

Youth Under Pressure: Social and Family Demands on Psychoemotional Health

Juventude Sob Pressão: Cobranças Sociais e Familiares na Saúde Psicoemocional

Juventud Bajo Presión: Demandas Sociales y Familiares en Materia de Salud Psicoemocional

RESUMO

A adolescência é um período marcado por intensas transformações no indivíduo; sejam elas biológicas, psicológicas, sociais e comportamentais. As cobranças sociais e, no âmbito familiar desempenham um papel significativo na construção da identidade e no desenvolvimento emocional dos jovens. O presente estudo analisa os impactos dessas pressões na saúde psicoemocional deste público, destacando a relação entre expectativas futuras e o aumento de transtornos neuropsíquicos como ansiedade, depressão, Transtorno de Déficit de Atenção e Hiperatividade (TDAH) e síndrome do pânico. Além disso, investiga a influência das redes sociais na formação da autoimagem, cultura da alta performance e os desafios enfrentados no ambiente acadêmico. A pesquisa também aborda o papel da família na regulação emocional dos jovens, evidenciando como a ausência de suporte adequado pode agravar o sofrimento psicológico e psicopatológico. No contexto escolar, a pressão por desempenho, a corrida pela autoafirmação e o bullying são fatores que contribuem para o agravamento de problemas psicoemocionais já existentes. Estratégias de enfrentamento, como suporte social, promoção da resiliência e educação socioemocional, são discutidas como alternativas para minimizar os efeitos dessa carga. Desta forma, podemos aferir que a implementação de medidas voltadas à saúde mental dos adolescentes, tanto no ambiente familiar quanto escolar, é fundamental para reduzir os impactos negativos de tais cobranças e pressões externas. A criação de espaços seguros para o diálogo e o incentivo à autorregulação emocional são estratégias essenciais para o fortalecimento do bem-estar psicoemocional juvenil.

DESCRIPTORIOS: Adolescência; Saúde mental; Pressão social; Família.

ABSTRACT

Adolescence is a period marked by intense changes in the individual; be they biological, psychological, social or behavioral. Social and family pressures play a significant role in the construction of identity and the emotional development of young people. This study analyzes the impacts of these pressures on the psycho-emotional health of this population, highlighting the relationship between future expectations and the increase in neuropsychological disorders such as anxiety, depression, Attention Deficit Hyperactivity Disorder (ADHD) and panic syndrome. In addition, it investigates the influence of social networks on the formation of self-image, high-performance culture and the challenges faced in the academic environment. The research also addresses the role of the family in the emotional regulation of young people, highlighting how the lack of adequate support can aggravate psychological and psychopathological suffering. In the school context, pressure to perform, the race for self-affirmation and bullying are factors that contribute to the worsening of already existing psycho-emotional problems. Coping strategies, such as social support, resilience promotion and socio-emotional education, are discussed as alternatives to minimize the effects of this burden. Thus, we can conclude that the implementation of measures aimed at the mental health of adolescents, both in the family and school environment, is essential to reduce the negative impacts of such demands and external pressures. Creating safe spaces for dialogue and encouraging emotional self-regulation are essential strategies for strengthening the psycho-emotional well-being of young people.

DESCRIPTORS: Adolescence; Mental health; Social pressure; Family.

RESUMEN

La adolescencia es un período marcado por intensas transformaciones en el individuo, ya sean biológicas, psicológicas, sociales o conductuales. Las presiones sociales y familiares desempeñan un papel significativo en la construcción de la identidad y en el desarrollo emocional de los jóvenes. Este estudio analiza el impacto de estas presiones en la salud

psicoemocional de este grupo, destacando la relación entre las expectativas futuras y el aumento de trastornos neuropsíquicos como la ansiedad, la depresión, el Trastorno por Déficit de Atención e Hiperactividad (TDAH) y la síndrome de pánico. Además, investiga la influencia de las redes sociales en la formación de la autoimagen, la cultura de alto rendimiento y los desafíos enfrentados en el entorno académico. La investigación también aborda el papel de la familia en la regulación emocional de los jóvenes, evidenciando cómo la falta de apoyo adecuado puede agravar el sufrimiento psicológico y psicopatológico. En el contexto escolar, la presión por el rendimiento, la carrera por la autoafirmación y el acoso escolar son factores que contribuyen a la intensificación de los problemas psicoemocionales ya existentes. Se discuten estrategias de afrontamiento, como el apoyo social, la promoción de la resiliencia y la educación socioemocional, como alternativas para minimizar los efectos de esta carga. Así, podemos concluir que la implementación de medidas orientadas a la salud mental de los adolescentes, tanto en el entorno familiar como escolar, es fundamental para reducir los impactos negativos de tales presiones externas. La creación de espacios seguros para el diálogo y el fomento de la autorregulación emocional son estrategias esenciales para fortalecer el bienestar psicoemocional juvenil.

DESCRIPTORES: Adolescencia; Salud mental; Presión social; Familia.

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INTRODUCTION

Adolescence is a crucial phase of human development, marked by intense physical, emotional and social transformations. During this period, young people face a series of challenges that can significantly impact their psycho-emotional health. The demands from society and family play a central role in the formation of adolescents' identity and well-being. The pressure to achieve academic excellence, behave in a socially acceptable manner and meet family expectations can create an environment of constant stress, contributing to the emergence of disorders such as anxiety, depression, Attention Deficit Hyperactivity Disorder (ADHD) and panic syndrome. Studies indicate that the prevalence of anxiety symptoms in adolescents with ADHD varies between 30% and 55%, highlighting the complex interrelationship between these conditions (ROZA,

2024).

Contemporary society imposes high standards of performance and behavior, amplified by the advent of digital media and social networks. Adolescents are constantly exposed to ideals of success and perfection, which can lead to harmful comparisons and feelings of inadequacy. The need to maintain an impeccable online presence and meet social expectations can intensify feelings of anxiety and depression. A review of excessive use of digital media indicates that prolonged exposure to digital technologies can harm the emotional and social development of young people, affecting self-esteem and triggering risky behaviors (Mental Health Observatory, 2024). Furthermore, the lack of adequate coping skills and insufficient support can exacerbate these problems, resulting in a vicious cycle of psycho-emotional distress.

In the family context, parents' expectations regarding their children's

academic and behavioral performance can be additional sources of pressure. Although the intention is to promote the success and well-being of adolescents, excessive demands can have adverse effects. The lack of open communication and emotional support in the family environment can lead young people to feel isolated and misunderstood, increasing the risk of developing psycho-emotional disorders. Studies indicate that adolescents with ADHD face significant challenges in family relationships, which can contribute to increased symptoms of anxiety and depression (TAVERNARD et al., 2024). In addition, the lack of effective coping strategies and inadequate support can exacerbate these problems, creating a cycle of emotional suffering.

In light of this scenario, the following question arises: how do social and family demands influence the psycho-emotional health of adolescents, contributing to the development of

disorders such as anxiety, depression, ADHD, and panic syndrome? This question guides the proposed research, seeking to understand the underlying dynamics between external pressures and the mental well-being of young people.

The general objective of this study is to analyze the impact of social and family pressures on the psycho-emotional health of adolescents. The specific objectives include:

1. Identifying the main sources of social and family pressure perceived by adolescents.
2. Evaluating the relationship between these pressures and the prevalence of psycho-emotional disorders, such as anxiety, depression, ADHD and panic syndrome.
3. Investigating the role of mediating factors, such as social support and coping strategies, in modulating the effects of these pressures on the mental health of young people.

The relevance of this study lies in the need to understand the factors that contribute to the increase in psycho-emotional disorders among adolescents, a growing public health problem. By investigating the influences of social and family pressures, we hope to provide insights that can guide interventions aimed at promoting the mental well-being of young people. In addition, identifying mediating factors can help develop more effective prevention and intervention strategies, adapted to the specific needs of this population.

Understanding the complex interactions between external pressures and the psycho-emotional health of adolescents is essential for the development of public policies and educational practices that promote healthier and more welcoming environments. By addressing the roots of mental health problems in this age group, it is possible to implement preventive and intervention actions that reduce the incidence of

disorders such as anxiety, depression, ADHD and panic syndrome, contributing to the healthy and balanced development of young people.

METHOD

This research adopts a qualitative bibliographic review methodology, based on the analysis of scientific publications, books and official documents that address the psycho-emotional health of adolescents and the impacts of social and family demands in this context. The qualitative approach is justified by the need to understand in depth and contextualized the perceptions, experiences and relationships between social and family factors and psycho-emotional disorders, such as anxiety, depression, Attention Deficit Hyperactivity Disorder (ADHD) and panic syndrome. To this end, sources published in the last ten years were selected, ensuring the contemporaneity of the information and allowing the identification of trends and advances in the understanding of the phenomenon studied. The inclusion criteria included peer-reviewed articles, dissertations, theses and documents from public health agencies that presented theoretical and empirical discussions on the topic. In addition, opinion-based materials, news reports and sources without academic support were excluded in order to guarantee the credibility and scientific validity of the research.

Data collection was performed through a systematic search in recognized scientific databases, such as Scielo, PubMed, Lilacs and Google Scholar, using descriptors such as “mental health in adolescence”, “family demands and psycho-emotional disorders”, “social pressure and anxiety in young people” and “ADHD and social context”. The searches were conducted carefully, with the abstracts being read in full for the initial selection of the most relevant materials. Subsequently, the full texts were analyzed in detail, allowing the

categorization of the data into thematic axes that facilitated the systematization of the information. During the analysis, we sought to identify patterns, recurrences and divergences between the studies, in order to build a broad and critical view of the impacts of external demands on the psycho-emotional health of adolescents. The content analysis method was used to organize the qualitative data, enabling an in-depth interpretation based on the discussions present in the scientific literature.

The interpretation of the collected data was carried out inductively, allowing the findings to emerge from the literature analyzed without the imposition of prior hypotheses. In this way, the research made it possible to identify gaps and convergences in academic knowledge on the topic, contributing to a more structured and critical debate. In addition, the qualitative approach of the bibliographic review provided a detailed analysis of the different aspects involved in the psycho-emotional health of adolescents, considering social and family contexts as essential variables in understanding the problem. The methodology adopted reinforces the importance of theoretical reflection and the integration of multiple perspectives to build a solid and well-founded understanding of the impact of social and family demands on the psychological well-being of young people.

DEVELOPMENT

Adolescence is a phase of intense transformations involving biological, psychological, and social aspects. During this period, young people go through a process of identity construction, in which external influences play a crucial role. Among the factors that affect this development, social and family demands stand out, which can generate significant impacts on psycho-emotional health. The increase in cases of anxiety, depression, Attention Deficit Hyperactivity Disorder (ADHD), and

panic syndrome among adolescents has been widely documented, pointing to the need for an in-depth understanding of the relationships between these pressures and the well-being of young people (FONSECA; SOUZA, 2022). Thus, this chapter will address three central aspects of this problem: the influence of social demands on the mental health of adolescents (Section 3.1), the role of the family in the formation of self-image and emotional regulation of young people (Section 3.2), and the challenges faced in the school and academic context and their implications for mental health (Section 3.3).

Social Demands and Their Effects on the Psychoemotional Health of Young People

Social pressures play a decisive role in the formation of adolescents' identities. Society imposes high standards of academic performance, physical appearance, and behavior, demands that are intensified by the influence of social media. The search for social acceptance and validation often results in feelings of inadequacy and low self-esteem, leading many young people to develop emotional disorders. According to Oliveira and Martins (2021), prolonged exposure to social media can be associated with symptoms of anxiety and depression, as the constant comparison with idealized images of success and happiness generates a distorted perception of reality.

Another relevant factor is the growing culture of high performance, in which success is measured by the accumulation of academic and professional achievements. Many adolescents feel pressured to demonstrate excellence in multiple areas, which can lead to emotional exhaustion. According to Silva and Almeida (2023), the pressure to obtain good academic results and enter prestigious educational institutions is directly associated with the increase in cases of anxiety disorders and panic syndrome among young people.

Furthermore, the phenomenon of cyberbullying intensifies the psycho-emotional vulnerability of adolescents. The virtual environment, while promoting social connections, also becomes a space for excessive exposure and judgment. Studies indicate that adolescents who are victims of cyberbullying have a higher risk of developing depression and self-harming behavior (OBSERVATÓRIO DE SAÚDE MENTAL, 2024). Thus, social demands, amplified by digital media, become a central factor in the development of psychological disorders, requiring the implementation of strategies that promote emotional resilience and the conscious use of technology. Adolescence is a period in which the search for social acceptance intensifies, and external demands can directly affect young people's self-esteem. Social networks play a significant role in this process, since they promote unrealistic standards of happiness and success. As Oliveira and Ribeiro (2022) point out, excessive exposure to social networks can lead to social comparison and the development of feelings of inferiority, resulting in depressive symptoms.

Another relevant aspect is the pressure to meet unattainable aesthetic standards, which can result in eating disorders such as anorexia and bulimia. According to a study by Mendes and Castro (2023), adolescents who are more influenced by digital media tend to have a negative body image, increasing the risk of psychological disorders. Thus, the imposition of unattainable beauty standards becomes a significant stress factor.

In addition to social media, the pressure for excessive academic performance is also harmful to young people's mental health. According to Costa and Lima (2021), the need to get good grades to ensure a stable professional future creates an environment of excessive competition, increasing levels of stress and emotional exhaustion. This scenario can contribute to the development of

burnout syndrome among adolescents.

The culture of hyperproductivity also manifests itself in participation in multiple extracurricular activities, often imposed by parents or schools. According to Santos and Pereira (2024), the overload of commitments can result in difficulties in managing time, reducing moments of leisure and rest, which are fundamental for the psycho-emotional health of young people.

The phenomenon of cyberbullying is another factor that intensifies the impact of social demands on adolescence. Data from the Digital Mental Health Report (2023) indicate that adolescents who suffer virtual bullying have a significantly higher risk of developing anxiety disorders and depression. This is because the digital environment amplifies the public exposure of victims, increasing their emotional suffering.

The unrealistic expectations imposed by the social environment also affect the construction of young people's identity. They often feel obliged to follow socially valued careers or lifestyles, without considering their own aspirations and interests. According to research by Amaral and Batista (2023), this pressure can lead to demotivation, low self-esteem and, in more serious cases, the development of more severe psychological disorders.

Given this scenario, it is essential that society and educators promote strategies that strengthen the emotional resilience of adolescents. Socioemotional education programs, mentioned by Ferreira et al. (2024), are essential to help young people develop coping skills when faced with external pressures.

A multidisciplinary approach is needed to combat the effects of social pressures on the mental health of adolescents. The involvement of families, schools, and health professionals can contribute to a more balanced environment that is favorable to the healthy psychoemotional development of young people.

The Role of the Family in Building Self-Image and Emotional Development

The family plays an essential role in building adolescents' self-image and emotional balance. Adequate parental support can be a protective factor against psycho-emotional disorders, while a rigid and demanding family environment can intensify young people's emotional suffering. According to Fonseca and Souza (2022), the relationship between parents and children directly influences the way adolescents deal with emotional challenges, and the lack of dialogue and support can lead to increased levels of anxiety and depression.

Many parents impose high expectations on their children's academic and professional performance, projecting their own aspirations onto them. This pressure can generate in adolescents a feeling of constant inadequacy, causing them to internalize the idea that they are never good enough. Research indicates that adolescents subjected to high levels of parental demand are more likely to develop anxiety disorders, panic syndrome, and depressive symptoms (SILVA; ALMEIDA, 2023).

In addition, the way parents deal with their children's emotions directly influences the development of adolescents' emotional intelligence. Parents who minimize or invalidate their children's emotions can contribute to increased emotional difficulties. According to Tavernard et al. (2024), adolescents with ADHD, for example, are more emotionally vulnerable when they grow up in family environments that do not offer adequate emotional support.

To reduce the negative impacts of family pressure, it is essential that parents adopt a more empathetic and supportive approach to raising their children. Strategies such as valuing effort over the end result, encouraging open dialogue, and promoting a safe family environment can contribute to building healthy emotional development (ROZA, 2024). In this way, the

family can play a fundamental role in preventing psycho-emotional disorders and promoting the well-being of adolescents.

The family environment is one of the main influencers in the development of adolescents' identity and emotional balance. According to Nogueira and Barros (2022), families that adopt open and encouraging communication contribute to a more positive self-image in young people, reducing the risks of psycho-emotional disorders.

However, many adolescents face excessive family pressure, especially in relation to school and professional performance. According to a study by Andrade and Souza (2023), parents who set high and inflexible expectations for their children can generate in them a chronic feeling of inadequacy, increasing their vulnerability to disorders such as generalized anxiety.

The way parents deal with their children's emotions also has a significant impact. Studies by Almeida et al. (2024) indicate that emotional invalidation by parents can result in adolescents having difficulty expressing their feelings, making them more likely to develop depressive symptoms.

The emotional overload imposed by family conflicts is also a risk factor for adolescents' mental health. According to Pereira and Martins (2023), family environments marked by frequent disagreements or lack of emotional support increase the incidence of symptoms of stress and depression among young people.

Family support is an important protective factor against the impacts of social and school demands. According to research by Oliveira et al. (2022), adolescents who receive emotional support and encouragement from their parents are more resilient and less likely to develop psycho-emotional disorders.

In addition, emotional education within the family environment can help strengthen the healthy psychological development of adolescents. As stated

by Rodrigues and Lemos (2024), the appreciation of dialogue and the practice of empathy on the part of parents are essential for young people to learn to deal with their emotions in a balanced way.

To mitigate the negative impacts of family pressure, it is essential that parents adopt a less punitive and more supportive approach to raising their children. As Mendes and Carvalho (2023) point out, positive reinforcement and recognition of adolescents' individual efforts are fundamental strategies for strengthening their self-esteem. Parenting support programs, mentioned by Costa and Ribeiro (2024), can help families adopt healthier parenting practices, ensuring a safer and more favorable environment for adolescents' emotional development.

The Challenges of the School and Academic Context and Their Implications for Mental Health

The school and academic environment also represents a significant source of stress for adolescents. The demand for high performance, the pressure to pass entrance exams and the competitiveness among peers can create an environment of constant emotional tension. According to Silva and Almeida (2023), academic overload and the lack of time for leisure and rest contribute to the increase in cases of burnout in adolescents, a phenomenon that is increasingly common in the school context.

In addition to academic pressure, the need for acceptance within the school environment can significantly affect students' psycho-emotional health. The fear of rejection and the search for belonging in social groups can lead to insecurity and isolation. School bullying, both in person and online, has been a determining factor in the development of emotional disorders among adolescents. Studies indicate that students who are victims of bullying have higher rates of depression, anxiety and suicidal ideation (OBSERVATÓRIO DE

SAÚDE MENTAL, 2024).

Another relevant aspect is the lack of emotional support within schools. Many institutions still do not have structured psychological assistance programs for students, making it difficult to identify psycho-emotional disorders early. The presence of specialized professionals, such as psychologists and pedagogues, can be essential to offer support to young people in times of emotional crisis (ROZA, 2024).

Given this scenario, it is essential to implement educational policies that prioritize students' mental health. Programs to promote emotional well-being, actions to combat bullying, and pedagogical practices that value students' comprehensive development can significantly contribute to reducing the negative impacts of academic and social pressures (TAVERNARD et al., 2024).

Schools need to encourage the creation of a more welcoming and inclusive environment, in which students feel safe to express their emotions and seek help when necessary. Strengthening initiatives aimed at socio-emotional education can play a fundamental role in promoting mental health and building a more balanced future for adolescents.

The school environment has a significant impact on the psycho-emotional health of adolescents. According to a study by Lima and Ferreira (2023), the pressure to perform well academically, combined with excessive competitiveness, contributes to a significant increase in anxiety levels among students.

The traditional educational model, often focused exclusively on achieving results, disregards fundamental aspects of adolescents' emotional development. According to Santos and Oliveira (2024), the lack of more humanized pedagogical approaches can intensify school stress and favor the emergence of psychological disorders.

In addition to academic pressure, school bullying continues to be a recurring problem with serious consequences

for adolescents' mental health. According to data from Silva et al. (2023), students who are victims of bullying are more likely to become socially isolated and develop depressive symptoms.

The lack of emotional support within schools also worsens the situation. According to a survey conducted by Amaral and Batista (2023), the absence of psychologists and social workers in the school environment makes it difficult to identify emotional disorders early and compromises assistance to students in distress.

The excessive workload and the lack of adequate rest periods also negatively impact the psycho-emotional health of adolescents. Studies by Mendes et al. (2024) point out that academic overload is associated with an increase in cases of mental exhaustion and a decline in academic performance. Given this context, experts suggest implementing psychological support programs within schools. According to research by Costa and Almeida (2022), the presence of specialized professionals contributes to creating a more welcoming environment and promoting students' emotional well-being.

Furthermore, educational policies aimed at promoting mental health are essential. As stated by Oliveira and Santos (2024), initiatives that encourage socio-emotional education practices can help students develop greater resilience in the face of academic challenges. It is essential that schools establish a more inclusive environment that values not only academic performance but also the psychological well-being of students. Emotional support strategies and psychopedagogical monitoring can be decisive in the formation of healthier and more emotionally balanced individuals.

The school environment is one of the main sources of stress for adolescents, who face pressure for high academic performance, the requirement to pass entrance exams, and exacerbated competitiveness among peers. Accord-

ing to Silva et al. (2023), this overload can trigger symptoms of anxiety and depression, directly impacting students' emotional well-being. In addition, the demand for high grades and the fear of academic failure create a scenario in which many young people feel pressured to achieve unattainable standards, resulting in significant emotional distress. As Costa and Almeida (2022) point out, this context has led to an increase in cases of burnout in adolescents, characterized by extreme exhaustion, feelings of ineffectiveness and lack of school motivation.

Another factor that worsens students' psycho-emotional suffering is the lack of time for leisure activities and rest. Studies by Mendes et al. (2024) indicate that adolescents subjected to excessive study hours and multiple extracurricular responsibilities have higher levels of stress and difficulty regulating their emotions. The lack of moments of relaxation compromises young people's mental recovery capacity, making them more susceptible to developing psychological disorders. In addition, the traditional educational model, based on constant assessments and the exclusive valorization of academic performance, contributes to an instrumentalized view of learning, in which academic success becomes the main criterion for personal value (Santos and Oliveira, 2024).

School bullying, whether in person or online, continues to be a serious problem in the academic environment and directly impacts students' mental health. According to Silva et al. (2023), adolescents who are victims of constant aggression at school are more likely to develop depressive symptoms, anxiety disorders, and, in extreme cases, suicidal thoughts. Bullying not only affects young people's self-esteem, but also impairs their ability to socialize and academic performance. Furthermore, exposure to cyberbullying has amplified the negative consequences, since virtual aggressions can occur continuously and reach a much larger audience, further

aggravating the emotional suffering of victims (Oliveira and Ribeiro, 2022).

The lack of adequate psychological support within schools also contributes to the worsening of adolescents' emotional problems. According to Amaral and Batista (2023), many educational institutions still do not have psychologists or social workers to offer assistance to students facing emotional difficulties. The lack of these professionals prevents the early identification of psycho-emotional disorders and compromises the adoption of effective preventive measures. In addition, the resistance on the part of some institutions to recognize the importance of mental health in the school environment means that students' emotional problems are often neglected, making it difficult to create strategies to deal with these issues efficiently.

Another significant challenge is the inequality in access to emotional support resources within the school environment. According to Nogueira and Barros (2022), public schools, especially in peripheral regions, face greater difficulties in implementing psychological and socio-emotional assistance programs, which accentuates the vulnerabilities of students in these contexts. While private institutions often have specialized support, most public schools lack the structure and trained professionals to meet the emotional demands of students. This disparity reinforces the need for public policies that guarantee equitable access to psychological support services for adolescents in vulnerable situations.

Given this scenario, it is essential that schools adopt socio-emotional education programs to help students develop coping strategies and emotional self-regulation. According to Ferreira et al. (2024), initiatives that promote emotional intelligence and psychological well-being are essential to prepare young people to deal with academic and social challenges in a healthy way. Including subjects focused on mental

health, encouraging dialogue about emotions, and implementing more humanized pedagogical practices are measures that can contribute to building a more welcoming school environment that is favorable to students' emotional development.

It is essential that educators and school administrators be trained to identify signs of psycho-emotional distress among students and act preventively. According to Roza (2024), teacher training should include knowledge about mental health, allowing them to play an active role in the early identification of emotional disorders and in offering appropriate support to students. Creating safe spaces within schools where adolescents can express their difficulties and receive support without fear of judgment is also a relevant strategy to minimize the negative impacts of academic and social pressures. In this way, schools can play an essential role in promoting the mental health of adolescents, contributing to the construction of a more balanced and healthy future for this generation.

FINAL CONSIDERATIONS

Based on the analyses conducted throughout this study, it is clear that social and family demands have a significant impact on the psycho-emotional health of adolescents. The pressure to achieve high standards of academic performance, social adaptation and professional success can create an environment of continuous stress, contributing to the increase in cases of disorders such as anxiety, depression, Attention Deficit Hyperactivity Disorder (ADHD) and panic syndrome. Contemporary society, driven by social networks and the culture of high performance, has intensified these challenges, making adolescence an even more vulnerable period for emotional imbalances.

In the family context, it was found that the way parents deal with their children's expectations and emotions

directly influences the development of self-esteem and emotional intelligence in young people. Parents who impose excessive demands, without offering adequate emotional support, can aggravate the levels of anxiety and frustration in adolescents. In contrast, a welcoming family environment, which values dialogue and emotional support, can act as a protective factor against the harmful effects of external demands. Likewise, the school environment plays a crucial role in shaping young people's identities, and it is necessary to rethink pedagogical strategies that minimize academic pressure and promote a more inclusive and emotionally safe space.

Thus, based on the reflections developed in this study, the need for initiatives that promote a balance between demands and emotional well-being is highlighted. Mental health awareness programs, educational policies aimed at socio-emotional development and greater involvement of families in promoting healthier environments are fundamental measures to reduce the impact of demands on adolescents. It is therefore concluded that building a society that is more sensitive to the emotional needs of young people is essential to ensure healthy psychological development, preventing disorders and promoting the quality of life of this population at a stage that is so decisive for their future.

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