Seven Factors and Four Cornerstones of Sustainable Development, Health and Well-Being, 7x4-Field

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Abstract: The objective of the study is to narrow the gap between theory and practice in mental health work — both in terms of its implementation and development.

By analyzing over one thousand scientific studies on reasons of mental malaise, mental disorder and negative deviant behaviour, by studying and monitoring practical mental health work and by the use of factor analyses, there was formed a 7x4-field.

The first group of categories in the 7x4-field consists of the following factors: (1) types of lonelinesses, (2) models, (3) stresses and challenges, (4) punishments/disappointments, (5) losses, (6) avoidances/copings and (7) changes in life situations.

The second group of categories consists of the following cornerstones which are oriented towards the aforementioned factors: (1) human relations, (2) bodily functions/physical activity and exercise, (3) rational actions and behaviour, (4) irrational actions and behaviour, philosophical activities (e.g., religion, ideologies, art).

By cross tabulating the aforementioned categories, there are formed 28 cells which can also be used as separate groups. The categories are further divided into over 250 smaller subclasses, which include about a thousand scientific studies. The 28 cells form also units which function individually, for example, losses in human relations.

As an outcome, the developed 7x4-field is suited for many kinds of preventive and anticipating mental health work, as well as in the studying of the reasons of mental malaise, mental disorder and negative deviant behaviour. In addition, it can be used in teacher education and schools. The 7x4-field can also be described as a tool for the identification of reasons and causes of behaviour.

It is to be noted that that many famous painter artists, and even poets, have probably subconsciously described the cells of the 7x4-field. Examples of this are given in the study.

Key words: preventive mental health work, taxonomy, overall view in education, 7x4-field

1. Introduction

The narrowing of the gap between theory and practice is an important aim in training and education. This is almost the self-evident fact. In this paper we concentrate on the gap, which we come across, when we try to anticipate and prevent mental malaise, mental disorder and deviant behavior. To shorten the path from the fields of scientific theories to the fields of practice we need a new tool. Its name here is 7x4-field.
2. What is 7x4-Field

It contains the following matrix (Table 1):

<table>
<thead>
<tr>
<th>Effectors:</th>
<th>A Human Relations</th>
<th>B Bodily functions</th>
<th>C Rational Functions</th>
<th>D View of Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Lonelinesses</td>
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<td>3) Stresses</td>
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The first group of classes contains the following contributors: (1) Lonelinesses, there are many kinds of lonelinesses, (2) Models, (3) Stresses and challengers, (4) Punishments/disappointments, (5) Losses, (6) Avoidances/copings and (7) Changes in life situations.

The second classification of categories takes shape in four cornerstones, towards which the before mentioned contributors are directed: (1) human relations, (2) bodily functions/physical activity and exercise, (3) rational actions and behavior (4) Irrational and view of life actions, e.g., ideologies or religions.

The above classes can be cross-tabulated into 28 cells, which can be treated as different groups. The categories can be divided into smaller subclasses, totaling more than 250, into which thousands of results from scientific studies can be placed. It is remarkable, that these 28 cells also form individually functioning spheres, such as losses in human relations.

The suggested field fits to many kinds of preventing and anticipatory mental health work, to teacher education, to schools, and to studying psychic problems, psychic disturbance and negative deviant behavior too. These three areas are described in more detail in Figure 1.

![Figure 1](image.png)

**Figure 1** The Conceptual Overlapping of Disturbance in Psychic Well-Being, Psychic Disturbance and Deviant Behaviour

So the 7x4-field is also a tool, with which you can identify the reasons of behavior and its development.
3. 7x4-Fields Focusing

You can make it more exact for example in the following way: One remarkable observation is that many artists and poets have probably unconsciously represented the cells of 7x4-field. A good example is the production of the Finnish famous painter Albert Edelfelt. The following pictures are all by Edelfelt:

3.1 Lonelinesses

The first is Aino from Kalevala (the Finnish national epos). Her suicidal loneliness is reflected in the remote woman figures as well.

Here is a man going on dangerous and lonely rowing trip, in which the bodily condition is important.
In the adjoining picture the children of an orphanage are working on a handicraft project.

A lonely verger in his own surroundings and in lonely contemplation.

3.2 Models

Here the men in a high position show a bad model in a loss of inner control.
A soldier shows a gloomy model in destroying bodily functions.

Mikael Agricola in this picture creates a model for the Finnish language and at the same time shows how troublesome it is. At this point, I hope, you will get an idea that the disposition of reasons is disposition of both positive and negative contributors.

A representation of the view of life in the bare model of the archipelago.
3.3 Stresses

Stress in human relations: How should one come to terms with the letter of the law?

Here we confront a remarkable piece of bodily stress, a disease.

The working stress of fishermen in the archipelago can be seen especially in the expressions of the people.
The stress caused by considerations of view of life may lead to studying piles of books.

3.4 Punishments/Disappointments

The prodigal son returning home and experiencing a punishing atmosphere.

An extreme bodily experience of disappointment, a clergyman falling as a victim of execution (in Finland one famous story from history of Finland).
Revenge is in the mind of the officer, when he orders his troops towards wide revenge operations.

Here there is an irrational trial to punish. A desecration of the corpse (here too is a famous story in Finland).

3.5 Losses

The loss of one’s own child is the most severe loss in terms of human relationships.
In war the bodily losses result in great numbers of the wounded and the dead.

From generation to generation people suffer as their homes are destroyed.

The irrational loss confronts people: The war is lost and the pain of the Finnish people is great.
3.6 Avoidances

Social games and plots are excellently shown in the painting, if you examine it closely.

The advertisement aims to diminish the adversary attitudes towards women cyclists. You hoped to decrease the possibilities of avoidances in nineteenth century.

A remarkable possibility of avoidance comes from using a horse — even by the over exertion animals.
Human females are here in an artistic dreaming mood.

3.7 Changes

The child is born. This is a change in human relationships, which influences in many ways.

The development of movement is important to observe.
The dedication of university (the first university in Finland’s history) marks remarkable rational change.

Here there is a description of remarkable change in functioning pertaining to the view of life.

These pictures — and also the outputs of the other art than visual arts — tells expressly about the phenomenon, which join to living life and are essential points in disturbing processes and in those processes, which products a hoped life. So you can outline the matters of causality to twenty eight main categories, principal factor, essential point or to other like that, which you then in practical works handle.

These pictures show that the 7x4-field is not a still picture. The processes under consideration can move from one square to the next.

This becomes clearer, when we examine how the 7x4-field was developed. In this work you analyzed more than 1000 research papers, which discuss the causes of psychic ill fare, psychic disturbance and negative deviant behaviour, and you also participated in practical mental health work (Heiska, 1998). In addition you used many interviews, which you analyzed by factor analyses. Figures seven and four is also relate to the following: Already in the 1950s, when the concept of a work memory was not used, Georg Miller discovered (Miller 1956) that the human ability to handle many things at the same time, is somehow limited to the number seven. Somebody might randomly or with extreme exertion handle over seven tasks at the same time, but to exceed seven is difficult. In addition in ancient Greece the entire culture was based on the four cornerstones, namely, (1) Theatre, (2) Stadion,
(3) Gymnasion and (4) Temple. So proves P. Amadry in his book (Amandry, 1984). At present, many other things in science are divided into seven or four. Even in mathematics 7x4 or 28 is the so-called perfect number, to which then is joined a lot of everything important.

4. Solutions and Conclusions

When we then examine the practical problems of mental malaise, deviant behavior and psychic disturbance, we experience diversity and difficulty of seeing the big picture.

Our first example concerns school bullying, in which really the big picture is needed. A few years ago at least in Finland, the bullies at school were the teachers themselves. Thus in the psychotherapies of the big age groups this problem is often present today and any other criteria to that thesis can be found. Now then, the respect for the teacher is diminished to a minimum and even the parents often bully the teachers — even so, that they protect the tormentor with the principle “you know that our child can never alone behave so badly”. In addition it is quite a strongly asserted that a lot of happens outside of school time, and there are even rules to protect the school bullyer.

The above summary suggests that the adding of punishment experiences, or the fourth class in effectors and the tightening of borders, or the sixth class of effectors, might be the recommendable functions or courses of action. However, for example, preventing a student from attending class may function as reinforcement for the bully. And in handling of teaching/educating, the bullying is only a one problem among many others. Thus unfortunate competition among the function models arises, when you try to solve the problem, and often you cannot influence the real problem or the school bully.

“The weaks collapse in life, but the Jonny bloke, he just keeps rolling along”. And the scorch in traffic is splendid. A regrettable fact is that this kind psychopathic model or attitude of life works quite long, and the bullies may carry long. It is up to the teachers or professional educators to prove the destructiveness and weakness of that kind of life model. So in the 7x4-field is the view of life/models that presents a challenge to teacher education and to the functioning of schools alike.

The second example relates a problem which has risen in last years in Finnish schools, namely eating disturbances, for example anorexia nervosa. When you analyze scientific results so the results in preventing work settles in 7x4-field to following cells (Table 2):

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So here those asterisks (13 items) shows the cell which you should focus on in order to attack a complicated phenomenon such as anorexia nervosa. It does not pay to explain it in more detail because it needs an own new article but it is an example of another problem that you can sort out with the help of the 7x4-field.

The third example tells about the fact that already nowadays in many scientific articles you use the
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7x4-analysis — consciously or unconsciously. For example in Journal of Modern Education Review October 2012 you scrutinizes underperforming students (Ahmad, 2012) and in conclusions of reasons there is following:

• Lack of interest and negligence by the teachers (lonelinesses).
• Students coming from rural school environment in urban school (models).
• Low performance is a cause as well as a consequence of less rigorous curricula (stresses).
• Lack of effort on the part of low performing students results in vicious circle – failure –feeding failure (punishments).
• Low performance is not necessarily the outcome of lack of student’s ability (losses).
• There exists a strong link between parents’ emphasis on education and student achievement (avoidances).
• Low performing students learn more when they are placed in more rigorous, heterogeneously grouped courses (changes).

References
Miller G. (1956). “The magical number seven, plus or minus two: Some limits on our capacity for processing information”, Psychological Review.