

Positive Negative Affect and Teen Pregnancy

Afek Positif Negatif dan Kehamilan Remaja

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ABSTRACT

Pregnancy is one of the important events in a woman's life. Having a positive and planned pregnancy will impact the psychological well-being of both mother and baby. This study describes the relationship between the affect and demographics of pregnant adolescents. Respondents consisted of 92 pregnant adolescents (19.6% trimester 1, 41.3% trimester 2 and 39.1% trimester 3), with an age range of 16 to 35 years ($M = 18.99$, $SD = 2.899$). Pregnant adolescents were asked to fill in the positive and negative influence scale (PANAS). The correlation coefficient of Cronbach's alpha for the positive influence scale is 0.845. The correlation coefficient of Cronbach's alpha for the negative influence scale is 0.676. Researchers used Chi-Square to determine the relationship between positive and negative influences with the demographic characteristics of adolescent mothers. The results of the description of the Positive affect were related to age (Asymp. Sig. = 0.000) and gestational age (Asymp. Sig. = 0.009). In contrast, the Negative affect was related to adolescent education (Asymp. Sig. = 0.013). These results underlie the process of adaptation of adolescent mothers in undergoing a healthy and planned pregnancy.

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1. INTRODUCTION

Related to the first experience of being a mother, pregnancy and the birth of a child are new experiences and challenges for women. A woman will feel proud to give birth to a child. The transition to parenthood focuses explicitly on the emotional and social changes during pregnancy and the immediate postpartum period. It recognizes that this is a stressful time that involves both men and women making significant psychological changes and adapting to new roles (Underdown & Barlow, 2009). The primary pregnancies that occur in the teenage years are not all thoroughly planned by the couple. Sometimes it is not accompanied by adequate preparation for the pregnancy process. These conditions trigger their stressors for adolescents undergoing pregnancy. Based on research Wilson-Mitchell et al., (2014), although motherhood is very valuable, most teenagers do not plan their pregnancy. So, it is not uncommon to then need to be referred to a counseling session to get their emotional and psychosocial support. The problems that usually arise during pregnancy are related to decision making, resilience, social support, support from the social environment, distress conditions, and expectations to get good services. Women planning to become pregnant are more focused on their content but neglect the overall emotional experience of psychological, social alertness (Tyrlik et al., 2013).

Istiqomah & Nur'Aini, (2015) found in their research that adolescents' behavior in applying family planning is more influenced by communication with their partners. The decision to use contraception was made on the advice of their husbands. Furthermore, their understanding of family planning is limited to using certain contraceptives based on economic reasons.

Pregnancy is a particular and complex period in a woman's life. The accompanying changes are observed in the biological/physiological field and their psychological and social functions. Changes in psychological function can occur from early to late pregnancy, including the puerperium. During pregnancy, visible changes occur in body

appearance and femininity, affection, and sexuality (Bjelica et al., 2018), especially if experienced by adolescents.

Teenage pregnancy is also at risk for adolescents to experience three times more prone to be in a relationship patterned in insecure attachment, angry dismissive, or fear than adults who undergo pregnancy. If this interaction pattern continues, adolescents experiencing pregnancy may fall into a depression situation (Figueiredo et al., 2006).

Another possible risk faced by adolescents undergoing pregnancy is psychosocial stress through somatization symptoms, anxiety, insomnia, social isolation, and depression. Furthermore, the study results indicate that the stressors experienced during the teens undergoing pregnancy were the adolescent's reactions, namely fear and distrust, and thoughts of terminating the pregnancy. This happens because pregnancy is considered embarrassing. Coping patterns are usually made by avoiding situations that become stressors and getting closer to people whom they think support (Sodi, 2009).

Affect in Humans

Several terms are commonly used to describe a person's feelings, such as emotion, feeling, affect, and mood. Feelings are an integral part of the human experience. The term feeling refers to several kinds of emotions that arise in daily human activities Prawitasari (Urbayatun, 2006). Meanwhile, in the Big Indonesian Dictionary, it is explained that feeling is the result or act of feeling with the five senses; or rasa (state of mind) when facing (feeling something); or faculty of taste; or inner consideration (heart) of something. Emotions develop and recede in a short time or as physiological or psychological states and reactions. Affects are feelings and emotions that emphasize the level of pleasure or sadness in the qualities of pleasure and displeasure, comfort, and discomfort that characterize feelings (Urbayatun, 2006).

Sarafino in Urbayatun (2006) further explains the notion of emotion, where emotion is defined as a subjective feeling that affects and is influenced by thoughts, behavior, and physiology. Some emotions are positive (such as joy, affection), and some are negative (such as anger, fear, sadness).

Furthermore, Batson et al. in Urbayatun (2006) tried to distinguish between affect, mood, and emotion and concluded that these three terms affect the most common. The affect is the most primitive phylogenetic and ontogenetic. The development is characterized by the howl of a dog or the cry of a baby. Affect has a tone (tone), valence (positive or negative), and intensity from weak to strong.

Forms of Affect

Zajonc in Batson et al. (Urbayatun, 2006) describes affecting based on preferences related to the value perceived by individuals and information about the organism's experience in an event. The change from less valuable to more valuable is called positive affect, while the shift from more useful to less valuable is called negative affect. Mood and emotion are also related to tone and intensity, and mood reflects changes in expectations that are more general of positive and negative affect in the future (future). In contrast, emotion indicates the existence of a specific response that is happening now (present).

In general, everyone influences him in the form of positive affect and negative affect. Watson et al. (Urbayatun, 2006) suggest the term positive-negative affect (positive-negative affect) to describe pleasant and unpleasant emotions (pleasant-unpleasant emotions). Positive affect is explained by the tendency to experience positive moods, finding situations that produce a good mood, and leaving unsatisfactory conditions. Negative affect is described as a tendency to experience negative moods and is usually associated with.

Watson et al. (Supradewi, 2008) have compiled ten adjectives that refer to positive affect and ten adjectives that refer to PANAS's negative affect (Positive-Negative Affect Scale). Traits that show Positive Affect are: 1) Attentive; 2) Interested; 3) Alerts; 4) Excited; 5) Enthusiastic, 6) Inspired; 7) Proud; 8) Straw; 9) Active; 10) Determined. Traits that show Negative Affect are: 1) Distressed; 2) Used; 3) Guilty, 4) Scared; 5) Hostiles; 6) Irritable; 7) Ashamed; 8) Phyttery; 9) Nervous; 10) Afraid.

2. THEORITICAL FRAMEWORK

The relationship between affect, emotion, and mood is very close. For example, the same event will cause the same reaction between affect, mood, and emotion. People who are successful in the task will feel comfortable and happy (positive affect). If someone has been working on a task for a long time and then suddenly succeeds, there will be feelings of great pleasure (positive emotions), and there is hope for future events (good mood). On the other hand, failure will result in discomfort (negative affect), feeling sad and disappointed at the time of the event (negative emotion), and lower expectations for future events (bad mood). All three reactions to an event will be the same. Affect, mood and emotion in the phenotypic analysis are in the same group, while in the genotypic analysis, they have different functions.

Furthermore, Batson et al. in Urbayatun (2006) says a complex conceptual analysis between affect, mood, and emotion. But the most straightforward approach is that all three can be used interchangeably without taking their functional differences seriously. This does not mean eliminating the substance that the three do have substantial differences.

Characteristics of Affects on Individuals

People with high positive affect consistently describe themselves as enthusiastic, confident, and passionate than those with low positive affect. On the other hand, people who have high negative affect more often describe themselves as full of guilt, fear, and nervousness than those who have a low negative affect. According to Watson et al. (Urbayatun, 2006), positive affect is explained by the tendency to experience a positive mood, find situations that

produce a good mood, and leave unsatisfactory conditions. High positive affect is characterized by high energy, concentration, and comfort. Low positive affect is characterized by sadness and fatigue.

Further, Watson et al. (Urbayatun, 2006) suggest a negative affective, described as the tendency to experience negative mood and usually associated with anxiety and depression. Negative affect is characterized by high emotionality, anger, and weak self-control. The negative affect refers to the presence of tension and discomfort resulting from various unpleasant moods, such as anger, humiliation, guilt, fear, and anxiety.

The affect that an individual has is related to his mental health. The mental health criteria here are (a) A reasonable relationship between the individual's potential and the goals to be achieved; (b) Emotional balance; (c) Concerning the functions of cognition, there is no misperception, there is no excessive appreciation of danger from outside, and (d) Have a reasonable social adjustment, and can work together with other individuals.

From the above characteristics, emotional balance is one of the characteristics of a healthy mental state. Individuals who have a high negative affect on themselves do not indicate good mental health. Individuals who are full of tension, disappointment, guilt, horror, hostility, irritability, shame, nervousness, anxiety, and fear generally lack reasonable social adjustments and cannot cooperate with other individuals.

The various forms of emotions that accompany the process of pregnancy are essential for us to understand. More broadly, affect is often said to be a conscious emotion. In some writings, positive affect and negative affect are described as a picture of pleasant and unpleasant feelings experienced by individuals. Negative affect, such as tense, hopeless, horrified, irritated, while positive affect such as enthusiasm, strong, active, passionate, challenging (Urbayatun, 2006).

The relationship between positive affect and negative affect is interesting to study. The relationship between positive affect and negative affect is mutually exclusive; that is, at the same time, positive and negative affect can be felt; for example, an irritating affect can be felt at the same time as an emotional affect. High positive affect is not always accompanied by low negative affect and vice versa. The dynamics of the interaction of impact on teenagers, particularly, in not directly affect the well-being of their personal development.

Recognizing the complexity of the problems faced by adolescents during their pregnancy, we must understand the influences that affect the pregnancy process of these teenage mothers.

Problem Formulation

What is the picture of positive and negative affects during pregnancy for teenage mothers? In more detail, the research questions are as follows: (1) What is the picture of positive and negative affect during pregnancy for teenage mothers?; (2) Which affect pattern is the most dominant during pregnancy for teenage mothers?

Research Objectives

The study's objectives were: (1) to describe the positive and negative affects during pregnancy for adolescent mothers; (2) Describe positive and negative affect during pregnancy in adolescent mothers.

3. RESEARCH METHODOLOGY

Research conducted by the researcher is survey research, which is an initial study to explore problems in planned research (Shaughnessy et al., 2001). The survey research selected was a cross-sectional study.

Participants and procedure

After the researchers obtained informed consent from the participants, the research sample obtained was 92 pregnant women. Pregnant women were considered eligible for this study if they married under 18 and indicated that they could fill out the questionnaire. The researcher explained the research objectives to the participants. The questionnaire was filled out during Posyandu activities.

This study describes the relationship between the affect and demographics of pregnant adolescents. Respondents consisted of 92 pregnant adolescents (19.6% trimester 1, 41.3% trimester 2 and 39.1% trimester 3), with an age range of 16 to 35 years ($M = 18.99$, $SD = 2.899$).

Table 1. *Age of respondents*

Characteristic	Mean	SD
Age (years)	18,99	2,99

The characteristics of the respondents in table 1 and table 2 illustrate that early marriage still occurs in both the Javanese and the Madurese. However, the age of marriage has been set at 19 years. This early marriage also has an impact on pregnancy at a young age.

Table 2. *Socio-demographic of respondents*

Characteristics	Frequency	(%)
Age (years)		
16	9	9,8
17	16	17,4
18	21	22,8
19	22	23,9
20	15	16,3
22	3	3,3
23	1	1,1
25	1	1,1

27	2	2,2
32	1	1,1
35	1	1,1
Gestational age		
First-semester	18	19,6
Second-semester	38	41,3
Third semester	36	39,1
Education		
Elementary School	40	43,5
Middle School	34	37,0
High School	17	18,5
Undergraduate	1	1,1
Suku		
Javanese	56	60,9
Madurese	36	39,1

Pregnant adolescents were asked to fill in the positive and negative influence scale (PANAS). The correlation coefficient of Cronbach's alpha for the positive influence scale is 0.845. The correlation coefficient of Cronbach's alpha for the negative influence scale is 0.676. Researchers using Chi-Square to determine the relationship between the positive and negative affects of the demographic characteristics of adolescent mothers. Calculation of Chi-Square was chosen to explain the two variables and are interrelated (Santoso, 2014).

4. RESULTS AND DISCUSSION

Table 3. *The positive and negative affect of pregnant teenage*

Affect	Mean	SD
Positive Affect	25,17	5,160
Negative Affect	24,29	4,349

Table 3 describes the affective tendencies felt by adolescents during their pregnancy. The dominant positive affects felt were excited (12%), active (11.96%), and strong (11.74%). The negative impact that tends to be judged is irritability (12.26%), irritated (11.77%), and afraid (11.34%).

Table 4. *Analysis between demographic factors and positive-negative affect of pregnant teenage*

Characteristics	Pearson Chi-Square (Asymp. Sig (2-sided))	
	Positive Affect	Negative Affect
Age	0,000	0,430
Gestational age	0,009	0,565
Education	0,466	0,013
Suku	0,072	0,135

Table 4 shows the analysis of adolescent socio-demographic and adolescent affects during pregnancy. Socio-demographic factors related to the positive impact of adolescents are age (0,000) and gestational age (0,009). At the same time, the socio-demographic factor associated with the negative affect of adolescents is the level of education (0,013).

As a natural course, pregnancy will develop normally and end in a healthy birth. The process of pregnancy involves emotional, physical, and social factors from the mother, family, and environment. Although studies have consistently found that the mother's emotional state affects the pregnancy, the emotional side of the mother during pregnancy is rarely explored, especially in pregnancy in adolescents. Emotional changes during pregnancy that are not detected will quickly lead to stress in pregnant women. Negative thoughts and fear can be a cause of stress. Women who suffer from stress during their pregnancy, directly or indirectly, will affect the development of the fetus. Young women with advanced gestational age are more likely to suffer from psychosocial stress during pregnancy. Socio-economic factors such as education level, occupation, and parity level affect the occurrence of psychosocial stress in pregnancy (Jusuf, 2018) Stress during pregnancy is one of the predictors of self-actualization (Omidvar et al., 2018).

In addition to being associated with increased psychosocial stress, increased emotions during pregnancy are also related to hormonal changes, especially progesterone. Progesterone increases more than 10-fold during pregnancy. If progesterone increases sensitivity to potential threats, it also increases. Negative emotions may signal a potential threat to the survival of the mother and fetus and thus may warrant increased attention during the gestational period (Larsen, 2020) Age, previous pregnancy experience, pregnancy planning were all significantly related to emotions in the first month and the sixth month of pregnancy. Changes in the mother's emotional experience during pregnancy will substantially affect the psychological health of the mother. Health, social relationships, material conditions, and psychological readiness affect the positive emotional experience of pregnant women (Tyrlik et al., 2013) Apart from mothers' and babies' health and mothers' health and psychological well-being, emotions also significantly affect mothers' attachment to their fetuses. The psychological condition of the mother will have an impact on the health and development of the fetus. In Indonesia, there are about 28.7% of pregnant women experience anxiety in the third trimester. There is a relationship between stress and the attachment

of pregnant women to the fetus (Wahyuntari & Puspitasari, 2021).

During the pandemic covid-19, some research suggests an increase in anxiety in pregnant women. Pregnant women quickly experience feelings of worry about something that will happen to them and her child. Another factor that affects this level of anxiety is the presence or absence of support from families and nurses in helping to reduce stress in pregnant women (Tantona, 2019) Globally, governments around the world are implementing measures to prevent the spread of the COVID-19 virus. Due to the pandemic, many health services are implementing new rules. This includes pregnancy and childbirth services. Pregnant women ask the following questions: “How long is this going to take?”, “How will it affect my life and my pregnancy?”, “Will, all my family members survive?” and many other things that may stir her emotions and affect their mental health condition (Kajdy et al., 2020)

5. CONCLUSION

Psychosocial factors, including positive and negative affect change during pregnancy. Changes detected as early as possible will make it easier for pregnant women to have a healthy and prosperous pregnancy. Identify the dominant affect perceived by pregnant women can reduce the risk of health and psychological problems during pregnancy and can be a reference in providing appropriate interventions to improve the quality of life of pregnant women, especially those who are teenagers. This study can be concluded the following two things: (1) The positive affect of adolescents during pregnancy is associated with age and gestational age. While the negative impact of adolescents is related to the level of education; (2) The dominant positive affects felt by adolescents during pregnancy are: enthusiastic, determined, active. Meanwhile, the dominant-negative impact felt by adolescents during pregnancy were irritability, hostiles, and afraid.

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