The Increasing Youthfulness of Depression: Theoretical Model of Positive Affective Dysregulation

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Abstract: The Positive Affective Dysregulation Model has universal applicability for individuals with depression. This paper explores the reasons behind the increasing prevalence of depression among adolescents, the situation of depression among adolescents under the Positive Affective Dysregulation Model, the relationship between the increasing prevalence of depression among adolescents and the theory of Positive Affective Dysregulation Model, the causes of Positive Affective Dysregulation, and how to prevent it. Despite some research conducted in the market regarding depression, this paper delves deeper into the study using this theoretical framework.

1. Introduction

In the Chinese environment, the status of teenagers plays a significant role, and their position is very important. Teenagers bring about changes in the economy, politics, culture, and other thematic factors to the country. It can be said that the power of teenagers is immeasurable, and with the liberalization of China's two- and three-child policy, the newborn and teenage population will gradually grow. They will inject fresh blood into the country and add a vibrant quality to all areas of Chinese life.

The number of teenagers is increasing, sometimes exponentially. The country is becoming saturated with jobs and the number of jobs set aside is diminishing due to rapid growth and the next round of recession. Furthermore, technology is developing so fast that many traditional jobs will be replaced by robots in the near future. As a result, teenagers are under more pressure to compete in school and employment, and they may not be able to face the increasing pressure positively and sunny. They may not be able to become positive in their attitudes, and then they may not be able to return to a normal state in terms of psychological and behavioral behavior. Depression emerges in such cases.

It is characterized by high prevalence, high relapse rate, etc. According to American studies, depression is defined as depressed mood or absence of pleasure for 2 weeks or longer [6].

The theory of the creation of depression is based on the theory of positive affective disorder model. First, it is important to know clearly the definition of the term affective process, which is the process of what attitudes people take towards objective things. People always perceive objective things with certain tendencies, showing distinct attitudinal experiences, full of emotional colors. Therefore, the emotional process is an important element of the mental process, which is an important sign that distinguishes people from animals. Emotions are divided into two categories: positive and negative emotions. Second, we can first understand the definition of positive emotion. Positive emotions are high emotions, when people's emotional activity is significantly increased, always showing pleasure, joy, cheerfulness, and other related emotions [1]. Then, when positive affect is dysregulated, emotions are switched. If the dysregulation is severe or if the conversion is severe, it is very likely to be converted to negative emotions. Negative affect refers to low affect, which is a manifestation of increased negative affect. It is the opposite of high emotion, where people show emotions associated with depression, pain, and even suicidal ideation and attempts [1]. This low affect is often accompanied by slow thinking, reduced speech, and movement, diminished volitional demands, and unresponsiveness. The positive affective disorder model theory has serious implications for individuals in the clinical setting. Physiologically, if an individual has a positive affective disorder, it can affect physical health and lead to many physical problems. For example, positive affective disorder can cause a decrease in the quality of sleep, leading to an increased chance of headaches, increased frequency of insomnia, and memory loss. In addition to sleep, it also affects people's bodily functions, decreases the body's immunity, disorganizes the immune system, and thus the body cannot resist the invasion of external bacteria and viruses causing different degrees of illness. When society also has this large model of positive affective disorder emerge, people's physiology and psychology appear to be affected at different levels. The gross domestic product decreases, the number of
patients in medical institutions becomes higher, the entire production line becomes less efficient, the whole society becomes more hostile, and a series of other negative reactions occur. The theory of the positive affective disorder model can be applied in the clinical context of depression as a psychiatric disorder. When comparing the theory of positive affective disorder with the theory of depression, the conclusions of the two theories are basically interrelated, and it can be said that both are necessary and sufficient. The Positive Affective Disorder Model theory is also feasible for adolescents in China. Adolescents face multiple stressors, and when they do not balance these stressors well, they may develop a positive affective disorder, and possibly depression, which is becoming more and more adolescent. Then, from the individual to the group, the model of such positive affective disorder can be formed. Nowadays, domestic scholars have verified the theories related to the positive affective disorder model, and most of the results are that positive affective disorder has a negative impact on adolescents, but very few studies have been conducted on the positive affective disorder model and depression, and the increasing adolescence of depression, so it is inferred that the positive affective disorder model theory has an impact on depression and adolescents.

2. Literature Review

In China, many domestic scholars have studied the relationship between positive and negative affect and adolescents, positive and negative form of affect and depression, Fan Xiaodong (2010) [1] et al. conducted a study on the relationship between emotionality expressiveness and trait loneliness in college students, using the method modified affect scale developed by Bmbum (1969), which mainly measures the degree of psychological satisfaction in the general population. It was verified that negative affect constituted a significant regression effect on all factors of trait loneliness. Trait loneliness also has a correlation with depression. Therefore, it can be inferred that negative affect also has a regression effect on depression. Wei, Pengcheng, and Shu, Jianping (2014) [2] et al. conducted a study on the emotional status of university freshmen and its effect on suicidal ideation using the University Personality Inventory (UPI), a questionnaire widely used in Japanese institutions of higher learning to survey the physical and psychological health of freshmen. They also used the SPSS 16.0 software package for statistical analysis, using F-test and t-test for comparison between groups, and the results could be derived from the measurement data. The results showed that students with suicidal ideation had higher scores in emotional balance than students without suicidal ideation. In this paper, with the help of assessment tools, the score of emotional balance was obtained by subtracting the negative emotional score from the positive emotional score. The results introduced that the positive and negative emotion offset scores are about high, which can reflect to some extent the more positive emotion, and can indicate that the more dominant positive emotion, the less likely to get depression. The scale of emotional competence, which contains four dimensions: self-emotional awareness, interpersonal emotional awareness, self-emotional processing, and interpersonal emotional processing, was developed by Yeh Yu-chu (2003) [3]. The Self-Rated Depression Scale (SDS), which is used to evaluate the degree of depression, was developed by Zung (1965) [3]. Diener (1985) and others developed the Life Satisfaction Scale [3]. Bmbum (1985), who developed an emotion scale covering positive and negative emotions and used to examine the level of psychological satisfaction of the population, conducted a study on the relationship between emotional intelligence and depression and subjective well-being in college students [3]. The results obtained were a significant positive correlation between the four latitudes of emotional intelligence and a significant negative correlation between emotional intelligence and depression. This study also found that high self-perceptions of emotions can cause people, especially adolescents, to have high depression, negative affect, and low life satisfaction. Ed. Diener et al. developed the Life Satisfaction, Positive and Negative Affect Scale [8]. Zhong Xue et al. revised the International University Survey scale [8]. Zinet et al. developed a social support scale that emphasizes an individual's self-understanding and self-perception [8]. They used Excel and SPSS 13.0, independent samples t-test and ANOVA to examine the correlation between life satisfaction, depression, positive and negative affect, and apprehending social support. It was shown that the higher the life satisfaction, the higher the positive affect. This literature allows us to verify the relationship between positive affective disorder on adolescents, the relationship between positive affective disorder model and depression, the literature demonstrates that positive affective disorder has negative effects on adolescents, and that negative affective and positive affective disorders have regression effects on depression, among others.

3. The Impact of Depression on Teenagers

Depression is also becoming more and more fashionable throughout the Chinese environment, and the mental disorders that are starting to become more and more popular are gradually becoming more and more adolescent. The reason why depression is becoming more and more adolescent is that adolescents have excessive positive affective dysregulation. Adolescents have different physical and psychological discomfort due to excessive positive affective disorder or even negative affective disorder. The occurrence of positive affective disorder can be divided into internal and external factors. First, there are external factors, such as family, school, and society. Schools and families are likely to punish adolescents when their behavior is not approved by the school and family. Punishment is one of the sources of emotional and behavioral problems in adolescents. If punishment is excessive, it can lead to extreme emotional changes and radical behaviors, which can lead to positive affective disorders in adolescents. Next, the dominant task for adolescents is academics. Increasing academic
pressure is also a cause of positive affective disorder in adolescents. Under increasing pressure, students who do not achieve well may suffer from strong feelings of guilt and frustration due to the harshness of parents and teachers or the failure to meet high expectations, which may lead to positive affective disorder and depression [4].

The second is the internal condition factor. Internal conditioning factors generally refer to adolescents' grasp of positive and negative affect, knowledge of positive and negative affect, understanding of the relationship between positive and negative affect and depression, etc. First, the grasp of positive and negative emotions. If adolescents have been isolated, verbally, or physically abused at school, at home or even in society, they may have some degree of positive affective disorder. If they are aware of the viciousness of such behaviors and can separate these behaviors from themselves, then their positive and negative affect is accurate. They will be better at suppressing positive affective dysregulation. Second, in terms of understanding positive and negative affect, adolescents who have knowledge of this in their spare time will make positive and negative affective judgments about the behavior that brings them displeasure from the outside world. Third, they understand the relationship between positive and negative affect and depression in a superficial way. They can know that positive and negative affect are strongly correlated with the behavioral responses exhibited by depression, and then depression is less likely to be triggered in them.

Understanding the causes of positive affective disorder, the next step is to continue with the effects of depression on adolescents under the positive affective disorder theory. Adolescents with positive affective disorder are extremely depressed and reluctant to communicate with others daily; secondly, they become paranoid and cognitively black or white when they are under strong negative affective disorder; thirdly, they become more volatile, irritable, and sensitive due to their excessive positive affective disorder that cannot be reversed [7].

4. Conclusion and Implications

Depression in adolescents is becoming more and more of a problem, and these problems cannot be ignored. The increasing adolescence of depression requires the attention of schools, families, and society. In China, the psychological problems of adolescents are often neglected, and many adolescents may have different psychological problems, including depression. Therefore, it is important to study the topic of depression as an increasingly adolescent disorder. At present, the promotion of depression in China is usually a few lectures or handbills or blackboards, which may still be formalized. There are also many problems in the prevention and intervention of depression among college students in China. First, the execution of domestic mental health education work in China needs to be improved; second, the awareness of psychological education work of domestic primary and secondary school students is not high; third, the exploration of psychological depression prevention and intervention in China is not deep enough [7]. Therefore, to tackle the increasing prevalence of depression among adolescents, it is essential to employ more practical approaches, such as administering depression questionnaires to students and conducting individual psychological assessments. The content discussed in this paper merely scratches the surface, leaving room for further research in this area. Consequently, several key takeaways can be derived from this paper. Firstly, the development of the positive affective disorder model is influenced by a combination of external and internal factors. Thus, it is imperative to emphasize both the internal and external aspects of this model. External factors encompass environmental influences, such as family dynamics, peer relationships, and societal expectations. These external influences can significantly impact an adolescent's emotional well-being and contribute to the development of positive affective disorders. Conversely, internal factors play a crucial role in the positive affective disorder model as well. Internal factors pertain to an individual's cognitive and emotional processes, including their perception of self, coping mechanisms, and ability to regulate emotions. Understanding these internal factors is vital in comprehending how adolescents navigate and respond to various stressors and challenges, ultimately affecting their mental health. By recognizing the multifaceted nature of the positive affective disorder model, it becomes evident that a holistic approach is necessary for addressing depression among adolescents. Merely focusing on external factors or internal factors alone would provide an incomplete understanding of the issue. Therefore, interventions and preventive measures should encompass both spheres, taking into account the external environment and the individual's internal state. Implementing practical strategies such as distributing depression questionnaires to students can aid in identifying those at risk and initiating early interventions. These questionnaires can serve as a screening tool, helping to identify individuals who may exhibit symptoms of depression or other related mental health concerns. By promptly identifying these individuals, targeted interventions can be designed to address their specific needs. Furthermore, conducting psychological assessments on a case-by-case basis allows for a comprehensive evaluation of an individual's mental health. These assessments can delve deeper into the underlying factors contributing to the positive affective disorder model in each unique case. By tailoring interventions based on the findings from these assessments, mental health professionals can provide personalized support to adolescents and aid in their recovery.

References


