reason. At first, there was no communication with dormitory classmates, and communication with parents decreased. Relatives say he doesn't like to talk and doesn't look like a man. Afterwards, he tends to feel nervous when communicating with others, and eventually develops into feeling extremely anxious and fearful when meeting people, and develops a sense of self-doubt and inferiority complex.

In the development of teenagers, aversion to learning has gradually become a problem for top students. The four stages of psychological development of aversion to learning are from anxiety, doubt, fear to inferiority, fear of facing constant self-deprecation, uncontrollable emotions, and inability to find specific reasons. Behaviors manifest as low confidence level, emotional blockage, decreased interest, inability to concentrate in learning, and decreased academic performance. In terms of lifestyle habits, I feel depressed all day, unable to motivate myself to do anything, no longer willing to socialize, distancing myself from family, teachers, and friends, and many hobbies that I used to be interested in are unwilling to continue. In terms of emotional fluctuations, teenagers with depression are prone to anger or crying for no reason, exhibiting violent tendencies, and enduring low emotions such as being bored with those around them. Parents need to provide more encouragement in emotional coping, listen to and reflect on the inner dialogue of teenagers, understand the reasons for behavioral changes, provide confidence support and guidance in academic and peer communication, and face problems that occur during adolescence with teenagers.

Teenagers in their academic dominated life stage often experience problems related to their studies. Due to academic issues leading to conflicts between themselves and the environment, they are prone to develop a mentality of learning aversion. The main reasons for learning aversion can be divided into four aspects: society, school, family, and oneself. Teenagers have a rebellious mentality in their youth, which can lead to irrational and fixed thinking. However, excessive academic pressure, tense academic spirit, high expectations from parents for

their children's studies, resulting in a heavy sense of burden on teenagers, and the lack of good development of interpersonal relationships on campus are all reasons for young people's aversion to learning. Parents have a high level of control over their children's academic needs, raising growth demands for their children. Language often develops into a directive style. Parents use an authoritative style to provide attention, warmth, and openness, and compensate through flexible control and willingness to listen. Parents and teenagers face academic difficulties together, and in this interactive process, they will help teenagers develop the self-esteem and self-identity they need, Establish correct phased goals to address the confusion and confusion of identity.

If the high control and low response Parenting styles will become authoritarian, the accusatory interaction and discourse mode will become the main way for parents to communicate with their children. Due to the high academic requirements, excessive pressure and criticism will be given, and the interactive discourse will mainly use your fault as the oral language. Academic conflict will lead to a sharp decline in happiness, so teenagers will resist the pressure brought about by school and the changes in family interaction mode. In the autocratic Parenting styles, the interaction mode of teenagers tends to favor responsive discourse. The inner dialogue generated by excessive pressure and self-blame includes: "It's all my fault." Teenagers choose to escape from school, turn to the surrounding environment to seek self-worth and sense of existence, and build self-esteem in new areas to deal with self-development problems. So the occurrence of academic problems will increase the probability of adolescent campus problems.

3.2 Psychological Analysis of Youth Campus Bullying

For adolescents, the hierarchical relationship between peers is significantly reflected in School bullying. Yao Jianlong's research shows that bullies are often in an environment where they lack emotional warmth, their parents' punishment Parenting styles is rough, and their parents' relationship is hostile. Their behavior often shows strong aggressive behavior. Combined with the interaction and communication mode of the Satya family model mentioned above, the authoritarian style of Parenting styles will lead to a family environment of high control and low emotion. Teenagers' behavior and emotions are strictly controlled, and prolonged exposure to a lack of love and suppressed growth environment can easily stimulate their rebellious mentality, leading to strong aggressive behavior. In addition, under the relaxed style of Parenting styles, especially the only child growing up in a single parent family or a restructured family, may also become a bully. Teenagers can do what they want relatively recklessly in a low control family environment, which often leads to higher self-esteem. Although high self-esteem has a positive promoting effect on teenagers' sense of self-worth and self-identity, excessive self-esteem can lead to teenagers being more easily frustrated than others when their demands are not met, blamed, or experienced failures, resulting in a greater degree of self-identity and derogation. This can lead to a rebellious and accusatory communication mode, and control higher status rights by exhibiting aggressive behavior, To enhance one's sense of self-identity.

As for the bullied, the author believes that the generation of the role of the bullied in adolescent bullying can be attributed to the authoritarian style of Parenting styles. Parents often treat their children in a rude manner, strictly controlling their behavior and emotions, which leads to the inferiority complex and fear of adolescents, the decline of self-identity and the extreme desire for belonging, which leads to the ingratiating communication model of adolescents. The desire for belonging and self-identity among bullied individuals makes them more prone to ingratiating behavior, forming a weak mindset, believing that 'as long as I do this, I will be recognized' and 'I want to make him happy', and developing psychological traits such as sensitivity and anxiety, which further exacerbates bullying behavior. In addition, the neglected Parenting styles may also promote teenagers to become bullies. In the case of lack of care and unmet needs, teenagers will gradually hide their true thoughts and seldom reveal their negative emotions, such as fear and anxiety. When faced with bullying, they are also more inclined to tolerate, shut up and transfer topics through interruptions to avoid personal or emotional problems.

In the hierarchical relationship between teenage peers, bystanders are located in the middle position. Scholar Zhang Yueyang believes that bystander behavior is not only influenced by individual factors such as empathy and self-efficacy, but also by environmental factors such as peer pressure and peer status. There are various definitions of the types of bystanders in the academic community, but the author believes that regardless of which type of bystander, conformity psychology should be the main factor determining their behavior type. Despite hierarchical relationships, the improvement of adolescents' self-identity is still influenced by multiple factors. For example, in today' s developed online environment, especially on widely used social platforms, every netizen, as a user of the platform, has anonymity and equality in their identity. Therefore, as users of personal accounts, there is no hierarchical relationship within the same platform, and in this case, teenagers need to re identify themselves. Identity is mainly divided into self-identity and social identity. Among them, self-identity is a way for people to position themselves. Teenagers who are not yet mentally mature often have

poor ability to distinguish information and are easily influenced by other external factors, especially in highly developed and mixed online platforms where teenagers passively receive a large amount of external information, which can easily lead to incorrect positioning of their own identity. Social identity emphasizes individual social attributes, and the process of social identity is the process of individuals constantly searching for their own belonging, and in this process, identifying their own superiority to enhance their sense of self-esteem. In the virtual space of social media platforms, due to the anonymity and equality of the online space, teenagers need to seek a sense of belonging again. If they fail to seek a sense of belonging, it will have a significant impact on their self-esteem, leading to a decrease in self-identity. Teenagers with self-esteem setbacks may also develop into "keyboardists" who undermine the harmony of the online environment in order to highlight their advantageous position and restore their self-esteem.

4. Sitia and Adolescent Self-worth Increased

4.1 Influencing Factors of Adolescent Self-esteem System

Self-esteem refers to the overall self-evaluation. Factors that affect adolescents' self-esteem include experience, upbringing, environment and family Socioeconomic status. Low self-esteem is usually associated with an increase in sadness levels and may lead to a greater degree of suicidal behavior. Adolescence is a significant period of self-esteem development, as adolescents experience personal and social challenges related to their own self representation. In response to deep, strong physical and psychological reactions, youth shapes their own uniqueness and that of others, and self-image plays an important role in the process of identity construction. They focus on self-image physics and psychology. Therefore, studying a person's self-esteem is a particularly interesting period in life. Self-esteem is influenced by past experiences and expectations for the future, which seems to have different effects on boys and girls. Adolescent boys have a continuous upward trend in self-esteem, and the direction of their growth and development depends on their personality traits. The definition of a positive youth development model is his high self-esteem as one of them. The parenting styles of Chinese teenagers are different, with fathers often not getting close to their children, but setting rules for them. At the same time, mothers often become more intimate and develop emotions for their children. This parenting style is closely related to children's self-esteem, and authoritative parents are more patient in communicating with their children.

On the contrary, adolescents with low self-esteem are more likely to be born in neglected or authoritarian family environments. The neglected Parenting styles is characterized by high control and low emotion, and is very strict and strict in making rules with children. However, ignoring or not participating and demanding means that children are abandoned, without timely guidance and prompting them to face conflicts, and all children subconsciously engage in avoidance or suppression of interaction patterns during their childhood development stage. The authoritarian style of Parenting styles is characterized by high control and low emotion, and the communication mode of children is more of a fawning communication mode. The characteristic of a flattering type is to pay great attention to the situation of others, but not care about oneself at all, and negate self-esteem in the process of communication, at the cost of sacrificing self-worth. Pleasant discourse patterns often lead to language habits such as self-negation and self-suppression in self-dialogue. The role of thinking activities in the formation of language commonalities is reflected in cognitive categories, while external expression continuously strengthens self-awareness through language. The common grammatical categories of Pleasant interaction patterns are reflected in daily conversations, such as "number", "sex", "tense", "negative", "causal relationship", and so on. The principle of adding morphemes can be used as markers to determine. For example, the positive form of "happy" and the negative form of "unhappy" can be divided into unmarked and marked. As a marker of increasing negation, 'no' is a projection of self-negation. Pleasant people often have inner monologues like 'I'm not worth being loved'. Due to the unfulfilled inner needs of oneself, emotional disorders arise, but behavioral patterns are also related to emotional disorders. Due to the prior psychological interaction patterns generated by family interaction before teenagers grow up, all family interactions naturally extend to peer interactions on campus. When self-perception is imbalanced, teenagers feel a blow to their self-esteem, just like the hierarchical relationship between children and parents in childhood parental education. Teenagers' first reaction mode will choose their family interaction mode. In the ingratiating interaction model, because the real self is not accepted, the negative emotions generated are mostly helplessness, sadness, anxiety, dissatisfaction, and suppressed anger. These emotions will appear in the family, school, peers, and the process of getting along with themselves. The support of family Parenting styles and high self-esteem will help adolescents cope with the problem of insufficient self-identity.

In terms of emotional conflict, adolescents with higher self-esteem levels tend to face anger in an indirect and direct manner. They are often born into tolerant and authoritative family upbringing styles, characterized by parents providing sufficient warmth and love. However, due to parents' low demands on their children, parents

are prone to develop indulgent emotions towards their children, invisibly guiding their children's communication mode to develop towards blaming communication mode. Most children do not consider the feelings of others in the family and tend to be more self-centered in interactive modes. However, the optimal parenting method is an authoritative parenting method where parents provide love and balance the needs of their children. Parents always balance love and rules in the family to generate a high level of self-esteem and enhance the overall self-esteem of family members.

Teenagers with higher self-esteem are less willing to expose their anger, while those with lower self-esteem often suppress this emotion and are able to control it in more effective ways. For emotional regulation during adolescence, it seems particularly important to have overall self-esteem and one aspect of it, namely academic self. Executive self-esteem and success in school reduce the barriers to exposing anger, just as they can prevent the loss of personal social attractiveness. Establishing sufficient self-esteem and self-awareness in educational activities can help alleviate the aggressive tendencies of adolescents, as well as in the school environment.

4.2 Factors of Adolescent Happiness Influence

Teenagers have high self-esteem and trust in their own ideas and skills. They are more likely to communicate and collaborate with others. Low self-esteem and communication difficulties are related to expressing oneself, and there is a strong need to prove that it is correct. A special allergic reaction, a hostility, a desire to fight, and a desire to resist appear among people with low self-esteem. The accompanying sense of frustration and a tendency to have stronger emotional responses to stimuli can become the substructure of this anger expression. It is outward oriented. Aggression may become a defensive behavior when faced with negative content about itself.

The subjective well-being of adolescents is usually defined by the variable of life satisfaction in Demography research. In the family environment, parental education level, parenting style, parental relationships, and the structure of the original family are all important factors that affect the subjective well-being of adolescents. The family, as the earliest educational environment to come into contact with and be first affected, has the deepest connection with the subjective well-being of adolescents. Family education is the Cornerstone of school education and social education. Family education can have a profound impact on a child's growth process. When the family environment has a positive promoting effect on the happiness of adolescents, they will have a more accurate self-awareness and emotional experience, thereby obtaining a strong subjective sense of happiness. On the contrary, adolescents will have a wrong positioning of themselves and generate emotions such as anxiety, irritability, dissatisfaction, and even criminal behavior that disregards laws and regulations.

The structural form of the original family can also affect the subjective well-being of adolescents. With the continuous development of Chinese society and changes in people's ideological concepts, parents' divorce has led to an increasing number of single parent families, and the lack of one parent's role has led to a lack of education and care for teenagers. In single parent families, there are also many parents who have reorganized their families, and adolescents in reorganized families will face further issues of care and a lack of sense of belonging. Especially with the opening of the two child policy in 2016 and the three child policy in 2022, parents in restructured families are prone to developing childcare needs, which will lead to parents being unable to achieve a reasonable and equal distribution of energy, resulting in a focus, which in turn leads to a lack of care for children in adolescence, dissatisfaction with emotional needs, psychological repression and neglect, and ultimately dispels the sense of family belonging, generating feelings of unease, sensitivity, and inferiority, and self-denial. Reduce subjective well-being. Long term exposure to this emotion can lead teenagers to engage in illegal behaviors such as committing crimes by engaging in extreme behavior to gain recognition from their parents and surrounding individuals.

Therefore, the psychological health of adolescents cannot be separated from the enhancement of their self-awareness. Only by understanding their true inner needs can they face the problems that arise in the external environment's microsystem. In adolescence, identity and identity confusion can lead to conflicts, and they need to establish a different self-awareness role by trying wisdom. During this period, even if the influence of parents is still important, for younger adolescents, parents have more influence than their peers. When teenagers have conflicts between their self-awareness and the external environment, they should seek help in a timely manner, communicate with family members, school teachers, and positive energy peers, in order to obtain positive feedback in the environment, improve self-awareness, and reduce cognitive bias.

5. Conclusion

In Satya's growth model, she defined an event as the relationship between a series of important variables and their comprehensive consequences. Due to the innate experiences of early adolescence, language, communication, and culture already exist in family interaction patterns.

Language is the main communication method for teenagers to interact with the outside world, and physical coping behavior is the result of the reaction schema and connection between teenagers' inner and outer worlds. The way teenagers perceive the world depends on their definition of relationships. When there is an imbalance between the four factors of family, school, peers, and self-awareness, parental upbringing, coping styles in hierarchical relationships, peer communication patterns, self-worth perception, and self-esteem awareness will play a crucial balancing role in compensating for the internal or external deficiencies of adolescents. Satya proposed that achieving consistency between the inner and outer aspects of oneself, known as a consistent communication model, allows individuals to achieve true happiness. The consistent sense of happiness of adolescents needs the support of authoritative parents in family communication, the need for adolescents to improve their self-awareness and self-esteem awareness, the need for adolescents to identify their own emotions and states, and know how to properly relieve academic pressure, and the mutual support and recognition of peers. These are effective ways to deal with and intervene in the occurrence of Mood disorder of adolescents, so as to promote the positive development of adolescents, Relieve conflicts and contradictions between oneself and the environment, and promote the happy and harmonious growth of adolescents in their own and family relationships, as well as in their own and social development.

References

- _____ (2016). The influence of young family functions on its subjective and happiness: sequence intermediary effects of companion attachment and pro-social behavior. *Psychological science*.
- Agnieszka Kruczek, & Izabela Grzankowska. (2017). Adolescents self-esteem and its role in the anger expression. *Psychiatr Psychol Klin*, 17(4), 325-333. <https://doi.org/10.15557/PiPK.2017.0036>
- Barbara Jankowiak, Sylwia Jaskulska, Belén Sanz-Barbero, Katarzyna Waszyńska, Karen De Claire, Nicola Bowes, Estefânia Silva, Sofia Neves, Natalia Albaladejo-Blázquez, Jacek Pyzalski, Iwona Chmura-Rutkowska, & Carmen Vives-Cases. (2021). Will I Like Myself If You Hurt Me? Experiences of Violence and Adolescents' Self-Esteem. *Sustainability*, 4-6. <https://doi.org/10.3390/su132111620>
- Connie M. Tang, Ashlee McCullough, & Rukayat Olunlade. (2023). Maternal, Paternal, and Peer Relationships Differentially Predict Adolescent Behavioral Problems. *Journal of Child & Adolescent Trauma*, 31-42. <https://doi.org/10.1007/s40653-022-00487-w>
- Gui Shichun. (2011). what is psychological linguistics. *Shanghai Foreign Language Education Press*, 79-84.
- He Chunhuan. (2007). During the new crown epidemic situation, Children's Children's Depression Emotions Related Factors Journal of Jining Medical College, December 44, December 44th, No. 6. *Ningxia University Journal (Humanities and Social Science Edition)*, 69-73.
- Izzatur Rusuli. (2021). Which is the most appropriate parenting style for the adolescents' self-esteem among Acehnese people?. *Humanitas Indonesian Psychological Journal*, 18(1), 32-44. <https://doi.org/10.26555/humanitas.v18i1.15743>
- Jhong Yun (Joy) Kim, & Eunbee Kim. (2021). Effect of Positive Parenting Styles as Perceived by Middle School Students on Academic Achievement and the Mediation Effect of Self-Esteem and Academic Engagement. *Sustainability*, 13, 13233. <https://doi.org/10.3390/su132313233>
- Kyung Min Park, PhD, RN, & Heek Park, PhD, RN. (2015). Effects of Self-esteem Improvement Program on Self-esteem and Peer Attachment in Elementary School Children with Observed Problematic Behaviors. *Asian Nursing Research*, 53-59. <https://doi.org/10.1016/j.anr.2014.11.003>
- Kong Xiangrun. (2022). Interactive ritual chain chain Rural users under the corner of the countryside in the villagers' image construction and identity in the Douyin APP. *Shanghai: Shanghai Foreign Language University*, 52.
- Li Zongguo, Zhang He, & Jiao Yan. (2016). Youth Depression Interactive Environmental Control of the Environment. *China Health Psychology Magazine*, 2016.
- Professor of cultural psychology of Wang Yumei. (2011). Language violence. *Journal of Chuxiong Teachers College*.

- Ruan Huiling. (2017). Adolescent learning cause and response strategy. *Journal of Shaanxi Preschool Demonstration College*.
- Song Lingling, Wu Jing, & Supu Jade Youth. (2022). Research on Family factors related to the symptoms of depression in *Chinese school hygiene*.
- Virginia satir. (2007). Satiya family treatment mode [m]. *World Book Publishing Company*, 33-53.
- Wang Juan. (2007). Family environmental factors and corrections of juvenile crimes. *Theoretical guidance*, (08), 98-100.
- Wang Weiyi, Xu Jian, Jie Lu, & Guanglin's anecdotes. (2012). "The relationship between parental self-esteem and the subjective happiness of teenagers: the link between parent-child trust and adolescent self-esteem". *Psychological development and education*, 331-338.
- Xiao Fuping, & Gu Xiangping. (2018). Psychological Form Appearance Language Analysis. *Journal of Southwest Petroleum University Journal*.
- Xu Wenpeng. (2022). Using the Satiya model to reduce the case of social anxiety in young people. *Northeast Forestry University*, 12-16.
- Zhang Yiyang, & Xu Wei. (2022). Campus bullying from the view of behavior research review. *Psychological monthly*, 17(07), 228-230+233.
- Zhang Xingxu, Guo Haiying, & Lin Danhua. (2019). Parent -child, companion, teacher -student relationship and the relationship between the subjective happiness of teenagers. *Psychological development and education*.
- Zheng Zhiping. (2011). The study of the relationship between family environment, parental education method and subjective happiness of adolescents. *Tianjin: Tianjin Normal University*, 54.
- Zheng tsunami. (2019). Study on campus bullying behavior under the perspective of family education. *Modern communication*, (06), 145-146.
- Zhang Min. (2011). Cognitive Linguistics and Chinese Noun Words. *China Social Science Press*, 100-105.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).