

The Influencing Factors and Intervention Pathways of Adolescent Emotional Problems

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ABSTRACT

Adolescents are the hope of the nation and the future of the world. In recent years, the mental health problems of teenagers have become increasingly prominent and have attracted more attention from the country and all sectors of society. However, there are far from enough professional promotion programs that can effectively prevent and intervene in various mental health problems of teenagers. Therefore, this study attempts to systematically analyze the influencing factors of typical mental health problems in adolescents, such as anxiety, depression, and compulsion, from the perspectives of biological basis, family factors, school factors, environmental factors, and self-factors, and provide intervention path suggestions, in order to provide a scientific basis for effective prevention and intervention of mental health problems in adolescents.

KEYWORDS: adolescents; emotional problems; mental health; influencing factors; intervention pathways

1. INTRODUCTION

Adolescence is a crucial developmental stage that marks the transition from childhood to adulthood, typically occurring between the ages of 10 and 19. During this period, individuals experience significant growth and changes in their physical, psychological, and social aspects. Due to the unbalanced nature of sudden physical and mental changes, adolescents are also a high-risk group for the development of mental health problems, such as emotional problems. Adverse consequences such as suicide, depression, and violence due to emotional disorders in adolescence are numerous (Liu, Y., 2017) and increasingly severe. For example, research studies have found that 14.8% of adolescents may have some degree of depression, and around 40% of adolescents sometimes and often feel lonely (Guo Fei et al., 2023). Some surveys have also pointed out that the detection rates of anxiety among primary school, middle school, and high school students in China are 12.3%, 27%, and 26.3%, respectively (Huang Xiaoxia et al. 2022; Zhang Yali et al. 2022; Yu Xiaoqi et al. 2022). Common emotional issues faced by adolescents include anxiety, depression, fear, loneliness, compulsiveness, sensitivity, and irritability, with anxiety and depression being particularly severe.

In recent years, social incidents stemming from emotional problems and mental health issues among adolescents have garnered significant attention from various sectors of society. China, in particular, has focused on the governance of adolescent mental health, introducing a series of national policies and action programs. These include the "Guidelines for Mental Health Education in Primary and Secondary Schools" (2012), the "Guidelines on Strengthening Mental Health Services" (2016), the "Action for a Healthy China - Action Program for the Mental Health of Children and Adolescents" (2019-2022), and the "Special Action Plan for Comprehensive Strengthening and Improvement of Student Mental Health in the New Era." Additionally, the country has designated May each year as National Student Mental Health Awareness and Education Month.

In conclusion, youth mental health issues are becoming increasingly prominent and serious today. There is an urgent need to develop effective and promotable professional intervention approaches. This paper seeks to systematically analyze the causes of emotional problems in adolescents, considering biological factors, external influences such as family, school, and society, as well as individual characteristics of the adolescents themselves. By understanding these contributing factors, we aim to identify targeted intervention models that can effectively promote the physical and mental well-being of adolescents.

2. INFLUENCING FACTORS OF EMOTIONAL PROBLEMS IN ADOLESCENTS

2.1 Biological Basis

2.1.1 Genetic factors

Genetics significantly influences emotional and behavioral issues (Hu Xiaomei et al., 2013). Adolescents with a family history of mental illness are at a considerably higher risk of developing mood disorders compared to those without such a history. This increased risk may be linked to specific genetic variants in DNA that affect brain structure and function, thus heightening susceptibility to mood disorders. Additionally, research in behavioral genetics has demonstrated that both genetic and environmental factors play a major role in the development of depressive moods during adolescence (Hou et al., 2012). Furthermore, various twin studies have indicated that genetics also significantly impacts anxiety and obsessive-compulsive behaviors in adolescents.

In addition, maternal factors have an impact on the child's mood. Pregnant women with severe anxiety tend to have children who are hyperactive and irritable after birth; stress during pregnancy also affects the neuropsychological and behavioral aspects of the offspring, influencing the child's emotional development down the line (Lin & Chongde, 2018). Studies have also indicated that maternal gestational disorders are linked to depressive moods in adolescents (Wang Prop et al., 2013).

2.1.2 Brain mechanisms and neurotransmitter factors

Adolescents' emotional problems, such as mood swings, irritability, anxiety, and depression, are closely related to the brain's emotional processing system. An important change in the brain of adolescent children is that brain regions, such as the limbic system and the brainstem, are more active than in childhood, which leads to the fact that adolescents' emotions can suddenly become so intense that a seemingly small event can provoke strong emotions in them. At the same time, another feature of the adolescent brain is that the prefrontal lobe is not yet fully developed as in adults; the prefrontal lobe does not mature until the age of 24 or 25. The immature prefrontal lobe is the 'CEO of the brain' and has the function of managing emotions, suppressing impulses, coordinating and integrating all brain regions, and is an important guarantee of a person's self-discipline.

Research has also shown that the functional integration of the ventral system (including the amygdala, insula, and other structures) and the dorsal system (including the hippocampus, prefrontal lobe, and other areas) plays a central role in the recognition, generation, and regulation of emotions. Emotional problems in adolescents may stem from imbalanced development or abnormal functioning of these two systems, e.g. over-activation of the amygdala may lead to increased fear and anxiety, whereas under-functioning of the prefrontal lobe may affect emotion regulation and adaptive behaviors (Luo Yega et al., 2012).

In addition, neurotransmitters play an important role in emotion regulation, with serotonin, dopamine, and norepinephrine influencing the production, maintenance, and regulation of emotions (Wang et al., 2020). Significant fluctuations in neurotransmitter levels in the brains of adolescents may lead to mood instability and greater sensitivity to emotional stimuli; for example, an increase in neurotransmitters such as dopamine may cause adolescents to seek out more novel and stimulating experiences, which can lead to an increased tendency for impulsive, moody, and risk-taking behaviors (França & Pompeia, 2023).

2.1.3 Physiological development and endocrine effects

Adolescence is the second peak of growth and development, accompanied by a series of dramatic physiological changes, such as increased secretion of sex hormones and changes in physical appearance, which have affected adolescents' psychological and emotional states. For example, adolescents are prone to anxiety when abnormal growth and development during puberty lead to psychological stress (Jiang ZH et al., 2012). Furthermore, fluctuations in sex hormones are linked to emotional challenges such as mood swings, anxiety, and depression. In particular, intense variations in these hormones and the maturation of neural circuits associated with emotions can increase the risk of depression among female adolescents (Andersen E, 2024).

Hormones influence adolescent males and females in distinct ways. Adolescent girls experience varying effects from fluctuating levels of estrogen (which can improve mood and is linked to menstruation), progesterone (which has a calming effect), cortisol (the stress hormone), oxytocin (which fosters relationships, love, and connection), dopamine (which stimulates the brain's pleasure center), and androgens (which are associated with power and aggression). As a result, adolescent girls often feel a strong need to socialize. They enjoy small talk, shopping, sharing secrets, experimenting with different clothing and hairstyles, and engaging in activities that promote connection and communication. In contrast, boys produce high levels of testosterone, leading to increased energy, competitiveness, introverted behavior, a strong focus on subjects like mathematics and science, spontaneous masturbation, the ability to spend long periods alone, and a passion for reading.

Girls tend to grow rapidly in size, while boys grow at a slower pace. Puberty occurs earlier for girls, who experience significant physiological changes at this stage, often a year or more before boys. Girls typically gain self-esteem through close social relationships. In contrast, boys undergo puberty as a gradual process, allowing them to adapt slowly. Boys usually derive their self-esteem from a sense of independence and self-reliance.

Endocrine disorders, including hyperthyroidism and hypothyroidism, can develop during adolescence and may contribute to mood disturbances. Research has found that adolescents with major depressive disorder have a higher prevalence of hypothyroidism compared to those who do not exhibit depressive symptoms (Osuna et al., 2024).

2.2 Family environment

2.2.1 Family Climate

Research has shown that high conflict, low communication, insufficient emotion, over-involvement or less involvement in the family climate leads to more emotional and behavioral problems for adolescents (Rodriguez et al., 2014). An indifferent, conflicted, or neglectful family climate may lead to emotional problems such as

anxiety and depression in adolescents. In addition, the emotional characteristics of family members can affect adolescents' moods by influencing the family climate. For example, frequent emotional outbursts, interruptions, or ignoring of adolescents' needs by their parents can lead to adolescents avoiding communication, which can result in anxiety and depression, and even mimicking their parents' emotionally out-of-control behaviors, which can lead to the same emotionally out-of-control methods of coping with the difficulties they face.

2.2.2 Parenting style

In families, the parenting style, attitudes, expectations of adolescents, and approaches to rewards and punishments can significantly impact children's emotions. Research indicates that adolescents with strict and controlling parents experience higher levels of anxiety symptoms (Liu & Si-Han, 2023). Additionally, the frequency of parental criticism has varying effects on adolescents' depression levels (Rivers et al., 2022). Furthermore, parents who maintain high educational expectations often place additional study pressure on adolescents, which can lead to increased emotional issues and mental health problems (Ma Bianjing et al., 2022).

2.2.3 Family relationship

The parent-child relationship is a significant factor influencing adolescents' personality development, mental health, and overall adaptation (Hu Ning et al., 2009). The nature of parent-child attachment directly impacts adolescents' performance in various roles. Children with insecure attachments tend to experience higher levels of anxiety, struggle with self-dependence and decision-making, and are more likely to face emotional fluctuations. Research indicates that as adolescents enter puberty, their desire for autonomy often leads to increased conflicts with parents. Such parent-child conflicts can adversely affect children and adolescents in areas such as cognitive development, emotional regulation, and interpersonal relationships, potentially resulting in issues like depression, loneliness, and other maladaptive emotional problems (Wu Min et al., 2016).

In addition to the parent-child relationship, the parent-child triangle and the relationship between family members also have a significant impact on adolescents' emotions. Research has shown that high inter-parental conflict is associated with the presence of depression in adolescents (Rivers et al., 2022). When both parents conflict, to alleviate and balance the conflict between parents, adolescents become actively or passively involved in this negative parent-child triangle, generating emotional feelings such as self-blame, loneliness, and distress (Fosco et al., 2016). In addition, grandparent-grandchild, mother-in-law-daughter-in-law, and sibling relationships in the family also affect adolescents' emotions to varying degrees.

2.2.4 Family structure

It was found that adolescents living with grandparents show higher academic achievement and well-being; adolescents with family structure defects due to parental marital problems have higher levels of depression and anxiety; left-behind children with incomplete family structures tend to have higher symptoms of depression and anxiety than non-left-behind children; and adolescents in intergenerational care show more emotional problems compared to adolescents with parental upbringing and grandparent-father co-parenting; And adolescents who reside with other caregivers during adolescence are similar to left-behind children in that they are separated from their parents for long periods and lack companionship, which increases the likelihood of depressive symptoms (Xinxin Huang et al., 2023).

2.2.5 Birth order

Birth order affects the formation of personality, which in turn is closely related to emotional regulation and response style. Studies have shown that only children have the highest level of loneliness, are more prone to

anxiety, and have a tendency to be impulsive and irritable; firstborns have a higher tendency to blame themselves for setbacks; and firstborns and secondborns often have to play the role of big brother or big sister, and know how to deal with their own emotions when they are in trouble. Younger sons, on the other hand, survive under the shelter of their older brothers or sisters and are influenced by them. They are usually more timid and shy, used to accepting other people's pampering, and do not know how to control their own emotions when they encounter things (Gong Wenjin et al., 2012).

2.2.6 Family socioeconomic status

Family socioeconomic status is measured by the parents' education level and the family's economic status. Adolescents whose parents have low educational attainment (especially in primary school and below) may be at higher risk of emotional problems (Zhao Xia, 2024). From the parents' perspective, family financial difficulties can lead to more parental conflict and thus less effective parenting behaviors, which ultimately affects children's mental health (Conger et al., 2010). From an adolescent perspective, adolescents with low levels of family income are more likely to have depressive tendencies (Zhao Xia et al., 2024). This may be because adolescents with low family socio-economic status have more concerns and suppression of emotional expression due to the stress of life (Zeng Zihao et al., 2025). In addition, the resulting lack of necessary learning resources and extracurricular activities may also lead to low self-esteem and anxiety among adolescents.

2.3 School factors

2.3.1 Interpersonal Relationships

School serves as the primary venue for adolescents' social interactions, making interpersonal relationships within this environment crucial for their physical and mental development (Lanfredi et al., 2019). These relationships include both teacher-student dynamics and peer connections, which play a significant role in predicting adolescents' experiences with depression, anxiety, and other emotional states (Zeng Zihao et al., 2025).

Research has shown that in teacher-student relationships characterized by low intimacy, low support, and high conflict, students often perceive their teachers as critical, accusatory, sarcastic, or generally unhappy and dissatisfied. This perception can lead to higher levels of depression among students (Tang Miao et al., 2016). Furthermore, inappropriate remarks from teachers, such as scolding students during lessons, can worsen negative emotions in adolescents, including low self-esteem and anxiety.

Peer relationships are even more important factors affecting adolescents' emotional problems. Poor peer relationships can cause adolescents to experience difficulties in interpersonal adjustment, emotional disorders, and even high-risk behaviors (Xu et al., 2022). Being isolated or left out by peers or having few friends at school can lead to loneliness and low self-esteem, and misunderstandings among peers and frustration in group activities can also lead to irritability and depression.

2.3.2 School atmosphere

The negative atmosphere in schools can significantly impact the mood of teenagers. When students compare their consumption habits, it often leads to feelings of anxiety, low self-esteem, and even jealousy. Additionally, the complex interpersonal relationships within cliques can contribute to social anxiety, which in turn affects the formation of values in adolescents, increasing impulsivity and irritability. Furthermore, the competitive environment in schools adds to the academic pressure faced by students. Research indicates that there is a positive correlation between academic pressure and emotional issues; the greater the academic pressure, the more severe the emotional problems (Tharaldsen et al., 2023).

2.3.3 Other campus contexts

Changes in the learning environment, such as promotion or moving to a new place, can lead to feelings of loneliness in adolescents, especially if they struggle to adapt or lack effective support. This may cause them to feel nostalgic for the past and resistant to their new surroundings, resulting in loneliness, apathy, and a loss of interest in their environment (Lu Jiafeng, 2016).

As adolescents undergo the gradual maturation of their sexual physiology, they often develop feelings for the opposite sex, which can be accompanied by complex psychological experiences (Chen Ruishan, 2013). Relationship problems and heartbreak can lead to feelings of depression and impulsive behavior in adolescents.

Furthermore, negative experiences such as failing exams, going through breakups, or being bullied in school can significantly impact adolescents' psychological development. Both bullying and being bullied adversely affect mental health, with individuals who are bullied being at a higher risk of developing anxiety, depression, and social adjustment issues (Le et al., 2017).

2.4 Social environment

2.4.1 Internet environment

Adolescents' use of new media on the Internet is mainly at the level of information acquisition, entertainment and socialization, relaxation, study and work, and passing time (Sun Chunyan, 2022). Studies have pointed out that adolescents get a short-lived sense of pleasure and achievement in virtual social networks, but in reality, they show negative emotions such as loneliness and loss; focused social media replaces offline socializing to a certain extent and exacerbates the sense of loneliness (Luo Yiwen, 2022).

In recent years, short videos have been much loved and addicted by teenagers. When short videos are addictive, adolescents will feel empty, anxious, and lonely, and have reduced self-control; most of the content shown on social platforms such as short videos and WeChat's circle of friends is carefully planned and produced, which may lead to adolescents to make unhealthy comparisons and judgments about their body size and appearance, or to develop prejudices against themselves, resulting in low self-esteem, depression, anxiety, and other emotions (Lin, 2024).

In addition, social media is filled with a large amount of false information, violent videos, pornographic pictures, and other extreme content, such as animal abuse and extremist ideas, which can negatively affect adolescents' cognitive thinking and also greatly affect adolescents' emotional state (Lin, 2024). Cyber violence also harms the emotional state of the adolescent population, for example, victims often feel depressed and dejected as a result. The phenomenon of 'chasing stars' is prevalent among adolescents, and due to adolescents' low legal awareness, unsound psychological development, and incompletely formed values, the resulting cyber violence has been common in recent years, with serious emotional impacts on both the perpetrators and the victims (Xie et al., 2021).

Research has also shown that anxiety and depression are highly correlated with online shopping. Adolescents develop impulsiveness and difficulty in restraining before online shopping, and then develop negative emotions such as depression and anxiety after online shopping (Yu Wanwan et al., 2019). Related studies have also proved that adolescents addicted to online games usually show higher levels of depression and anxiety (Ostinelli et al., 2021).

2.4.2 Natural environmental factors

The environmental space that adolescents are exposed to can also have an impact on their mood. Studies have

shown that air pollution reduces subjective well-being, leads to anxiety and depression, and even increases the risk of suicide (Lv Xiaokang et al., 2017). Different color temperatures, light patterns, and light times in the environment can also have an impact on human emotions, for example, time patterns such as continuous light and continuous darkness that are not synergistic with internal physiological rhythms can have a serious negative impact on mood and emotional behavior, inducing the occurrence of mood disorders such as depression and anxiety (Li et al., 2022). In addition, prolonged noise exposure can also lead to low learning efficiency, irritability, and increased depression in adolescents.

2.4.3 Social environment factors

Film and television works, animation, and others widely spread among adolescent groups, subconsciously affecting adolescents. The violent scenes in film and television works, games, and cartoons can promote the violent tendencies and irritability of minors (Fan Liheng et al., 2012). Some of the bad films and TV works can also endanger the formation of correct values in adolescents and have a certain impact on their emotional management and interpersonal dealings.

At the same time, with the rapid development of society, the pressure of competition is increasing, the expectations of adolescents are getting bigger and bigger, and the values of materialism, utilitarianism, and consumerism are flooding the lives of adolescents, which inadvertently bring more pressure to adolescents and produce undesirable emotional experiences.

2.5 Adolescents' factors

2.5.1 Personality traits

Research indicates that approximately two-thirds of individuals with obsessive-compulsive emotions also exhibit obsessive-compulsive personality traits. Those with these traits tend to be overly strict with themselves, strive for perfection in all aspects of life, and often experience feelings of inaccuracy, imperfection, and insecurity (Lu Jiafan, 2016). Furthermore, when examining personality traits, it is noted that adolescents with neurotic personalities frequently display perfectionist tendencies alongside feelings of inferiority. This combination can make them more susceptible to anxiety and depression when faced with unsatisfactory situations (Sheng Jintao et al., 2015). Additionally, under similar objective conditions, adolescents who are dependent, introverted, withdrawn, cowardly, and pessimistic are more prone to depression (Lu Jiafan, 2016). In contrast, adolescents who are sensitive, negative, and possess high self-esteem might actually struggle with low self-esteem.

2.5.2 Self

2.5.2.1 Mental toughness

Mental toughness is defined as an individual's capacity to recover and progress after experiencing a difficult or negative event, allowing them to adapt to changing circumstances (Herrman et al., 2011). Adolescents with low psychological resilience are more susceptible to sudden anxiety, struggle with emotional regulation, and are at a higher risk for negative emotions, including depression and anxiety (Xijuzhe et al., 2013).

2.5.2.2 Self-efficacy

Self-efficacy refers to an individual's judgment, belief, or subjective self-efficacy and feelings about his or her ability to perform a certain activity at a certain level (Bandura, 1977). Adolescents with a low level of self-efficacy are prone to blame, regret, and remorse for their incompetence, and fall into obsessive-compulsive, anxiety and depression (Liu Qigang et al., 2011).

2.5.2.3 Self-identity

According to Erikson's eight-stage developmental theory of personality, adolescents have to deal with the conflict between self-identity and role confusion, and at this time adolescents are faced with the core developmental task of exploring and establishing individual self-identity. Adolescents with lower levels of self-identity development have lower emotional regulation efficacy, have difficulty regulating tension, and are more likely to experience self-doubt, low self-esteem, and depression (Guan Huiwan et al., 2012).

2.5.2.4 Other self-characteristics

Adolescents with low self-esteem are more susceptible to negative evaluations of others, which can lead to depression, anxiety, and various emotional issues. Additionally, those who struggle with emotion regulation may find it difficult to cope with negative feelings and may become trapped in these emotions. Moreover, adolescents with poor self-control are likely to experience negative emotions, such as self-blame and compulsion, after engaging in impulsive behaviors like emotional eating.

2.5.3 Life Habits

Good living habits positively influence the emotional stability of adolescents. In today's world, the frequent use of electronic devices, such as mobile phones and tablets, not only impacts the sleep quality of teenagers but also increases their risk of developing depression and anxiety. Additionally, addiction to video games has been linked to feelings of anxiety, depression, and loneliness among young people (Zihao et al., 2023). Research has shown that depressive symptoms in adolescents are associated with poor sleep and lack of exercise (Zhao Xia et al., 2024). Furthermore, dietary habits and daily routines are closely connected to the emotional well-being of adolescents.

3. INTERVENTION PATHWAYS FOR ADOLESCENTS' EMOTIONAL PROBLEMS

Adolescent emotional problems affect the physical and mental development of adolescents, and it is particularly important to identify, assess, and intervene in adolescents' emotional problems. In the following, we will discuss the intervention pathways of emotional problems from the biological basis, external intervention, and internal intervention.

3.1 Biological basis of intervention

Research has shown that certain genetic variations may be related to mood disorders. Therefore, for adolescents with a family history of mood disorders, genetic screening can be conducted to detect potential problems earlier and provide targeted counseling and intervention as early as possible. In addition, regular medical check-ups for the adolescent population can also allow timely identification and management of possible physiological problems, such as the impact of endocrine disorders on adolescent mood, which can help detect and intervene in mood conditions affected by physiological factors. Specific treatment for specific pubertal developmental abnormalities, etc., should be provided under medical supervision.

3.2 External intervention pathways

According to the 'Work Programme of the Home-School-Society Collaborative Parenting "Education Consortium" jointly issued by the Ministry of Education and 17 other departments in November 2014, a home-school-society-political collaborative parenting "education consortium" is being established with the goal of students' healthy and happy growth, the school as the center, the region as the main body, and resources as the link. ' It can be seen that the first way to seek help for the emotional problems of young people is to make an appointment with the

psychological counseling teacher in their school or to seek help from their favorite teacher, followed by the psychological workstation in the community, and then to the psychological counseling agency, and in serious cases, the psychological department in the hospital can be considered.

Schools play a crucial role in the growth and healthy development of adolescents. They should prioritize a well-rounded curriculum that includes not only core academic subjects but also moral education, physical education, aesthetic education, and labor education. To support adolescents in managing the stress and pressure of academic life, schools can organize various cultural and recreational activities and promote physical exercise. In addition to these programs, schools should offer more courses focused on adolescent physiology, mental health education, and emotional management. Providing individual psychological counseling, group counseling on positive thinking, and activities like sand tray games can help adolescents feel more at ease with themselves and better navigate the challenges of growing up. Furthermore, schools should offer guidance on fostering positive relationships between teachers and students, as well as providing students with opportunities to develop meaningful friendships.

The key to the implementation of the CoE lies in the organization, integration, and coordination of government departments (e.g. social work departments, political and legal departments, etc.). For example, based on national policies on youth mental health and the demand and supply of mental health services for primary and secondary schools in the region, the political and legal departments integrate university psychology professionals, social psychological counseling agencies, and community mental health education resources to provide special services for youth mental health; in this regard, the Political and Legal Affairs Committee of Baiyun District in Guangzhou City, Guangdong Province, and the Department of Social Work of Nanhai District in Nanhai Province have formed an excellent working experience.

At present, the most urgent work is to let primary and secondary school students return to the real natural social life from childhood, as much as possible to experience a variety of real-life scenarios, such as weddings, funerals, spring plowing, and autumn harvest, rather than just sitting in the classroom in pursuit of grades and scores; the second is the parents' concept of education, upbringing, parent-child interaction mode of change can be set up in the school or the community of the parents of the psychological courses so that parents as soon as possible Parent psychology courses can be offered in schools or communities so that parents can learn about the psychological characteristics and patterns of adolescents, the causes of emotional problems, the identification of and ways to cope with them and other scientific knowledge, as well as mastering and applying scientific parenting styles, parent-child interactions, and family communication styles. Research has found that giving adolescents more family care, especially parental care, timely communication, encouragement, and praise, can help alleviate adolescents' anxiety, depression, and other emotional problems (Shanshan Chen et al., 2024). Research also points out that conducting systematic family therapy helps adolescents learn to better manage their emotions, and also helps to enhance communication among family members so that adolescents can better integrate into their family, school, and social environments, and helps families to solve adolescents' emotional and behavioral problems (Cassells et al., 2015).

Thirdly, relevant departments should enhance the regulation of adolescent internet use, build and monitor internet culture, and implement policy measures to prevent adolescent internet addiction and internet fraud as soon as possible. Additionally, schools need to focus on improving digital literacy, cyber ethics education, and rule of law education (Xiao Yujuan, 2022). It is also important for guardians and teachers to guide youth in using the internet correctly and responsibly, helping them avoid excessive screen time, identify reliable information, and resist negative influences. Furthermore, the number and expertise of mental health educators in primary and secondary

schools must be significantly increased. For example, all teachers should be trained to recognize emotional and mental health issues in adolescents and become proficient in commonly used methods such as emotional regulation, emotion-focused therapy, and positive thinking therapy for effective intervention.

3.3 Self-adjustment Path

The solution to adolescents' emotional problems primarily depends on their own efforts, making it essential to find an emotional adjustment method that is suitable for them. These methods include cognitive change and physiological regulation, among others. Specifically, they encompass activities such as writing, recreation, exercise, labor, gratitude training, positive thinking, self-care training, painting, singing, dancing, music, and various art therapies. Each of these plays a crucial role in improving the emotional well-being of adolescents. For instance, research has shown that exercise significantly enhances adolescents' emotional states and contributes to a more positive and healthy life experience (Lufan Jiang & Xuan Yang, 2024). Furthermore, adolescents who engage in regular physical activity, get adequate sleep, and maintain healthy dietary habits tend to experience notable improvements in their mood-related issues.

In conclusion, biological factors, external influences, and individual adolescent characteristics are all linked to emotional problems in adolescents. While current research primarily examines the factors affecting adolescents' mental health and externalizing issues, there is less focus on their internalizing problems, such as emotional difficulties. Furthermore, most studies tend to concentrate on a single factor. Therefore, this paper systematically analyzes the various causes of adolescents' emotional problems and suggests corresponding intervention strategies to provide practical guidance and recommendations for promoting the mental health of young people

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