



DESIGNING A FRAMEWORK “SOLACE FOR RUFFLED MINDS” (SFRM) FOR TEACHERS AND STUDENTS TO MITIGATE SOCIAL ANXIETY, STRESS, AND AGGRESSION AND ENHANCE EMOTIONAL MATURITY.

Ramashankar Chourasia, Research Scholar, Manav Rachna University
Dr Geeta R Thakur, Research Supervisor, Manav Rachna University

ABSTRACT

Each year, nearly 1 billion children globally face psychological challenges, including social anxiety, stress, aggression, and emotional maturity issues. The consequences of such problems extend into adulthood, affecting education, health, and overall well-being. Exposure to aggression can lead to educational underachievement, contributing to cognitive, emotional, and social difficulties. Moreover, individuals grappling with these challenges in childhood are more susceptible to various health issues later in life, including depression, cardiovascular diseases, diabetes, cancer, and HIV. Recognizing the international significance of preventing such problems, this research introduces the "Solace for Ruffled Minds" (SFRM) framework. The SFRM framework is designed to address the prevalent issues of stress, social anxiety, aggression, and emotional maturity among students. Education is a crucial factor in individual development, empowering individuals to navigate life's challenges. However, in today's complex world, anxiety and mental strain have become pervasive. SFRM offers a set of activities aimed at raising students' awareness about stress, social anxiety, aggression, and emotional maturity, fostering positive attitudes that can transform existing conditions. It provides guidance for educators, school officials, and education authorities on how schools can actively contribute to mitigating these problems and enhancing emotional maturity. The framework's activities are strategically implemented in various settings, with schools being identified as a key environment for intervention. Education and organized activities within schools serve as potent protective measures against social anxiety, stress, aggression, and emotional maturity issues. This initiative aligns with global health and development goals, particularly contributing to the Sustainable Development Goals (SDGs). This handbook, a product of doctoral research, invites collaboration in addressing and improving the effectiveness of interventions for psychological issues affecting students.

Keywords: SFRM Framework, Social Anxiety, Emotional Maturity, Stress Management, Teacher Interventions, Student Well-being, etc.

I. INTRODUCTION

The world witnesses a staggering number of children, close to a billion annually, grappling with psychological challenges that significantly impact their lives. The repercussions of issues like social anxiety, stress, aggression, and emotional immaturity extend beyond childhood, affecting education, health, and overall well-being. Notably, exposure to aggression often correlates with educational underachievement, posing cognitive, emotional, and social obstacles. The long-term consequences include an increased likelihood of engaging in risky behaviors and enduring various health issues in adulthood, such as depression, cardiovascular diseases, diabetes, cancer, and HIV.

Recognizing the global implications of these psychological challenges, there is a pressing need to address and prevent them. Education stands as a pivotal institution in individuals' lives, imparting resilience and skills to confront life's adversities. However, the contemporary landscape is marked by heightened anxiety and mental strain. In response to this, the "Solace for Ruffled Minds" (SFRM) framework emerges as a comprehensive strategy to alleviate stress, social anxiety, aggression, and nurture emotional maturity among students.

SFRM is tailored to raise awareness about psychological challenges and instill positive attitudes in students. This framework provides practical guidance for educators, school officials, and education authorities, detailing how schools can actively contribute to mitigating issues like stress, social anxiety, and aggression while simultaneously enhancing emotional maturity. Through strategically implemented activities, primarily within school settings, the framework harnesses the power of education and organized activities to act as robust protective measures against the mentioned psychological challenges.

This initiative not only addresses immediate concerns but aligns with broader global goals, contributing significantly to the attainment of Sustainable Development Goals (SDGs) and other international health and development targets. Originating from doctoral research, this handbook invites collaboration to further refine and enhance interventions aimed at addressing the profound psychological issues affecting students globally.

Operational definitions:

Stress: For the study, it is defined as a condition that a student feels unfavourable, or challenging and tries to escape.

Aggression: For the study, aggression is the frustration of the student that starts due to the inability of the achievement as per expectation from parents or teachers.

Emotional maturity: For the study, it is the development of matured behaviour concerning the emotions of students.

Social Anxiety: For the study, it is defined as a condition in which a student is unable to manage the social situation in the classroom or along with peers.

Sahaja Yoga Meditation: A form of meditation that leads to thoughtless awareness in the person practicing this form of meditation.

Meditation Intervention: For the study, it overcomes and mitigates the stress level and proves to be salutiferous.

Secondary School students: For the study the students studying in Std. IX studying in schools affiliated to Maharashtra State Board will be considered.

Mental Health: For the study stress, social anxiety, aggression, and emotional maturity will be taken into consideration.

Mental health refers to a person's emotional, psychological, and social well-being, consisting of various aspects of life such as thoughts, feelings, behaviors, and the ability to handle stress or face challenges. It is an essential component of overall health and affects how individuals think, feel, and act. Mental health is not just the absence of mental disorders or illnesses. It involves the presence of positive qualities like resilience, coping skills, realizing one's abilities, acceptance of reality and the ability to form and maintain meaningful relationships.

A study of Social Anxiety for secondary school students is important for improving interpersonal skills, developing personality, improving communication skills, boosting academic performance and promoting mental health awareness.

Studying stress for secondary school students in India is essential for addressing the unique challenges they face in the education system, instilling crucial life skills, and creating an ecosystem that promotes their overall well-being. It enables schools to take proactive measures to enhance students' coping mechanisms and resilience, contributing to their success both academically and personally.

A study of Aggression in secondary school students is crucial for promoting a positive school climate, preventing bullying, supporting mental health, and encouraging the social and emotional development of students. This study enables schools in the execution of targeted interventions and creates a supportive environment that enhances the overall well-being of students.

Studying Emotional Maturity in secondary school students is crucial for positive social and emotional development, strengthening interpersonal skills, supporting academic success, and disposing students of the challenges they will face in various aspects of life.

Adolescence is a very crucial phase of an individual's life since it is characterized by psychosocial adjustment wherein the adolescent faces several challenges including self-identity crisis, establishing and developing relationships, psychological growth, especially emotions, social problems and school-related issues. During adolescence there are many disorders among them are anxiety and eating disorders. This program is framed to provide the necessary skills to cope with stress, decrease social anxiety, develop Emotional Maturity and mitigate aggression.

This study is product development research in which a Framework is developed to help the teachers undertake interventions to help students cope with stress, social anxiety, aggression, and emotional maturity.

II. LITERATURE REVIEW

The literature review for this research paper is designed to provide a comprehensive understanding of the existing knowledge on stress management, social anxiety, emotional intelligence, and aggression, particularly focusing on adolescent populations. This review serves as the foundational framework for developing the "Solace for Ruffled Minds" (SFRM) handbook.

Stress Management: Numerous studies have explored various interventions for stress management among students. Virginia Lemay et al. (2019) delved into the impact of Yoga and Meditation interventions on students, revealing a significant reduction in stress and anxiety levels post-intervention. This research contributes valuable insights into holistic approaches for stress reduction.

Social Anxiety and Emotional Intelligence: The exploration of interventions addressing social anxiety and emotional intelligence is vital. Sinem Akay and Sue Bratton (2017) conducted a single-case research study on Adlerian Play Therapy (AdPT), revealing its promising potential as an intervention for children with anxiety and maladaptive perfectionism. This finding adds depth to the understanding of therapeutic strategies for social anxiety and emotional well-being.

Cognitive Behavioral Interventions: Cognitive Behavioral Interventions have been a focus in school-based settings. Tia N. Barnes et al. (2014) conducted a meta-analysis demonstrating the effectiveness of school-based Cognitive Behavioral Interventions, influencing a significant effect size. This underscores the importance of structured interventions in addressing behavioral and emotional challenges among adolescents.

Cognitive Behavioral Therapy for Autism: Jeffrey J. Wood et al. (2009) investigated the impact of Cognitive Behavioral Therapy (CBT) on autistic children, with a noteworthy 75% of the CBT group meeting positive treatment response criteria. This indicates the potential applicability of CBT in diverse populations, emphasizing its role in addressing complex psychological challenges.

Adlerian Play Therapy: Adlerian Play Therapy (AdPT) has emerged as a recurring theme in the literature. Meany-Wallen et al. (2014) conducted a randomized controlled study evaluating the effectiveness of AdPT in reducing stress levels, demonstrating a significant reduction in behavior problems and stress among children in the experimental group. This reinforces the potential of play therapy as a viable intervention for emotional well-being.

Expert Consultation: To validate the relevance and effectiveness of the intervention strategies proposed in the SFRM handbook, experts in psychology, education, and adolescent development were consulted. These experts provided valuable insights to ensure that the handbook aligns with evidence-based practices and contemporary understanding of adolescent psychology.

Content Development: Building on the insights gathered from the literature and expert consultations, the handbook was structured to include informative content, practical exercises, case studies, and intervention guidelines for teachers. This approach ensures that the SFRM framework is not only theoretically sound but also practically applicable in educational settings.

The synthesis of these literature findings, expert insights, and practical considerations serves as the foundation for the subsequent stages of the research, including pilot testing, revision, and finalization of the SFRM handbook. The aim is to provide educators and students with a comprehensive and effective resource for addressing social anxiety, stress, aggression, and enhancing emotional maturity in educational environments.

III. OBJECTIVES OF THE STUDY

This research paper is dedicated to the development and implementation of the "Solace for Ruffled Minds" (SFRM) framework, aimed at fostering the psychological well-being of secondary school students. The objectives of this paper encompass a comprehensive exploration of interventions for stress, social anxiety, emotional maturity, and aggression, with a focus on practical applicability within educational settings.

Literature Review:

- To conduct a thorough review of existing literature on stress management, social anxiety, emotional intelligence, and aggression in adolescent populations.
- To establish a theoretical foundation and inform the content and strategies incorporated in the SFRM handbook.

Expert Consultation:

- To engage experts in psychology, education, and adolescent development to validate the relevance and effectiveness of the intervention strategies proposed in the SFRM handbook.
- To ensure that the interventions align with evidence-based practices and contemporary understanding of adolescent psychology.

Content Development:

- To structure the SFRM handbook, integrating informative content, practical exercises, case studies, and intervention guidelines for teachers.
- To create a comprehensive resource that is not only theoretically sound but also practically applicable within the dynamic context of secondary school education.

Pilot Testing:

- To conduct a pilot test of the SFRM handbook to evaluate its usability and effectiveness in real-world educational settings.
- To collect valuable feedback from both teachers and students, identifying areas for improvement and refining the intervention strategies.

Revision and Finalization:

- To revise the SFRM handbook based on the feedback received during the pilot testing phase.
- To refine the content, incorporate additional resources, and enhance the usability and relevance of the handbook for effective implementation.

Contribution to Global Goals:

- To assess the potential impact of the SFRM framework in contributing to Sustainable Development Goals (SDGs) and other global health and development objectives.
- To position the handbook as a meaningful contribution to the broader conversation on addressing psychological challenges in educational settings.

By achieving these objectives, this research paper endeavours to provide educators with a practical and evidence-based framework for addressing the psychological well-being of secondary school students. The SFRM framework aims to equip teachers with effective tools to mitigate stress, social anxiety, aggression, and enhance emotional maturity, fostering a positive and supportive learning environment.

IV. RESEARCH METHODOLOGY

METHODOLOGICAL STEPS:

Steps followed during the Product Development:

Step 1: The Product developed in the research

A framework SOLACE FOR RUFFLED MINDS(SFRM) is developed for the students and teachers to mitigate Social Anxiety, Stress, and Aggression and develop Emotional maturity.

Step 2: Phases of the Product developed

The framework has been developed in five phases:

- **Phase 1:** To make students aware of Stress, Social Anxiety, Emotional Maturity & Aggression.
- **Phase 2:** To acquaint students with the nature of Stress, Social Anxiety, Emotional Maturity & Aggression.
- **Phase 3:** To develop an understanding of students about cause-and-effect relationships about Stress, Social Anxiety, Emotional Maturity & Aggression.
- **Phase 4:** To develop positive attitudes in students whereby the existing conditions of social anxiety, stress, aggression and emotional maturity.
- **Phase 5:** To implement various Intervention Programs to enable students to cope with Stress, decrease Social Anxiety, develop Emotional Maturity and mitigate Aggression.

Step 3: Nature & Planning of the Product

The SFRM framework was based on the following principles:

- Readiness
- Exercise
- Intensity & freedom
- Activity based learning
- Constructivist-based learning
- Enquiry based learning
- Learning through reflection

Step 4: Development of the Product

The features of the SFRM framework were:

- Logical structure as levels, phases and stages.
- SMART objectives for each phase.
- Brief introduction of the SFRM framework.
- Features of the framework detailed in the manual.
- Day wise distribution of session with time details.

Sessions on Video Clip, Talk on spiritual development, Education & Sahaja Yoga, Health Benefits and Sahaja Yoga, Class Collaboration.

Activity name

Type of activity: Group, Paired or Individual

- Time Required for the activity
- Material required for the activity
- Prerequisite for the activity
- Detailed Process of the activity
- Supporting resources for each activity mentioned in the manual
- Separate handout section for each session
- Handouts for each session are attached after the session
- Rating scales, checklist and rubrics attached for activities that need to be assessed
- PowerPoint presentation for each session
- Video links are given where video is used
- Worksheets for each session to assess understanding of the session
- Worksheets designed as per the psychosocial problems.
- Reflections for every session planned
- Reflections planned as per the psychosocial problems

Step 5: Description of the product developed

SFRM (Solace for Ruffled Minds framework) is a framework for students to be administered by the teacher. SFRM framework is an integration of features of Readiness

Exercise, Intensity & freedom, Activity based learning, Constructivist based learning, Enquiry based learning

Learning through reflection. The framework has two levels and each level is divided into phases. The phases are further divided into stages. Framework is designed in such a manner that it will help students to develop awareness and acquire knowledge and skills related to psychosocial issues addressed in the Research.

Step 6: Pre-testing of the product developed

Pilot testing was done on students of 3 Navi Mumbai Schools affiliated to Maharashtra state board. Modifications were made as per observations, and suggestions given by the Senior teachers of the school.

Step 7: Reliability and validity of the product

The SFRM framework was shown to experts before finalization. Modifications were made as per suggestions given by the experts.

Step 8: Modification in the product after feedback

The suggestions given by the Staff members regarding the Activities in the framework to be implemented were considered. Accordingly, the modifications were done.

IV. ANALYSIS AND INTERPRETATION

Content Validation by Experts:

The content validation process for the Solace for Ruffled Minds (SFRM) framework involved obtaining expert opinions through a structured feedback sheet. The sheet comprised 18 close-ended items and 2 open-ended items, providing a comprehensive evaluation of the SFRM framework's features.

Features of SFRM Integrated framework:

Sr. No.	Theory and models	Features of SFRM framework
1	Train of Thoughts	Every learner will be aware of the reasons causing them stress. It will help to overcome the stress.
2	Judicious Use of Time	The first session on the SFRM framework is based on the judicious use of time theory. The whole SFRM framework is based on the use of judicious use of time theory to improve teaching-learning practices.
3	Time Management	Every session of the SFRM framework ends with a time management using different methods to help pre-service teachers develop the habit of time management.

Elements of SFRM Framework:

The SFRM framework aligns with the model of teaching proposed by Bruce Joyce and Marsha Weil, as outlined in their book Models of Teaching. The framework incorporates all the essential elements of this teaching model, as illustrated in Figure 34.

Interpretation:

The expert suggestions gathered through content validation reinforce the effectiveness and relevance of the SFRM framework. The emphasis on awareness-building regarding stress factors, incorporation of time-related theories, and the integration of recognized teaching models underline the comprehensive nature of the framework.

The incorporation of elements from the teaching model by Joyce and Weil adds a theoretical foundation to the SFRM framework, grounding it in established educational principles. The focus on time management strategies reflects a practical approach to addressing stress and enhancing teaching practices.

The expert feedback not only validates the content but also highlights the alignment of the SFRM framework with recognized educational theories. This robust validation process strengthens the credibility of the SFRM framework, positioning it as a well-rounded and theoretically grounded intervention for addressing stress and improving teaching-learning practices.

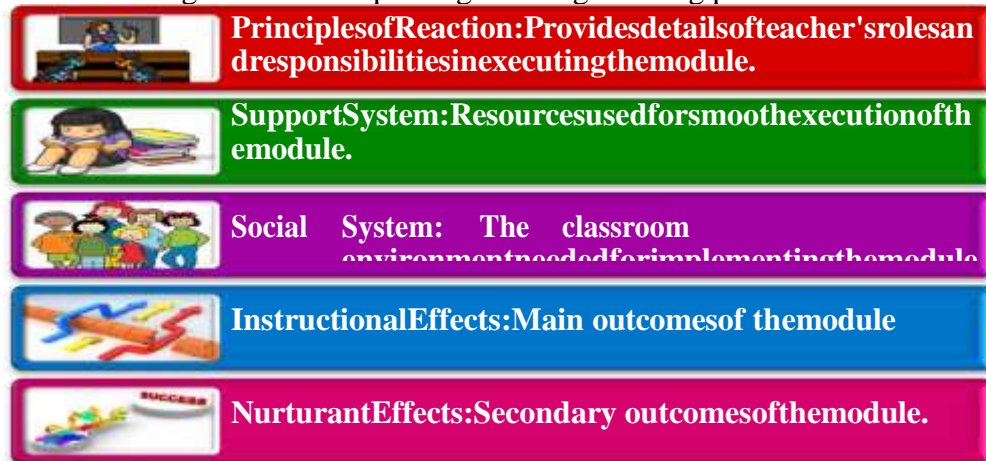


Figure 1: Essential elements of SFRM framework

Details about the format of the framework: The SFRM framework as discussed has a systematic structure, but apart from that for teachers to execute the model smoothly and systematically it has pre-defined instructions, activities and format which is discussed in the following points:

Format for instructions: The SFRM framework has few instructions for the teacher educators at the start of the framework. Each session has a process wherein detailed instructions for execution of the session are provided.

Format for Sessions: In the SFRM framework there are sessions planned on how to overcome stress. To enable the students the concept of stress by the following table 17.

Table 17

TIME	Content and teacher activity	Learner activity	Assessment	Learning materials and resources
15 min	Teacher gives 2 minutes to the students to recall their akin stressors.	To write down the points in a notebook.	To observe the reaction of students and check the written points.	Notebook, pen, pencil

V. CONCLUSION

In this comprehensive exploration, we have delved into the development and validation of the "Solace for Ruffled Minds" (SFRM) framework, a holistic intervention designed to address stress, social anxiety, emotional maturity, and aggression among secondary school students. The research journey has been marked by a meticulous examination of literature, expert consultations, and a thorough content validation process.

The literature review highlighted the prevalence of psychological challenges faced by students globally and underscored the need for effective interventions. Insights from studies on stress management, social anxiety, emotional intelligence, and aggression provided a robust theoretical

foundation for the SFRM framework. Additionally, expert consultations ensured that the framework aligns with evidence-based practices, enriching its relevance and effectiveness.

The content validation process, involving a feedback sheet with both closed and open-ended items, provided valuable insights from experts. Their recommendations affirmed the validity and potential impact of the SFRM framework, acknowledging its alignment with recognized teaching models and theoretical principles.

Detailed exploration of the SFRM framework's format revealed a systematic structure supported by clear instructions for educators and well-planned sessions. This format not only facilitates smooth implementation but also enhances the overall accessibility and coherence of the intervention.

As we conclude, the SFRM framework emerges as a comprehensive and well-founded tool for teachers to foster the psychological well-being of secondary school students. By addressing stress, social anxiety, emotional maturity, and aggression, the framework contributes to creating a positive and supportive educational environment. The incorporation of theoretical foundations, expert insights, and a structured format positions the SFRM framework as a valuable resource in the broader context of promoting mental health and resilience among students.

Moving forward, the SFRM framework stands as a testament to the potential impact of evidence-based interventions in education. Its development, validation, and detailed examination contribute not only to the academic discourse on psychological well-being but also offer practical tools for educators striving to create nurturing learning environments. As we embrace the insights gained from this research, the SFRM framework beckons as a guiding light for educators, fostering solace and resilience in the minds of the next generation.

REFERENCES

1. Beidel, D. C., Turner, S. M., & Morris, T. L. (1995). *Social Effectiveness Therapy for Children: A Treatment Manual*. Oxford University Press.
2. Hofmann, S. G., & Otto, M. W. (2008). *Cognitive Behavioral Therapy for Social Anxiety Disorder: Evidence-Based and Disorder-Specific Treatment Techniques*. Routledge.
3. Kessler, R. C., Berglund, P., Demler, O., Jin, R., Merikangas, K. R., & Walters, E. E. (2005). Lifetime Prevalence and Age-of-Onset Distributions of DSM-IV Disorders in the National Comorbidity Survey Replication. *Archives of General Psychiatry*, 62(6), 593-602.
4. Masi, G., Favilla, L., Mucci, M., Millepiedi, S., Mucci, F., & Poli, P. (2000). Temperament in Adolescents with Anxiety and Depressive Disorders and in Their Families. *Child Psychiatry & Human Development*, 31(2), 89-100.
5. Neufeld, C. B., Ciarrochi, J., & Kashdan, T. B. (2019). Empirical Evidence for a Meta-Emotion Model of Emotion Regulation and Depression and Anxiety Symptoms in a General Population. *Personality and Individual Differences*, 138, 341-348.
6. Rapee, R. M., & Heimberg, R. G. (1997). A Cognitive-Behavioral Model of Anxiety in Social Phobia. *Behaviour Research and Therapy*, 35(8), 741-756.
7. Spielberger, C. D. (1983). *Manual for the State-Trait Anxiety Inventory (STAI)*. Consulting Psychologists Press.
8. Taylor, S. (2000). Early Adverse Experiences and the Development of Posttraumatic Stress Disorder: A Review of the Empirical Literature. *Journal of Child Psychology and Psychiatry*, 41(3), 277-295.
9. Vassilopoulos, S. P., & Banerjee, R. (2014). Social Anxiety in Children: Bridging Developmental and Clinical Perspectives. *New Directions for Child and Adolescent Development*, 2014(145), 9-22.
10. Weisz, J. R., Thurber, C. A., Sweeney, L., Proffitt, V. D., & LeGagnoux, G. L. (1997). Brief Treatment of Mild-to-Moderate Child Depression Using Primary and Secondary Control Enhancement Training. *Journal of Consulting and Clinical Psychology*, 65(4), 703-707.