

Further stress

**A SURVEY OF STRESS AND
WELL-BEING AMONG STAFF
IN FURTHER EDUCATION**

***GAIL KINMAN and
SIOBHAN WRAY***
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UCU
University and College Union

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Dr Gail Kinman is Professor of Occupational Health Psychology at the University of Bedfordshire.

Siobhan Wray is a PhD Researcher at the University of Bedfordshire.

University and College Union (UCU)

is the largest trade union and professional association for academics, lecturers, trainers, researchers and academic-related staff working in further and higher education throughout the UK.

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Summary

- More than three-quarters of UCU members from further education agreed or strongly agreed with the statement 'I find my job stressful'. More than half indicated that their general level of stress was high or very high and over one third said they often or always experienced levels of stress they found unacceptable. Few (12%) reported that they seldom or never experienced unacceptable levels of stress at work.
- The findings suggest that levels of perceived stress in the further education sector remain high. In the present survey, the proportion of respondents from higher education who agreed or strongly agreed with the statement 'I find my job stressful' was similar to that found in a national survey of the sector conducted in 2008.
- Working hours remain high in further education. More than one quarter of respondents on a full-time contract worked more than 50 hours a week, exceeding the 48 hour maximum number of working hours stipulated by the EU Working Time Directive.
- On all of the Health and Safety Executive stressor categories, UCU members in further education reported lower well-being than the average for those working in the HSE target group industries. The biggest 'well-being gaps' related to change management, work demands, support from management, and role clarity. This is a similar pattern to that found in UCU's 2008 study, but the well-being gap in relation to control, in particular, has widened considerably, highlighting particular problems in this area. The well-being gap for demands and management of change has also widened.
- Levels of well-being in relation to peer support and role clarity reported by UCU members in further education appear to have improved slightly in the four years since the previous survey. Nonetheless, the minimum standards are still far from being met.
- UCU members in further education who had a bigger well-being gap on the HSE categories tended to report more work-related stress and have a poorer work-life balance.
- Respondents with poorer well-being on the HSE stressor categories (particularly relationships, support from managers and peers and change management) and who reported higher levels of perceived stress had typically taken more days off sick in the previous 12 month period.
- The work-life balance of respondents from further education is generally poor. More than half indicated that they were unable to set a firm boundary between their work and home life and indicated that they often neglect their personal needs because of the demands of their work. Those who had a poorer work-life balance and weaker boundaries between work and home tended to report higher levels of work-related stress.

Introduction

Work-related stress is defined as 'The adverse reaction people have to excessive pressures or other types of demand placed on them at work' (HSE, nd1). It is one of the most commonly reported health problems experienced by employees. According to data from the Labour Force Survey, work-related stress, depression or anxiety caused or made worse by the employee's current or most recent job, for people working in the preceding 12 months, affected an estimated 369,000 employees in 2011/12 in the UK, with a total of 9,072,000 working days lost (HSE, nd2). Within that total, teaching and educational professionals reported the highest average number of days lost per worker due to work-related stress depression and anxiety.

As well as with ill health and sickness absence, work-related stress has also been associated with reduced levels of job satisfaction, motivation and commitment, increased employee turnover, impaired job performance and creativity, and a range of counterproductive workplace attitudes and behaviours such as cynicism, incivility and sabotage (Kinman & Jones, 2001; Spector et al., 2005). The negative impact of work-related stress is also likely to 'spill over' into the home domain and limit opportunities for relaxation and recovery, leading to impaired health and job performance (Allen et al., 2000).

The incidence of workplace stress has generally risen since the mid-1990s, especially among public sector workers. There is evidence, however, that people working in education are at greater risk of work stress and stress-related absence than most other occupational groups (as noted above). Unsurprisingly, education has been identified as a priority area for the reduction of work-related stress (Tyers et al., 2009). Several studies conducted in recent years indicate that work-related stress is widespread in post compulsory education in the UK (Villeneuve-Smith, Munoz & McKenzie, 2008; Court & Kinman, 2009a, 2009b, 2009c).

Several factors are likely to have contributed towards the poor work-related well-being of UCU members. Post-compulsory education in the UK has undergone a period of considerable change that has challenged the resources of organisations and employees. Fixed-term or other forms of casual contracts for staff in further education are widespread. In further education in England in 2005-6, according to the FE Staff Individualised Record, nearly half of teaching staff were on a fixed-term, casual or agency contract—a factor likely to have impacted on perceptions of job security.

Research conducted over the last 10 to 15 years indicates that levels of psychological distress amongst employees in post-compulsory education are comparatively high. Research in the further education sector suggests that lecturers experience high levels of stress and 'emotional labour' due to coping with challenging students and college management structures (Jephcote et al, 2008). The results of a survey by University and College Union of occupational stress among further education lecturers in 2008 found a high level of agreement among respondents in further education with the statement 'I find my job stressful'. More than half said their general or average level of stress was high or very high. One third said they often experienced levels of stress they found unacceptable, and 6% said this was always the case. Excessive workloads was the factor the highest number of respondents of UCU members working in

further education said made a very high contribution to unacceptable levels of stress or frustration. Next came lack of time or opportunities to develop their teaching, poor work-life balance and lack of time for research. FE members consistently reported lower well-being than the average for the target group (which included the education sector) in the HSE's survey 'Psychosocial Working Conditions in Britain in 2008'. The biggest 'well-being gap' to the detriment of FE members was in the area of change, followed by demands, then role and managerial support (Court and Kinman, 2009).

The HSE management standards approach

The Health and Safety Executive (HSE: the UK body responsible for policy and operational matters related to occupational health and safety) has developed a process to help employers manage the work-related well-being of their staff. A risk-assessment approach is advocated whereby workplace stress is considered a serious health and safety issue, and stressors are measured and managed like any other workplace hazard.

The HSE process is based around a set of standards of good management practice (or benchmarks) for measuring employers' performance in preventing work-related stress from occurring at source (Mackay *et al*, 2004). Following extensive consultation, the HSE selected several elements of work activity (known as psychosocial hazards) that are: a) considered relevant to the majority of UK employees and b) have a strong evidence base as the 'most critical predictors' of employee well-being and organisational performance (Mackay *et al*, 2004, p. 101). The specified hazards are demands, control, social support (from managers and peers), inter-personal relationships, role clarity and involvement in organisational change.

The HSE has developed a self-report survey instrument to help employers measure the key hazards within their organisations, and compare their performance with national standards. The HSE Indicator Tool (Cousins, Mackay, Clarke, Kelly, Kelly & McCaig, 2004) comprises 35 items within the seven hazard categories:

- **Demands** includes workload, pace of work and working hours;
- **Control** measures levels of autonomy over working methods, as well as pacing and timing;
- **Peer support** encompasses the degree of help and respect received from colleagues;
- **Managerial support** reflects supportive behaviours from line managers and the organisation itself, such as availability of feedback and encouragement;
- **Relationships** assesses levels of conflict within the workplace including bullying behaviour and harassment;
- **Role** examines levels of role clarity and the extent to which employees believe that their work fits into the overall aims of the organisation;
- **Change** reflects how well organisational changes are managed and communicated.

The HSE risk assessment approach is widely utilised by individual organisations, occupational groups and sectors to diagnose the most stressful aspects of work. The process allows employers to assess how well they are managing

the different hazard categories within their workforce, and helps them develop precisely targeted interventions to enhance the work-related well-being of their staff. The HSE provides normative data from a range of occupational groups, enabling employers to compare their scores for each of the hazards against these national benchmarks. Where scores for any of the hazards are compared unfavourably, the HSE suggests interim and longer-term target scores to help organisations improve their performance.

The HSE process is recommended by the University and Colleges Employers' Association as an effective way of managing work-related stress (UCEA, nd). A growing number of colleges and universities have adopted this approach to conduct independent surveys to assess the well-being of their employees, with some success. In 2008, the UCU utilised the HSE method in a large-scale national survey of members in academic and academic-related roles (n = 14,270). Findings revealed that people working in higher, further and prison education reported lower well-being than the average for the HSE's target industries, including the education sector. Some key differences were found between sectors. The biggest 'well-being gap' in higher education was in the area of change, followed by role, then equally demands and managerial support. More positively, however, levels of control in higher education exceeded the minimum level suggested by the HSE. For members in further and adult education, the biggest well-being gap was in the area of change, followed by demands, then role and managerial support. For UCU members in prison education, the widest gaps were in change, relationships and management support. Unlike members from higher education, however, levels of control reported by respondents from further, adult and prison education failed to meet the HSE minimum level.

A high proportion of the sample from the 2008 survey as a whole considered their job to be stressful. Around half reported their general or average level of stress to be high or very high, and approximately one-third said they often experienced levels of stress they found unacceptable. The survey also investigated the working conditions and job characteristics that were considered to make the highest contribution to stress or frustration amongst UCU members. Respondents from higher education indicated that lack of time to undertake research, followed by excessive workload and lack of resources to undertake research were the most stressful factors. In further and adult education, the factors considered to be most stressful were excessive workloads, opportunities to develop teaching, and lack of time for research. The most frequent responses from respondents in prison education related to lack of resources to undertake research (including problems in obtaining funding), lack of time or opportunities to develop teaching, excessive workloads and poor work-life balance. Similar findings emerged from a smaller-scale survey of UCU members conducted in 2010 (n = 720), but responses from members in prison education were not sufficient to analyse independently.

**The UCU 2012 survey
of occupational stress:
aims and method**

The current survey aimed to examine the extent to which higher education institutions, further education colleges, adult education institutions and prison education departments in the UK were meeting the minimum standards stipulated by the HSE for the management of work-related stress. Mean scores were calculated across all seven of the hazard categories, with higher scores

representing more well-being and lower scores denoting more distress relating to each dimension. Comparisons were made between the mean scores obtained in this survey for each hazard with the target industries, including education, that were selected by the HSE because they had the 'highest rates of work stress-related ill-health and absence' (Webster & Buckley, 2008, p.i).¹ Where mean scores for any hazards are compared unfavourably with benchmarks, recommendations for improvement are provided in terms of: a) interim targets (over the next six to 12 month period) based on the 50th percentile figures and b) longer term target scores obtained from the 80th %ile figures.

The first 35 items in the survey questionnaire (see Appendix) were from the HSE's Management Standards Indicator Tool. In addition to the HSE questions, this survey examined levels of perceived stress and working hours, and compared findings with those from several UCU surveys conducted over the last decade. The extent of work-life conflict experienced by UCU members was examined using a questionnaire developed by Fisher et al. (2009). In order to assess the extent of integration between work and home life, similar to the 2008 survey, respondents were asked to indicate on a nine-point scale (where 1 denoted total separation and 9 represented total integration) the following: a) the extent to which their work and home lives were separated/integrated and b) the extent to which they wished their work and home lives to be separated/integrated. The degree of fit between the level of integration currently experienced and that which is desired was then calculated.

Working conditions and job characteristics differ considerably between higher, further and prison education. This is reflected in the findings of previous surveys of UCU members reported above, where the HSE hazard categories with the biggest well-being gap and the features of work that are considered most stressful were found to vary. Accordingly, separate analyses have been conducted for higher, further, adult and prison education and data is presented in separate reports. Where appropriate, comparisons have been made on levels of key variables such as gender, age, contract type, and mode and length of employment in the sector.

Sample

All active members of UCU were sent an email on 16 April 2012 asking them to respond to UCU's online survey of occupational stress in further and higher education in the UK. In addition, members without access to the internet, or who might prefer to respond by post, were invited in an article in the UCU membership magazine to take part in the survey; approximately ten people responded in this way. Retired UCU members were excluded from the email survey.

Those contacted by email were initially given three weeks in which to respond. Before the initial deadline for completing the questionnaire, members who did not respond were sent two reminder emails.

There were 24,030 respondents to the survey after deleting non-complete responses. Of these, 7,110 were employed or principally employed in FE; 1,097 were in adult education; 14,667 were in HE; and 187 in prison education. A number of respondents (969) did not identify the sector in which they principally worked.

¹ These target industry averages were not updated in the 2009 HSE report.

Findings 1: Biographical information

Sample	Of the 24,030 members who responded to the questionnaire, 7,110 were employed (or principally employed) in further education.
Gender	59% of participants were female, 41% were male.
Sexuality	95% were heterosexual, 3% gay or lesbian and 2% bisexual.
Ethnicity	In terms of ethnicity, 1.2% were Black or Black British—Caribbean; 0.7% were Black or Black British—African; 0.1% other Black background; 1.4% were Asian or Asian British—Indian; 0.5% were Asian or Asian British – Pakistani; 0.2% Asian or Asian British—Bangladeshi; 0.1% were Chinese; 0.5% were of other Asian background; 1.3% were of other (including mixed) background and 0.4% were Jewish. 84.5% were White British, 4.5% White Irish and 4.5% other White background.
Disability	91% did not consider themselves disabled; 7.2% identified themselves as disabled; and 2.4% were unsure if they were disabled.
Job	Of the 4,304 respondents from further education who identified themselves as academic employees, 94.5% worked in teaching or teaching-only positions, 0.3% worked in research-only, 5.2% worked in teaching-and-research. Of the 1,363 respondents working in academic-related roles, 36% were managers, 4.8% were administrators, 1.8% were computing staff, 0.6% were librarians, and 25% had other jobs. ²
Mode of employment	70.3% worked full-time; 23.7% worked part-time; 4.8% were hourly-paid; and 1.2% indicated 'other' modes of employment.
Terms of employment	A considerable majority, 83.4%, had an open-ended or permanent contract; 11.6% had a fixed-term contract; 3% had a variable hours contract; 0.7% had a zero hours contract; and 1.4% of respondents indicated 'other' terms of employment.
Hours of work	18.9% of participants in further education worked up to 30 hours per week, 26.3% between 31 hours and 40 hours; 37% worked between 41 and 50 hours a week; 13.9% worked between 51 and 60 hours a week; 3.8% worked more than 60 hours a week. In all, 63% of respondents employed on a full-time contract worked more than 40 hours, 24% worked more than 50 hours and 5% more than 60 hours per week.

² These categories are not mutually exclusive as a high proportion of respondents (15.5%) identified themselves as both academic and academic-related, for example as both teachers and managers.

Findings 2: Responses to HSE stress questionnaire

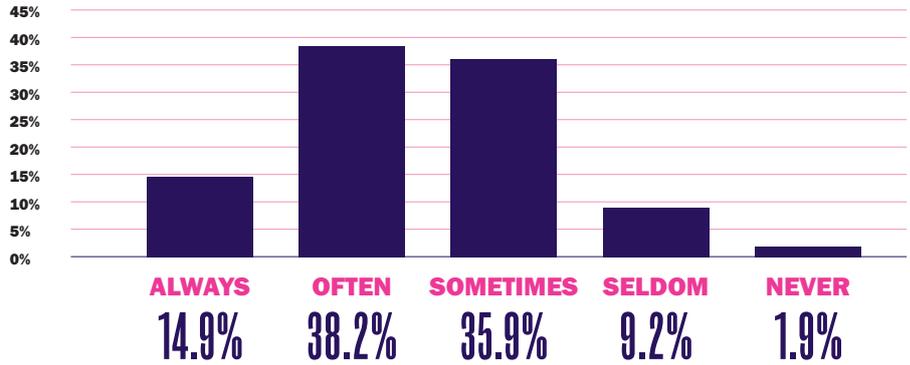
DEMANDS

A typical snapshot

UCU members in further education said they often or always had demands—from different groups at work—that were difficult to combine.

They often had to work very quickly and very intensively, sometimes under unrealistic time pressures. Respondents working in further education often neglected some tasks because they had too much to do and sometimes felt their deadlines to be unachievable. They sometimes or often felt pressurised to work long hours, and were often unable to take sufficient breaks. Their level of well-being at work relating to the demands made on them was below the average for Britain's working population.

(3) Different groups at work demand things from me that are hard to combine (n=7,059)



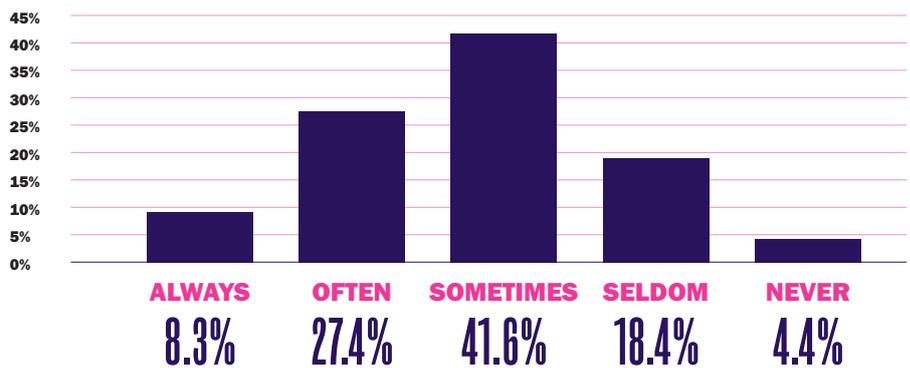
Q3

HSE scale out of 5*

Further education

2.45

(6) I have unachievable deadlines (n=7,093)



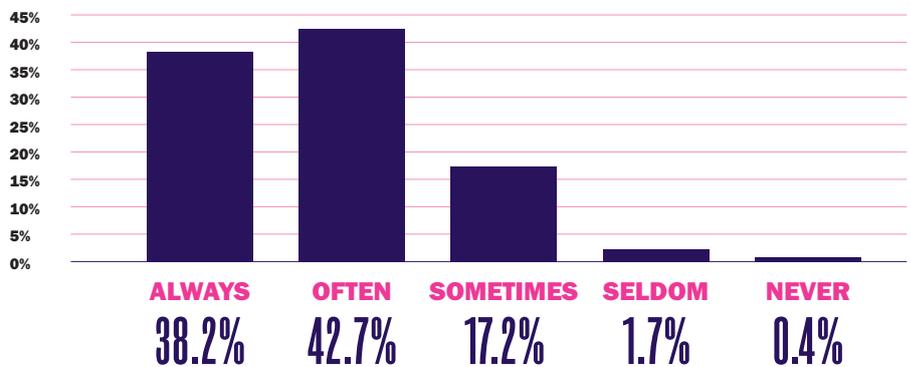
Q6

HSE scale out of 5*

Further education

2.83

(9) I have to work very intensively (n=7,081)



Q9

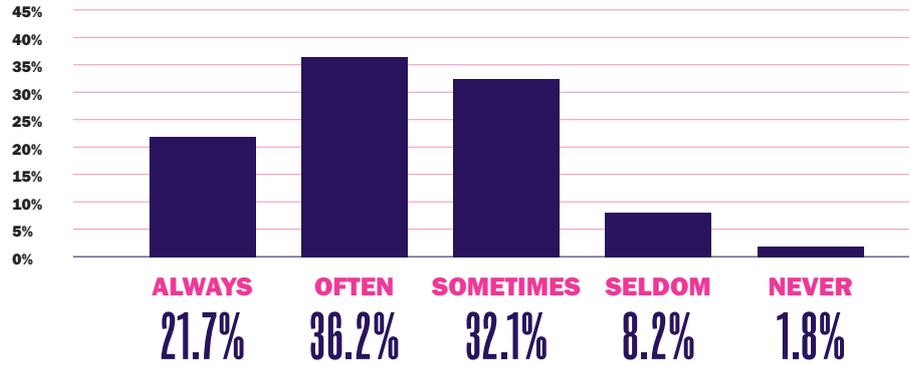
HSE scale out of 5*

Further education

1.83

* 1 = low well-being; 5 = high well-being

(12) I have to neglect some tasks because I have too much to do (n=7,054)



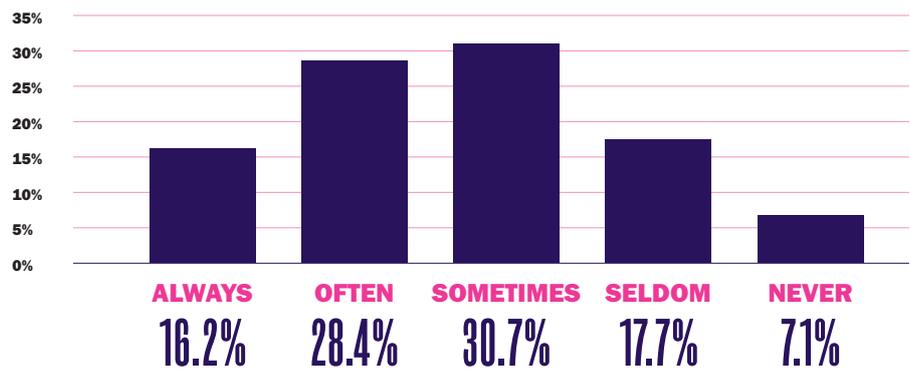
Q12

HSE scale out of 5*

Further education

2.32

(16) I am unable to take sufficient breaks (n=7,056)



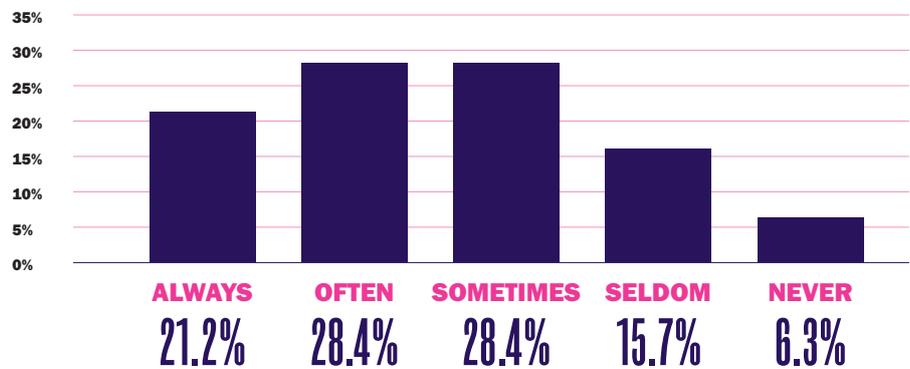
Q16

HSE scale out of 5*

Further education

2.71

(18) I am pressured to work long hours (n=7,068)



Q18

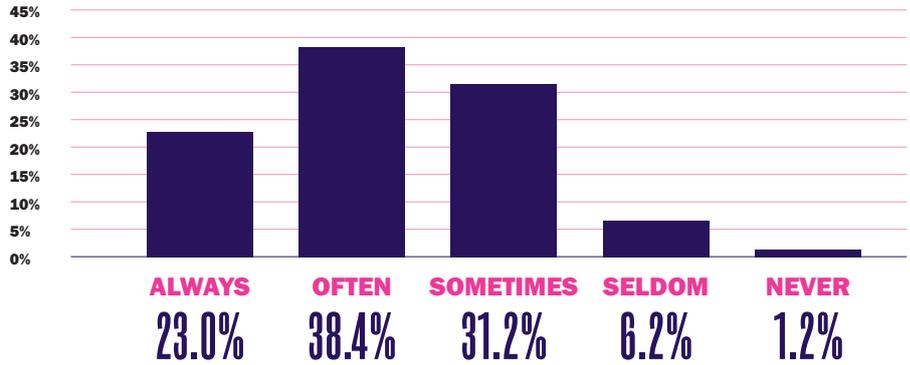
HSE scale out of 5*

Further education

2.58

* 1 = low well-being; 5 = high well-being

(20) I have to work very fast (n=7,046)



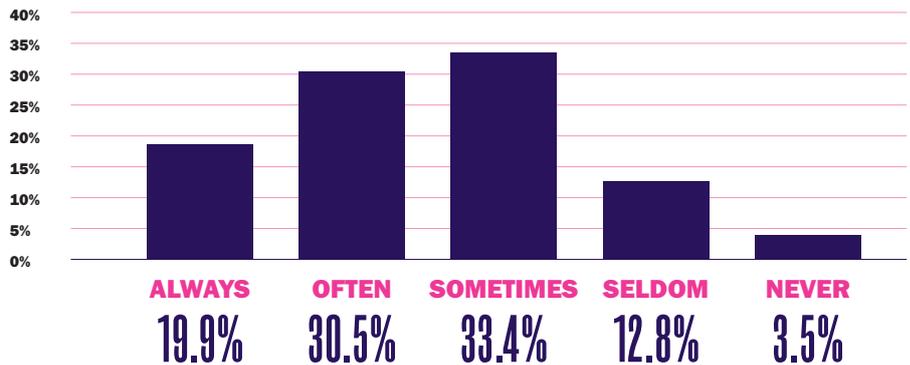
Q20

HSE scale out of 5*

Further education

2.24

(22) I have unrealistic time pressures (n=7,060)



Q22

HSE scale out of 5*

Further education

2.50

HSE scale out of 5*

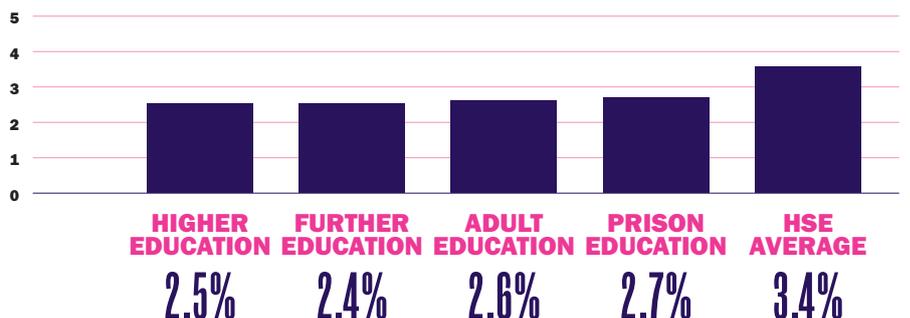
Further education

2.43

HSE 2008 survey target group mean average

3.44

UCU 2012 stress survey sector results: DEMANDS (1=low well-being, 5=high well-being)



* 1 = low well-being; 5 = high well-being

Demands: summary

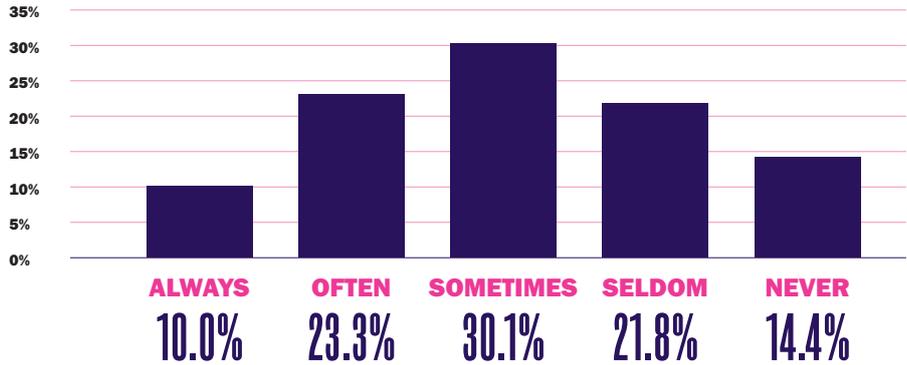
Comparison of the UCU data with the results of the Health and Safety Executive's report *Psychosocial Working Conditions in Britain in 2008* (Webster & Buckley, 2008) indicated considerably less well-being in further education than the HSE target industries, including education, in relation to the demands made on employees.

CONTROL

A typical snapshot

UCU members in further education said they sometimes had control over their work pace, and when to take a break. They sometimes had a choice in deciding what they do at work and sometimes had a say in the way they work. Respondents generally disagreed that their working time was flexible.

(2) I can decide when to take a break (n=7,770)



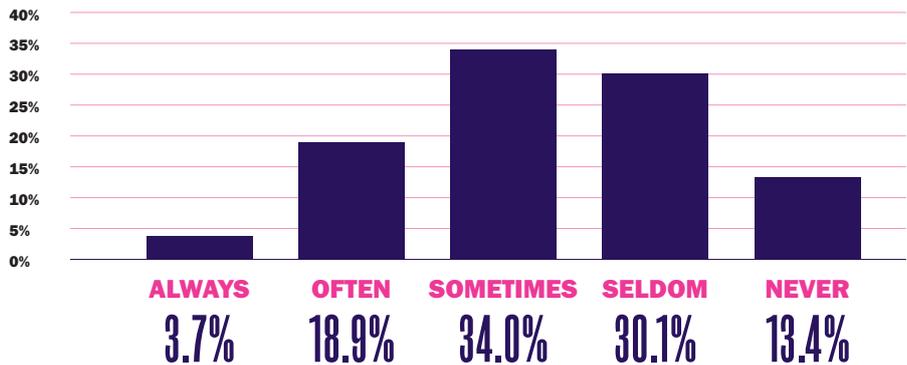
Q2

HSE scale out of 5*

Further education

2.94

(10) I have a say in my own work speed (n=7,768)



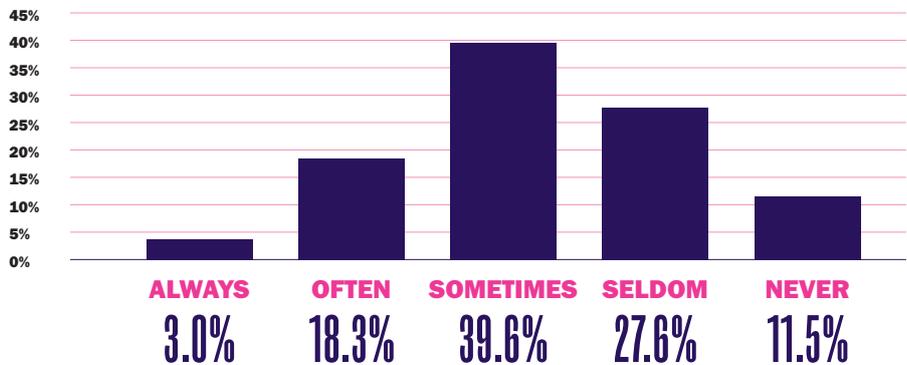
Q10

HSE scale out of 5*

Further education

2.69

(15) I have a choice in deciding how I do my work (n=7,050)



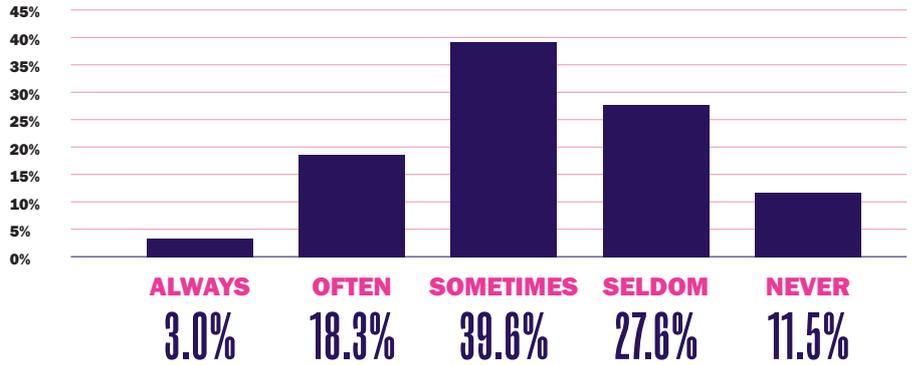
Q15

HSE scale out of 5*

Further education

2.74

(19) I have a choice in deciding what I do at work (n=7,050)



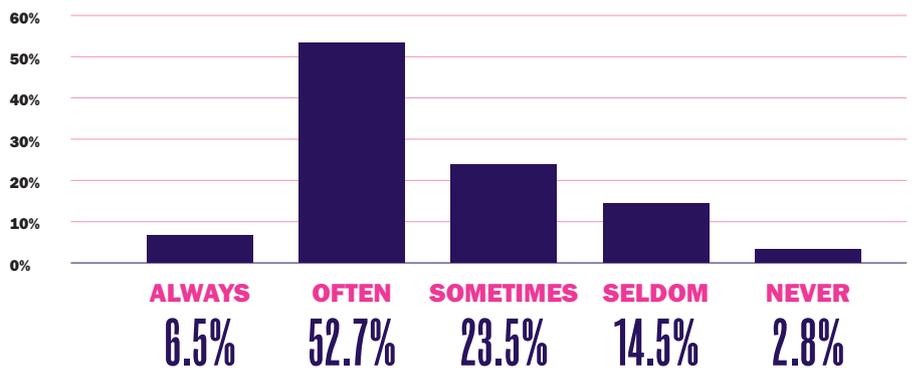
Q19

HSE scale out of 5*

Further education

2.74

(25) I have some say over the way I work (n=7,068)



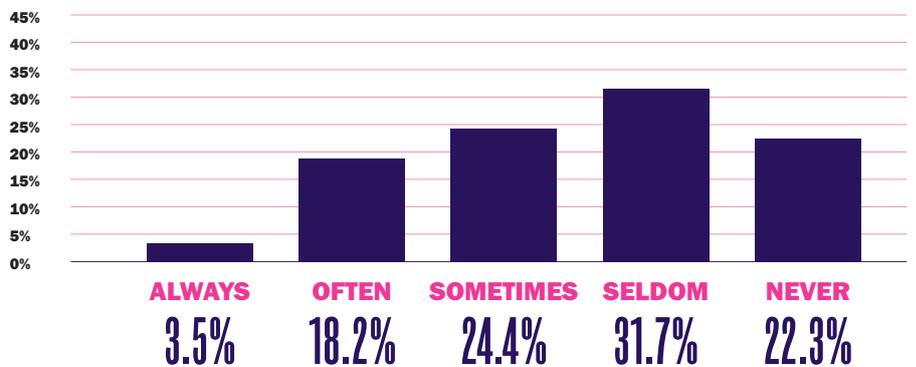
Q25

HSE scale out of 5*

Further education

3.46

(30) My working time can be flexible (n=7,091)



Q30

HSE scale out of 5*

Further education

2.49

* 1 = low well-being; 5 = high well-being

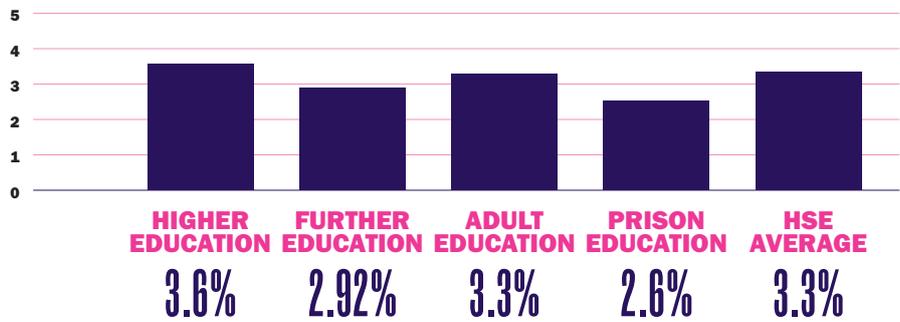
Control: summary

Comparison of the UCU data alongside the results of the Health and Safety Executive's report *Psychosocial Working Conditions in Britain in 2008* indicated UCU members in further education had lower levels of control over the way they work than the HSE target industries, including education.

HSE scale out of 5*

Further education	2.92
HSE 2008 survey target group mean average	3.32

UCU 2012 stress survey sector results: CONTROL (1=low well-being, 5=high well-being)



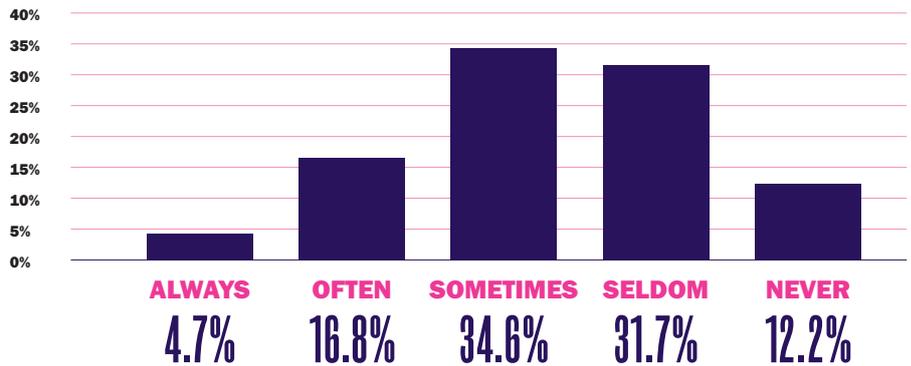
* 1 = low well-being; 5 = high well-being

MANAGER'S SUPPORT

A typical snapshot

UCU members in further education said they were sometimes or seldom given supportive feedback on the work they did, and could sometimes rely on their line manager to help them out with a work problem. They agreed that they could talk to their line manager about something that had upset or annoyed them about work. Respondents from this sector agreed or were undecided whether their line manager encouraged them at work and disagreed that they were supported through emotionally demanding work.

(8) I am given supportive feedback on the work I do (n=7,084)



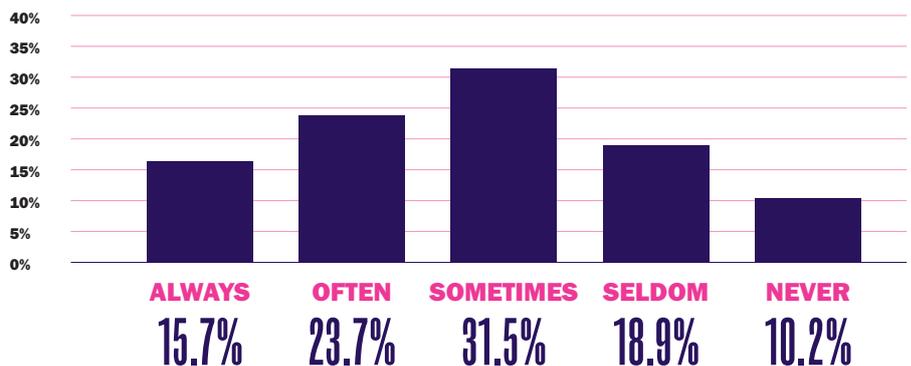
Q8

HSE scale out of 5*

Further education

2.70

(23) I can rely on my line manager to help me out with a work problem (n=7,085)



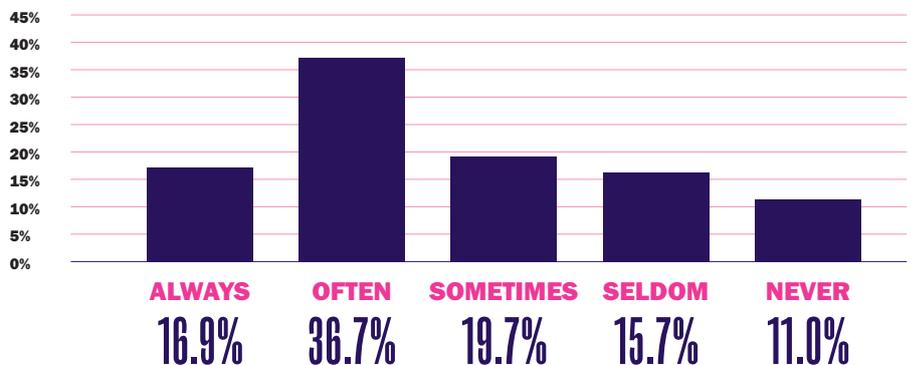
Q23

HSE scale out of 5*

Further education

3.16

(29) I can talk to my line manager about something that has upset or annoyed me about work (n=7,096)



Q29

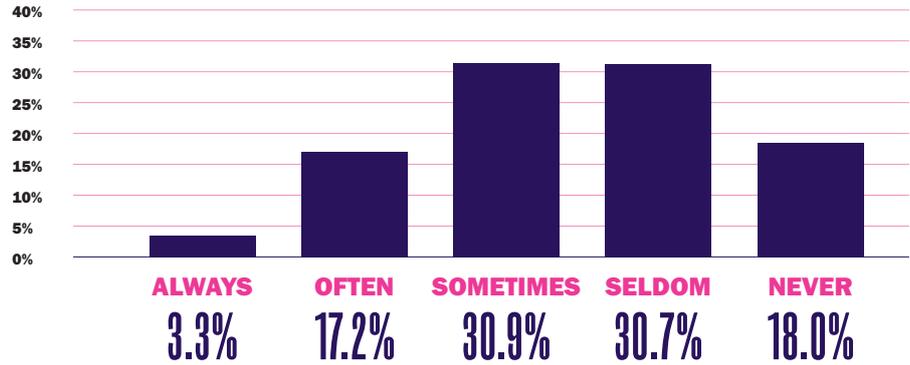
HSE scale out of 5*

Further education

3.33

* 1 = low well-being; 5 = high well-being

(33) I am supported through emotionally demanding work (n=7,092)



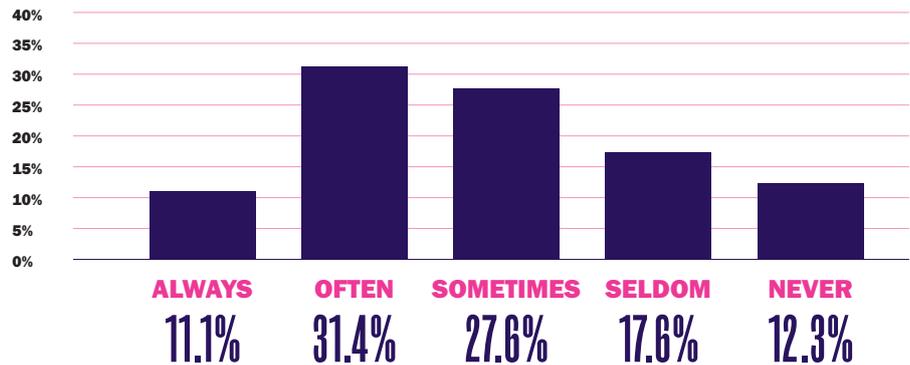
Q33

HSE scale out of 5*

Further education

2.59

(35) My line manager encourages me at work (n=7,092)



Q35

HSE scale out of 5*

Further education

3.11

Manager's support: summary

Comparison of the UCU data alongside the results of the Health and Safety Executive's report *Psychosocial Working Conditions in Britain in 2008* indicated less well-being in further education than in the HSE target industries, including education, in relation to the level of manager's support for employees.

HSE scale out of 5*

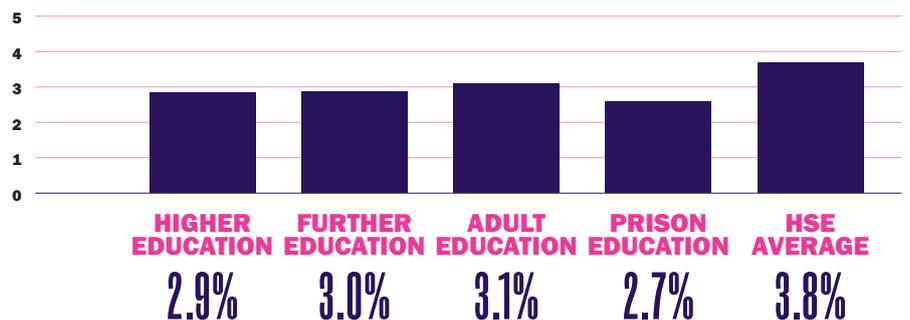
Further education

2.97

HSE 2008 survey target group mean average

3.77

UCU 2012 stress survey sector results: MANAGER'S SUPPORT (1=low well-being, 5=high well-being)



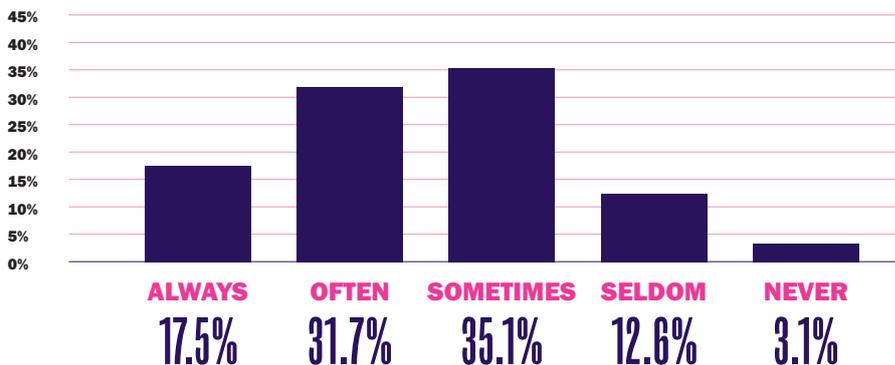
* 1 = low well-being; 5 = high well-being

PEER SUPPORT

A typical snapshot

UCU members in further education said their colleagues would sometimes help them if work got difficult. They agreed that they received the help and support they needed, and the respect they deserved, from colleagues. Respondents from further education agreed that their colleagues were often willing to listen to their work-related problems.

(7) *If work gets difficult, my colleagues will help me (n=7,083)*



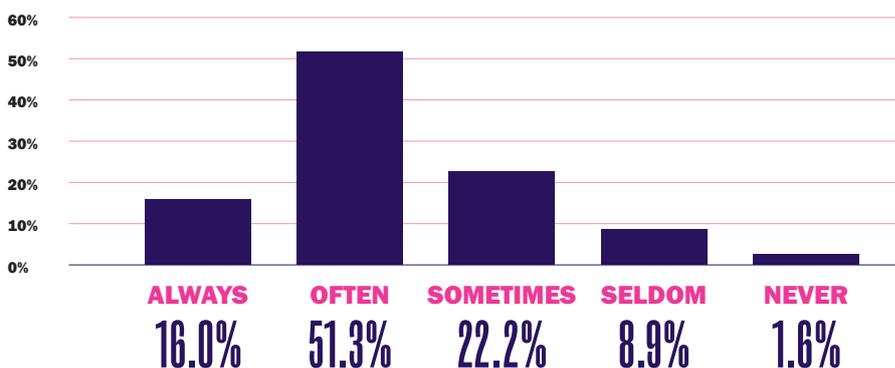
Q7

HSE scale out of 5*

Further education

3.48

(24) *I get help and support I need from colleagues (n=7,099)*



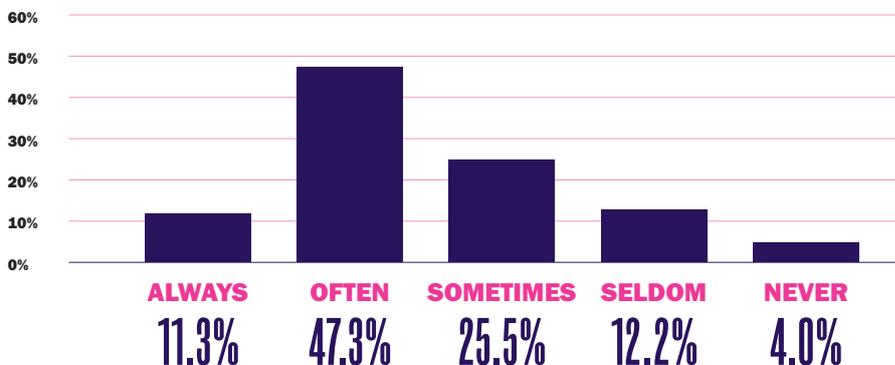
Q24

HSE scale out of 5*

Further education

3.71

(27) *I receive the respect at work I deserve from my colleagues (n=7,088)*



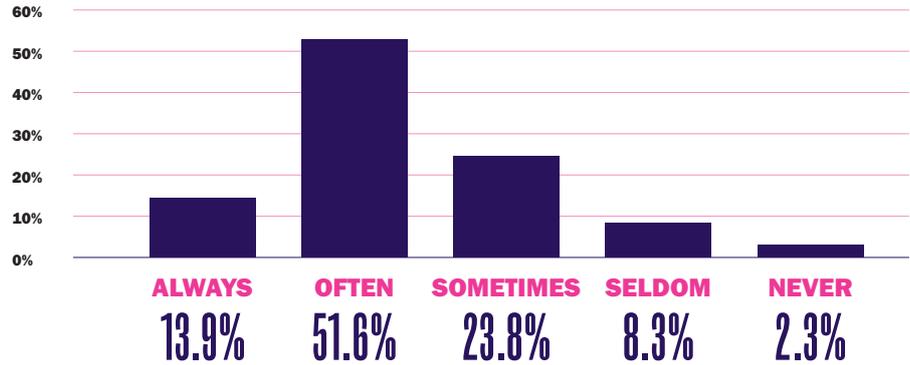
Q27

HSE scale out of 5*

Further education

3.50

(31) My colleagues are willing to listen to my work-related problems (n=7,085)



Q31

HSE scale out of 5*

Further education

3.67

HSE scale out of 5*

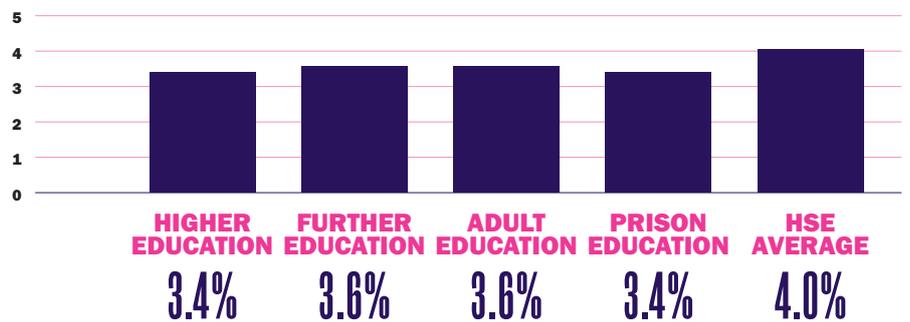
Further education

3.59

HSE 2008 survey target group mean average

4.03

UCU 2012 stress survey sector results: PEER SUPPORT (1=low well-being, 5=high well-being)



Peer support: summary

Comparison of the UCU data alongside the results of the Health and Safety Executive's report *Psychosocial Working Conditions in Britain in 2008* indicated less well-being in further education than in the HSE target industries, including education, in relation to the level of peer support experienced by employees.

* 1 = low well-being; 5 = high well-being

RELATIONSHIPS

A typical snapshot

Only just over four out of every ten UCU members in further education (41%) indicated that they were never subject to personal harassment at work. They said there was sometimes friction or anger between colleagues. Only 49% of UCU members in this sector stated that they were never subjected to bullying at work. They agreed or were undecided about whether relationships at work were strained.

(5) I am subject to personal harassment at work (n=7,033)



Q5

HSE scale out of 5*

Further education

3.99

(14) There is friction or anger between colleagues (n=7,075)



Q14

HSE scale out of 5*

Further education

3.07

(21) I am subject to bullying at work (n=7,031)



Q21

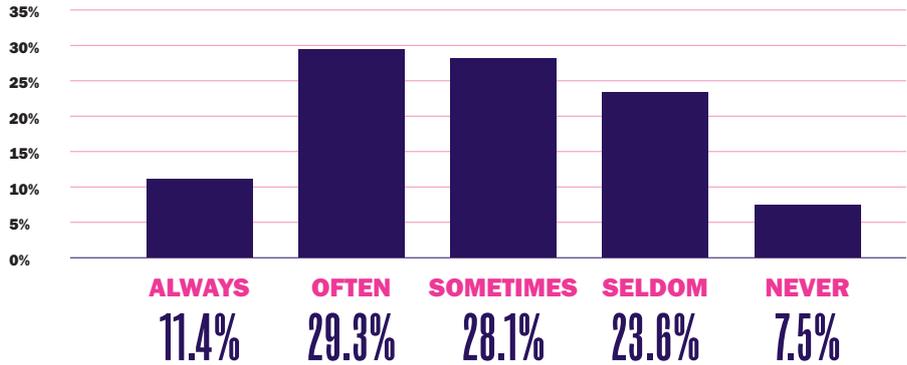
HSE scale out of 5*

Further education

4.11

* 1 = low well-being; 5 = high well-being

(34) Relationships at work are strained (n=7,082)



Q34

HSE scale out of 5*

Further education

2.88

HSE scale out of 5*

Further education

3.51

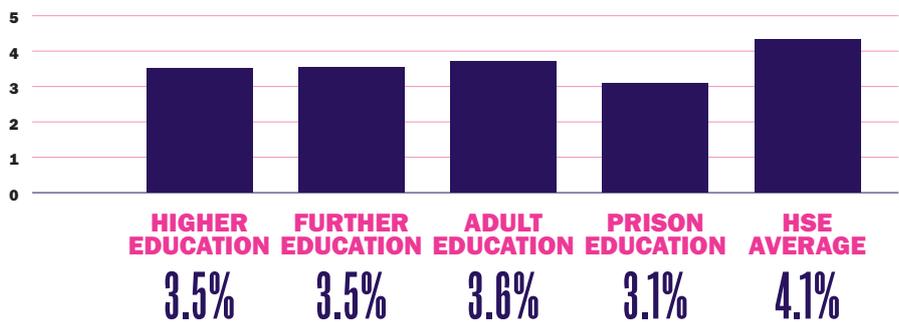
HSE 2008 survey target group mean average

4.13

Relationships: summary

Comparison of the UCU data alongside the results of the Health and Safety Executive's report *Psychosocial Working Conditions in Britain in 2008* indicated less well-being in further education than in the HSE target industries, including education, concerning employees' relationships at work.

UCU 2012 stress survey sector results: RELATIONSHIPS (1=low well-being, 5=high well-being)



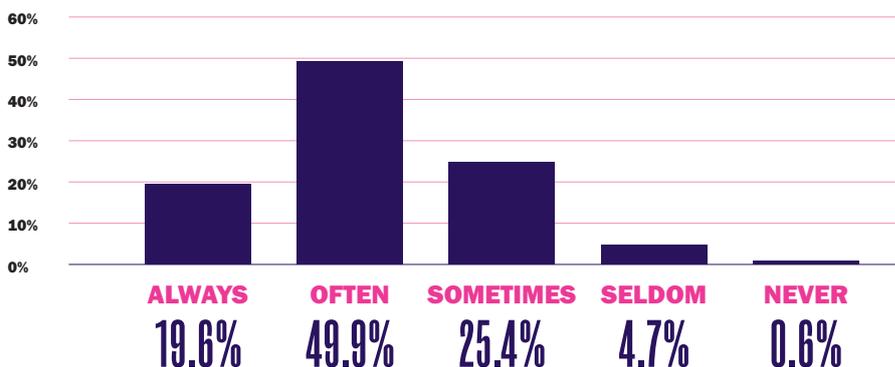
* 1 = low well-being; 5 = high well-being

ROLE

A typical snapshot

UCU members in further education indicated that they often knew what was expected of them at work, and they often had the information required to go about getting their job done. Respondents from this sector were often clear about their personal duties and responsibilities. They often understood the goals and objectives for their department, but were generally less clear about how their work fitted into the overall aim of their organisation.

(1) I am clear what is expected of me at work (n=7,095)



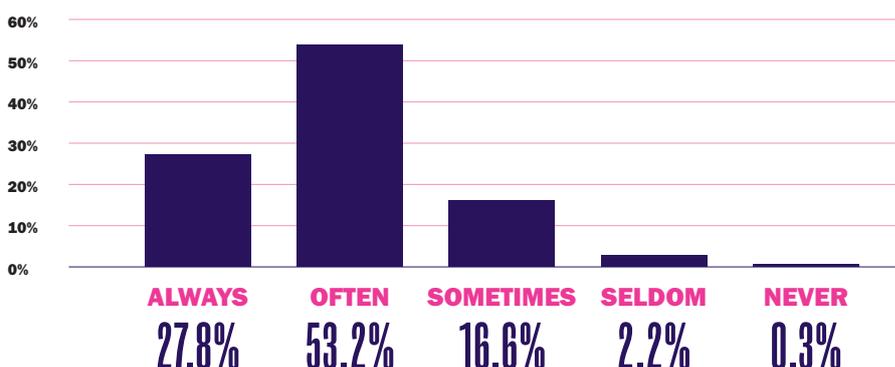
Q1

HSE scale out of 5*

Further education

3.83

(4) I know how to go about getting my job done (n=7,062)



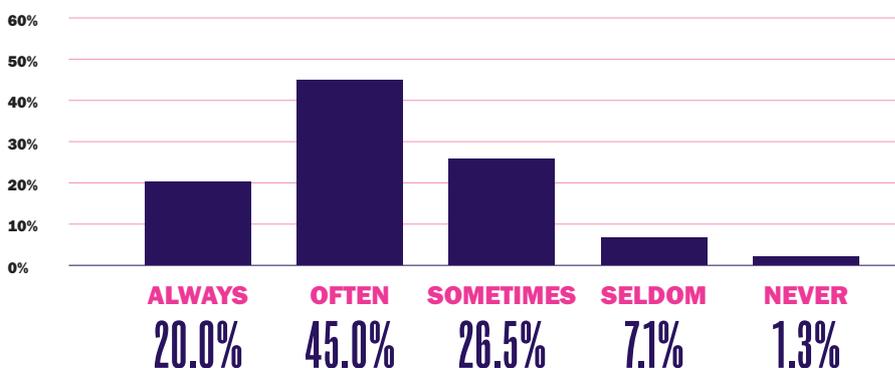
Q4

HSE scale out of 5*

Further education

4.06

(11) I am clear what my duties and responsibilities are (n=7,054)



Q11

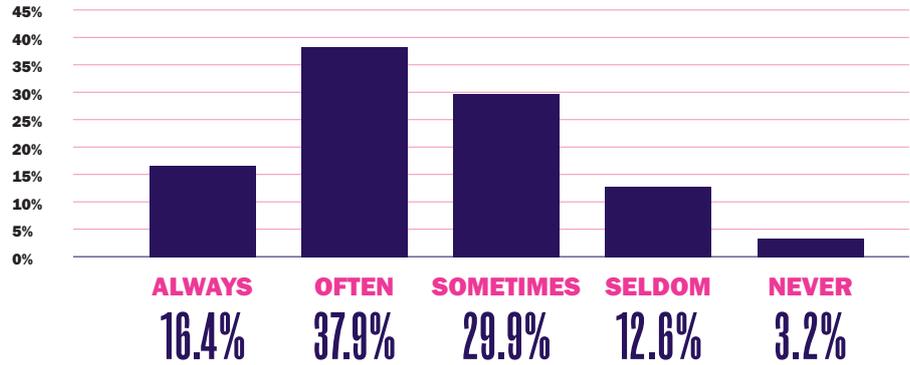
HSE scale out of 5*

Further education

3.75

* 1 = low well-being; 5 = high well-being

(13) I am clear about the goals and objectives for my department (n=7,072)



Q13

HSE scale out of 5*

Further education

3.52

(17) I understand how my work fits into the overall aim of the organisation (n=7,072)



Q17

HSE scale out of 5*

Further education

3.55

Role: summary

Comparison of the UCU data alongside the results of the Health and Safety Executive's report *Psychosocial Working Conditions in Britain in 2008* indicated less well-being in further education than in the HSE target industries, including education, in relation to how clearly employees understand their role at work.

HSE scale out of 5*

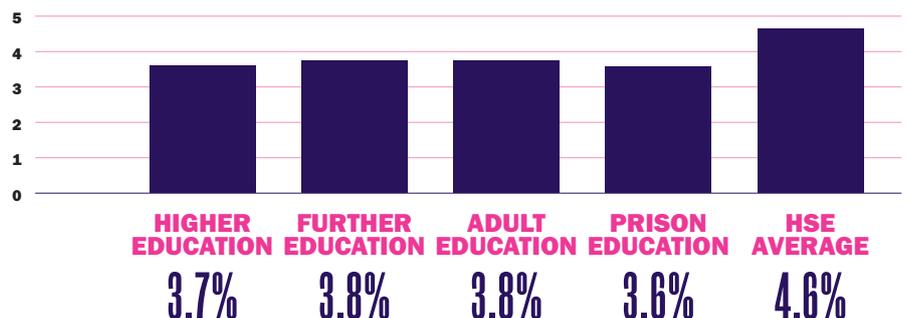
Further education

3.74

HSE 2008 survey target group mean average

4.61

UCU 2012 stress survey sector results: ROLE (1=low well-being, 5=high well-being)



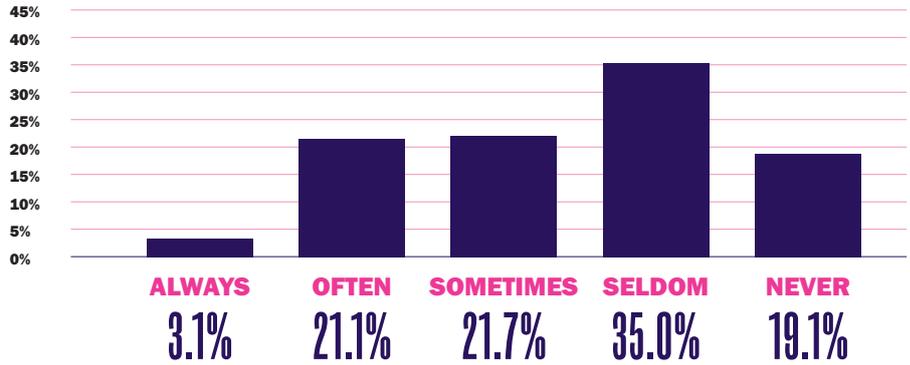
* 1 = low well-being; 5 = high well-being

CHANGE

A typical snapshot

UCU members in further education indicated that they had insufficient opportunities to question managers about change at work. They also disagreed or strongly disagreed that they were always consulted about change at work and how these changes would work out in practice.

(26) I have sufficient opportunities to question managers about change at work (n=7,078)



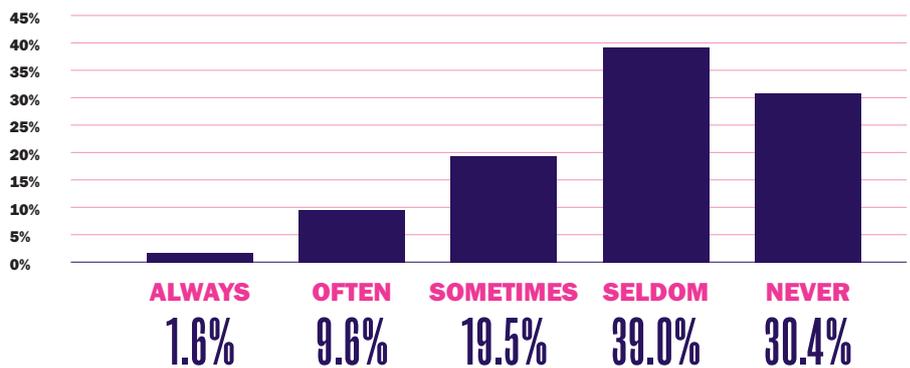
Q26

HSE scale out of 5*

Further education

2.54

(28) Staff are consulted about change at work (n=7,090)



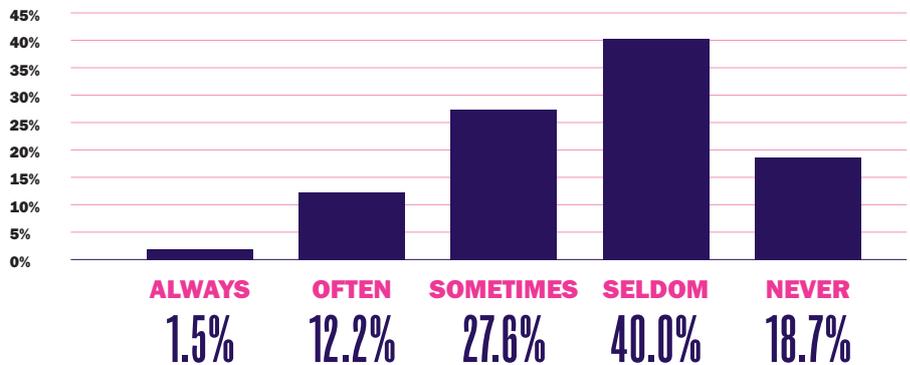
Q28

HSE scale out of 5*

Further education

2.13

(32) When changes are made at work, I am clear about how they will work out in practice (n=7,090)



Q32

HSE scale out of 5*

Further education

2.38

* 1 = low well-being; 5 = high well-being

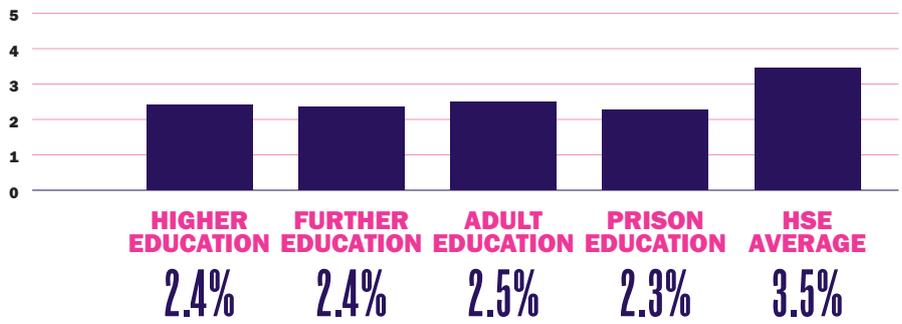
Change: summary

Comparison of the UCU data alongside the results of the Health and Safety Executive's report *Psychosocial Working Conditions in Britain in 2008* indicated less well-being in further education than in the HSE target industries, including education, regarding the way change is handled at work.

HSE scale out of 5*

Further education	2.35
HSE 2008 survey target group mean average	3.54

UCU 2012 stress survey sector results: CHANGE (1=low well-being, 5=high well-being)



* 1 = low well-being; 5 = high well-being

Findings 3: Overall perceptions of stress

Three questions in the survey concerned overall perceptions of occupational stress. The responses indicated that UCU members working in further education feel under a considerable degree of stress at work. There was a high level of agreement among respondents with the statement 'I find my job stressful'. More than three-quarters of respondents strongly agreed (41%) or agreed (38%) with the statement. Only 2% strongly disagreed.

More than half the respondents in further education said their general level of stress was high (43%) or very high (16%). Just over one-third (34%) said they experienced moderate stress, whereas 7% said their stress level was low or very low. Just over one-third (36%) from this sector said they often experienced levels of stress they found unacceptable, and 9% indicated that this was always the case. Twelve percent stated that they seldom or never experienced unacceptable levels of stress.

The proportion of UCU members from further education who endorsed each response category for the three questions relating to perceived stress is shown below, together with comparative data from higher, adult and prison education.

Q36a I find my job stressful

	Strongly disagree %	Disagree %	Neutral %	Agree %	Strongly agree %
Further education	1.8	4.8	14.9	37.5	40.9
Higher education	2.2	7.2	17.8	40.2	32.6
Prison education	1.1	5.9	21.0	35.5	36.6
Adult education	2.6	8.1	19.1	38.7	31.5

Q36b How would you characterise your general or average level of stress?

	Very high %	High %	Moderate %	Low %	Very low %
Further education	15.8	43.1	34.1	6.0	1.0
Higher education	15.7	38.8	36.5	8.6	1.2
Prison education	13.7	36.3	38.5	9.3	2.2
Adult education	12.5	37.4	40.0	8.5	1.7

Q37 Do you experience levels of stress that you find unacceptable?

	Always %	Often %	Sometimes %	Seldom %	Never %
Further education	9.2	36.1	42.4	10.5	1.8
Higher education	7.1	31.9	43.2	15.3	2.4
Prison education	8.3	28.7	47.5	11.6	3.9
Adult education	7.2	29.4	45.4	15.5	2.4

Comparisons with previous surveys

The findings of the present survey suggest that levels of perceived stress in the further education sector remain high. In the present survey, a similar proportion of respondents from this sector agreed or strongly agreed with the statement “I find my job stressful” as was found in the 2008 survey. Comparative data is provided below from surveys of UCU members in further education conducted in 2008, 2010 and 2012. It should be noted, however, that the earlier surveys included members in adult as well as further education. As can be seen, the proportion of respondents who strongly agree that their job is stressful has increased considerably.

I find my job stressful

	Strongly disagree %	Disagree %	Neutral %	Agree %	Strongly agree %
Further/adult education 2008*	2.4	5.0	13.0	49.4	30.4
Further/adult education 2010**	5.5	2.1	8.6	45.0	38.8
Further education 2012	1.8	4.8	14.9	37.5	40.9

* Stephen Court and Gail Kinman (2009). *Tackling Stress in Further Education*. UCU: London.

** Gail Kinman (2011). *The Growing Epidemic: Work-Related Stress in Post-16 Education*. UCU: London.

Findings 4: Work-life balance and stress

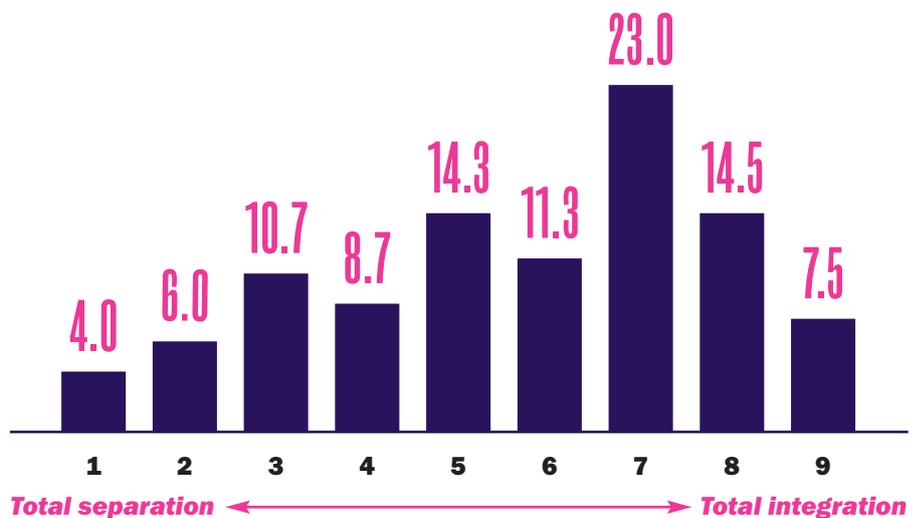
Evidence has been provided that work-life balance amongst UCU members in further education continues to be poor. Findings indicate that they often neglect their personal life and sometimes or often miss out on important activities due to the demands of their work. Respondents from this sector often come home from work too tired to do the things they would like to do. Participants who reported more work-life conflict also tended to report lower levels of well-being in relation to demands, control, support from colleagues and managers, role clarity, relationships at work and management of change, and perceive higher levels of work-related stress. Of the HSE stressor dimensions, demands, and to a lesser extent, lack of control and poor quality relationships at work, were the most powerful predictors of work-life conflict.

Work-life conflict questions (1='not at all', 5='almost always')



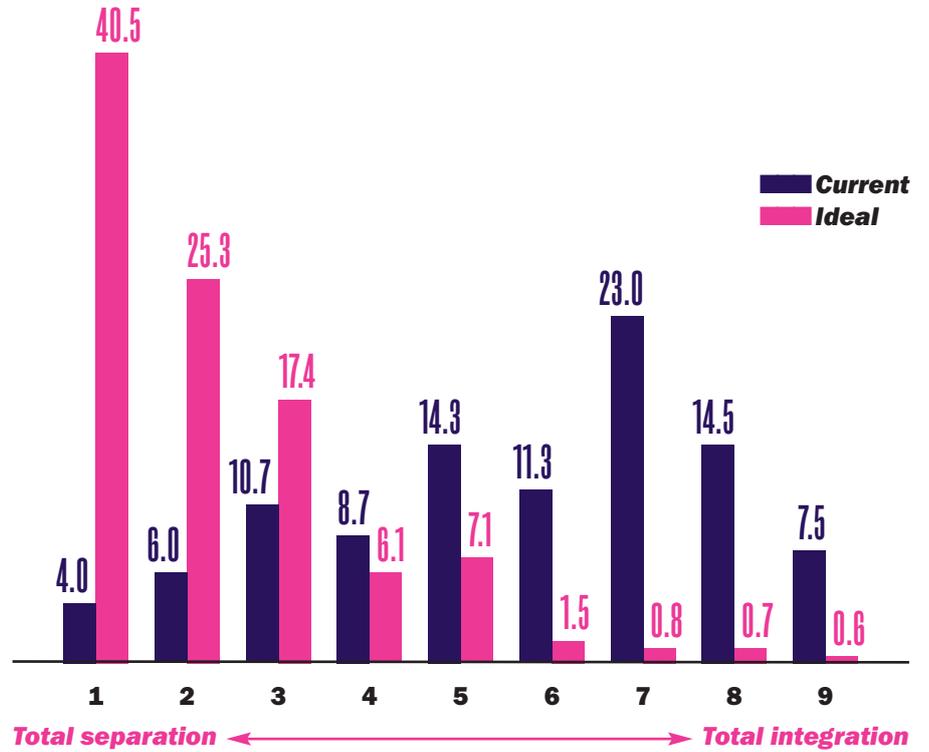
For UCU members from further education, some variation was found in current levels of work-life integration (see figure below). For 21% of respondents, 'work' and 'home' were mainly segmented (scoring 1 to 3 on a 9 point scale). A high proportion, however, had a high degree of integration between their work and home lives (with 56% scoring 6 or above).

Current levels of work-life integration (%)



Some variation was found in ideal levels of work-life segmentation/integration (see figure below): 83% desire firm boundaries between the two domains (scoring 1 to 3), 15% preferred a moderate level of integration (scoring 4 to 6) with the remainder (2%) favouring a high degree of integration (scoring 7 to 9).

Current and ideal levels of work-life integration (%)



Findings 5: Sickness absence

Almost one-third of respondents from further education (30%) had not taken any sick leave in the 12 months prior to the survey being conducted. Of those who had taken sick leave, however, the average number of days off was 10.7 (SD = 23.8). On average, respondents with poorer well-being on the HSE stressor categories (particularly relationships, support from managers and peers and change management), and who reported higher levels of perceived stress and work-life conflict, had taken more days off sick.

Findings 6: Differences between groups

Also examined was whether any job-related or demographic differences existed in levels of work-related stressors, work-life balance and perceived stress. No gender differences were found in levels of demands and control. On average, however, male UCU members from further education reported poorer well-being in relation to all of the other HSE stressors (i.e. manager and peer support, relationships, role and change), as well as higher levels of stress than their female counterparts. Nonetheless, female respondents reported more integration between their work and home lives and more work-life conflict. Male respondents from further education tended to work longer hours than females; this difference remained after controlling for mode and terms of employment.

In terms of age, older respondents tended to report slightly higher levels of well-being in relation to demands, peer support, control and role, as well as lower levels of stress and work-life conflict. UCU members who had worked longer in the further education sector typically reported poorer well-being in relation to demands, manager support and relationships. Respondents who identified themselves as disabled, or who were unsure if they were disabled, had poorer well-being in relation to all of the HSE stressor dimensions. They also tended to report significantly higher levels of work-life conflict and stress.

Further education staff employed on a full-time basis tended to report significantly poorer well-being in relation to job demands, peer support and relationships, and more stress and work-life conflict than those on part-time and hourly-paid contracts.

Findings 7: Conclusion

Although a degree of stress is to be expected in any professional role, this survey of UCU members indicates that stress in further education remains a serious cause for concern. The high level of perceived stress found in the 2008 survey (i.e. 80%) has not been alleviated significantly and continues to be high at 78%. These findings should be contrasted with those reported in 2010 by the HSE, where the proportion of UK employees in general who consider their job to be very or extremely stressful was 15%.

Evidence has been found that further education employees continue to have problems achieving an acceptable balance between work and other life domains. The majority of respondents (45%) indicated that they were unable to set a firm boundary between their work and home life. Just over half (51%) indicated that they often neglect their personal needs because of the demands of their work. A number of factors have previously been highlighted as contributing to work-life conflict in the post compulsory education sector, including job demands, perceived inequity between job-related efforts and rewards, high levels of integration between work and home life and over-commitment to the job role (Kinman & Jones, 2008). The findings of the present survey indicate that demands, and to a lesser extent lack of control and poor quality relationships at work, were the most powerful predictors of work-life conflict.

On all of the Health and Safety Executive stressor categories, UCU members in further education reported lower well-being than the average for those working in the HSE target group industries, including education. The biggest 'well-being gaps' related to change management, job demands, role clarity and management support. This is a similar pattern to that which emerged in UCU's 2008 study of members in further and adult education, but the well-being gap has widened for some stressors, particularly in relation to control, with a slight increase in demands and management of change, highlighting particular problems in these areas. Well-being in relation to peer support and role has improved slightly, but still fails to meet the minimum standards. These findings should be contrasted with those reported by the HSE for the UK workforce in general: although demand, peer support, role and relationship scores have not changed markedly since 2004 and control has shown a downward trend, significant improvements in levels of well-being in relation to change and managerial support have been documented (HSE, 2010). As can be seen below, there continues to be a considerable shortfall between the mean levels of well-being on all of the stressor categories and the HSE recommendations.

	Demands	Control	Managerial support	Peer support	Relationships	Role	Change
HSE target group mean average	3.44	3.32	3.77	4.03	4.13	4.61	3.54
UCU members working in further education 2012	2.43	2.92	2.97	3.59	3.51	3.74	2.35
'Well-being gap' for UCU members in further education 2012	-0.99	-0.40	-0.80	-0.44	-0.62	-0.87	-1.19
UCU members working in further/adult education 2008	2.52	3.05	2.98	3.56	3.52	3.71	2.38
'Well-being gap' for UCU members in further/adult education 2008	-0.92	-0.27	-0.79	-0.47	-0.61	-0.90	-1.16
HSE interim target	3.50	3.50	3.80	4.00	4.25	5.00	3.67
HSE long term target	4.25	4.33	4.60	4.75	4.75	5.00	4.00

Urgent action is required to enhance the well-being of UCU members working in higher, further, adult and prison education. The fact that respondents from further, adult, prison and higher education who had poorer work-related well-being and who experienced unacceptable levels of stress tended to report higher levels of sickness absence is a serious cause for concern for employers. A strong business case for managing the work-related well-being of staff in post-compulsory education has been made from the finding of a three-year project piloted and evaluated interventions to enhance well-being in UK universities and disseminate best practice. Significant improvements were demonstrated in several universities in sickness absence rates, as well as employee performance and engagement and overall levels of student satisfaction (Shutler-Jones, 2011).

Endnote **Tackling occupational stress**

This survey of occupational stress was undertaken by UCU with the intention of gathering data leading to recommendations to inform local and national negotiations. UCU provides support at a national and local level to inform members of the nature of occupational stress, and of their employer's responsibility to ensure that workloads and working hours are such that employees do not experience stress-related illness. UCU has produced a stress toolkit, which is available at <http://www.ucu.org.uk/index.cfm?articleid=2562>. The toolkit has guidelines for UCU officers on how to deal with stress and on supporting individual cases. There is also information of treating occupational stress as a health and safety issue, undertaking a risk assessment and monitoring hours of work. UCU has also produced a model questionnaire for local use. UCU's website provides links to other organisations such as the advice, aid and counselling organisation Recourse, which is supported by UCU, and the Health and Safety Executive. UCU also works together with employer bodies, such as the Association of Colleges and the Universities and Colleges Employers Association, to tackle this problem.

Barry Lovejoy, UCU's National Head of Further Education, said: 'UCU has identified addressing the problem of excessive workloads as a key priority for union activity. As this research clearly demonstrates, this is essentially a health and safety issue for our members.

'The initial focus of our campaign in England is to ensure that local employers endorse and follow guidelines contained in the national agreement with the AoC on regulating excessive working hours. Essentially this commits the colleges to undertake risk assessments on working hours and to consult on measures to tackle situations where clear hazards emerge to health. The agreement whilst not providing specific limits to working hours does provide a framework enabling the local union to represent and negotiate around stressful working hours.'

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Appendix The questionnaire

University and College Union 2012 occupational stress survey

Introduction

How stressful is your workplace? We need every full member to respond to UCU's 2012 Occupational Stress Survey to give us enough data to pinpoint the most and least stressful colleges and universities to work at in the UK and to campaign to give you a better life at work.

This questionnaire about your experience of occupational stress is anonymous, and all information will be treated with confidentiality.

If you have any enquiries, please contact UCU senior research officer Stephen Court at scourt@ucu.org.uk.

If you have more than one employer, please refer where possible to your principal employer.

Questions 1-35 are from the Health and Safety Executive's Management Standards Indicator Tool. The remaining questions were added by UCU.

Please respond to closed questions by putting an 'X' in the appropriate box.

Questions 5 and 21 refer to harassment and bullying. Bullying is not against the law, but is understood as a form of harassment. ACAS definition: 'Bullying may be characterised as offensive, intimidating, malicious or insulting behaviour'. Harassment is legally defined as violating a person's dignity or creating a hostile working environment. It is illegal when on grounds of sex, race, disability, sexual orientation, gender reassignment, religion/belief or age.

The survey should take less than 30 minutes to complete.

Please respond by Friday 4 May 2012.

Name of institution

FE College (please select from drop down list):

HE institution (please select from drop down list):

Other (please enter text)

QUESTIONNAIRE

1	I am clear what is expected of me at work	Never	Seldom	Sometimes	Often	Always
		<input type="text"/> 1	<input type="text"/> 2	<input type="text"/> 3	<input type="text"/> 4	<input type="text"/> 5
2	I can decide when to take a break	Never	Seldom	Sometimes	Often	Always
		<input type="text"/> 1	<input type="text"/> 2	<input type="text"/> 3	<input type="text"/> 4	<input type="text"/> 5
3	Different groups at work demand things of me that are hard to combine	Never	Seldom	Sometimes	Often	Always
		<input type="text"/> 5	<input type="text"/> 4	<input type="text"/> 3	<input type="text"/> 2	<input type="text"/> 1
4	I know how to go about getting my job done	Never	Seldom	Sometimes	Often	Always
		<input type="text"/> 1	<input type="text"/> 2	<input type="text"/> 3	<input type="text"/> 4	<input type="text"/> 5
5	I am subject to personal harassment at work (see definition in introduction)	Never	Seldom	Sometimes	Often	Always
		<input type="text"/> 5	<input type="text"/> 4	<input type="text"/> 3	<input type="text"/> 2	<input type="text"/> 1
6	I have unachievable deadlines	Never	Seldom	Sometimes	Often	Always
		<input type="text"/> 5	<input type="text"/> 4	<input type="text"/> 3	<input type="text"/> 2	<input type="text"/> 1
7	If work gets difficult, my colleagues will help me	Never	Seldom	Sometimes	Often	Always
		<input type="text"/> 1	<input type="text"/> 2	<input type="text"/> 3	<input type="text"/> 4	<input type="text"/> 5
8	I am given supportive feedback on the work I do	Never	Seldom	Sometimes	Often	Always
		<input type="text"/> 1	<input type="text"/> 2	<input type="text"/> 3	<input type="text"/> 4	<input type="text"/> 5
9	I have to work very intensively	Never	Seldom	Sometimes	Often	Always
		<input type="text"/> 5	<input type="text"/> 4	<input type="text"/> 3	<input type="text"/> 2	<input type="text"/> 1
10	I have a say in my own work speed	Never	Seldom	Sometimes	Often	Always
		<input type="text"/> 1	<input type="text"/> 2	<input type="text"/> 3	<input type="text"/> 4	<input type="text"/> 5
11	I am clear what my duties and responsibilities are	Never	Seldom	Sometimes	Often	Always
		<input type="text"/> 1	<input type="text"/> 2	<input type="text"/> 3	<input type="text"/> 4	<input type="text"/> 5
12	I have to neglect some tasks because I have too much to do	Never	Seldom	Sometimes	Often	Always
		<input type="text"/> 5	<input type="text"/> 4	<input type="text"/> 3	<input type="text"/> 2	<input type="text"/> 1
13	I am clear about the goals and objectives for my department	Never	Seldom	Sometimes	Often	Always
		<input type="text"/> 1	<input type="text"/> 2	<input type="text"/> 3	<input type="text"/> 4	<input type="text"/> 5

14	There is friction or anger between colleagues	Never	Seldom	Sometimes	Often	Always
		<input type="text"/> 5	<input type="text"/> 4	<input type="text"/> 3	<input type="text"/> 2	<input type="text"/> 1
15	I have a choice in deciding how I do my work	Never	Seldom	Sometimes	Often	Always
		<input type="text"/> 1	<input type="text"/> 2	<input type="text"/> 3	<input type="text"/> 4	<input type="text"/> 5
16	I am unable to take sufficient breaks	Never	Seldom	Sometimes	Often	Always
		<input type="text"/> 5	<input type="text"/> 4	<input type="text"/> 3	<input type="text"/> 2	<input type="text"/> 1
17	I understand how my work fits into the overall aim of the organisation	Never	Seldom	Sometimes	Often	Always
		<input type="text"/> 1	<input type="text"/> 2	<input type="text"/> 3	<input type="text"/> 4	<input type="text"/> 5
18	I am pressured to work long hours	Never	Seldom	Sometimes	Often	Always
		<input type="text"/> 5	<input type="text"/> 4	<input type="text"/> 3	<input type="text"/> 2	<input type="text"/> 1
19	I have a choice in deciding what I do at work	Never	Seldom	Sometimes	Often	Always
		<input type="text"/> 1	<input type="text"/> 2	<input type="text"/> 3	<input type="text"/> 4	<input type="text"/> 5
20	I have to work very fast	Never	Seldom	Sometimes	Often	Always
		<input type="text"/> 5	<input type="text"/> 4	<input type="text"/> 3	<input type="text"/> 2	<input type="text"/> 1
21	I am subject to bullying at work (see definition in introduction)	Never	Seldom	Sometimes	Often	Always
		<input type="text"/> 5	<input type="text"/> 4	<input type="text"/> 3	<input type="text"/> 2	<input type="text"/> 1
22	I have unrealistic time pressures	Never	Seldom	Sometimes	Often	Always
		<input type="text"/> 5	<input type="text"/> 4	<input type="text"/> 3	<input type="text"/> 2	<input type="text"/> 1
23	I can rely on my line manager to help me out with a work problem	Never	Seldom	Sometimes	Often	Always
		<input type="text"/> 1	<input type="text"/> 2	<input type="text"/> 3	<input type="text"/> 4	<input type="text"/> 5
24	I get the help and support I need from colleagues	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		<input type="text"/> 1	<input type="text"/> 2	<input type="text"/> 3	<input type="text"/> 4	<input type="text"/> 5
25	I have some say over the way I work	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		<input type="text"/> 1	<input type="text"/> 2	<input type="text"/> 3	<input type="text"/> 4	<input type="text"/> 5
26	I have sufficient opportunities to question managers about change at work	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		<input type="text"/> 1	<input type="text"/> 2	<input type="text"/> 3	<input type="text"/> 4	<input type="text"/> 5
27	I receive the respect at work I deserve from colleagues	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		<input type="text"/> 1	<input type="text"/> 2	<input type="text"/> 3	<input type="text"/> 4	<input type="text"/> 5
28	Staff are always consulted about change at work	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		<input type="text"/> 1	<input type="text"/> 2	<input type="text"/> 3	<input type="text"/> 4	<input type="text"/> 5
29	I can talk to my line manager about something that has upset or annoyed me about work	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		<input type="text"/> 1	<input type="text"/> 2	<input type="text"/> 3	<input type="text"/> 4	<input type="text"/> 5

30 My working time can be flexible	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
31 My colleagues are willing to listen to my work-related problems	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
32 When changes are made at work, I am clear about how they will work out in practice	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
33 I am supported through emotionally demanding work	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
34 Relationships at work are strained	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
35 My line manager encourages me at work	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
36a I find my job stressful	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
36b How would you characterise your general or average level of stress?	Very low	Low	Moderate	High	Very high
	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
37 Do you experience levels of stress that you find unacceptable?	Never	Seldom	Sometimes	Often	Always
	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

LEAVE

38a How many days off sick did you take (if any) during the previous 12 months? Days

38b What is your annual leave entitlement? Days

38c How much of your leave entitlement did you actually take last academic year? Days

WORK-HOME BALANCE Please indicate the frequency with which you feel this way:

I come home from work too tired to do things I like to do	Not at all	Rarely	Sometimes	Often	Almost always
	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

My job makes it difficult to maintain the kind of personal life I would like	Not at all	Rarely	Sometimes	Often	Almost always
	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

I often neglect my personal needs because of the demands of my work	Not at all	Rarely	Sometimes	Often	Almost always
	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

My personal life suffers because of my work	Not at all	Rarely	Sometimes	Often	Almost always
	<input type="text"/> 5	<input type="text"/> 4	<input type="text"/> 3	<input type="text"/> 2	<input type="text"/> 1
I have to miss out on important personal activities due to the amount of time I spend doing work	Not at all	Rarely	Sometimes	Often	Almost always
	<input type="text"/> 5	<input type="text"/> 4	<input type="text"/> 3	<input type="text"/> 2	<input type="text"/> 1
My job gives me energy to pursue activities outside of work that are important to me	Not at all	Rarely	Sometimes	Often	Almost always
	<input type="text"/> 5	<input type="text"/> 4	<input type="text"/> 3	<input type="text"/> 2	<input type="text"/> 1
Because of my job, I am in a better mood at home	Not at all	Rarely	Sometimes	Often	Almost always
	<input type="text"/> 5	<input type="text"/> 4	<input type="text"/> 3	<input type="text"/> 2	<input type="text"/> 1
The things I do at work help me deal with personal and practical issues at home	Not at all	Rarely	Sometimes	Often	Almost always
	<input type="text"/> 5	<input type="text"/> 4	<input type="text"/> 3	<input type="text"/> 2	<input type="text"/> 1

Please rate your current position on the following scale:

My work and home lives are completely separate	1	2	3	4	5	6	7	8	9	There is no separation between my work and home lives
--	---	---	---	---	---	---	---	---	---	---

Please rate how you would ideally like to be:

My work and home lives are completely separate	1	2	3	4	5	6	7	8	9	There is no separation between my work and home lives
--	---	---	---	---	---	---	---	---	---	---

39 How long have you worked in the post-16 sector you currently work in?

(a) 0-4 years	<input type="text"/> 1	(b) 5-9 years	<input type="text"/> 1
(c) 10-14 years	<input type="text"/> 1	(d) 15-19 years	<input type="text"/> 1
(e) 20-24 years	<input type="text"/> 1	(f) 25-29 years	<input type="text"/> 1
(g) 30-plus years	<input type="text"/> 1		

40 Which sector do you (principally) work in?

Adult ed	Further ed	Higher ed	Prison ed
<input type="text"/> 1	<input type="text"/> 2	<input type="text"/> 3	<input type="text"/> 4

41 Your gender

Female	Male	Transgender/transsexual
<input type="text"/> 1	<input type="text"/> 2	<input type="text"/> 3

42 Your sexual orientation

Bisexual	Heterosexual	Lesbian or gay
<input type="text"/> 1	<input type="text"/> 2	<input type="text"/> 3

43 If you are lesbian, gay, bisexual or trans, does your employer know?

Yes	No	Not sure
<input type="text"/> 1	<input type="text"/> 2	<input type="text"/> 3

44 Your ethnicity

- | | | | |
|--|---------------------------------------|--|---------------------------------------|
| (a) British or Black British—Caribbean | <input type="checkbox"/> ₁ | (b) British or Black British—African | <input type="checkbox"/> ₁ |
| (c) Other Black background | <input type="checkbox"/> ₁ | (d) Asian or Asian British—Indian | <input type="checkbox"/> ₁ |
| (e) Asian or Asian British—Pakistani | <input type="checkbox"/> ₁ | (f) Asian or Asian British—Bangladeshi | <input type="checkbox"/> ₁ |
| (g) Chinese | <input type="checkbox"/> ₁ | (h) Other Asian background | <input type="checkbox"/> ₁ |
| (i) Other (including mixed) | <input type="checkbox"/> ₁ | (j) Jewish | <input type="checkbox"/> ₁ |
| (k) White—British | <input type="checkbox"/> ₁ | (l) White—Irish | <input type="checkbox"/> ₁ |
| (m) Any other White background | <input type="checkbox"/> ₁ | | |
-

45 Your disability

- | | | | |
|---|---------------------------------------|---------------------------------------|---------------------------------------|
| (a) Do you consider yourself to be disabled? | Yes | No | Not sure |
| | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| (b) If yes, does your employer know you are disabled? | Yes | No | Not sure |
| | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
-

46 Your job*ACADEMIC FUNCTION*

- | | | | |
|-------------------------------|---------------------------------------|-------------------|---------------------------------------|
| (a) Teaching or teaching-only | <input type="checkbox"/> ₁ | (b) Research-only | <input type="checkbox"/> ₁ |
| (c) Teaching-and-research | <input type="checkbox"/> ₁ | | |
-

ACADEMIC-RELATED/SUPPORT OCCUPATION

- | | | | |
|---------------------|---------------------------------------|--------------------|---------------------------------------|
| (d) Manager | <input type="checkbox"/> ₁ | (e) Administrator | <input type="checkbox"/> ₁ |
| (f) Computing staff | <input type="checkbox"/> ₁ | (g) Librarian | <input type="checkbox"/> ₁ |
| (h) Other | <input type="checkbox"/> ₁ | (i) Not applicable | <input type="checkbox"/> ₁ |
-

47 Your mode of employment

- | | | | |
|-----------------|---------------------------------------|---------------|---------------------------------------|
| (a) Full-time | <input type="checkbox"/> ₁ | (b) Part-time | <input type="checkbox"/> ₁ |
| (c) Hourly-paid | <input type="checkbox"/> ₁ | (d) Other | <input type="checkbox"/> ₁ |
-

48 Your terms of employment

- | | | | |
|-----------------------------------|---------------------------------------|-----------------------------|---------------------------------------|
| (a) Open-ended/permanent contract | <input type="checkbox"/> ₁ | (b) Fixed-term contract | <input type="checkbox"/> ₁ |
| (c) Zero hours contract | <input type="checkbox"/> ₁ | (d) Variable hours contract | <input type="checkbox"/> ₁ |
| (e) Other | <input type="checkbox"/> ₁ | | |
-

49 The average number of hours you work per week (on/off site) during term-time (work means any task related to your contract of employment)

(a) 10-14 hours	<input type="text"/>	₁	(b) 11-15 hours	<input type="text"/>	₁
(c) 16-20 hours	<input type="text"/>	₁	(d) 21-25 hours	<input type="text"/>	₁
(e) 26-30 hours	<input type="text"/>	₁	(f) 31-35 hours	<input type="text"/>	₁
(g) 36-40 hours	<input type="text"/>	₁	(h) 41-45 hours	<input type="text"/>	₁
(i) 46-50 hours	<input type="text"/>	₁	(j) 51-55 hours	<input type="text"/>	₁
(k) 56-60 hours	<input type="text"/>	₁	(l) Over 60 hours	<input type="text"/>	₁

49 Your age

(a) Under 25	<input type="text"/>	₁	(b) 25-29	<input type="text"/>	₁
(c) 30-34	<input type="text"/>	₁	(d) 35-39	<input type="text"/>	₁
(e) 40-44	<input type="text"/>	₁	(f) 45-49	<input type="text"/>	₁
(g) 50-54	<input type="text"/>	₁	(h) 55-59	<input type="text"/>	₁
(i) 60-64	<input type="text"/>	₁	(j) 65 and over	<input type="text"/>	₁

Thank you for completing this questionnaire

