

British Stress Management Standards Approach in the Post-Epidemic Era and Its Insight on Psychological Health Education

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Abstract. In 2019, British Health and Safety Administration released a report on how to cope with work stress, which proposed stress management standards approach. Through a structured analysis of the stress management standards approach, this paper clarifies its main connotation and key issues in implementation, and explores its important significance. It found that British standards approach to stress management includes procedures of organizational preparation, risk identification, injury determination, plan implementation, and monitoring of action, with embedded standards of requirements, controls, support, roles, change, and relationship management. It promotes people's awareness of stress and its effects to a certain extent. British stress management standards approach in the post-epidemic era enlightens people: psychological health education must guide children to discover sources of stress and restore their inner world; Help children to recognize stress injuries and protect their physical and mental safety; Participate in children's stress relief actions to enhance children's symbiotic ability; Give full play to children's initiative in understanding questions and construct children's reflective life.

1 Introduction

In the UK, from 2019 to 2020, the labor force survey showed a statistically significant increase in the estimation of all work-related ill health rates, especially stress, depression or anxiety. Similarly, the incidence of injuries in all work-places also increased significantly.^[1] Since then, in view of the serious impact of global health events on the UK labour market, the statistics of work related health and safety data have been suspended. Although the British government has introduced relevant mental health education policies and conducted relevant research on mental health education. Its research can be broadly divided into two aspects: First, research on mental health education courses, mainly involving personal, social, health, and economic courses, which help children conduct self-evaluation and self-diagnosis by teaching children mental health education knowledge. The second is research on mental health education activities, mainly including "immediate change" campaigns and school counseling programs, aimed at helping children recognize the importance of mental health. Obviously, there have been relatively few targeted studies on psychological stress management before. Whereas, the UK has always attached great importance to people's health and safety issues. As early as 1974, it promulgated the Health and Safety at Work Act, 1992, it promulgated the Maritime Safety Act, 2008, the United Kingdom promulgated the Health and Safety (Crime) Act, and in 2019, British Health and Safety Administration (HSE) issued a report on how to respond to work stress, which proposed stress management

standards approach. Thus, this article aims to analyze stress management standards approach and explore the educational insights of British stress management standards approach for children's mental health education.

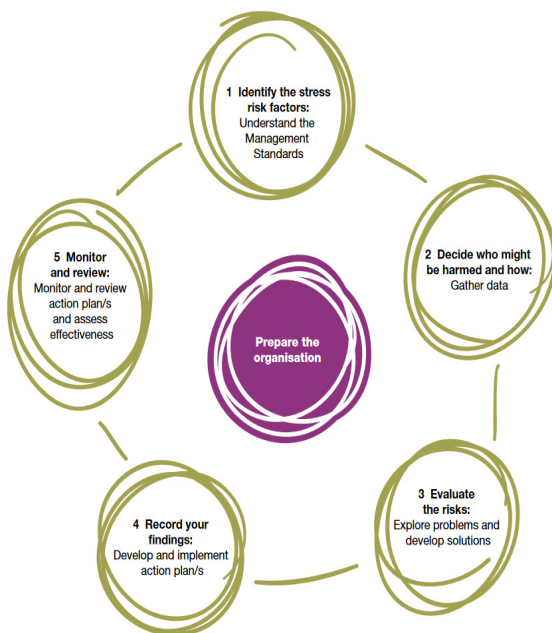
2 Overview of British Stress Management Standards Approach

Britain Health and Safety Executive (HSE) estimates that the cost of work-related stress to the society is about 4 billion pounds per year, and nearly 13.5 million working days are lost due to stress every year. In view of the benefits of productivity improvement, labor stability and disease absenteeism reduction brought by work-related stress treatment, HSE has designed the management standards approach^[2], see Figure 1 below, to help employers manage the causes of work-related stress. The management standards approach is embodied in six steps in turn: 1. organization and preparation. 2. Identify stress risk factors and understand management standards. 3. Decide who may be injured and how, and collect data. 4. Assess risks, explore problems and develop solutions. 5. Record findings, develop and implement action plans. 6. Monitor and review the action plan and evaluate its effectiveness. Among them, management standards include six aspects: 1. Requirements – including workload, work mode and work environment. 2. Control- how much say a person has in the way of work. 3. Support-including encouragement, sponsorship and resources provided by the organization, line management

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and colleagues. 4. Roles-whether employees understand their roles in the organization and whether the organization ensures that they have no conflicting roles.5. Change-how organization- al change , big or small, is managed and communicated in the organization.6. Relationship–promote positive work, avoid conflicts and deal with unacceptable behaviors. Its management standards present a linear action relationship from individual needs to organizational realization, aiming at giving full play to the individual autonomy of employees participating in the organization and the incentive of organizational goal feedback.

Table 1 The Management Standards approach.



The key issue before the implementation of the management standards approach is to determine what is effective in the work. This approach is to ensure the commitment of senior management and support for employees. First, senior management teams should listen to briefings so that they can understand the fundamental reasons and business cases of stress management, as well as their legal responsibilities. Successful projects depend on the commitment of senior managers. For example, the director is the sponsor of the project, the obvious support of the board of directors, or the senior management personnel who participated in the stress management training may prove this. The Board recognized that stress and psychological health issues were important steps and created a framework for success. Secondly, arrangements need to be made to support employees before introducing standard management methods. This may support line managers who want to know more about the management standard process or employees that want to help complete the survey. The key issue in the implementation of the management standards approach is how to improve the communication efficiency of employees in the collection of survey data and how to evaluate each action and test the effectiveness of the action when formulating the action plan. In terms of improving employee communication

efficiency, where there are trade unions and employee representatives, they can help communicate with employees. A questionnaire with payroll can be provided to ensure that all staff members can obtain copies and leave time to complete the survey. In terms of improving the effectiveness of the action plan, after the completion of the action plan, the action plan should be communicated to employees, for example, to allow specific groups of employees to better control all aspects of their work; Management development, especially in interpersonal skills and job review/task analysis based on management standards.

The key issue after the implementation of the management standards approach is to find out what the potential problem is and think about how to prevent the problem from happening again. This method emphasizes to evaluate problems in a proactive way and makes clear that good stress management is not an investigation, but a process of continuous improvement. In summary, the management standards approach requires managers, employees and their representatives to make multiple efforts to improve some of the work areas described in the standard in order to have more positive impact on the well-being of employees. In general, the British management standards approach has a unique advantage. From the perspective of organizational structure, the management standards approach is tightly organized, logically clear, and structured with clear layers. The structure is permeated with action awareness and action philosophy. From the perspective of organizational function, the implementation function of management standards approach can be properly performed, and the combination of process and result diagnosis function can be more fully performed. Of course, because this management standards approach is applicable to the organizational structure of enterprises, it will inevitably lead to the lack of humanistic spirit due to the embedded commercial thinking. Whereas, it can not impact the interrelation, because humanistic spirit should become an operational practice norm in real life^[9].

3 Vital Significance of British Stress Management Standards Approach

British stress management standards approach shows us a new standpoint of stress dealing. Its vital significance concludes two aspects. One is that it can improve people's consciousness of methods. The other is that it can promote people's liberation of body and psychology. Specifically, British stress management standards approach can help people find the existence of stress and help them realize their initiative to stress as well. It is a hit between the subject and the object, how to hit is a method consciousness^[8]. Furthermore, British stress management standards approach seduces people a path to release their body and psychology. It also enlighten people the physical and psychological health impact from stress. Illustratively, the decline of immune system function caused by stress is also one of the main factors causing health problems^[5].

4 Insight on Psychological Health Education of British Stress Management Standards Approach

British stress management standards approach has partly improved the labor productivity of British enterprises since its introduction, eased the stress level of employees in British enterprises, and further improved the psychological health of employees. Looking back at the current situation of global education, children's psychological health problems caused by stress are increasingly prominent in various countries. According to the statistics, 13% of children worldwide suffer from psychological illness^[7]. Thus, it is urgent to strengthen children's psychological health education, which depends on finding practical methods. The British stress management standards approach provides some insight for the global children's psychological health education in the post-epidemic era.

4.1 Psychological Health Education Should Guide Children to Find the Source of Stress and Restore Their Inner World

The outstanding feature of the British stress management standards approach is the identification of stress risk factors. If we understand the stress factors, we can better understand the source of stress. In life, children are at a loss about their own sources of stress, and their inner world often becomes chaotic due to pressure erosion. In fact, children are under different pressures due to different living environments, so their sources of stress in life are different. Generally speaking, children's pressure sources in school life include learning pressure, test pressure, peer communication pressure, environment change pressure, etc. At present, driven by the wave of internalization, the pressure of learning and examination has become the main source of pressure in children's school life. Excessive academic competition forces children to spend a lot of time and energy to complete repetitive assignments within the fixed knowledge range around test standards and test points^[6]. The main task of children in school is to chase test scores, and they gradually become test machines. In such an environment, children's learning is mechanical and blind, and their life world is enslaved by pressure sources. Whereas, their understanding of their own situation is vague, because they are passively involved. Thus, when carrying out psychological health education for children, we must seek the path of 'DE-convolution' to avoid children's psychological health education becoming a mere formality. To be specific, first of all, psychological health education should guide children to find their own sources of stress and help them understand their own stress predicament. Secondly, psychological health education should create a healthy learning environment to help children adjust learning pressure. Finally, psychological health education should capture children's psychological pressure feedback and restore their inner world. Only in this way can we fundamentally help

children to get out of the stressful situation and lead a relatively easy learning life.

4.2 Psychological Health Education Should Help Children to be Aware of Stress Injuries and Protect Their Physical and Psychological Safety

The understanding of stress injury is an important link in the British stress management standard approach. It mainly focuses on the insight and adjustment of stress injury, which provides a new perspective for promoting the education of children's stress injury. Children often perceive the existence of stress in their study and life, but they are less aware of the stress injury and the physical and psychological impact on themselves. From the perspective of pressure sources of children's school life, peer interaction pressure brings the greatest pressure damage to children. In recent years, the global spread of school bullying has caused widespread attention to the problem of children's stress injury in the world. As far as the causes of school bullying are concerned, it originates from a kind of unequal communication between children, which reflects the alienation from system, language and behavior. In terms of its harm, school bullying endangers children's physical and psychological health, and even threatens children's life safety. Whereas, neither the bullies nor the bullied are aware of the pressure damage caused by bullying. Thus, education should help children to be aware of stress injuries and make clear the negative consequences of peer pressure injuries. From the perspective of social interaction, children's individual behavior is based on the interaction behavior in a certain campus environment^[3]. psychological health education should be based on children's individual environment, help children to create an atmosphere of dialogue, rationalize children's communication, help children to achieve communication equivalence from the system and environment, and build a safe, comfortable and healthy communication environment. The physical and psychological safety of children is the primary protection object of education. In view of children's physical and psychological safety, UNESCO, UNICEF and other international organizations have carried out a series of children protection actions, which are not only important concerns for children's lives, but also important protection for children's psychological health. psychological health education must continue to develop and promote children protection.

4.3 Psychological Health Education Should Participate in Children's Stress Relief Actions and Enhance Their Symbiosis Ability

The key step of the British stress management standards approach is to develop an action plan to relieve stress. In the process of children's stress management, stress relief plays an important role. There are various ways for children to relieve stress, which should be based on children's temperament and personality characteristics.

As far as the temperament of children is concerned, bilious and bloody children are lively and active. They can relieve pressure by participating in adventure games. Children with mucus and depression are quiet and lonely. They can relieve stress by participating in emotional talk. In terms of children's personality, extroverted children can relieve stress by participating in collective activities such as sports and competitions. Introverted children can relieve stress by engaging in individual activities such as painting and music. Children's understanding and resolution of stress are also affected by their social situation^[10]. Psychological health education should guide children to adopt a way appropriate to their temperament and personality to resolve stress. Stress relief is a complex matter. Education must participate in children's stress relief actions, face pressure with children, regulate pressure, and help children to improve their confidence and courage in stress relief. The process of children relieving stress is the process of symbiosis with stress. In other words, children need to accept pressure from the heart, live with it and fight against it. Psychological health education should guide children to increase their awareness of pressure, guide them to take the initiative to bear pressure, and constantly improve their ability to coexist with pressure. Certainly, children are vulnerable, and their ability to withstand pressure is insufficient. They need help from schools, families and communities. Only in this way can we better promote children's action of relieving pressure and constantly enhance children's symbiosis ability. Once children have the ability of symbiosis, their ability to overcome difficulties in life will also be improved, which will encourage children to be stronger to face the challenges brought by the era of life.

4.4 Psychological Health Education Should Give Full Play to Children's Initiative in Understanding Questions and Construct a Reflective Life

Reflection and reconciliation is an important means of the British stress management standards approach, which is used to evaluate the stress management action plan. It is children's nature to be inquisitive. Whereas, in real life, children's good questions are covered up by adults in an impatient way. Most children gradually become afraid to ask and difficult to ask. Even if a few children still behave well, they will not take the initiative to answer questions. Even if they have the behavior of answering questions, they also lack initiative. Education should give full play to children's initiative in answering questions. Before helping children learn to answer questions, education should cultivate children's habit of asking questions. We should pay attention to the problems raised by children. Specifically, we should encourage and support the novel problems raised by children, and guide the eccentric problems raised by them. On this basis, children should be given a way to solve problems or a unique perspective to view problems, so as to help children continuously enhance their

motivation and interest in asking and solving problems. In the process of answering questions, children can not only experience the fun of seeking knowledge and reasoning, but also constantly cultivate their own reflective thinking. As far as the relationship between children and the world around them is concerned, children's understanding is a kind of concern for children's group life. Psychological health education gives play to children's initiative in solving questions is to give play to children's concern for group life. People are born without understanding and caring about the purpose and habits of social groups^[4]. Therefore, education bears the important mission of caring about social groups and common life. In other words, psychological health education should encourage children to care about and participate in groups, guide them to continue learning and understanding, and help them form a group life view. Children's life in groups is mostly silent, practical and reflective. Education must stimulate the strength of children's group life, constantly guide children to participate in group practice, and help children build a reflective life. If children live a reflective life, it will promote the active thinking of children, stimulate the spirituality and vitality of children's life, and improve the healthy quality of life of children.

5.Method

This study used qualitatively research method. Through the qualitative analysis of the process structure of British stress management standards approach, its main connotation has been found. By summarizing the practice issues of it, its vital significance and realistic value have been explored.

6.Results

British stress management standards approach devotes to have more positive impact on the well-being of employees. It includes procedures of organizational preparation, risk identification, injury decision, plan implementation and monitoring action, and embeds standards of demand, control, support, role, change and relationship management. The key issue before the implementation of it is to determine what is effective in the work. The key issue in the implementation of the management standards approach is how to improve the communication efficiency of employees in the collection of survey data and how to evaluate each action and test the effectiveness of the action when formulating the action plan. The key problem after the implementation of the management standards approach is to find out what the potential problem is and think about how to prevent the problem from happening again.

7. Conclusions

The findings show that the management standards approach is embedded with personal caring, which hopes to improve employees' life condition. British stress management standards approach in the post-epidemic era enlightens people: psychological health education should guide children to find the source of stress and restore their inner world; help children to be aware of stress injuries and protect their physical and psychological safety; participate in children's stress relief actions and enhance their symbiosis ability; give full play to children's initiative in understanding questions and construct children's reflective life.

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