

A punishing regime

**A SURVEY OF OCCUPATIONAL
STRESS AND WELL-BEING
AMONG PRISON EDUCATORS**

**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

- Almost three-quarters of UCU members from prison education agreed or strongly agreed with the statement 'I find my job stressful'. Half of the sample indicated that their general level of stress was 'high' or 'very high' and over one third 'often' or 'always' experienced levels of stress they found unacceptable. Few (16%) reported that they 'seldom' or 'never' experienced unacceptable levels of stress at work.
- The findings suggest that levels of perceived stress in prison education may have reduced slightly over the last few years, but they remain a cause for concern. Almost three-quarters of the sample (72%) agreed or strongly agreed with the statement 'I find my job stressful' compared with 81% in a similar survey conducted in 2008.
- Working hours remain high in the prison education sector. A high proportion of staff regularly exceeded the 48 hour maximum working week stipulated by the EU Working Time Directive. Almost four respondents in every ten who were employed in prison education on a full-time basis worked more than 40 hours a week and more than one in ten worked more than 50 hours a week.
- On all of the Health and Safety Executive stressor categories, UCU members in prison 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, relationships, role clarity and management support. This was a similar pattern to that found in UCU's 2008 study of occupational stress in prison education, but the well-being gap in relation to control and role has widened, highlighting particular problems in these areas.
- Levels of well-being in relation to change, demands and management support have generally improved slightly since the 2008 survey. Nonetheless, there remains a considerable discrepancy between levels of well-being found amongst UCU members in prison education and the HSE minimum standards.
- UCU members in prison education who had a bigger well-being gap on the HSE categories tended to report more work-related stress and more work-life conflict.
- The work-life balance of UCU members from prison education was generally poor. The majority of respondents (61%) indicated that they were generally unable to set a firm boundary between their work and home life. Those who had a poorer work-life balance typically reported 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 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 strong 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 over the last ten to twenty years indicate that work-related stress is widespread in post compulsory education in the UK (Tytherleigh, Webb, Cooper & Ricketts, 2005; Kinman, Jones & Kinman, 2006; Villeneuve-Smith, Munoz & McKenzie, 2007; Kinman & Court, 2010).

Very little research has examined work-related stress and well-being in prison education. Research findings from several countries suggest, however, that prison service employees in general experience high levels of stress and burnout, which has been linked to a wide range of negative outcomes such as psychological and physical health problems, job dissatisfaction, absenteeism and turnover (Keinen & Malach-Pines, 2007; Jeanes, McDonald & Simonot, 2009; Lambert, Hogan, Barton-Bellessa & Jiang, 2012). Lack of job control and low levels of trust in management have also been related to burnout symptoms such as emotional exhaustion in the prison service sector (Griffin, Hogan & Lambert, 2012). Research presented to a cross-party education select committee in the UK Parliament in 2005 found that prison educators experienced poorer working conditions than other adult education lecturers (Sheerman, 2005). More specifically, they typically worked longer hours, had fewer holidays, received poorer pay and experienced higher levels of job insecurity.

A survey of work-related stress in prison education conducted by the UCU in 2008 (Court & Kinman, 2009) provided considerable insight into perceptions of working conditions in the sector and how they compare with other professional

groups. Findings revealed that members in prison education reported poorer well-being than average for the UK working population target group (including the education sector). The 2008 survey also found that UCU members from prison education typically perceived more job-related stress than their counterparts in further and higher education. More than 80% agreed or strongly agreed with the statement 'I find my job stressful', and 43% stated that they often or always experienced levels of stress that they found unacceptable. Respondents were asked to indicate which work-related factors made the strongest contribution to unacceptable levels of stress. The most common responses from members in prison education were: lack of resources to conduct research, including problems in obtaining funding; lack of time or opportunities to develop teaching; lack of time to undertake research; excessive workloads; and poor work-life balance. Respondents were invited to suggest some improvements to tackle the problems they currently experienced. The suggestions that were most commonly expressed were:

- more involvement in decision making
- better management of change
- permanent contracts
- greater esteem
- improved working facilities
- more support from line managers
- improved communication with management
- more equal opportunities
- greater access to appropriate training.

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 seven stressor subscales:

- **Demands** include 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 the 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, 2006). 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. The survey conducted in 2008 found that the biggest 'well-being gap' for members in prison education related to the management of change, followed by support from management, relationships and role clarity. Members from this sector typically perceived poorer well-being than their counterparts in further and higher education in several areas, most notably job control, relationships and change management. In terms of the quality of working relationships, members in prison education reported higher levels of friction and anger between colleagues and more bullying and personal harassment than members in the other two sectors.

**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 %ile 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, 8,207 were employed or principally employed in FE or 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, 187 were employed (or principally employed) in prison education.
Gender	62% of participants were female, 38% were male.
Sexuality	95% were heterosexual, 3% gay or lesbian and 2% bisexual.
Ethnicity	In terms of ethnicity, 1.1% were Black or Black British—Caribbean; 0.6% were Black or Black British—African; 1.1% were Asian or Asian British—Indian and 1.7% were of other (including mixed) background. 91% were White British and 4.4% other White background.
Disability	86% did not consider themselves disabled; 11% identified themselves as disabled; and 3% were unsure if they were disabled.
Job	Of the 183 respondents from prison education who provided details of their job, 64% worked in teaching or teaching-only positions, 2% in teaching-and-research, 10% were managers, 2% were administrators, 2% were computing staff, 1% were librarians, and 5% had other jobs. The remainder endorsed the 'not applicable' option.
Mode of employment	56% worked full-time; 23% worked part-time; 18% were hourly-paid; and 3% indicated 'other' modes of employment.
Terms of employment	The majority, 63%, had an open-ended or permanent contract; 18% had a fixed-term contract; 8% had a variable hours contract; 3% had a zero hours contract; and 8% of respondents indicated 'other' terms of employment.
Length of employment in the sector	25% of respondents from prison education had worked in the sector for up to four years, with 40% and 22% reporting length of service of between five and nine years and between ten and 14 years respectively. 13% of the sample had worked in prison education for at least 15 years.
Hours of work	36% of respondents employed in prison education worked up to 30 hours per week, 40% between 30 hours and 40 hours; 16% worked between 41 and 50 hours a week; 6% worked between 51 and 60 hours a week; 2% worked more than 60 hours a week. In all, 38% of respondents employed on a full-time contract worked more than 40 hours a week and 13% worked more than 50 hours a week.

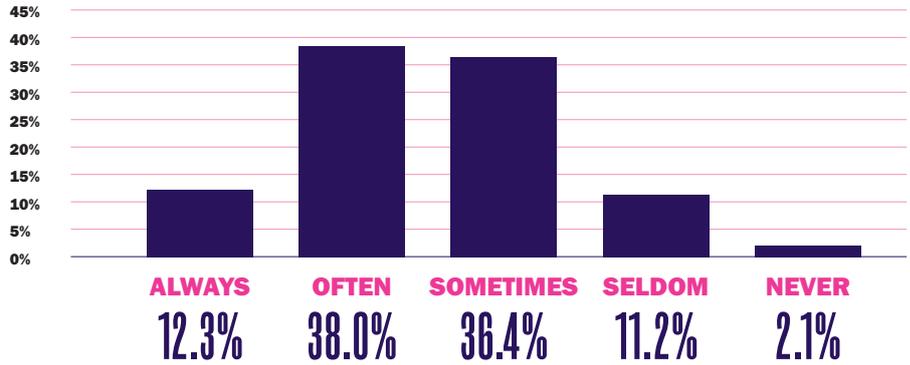
Findings 2: Responses to HSE stress questionnaire

DEMANDS

A typical snapshot

UCU members in prison education said they often had demands—from different groups at work—that were difficult to combine. They sometimes had to work very quickly and often very intensively, sometimes under unrealistic time pressures. Respondents working in prison education often neglected some tasks because they had too much to do and sometimes felt their deadlines to be unachievable. They sometimes felt pressurised to work long hours, and were sometimes 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=185)



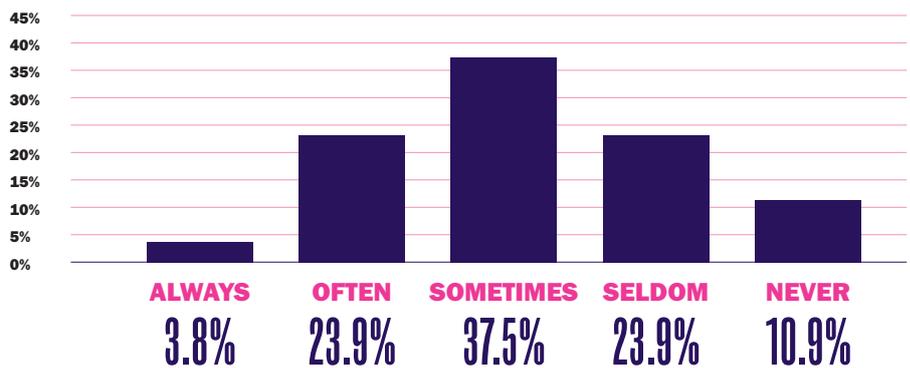
Q3

HSE scale out of 5*

Prison education

2.53

(6) I have unachievable deadlines (n=187)



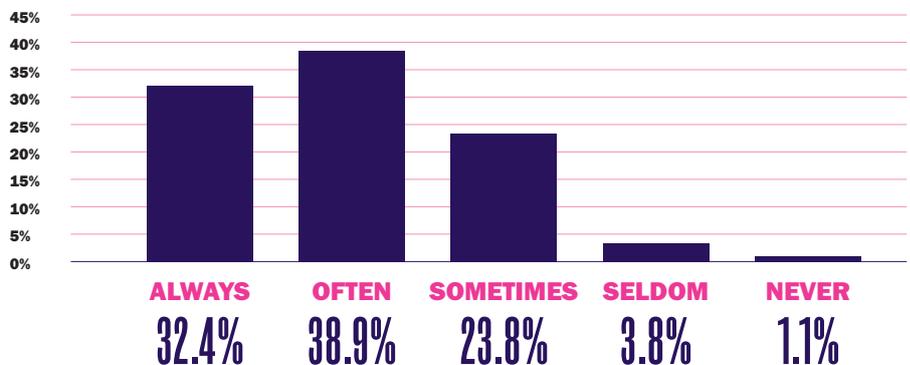
Q6

HSE scale out of 5*

Prison education

3.14

(9) I have to work very intensively (n=187)



Q9

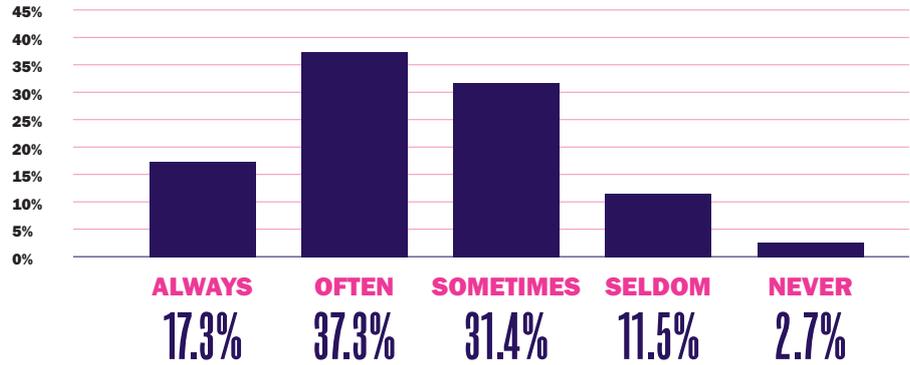
HSE scale out of 5*

Prison education

2.02

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

(12) I have to neglect some tasks because I have too much to do (n=185)



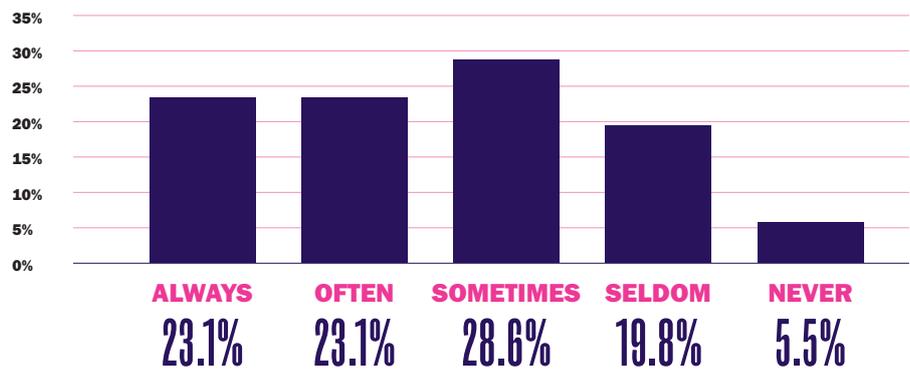
Q12

HSE scale out of 5*

Prison education

2.45

(16) I am unable to take sufficient breaks (n=182)



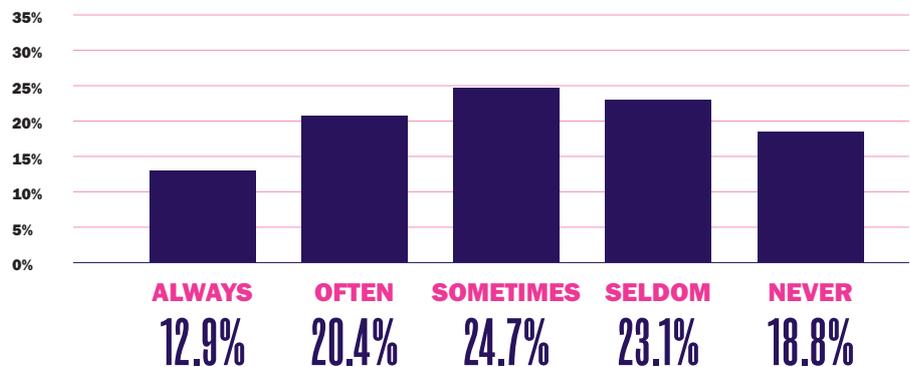
Q16

HSE scale out of 5*

Prison education

2.62

(18) I am pressured to work long hours (n=186)



Q18

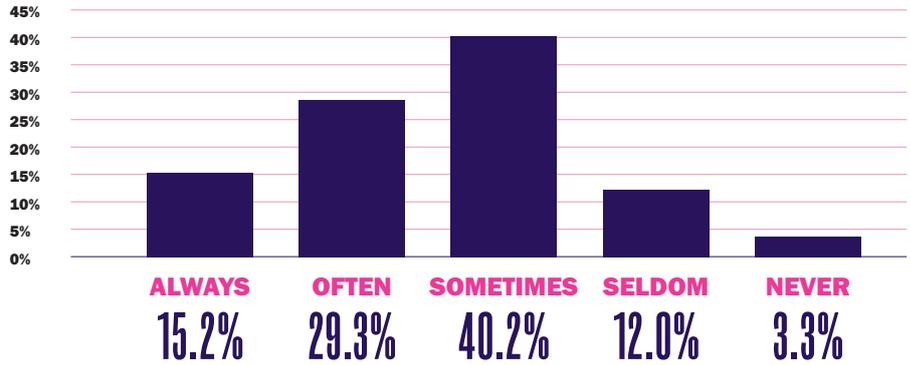
HSE scale out of 5*

Prison education

3.15

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

(20) I have to work very fast (n=184)



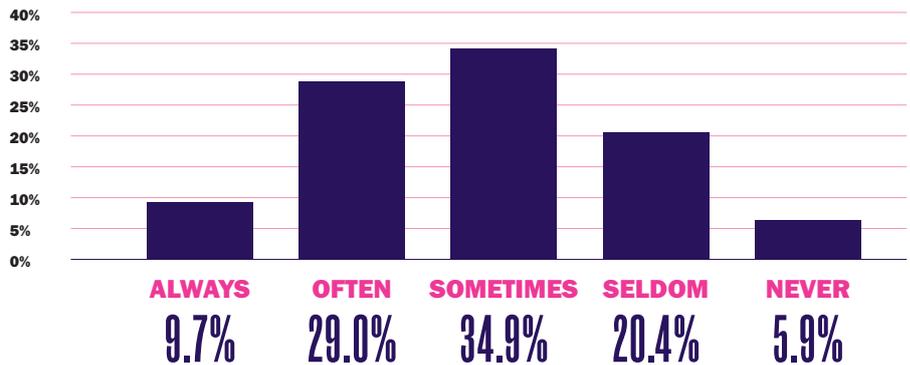
Q20

HSE scale out of 5*

Prison education

2.59

(22) I have unrealistic time pressures (n=186)



Q22

HSE scale out of 5*

Prison education

2.84

HSE scale out of 5*

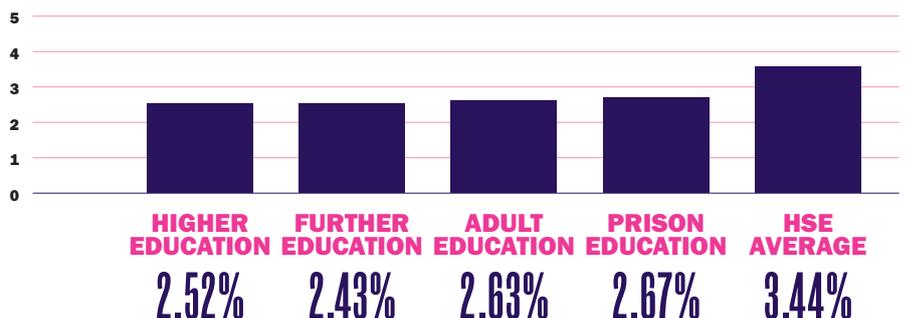
Prison education

2.67

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

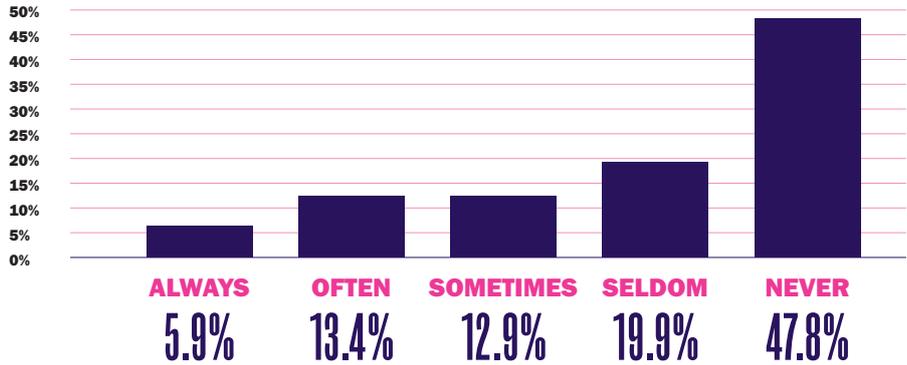
Demands: summary

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 prison education than the HSE target industries, including education, in relation to the demands made on employees.

CONTROL

A typical snapshot
UCU members in prison education said they sometimes had control over their work pace. They seldom had a choice in deciding what they do at work and sometimes had a say in the way they work. Respondents typically strongly disagreed that their working time was flexible, and were never able to decide when to take a break.

(2) I can decide when to take a break (n=186)



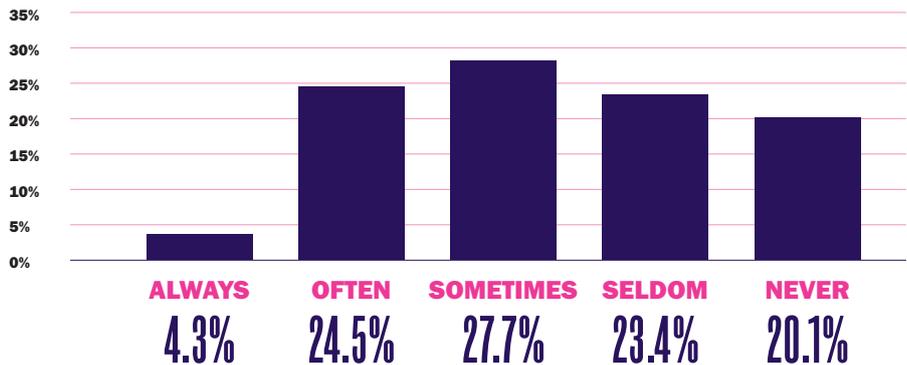
Q2

HSE scale out of 5*

Prison education

2.10

(10) I have a say in my own work speed (n=184)



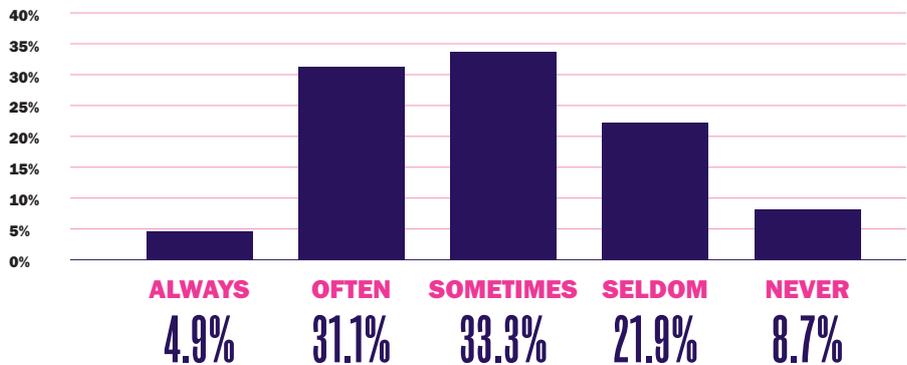
Q10

HSE scale out of 5*

Prison education

2.70

(15) I have a choice in deciding how I do my work (n=183)



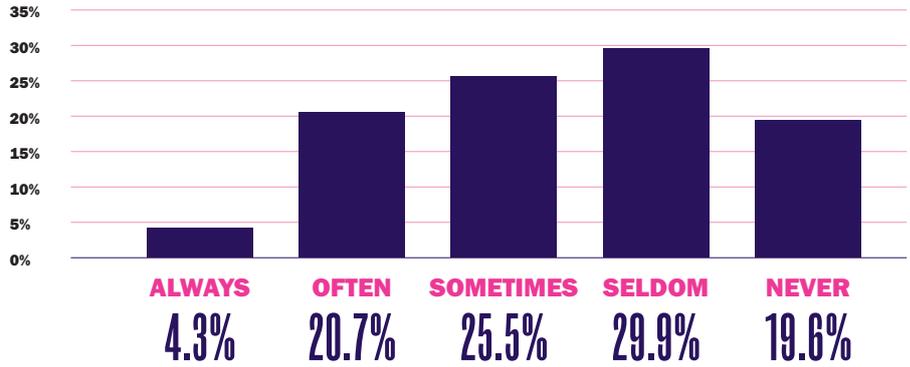
Q15

HSE scale out of 5*

Prison education

3.02

(19) I have a choice in deciding what I do at work (n=184)



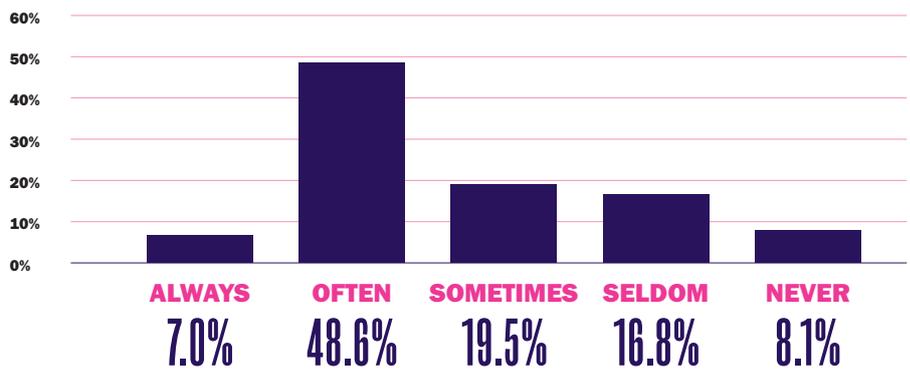
Q19

HSE scale out of 5*

Prison education

2.60

(25) I have some say over the way I work (n=185)



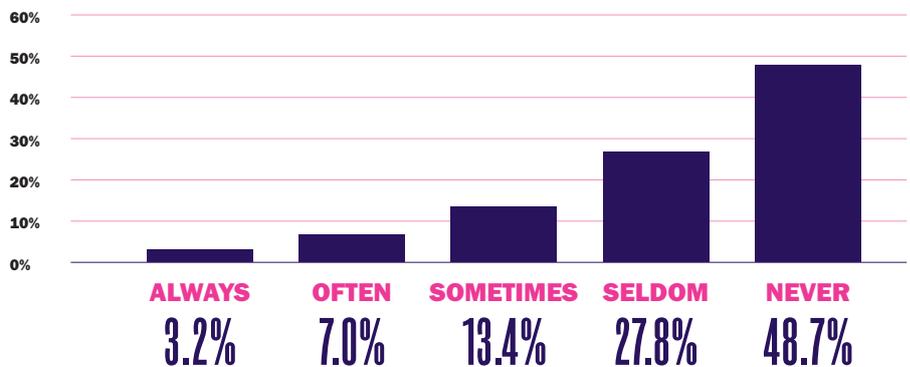
Q25

HSE scale out of 5*

Prison education

3.30

(30) My working time can be flexible (n=187)



Q30

HSE scale out of 5*

Prison education

1.88

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

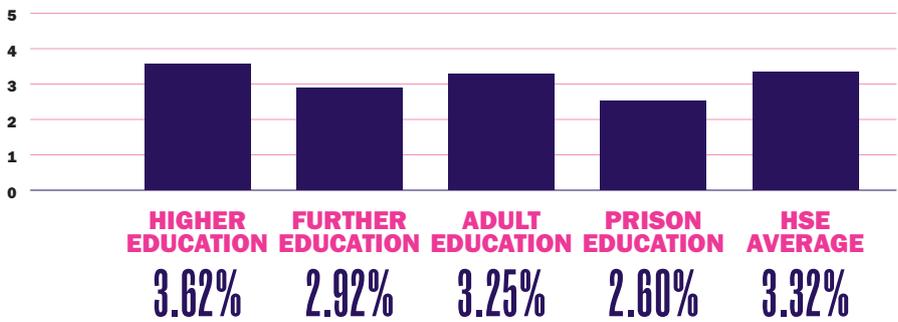
Control: summary

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

HSE scale out of 5*

Prison education	2.60
HSE 2008 survey target group mean average	3.32

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



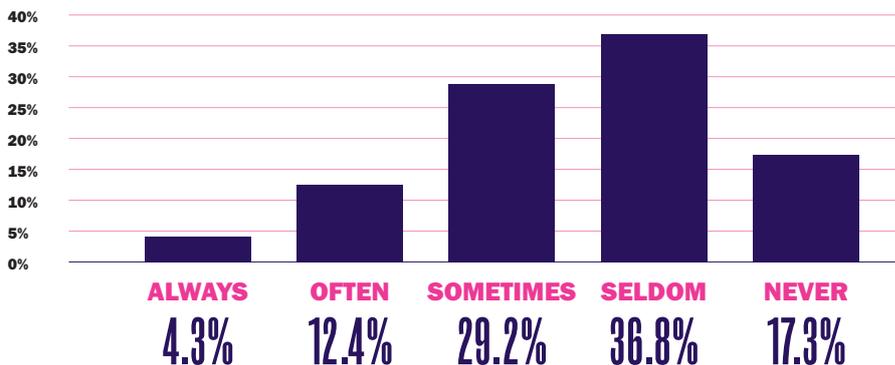
* 1 = low well-being; 5 = high well-being

MANAGER'S SUPPORT

A typical snapshot

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

(8) I am given supportive feedback on the work I do (n=185)



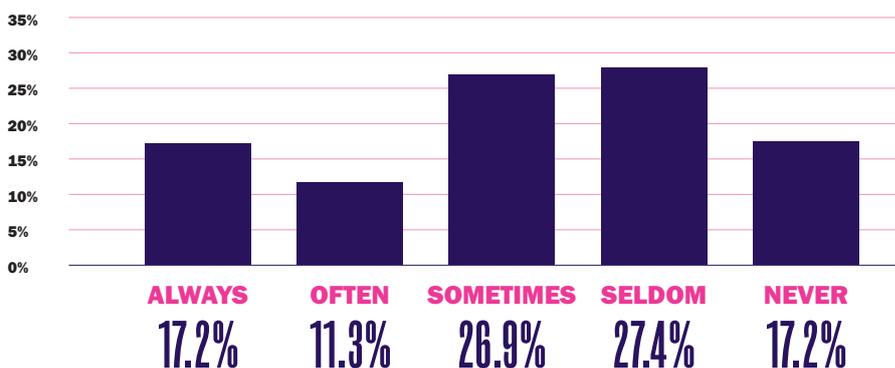
Q8

HSE scale out of 5*

Prison education

2.50

(23) I can rely on my line manager to help me out with a work problem (n=186)



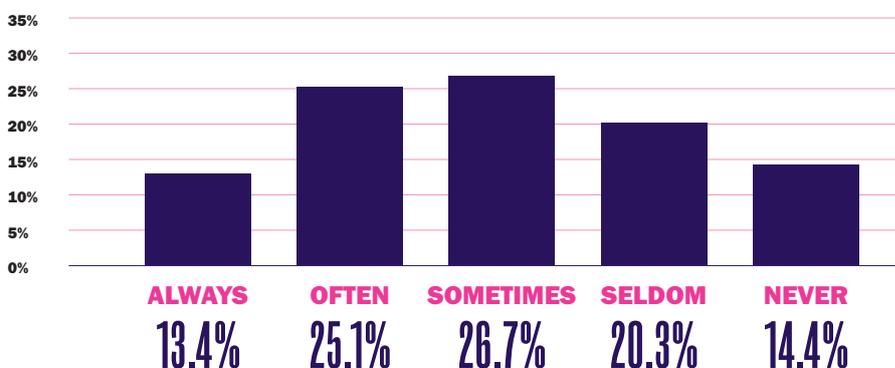
Q23

HSE scale out of 5*

Prison education

2.84

(29) I can talk to my line manager about something that has upset or annoyed me about work (n=187)



Q29

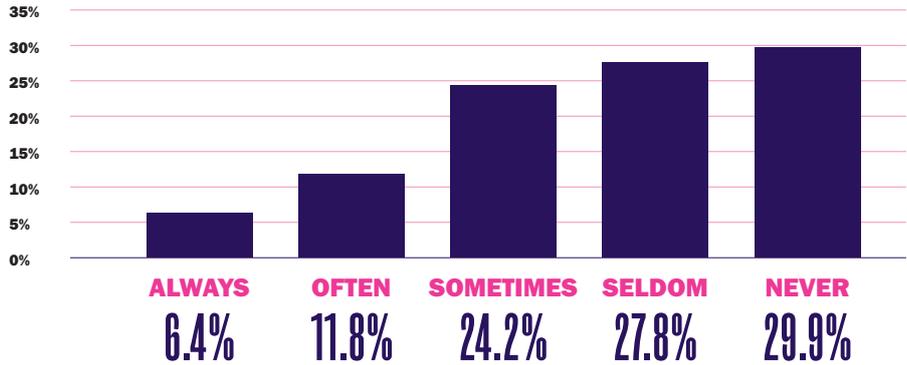
HSE scale out of 5*

Prison education

3.03

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

(33) I am supported through emotionally demanding work (n=187)



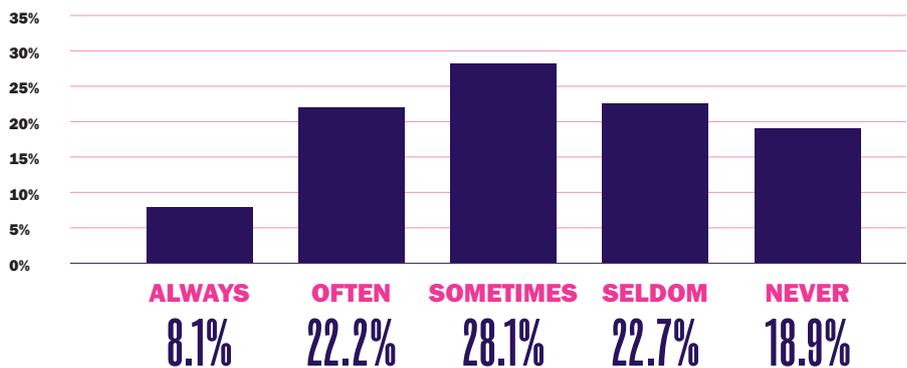
Q33

HSE scale out of 5*

Prison education

2.37

(35) My line manager encourages me at work (n=187)



Q35

HSE scale out of 5*

Prison education

2.78

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* (Webster & Buckley, 2008) indicated less well-being in prison 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*

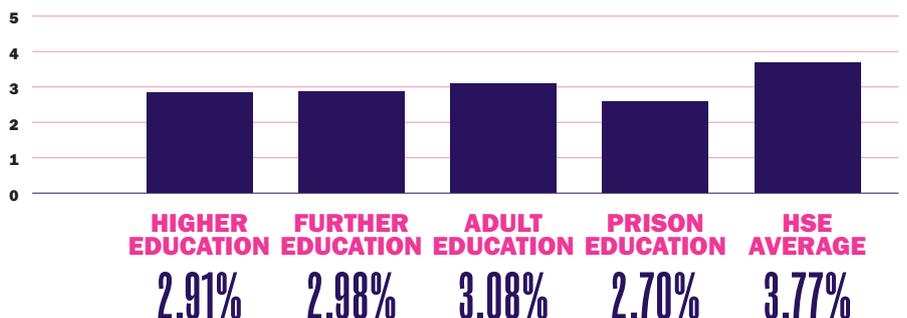
Prison education

2.07

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)



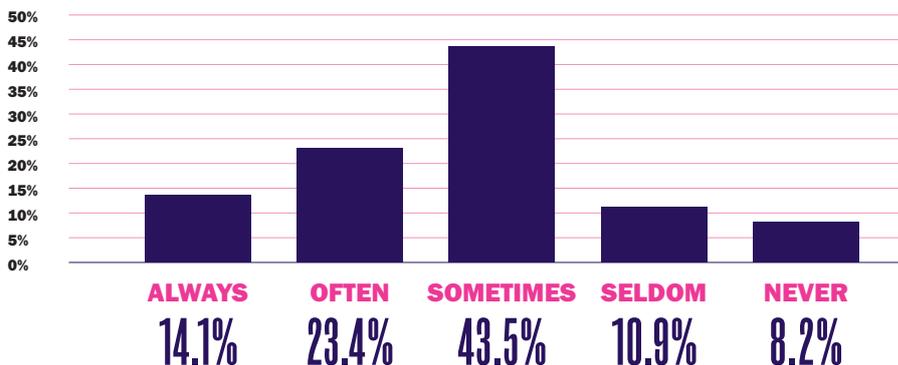
* 1 = low well-being; 5 = high well-being

PEER SUPPORT

A typical snapshot

UCU members in prison 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 prison education agreed that their colleagues were willing to listen to their work-related problems.

(7) *If work gets difficult, my colleagues will help me (n=184)*



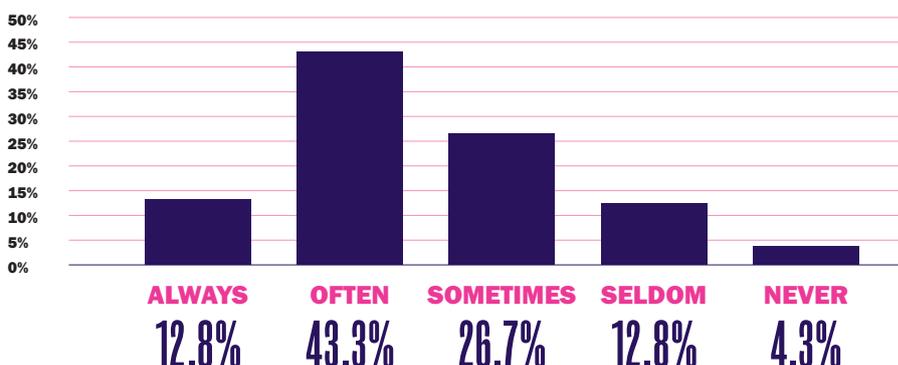
Q7

HSE scale out of 5*

Prison education

3.25

(24) *I get the help and support I need from colleagues (n=187)*



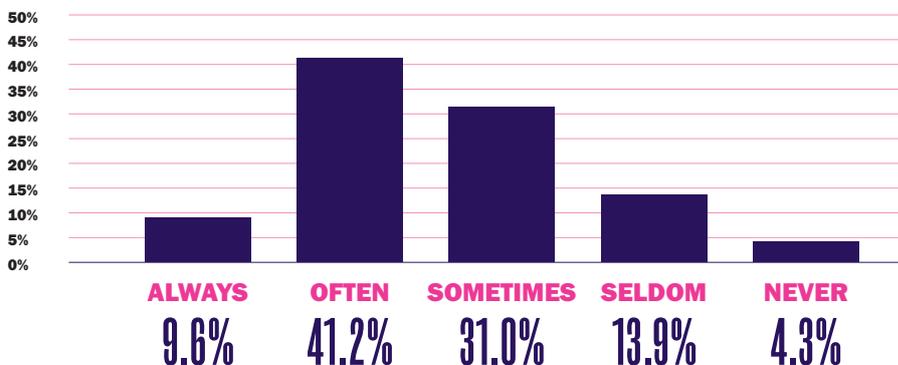
Q24

HSE scale out of 5*

Prison education

3.50

(27) *I receive the respect at work I deserve from my colleagues (n=187)*



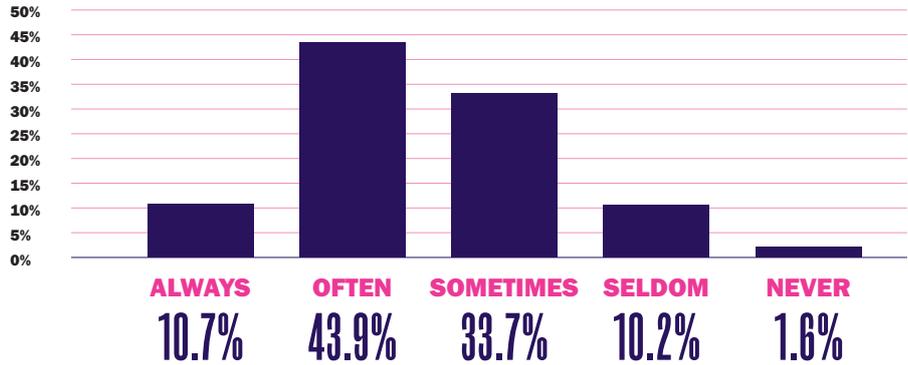
Q27

HSE scale out of 5*

Prison education

3.38

(31) My colleagues are willing to listen to my work-related problems (n=187)



Q31

HSE scale out of 5*

Higher education

3.52

HSE scale out of 5*

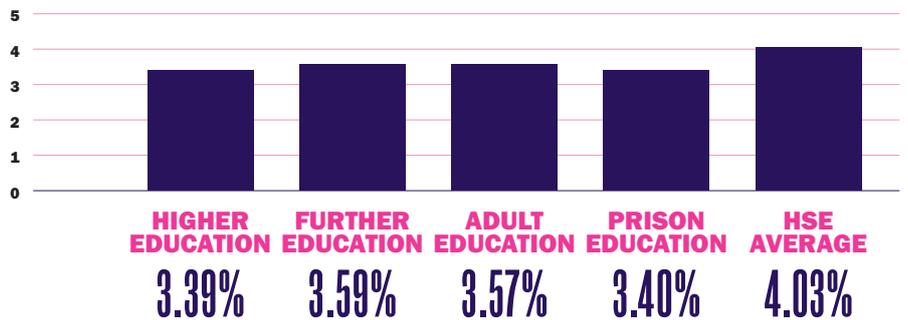
Prison education

3.41

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* (Webster & Buckley, 2008) indicated less well-being in prison education than in the HSE target industries, including education, in relation to the level of peer support experienced by employees.

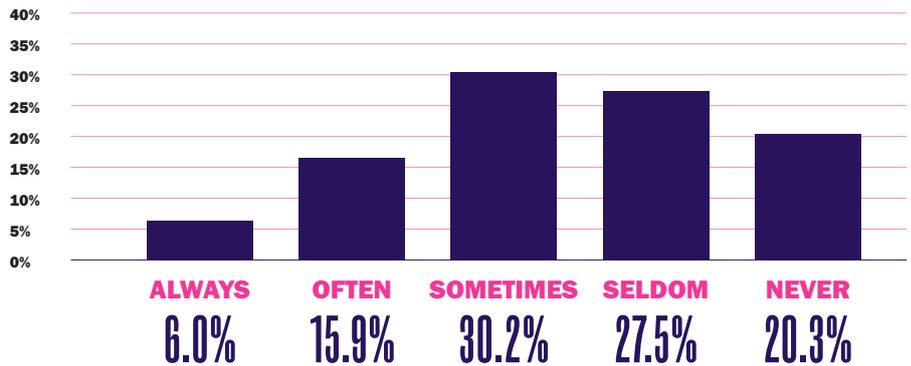
* 1 = low well-being; 5 = high well-being

RELATIONSHIPS

A typical snapshot

Only 20% of UCU members in prison education indicated that they were never subject to personal harassment at work. Respondents from this sector reported that there was sometimes or often friction or anger between colleagues and relationships were often strained. Less than one-third of UCU members in this sector (32%) stated that they were never subjected to bullying at work.

(5) I am subject to personal harassment at work (n=182)



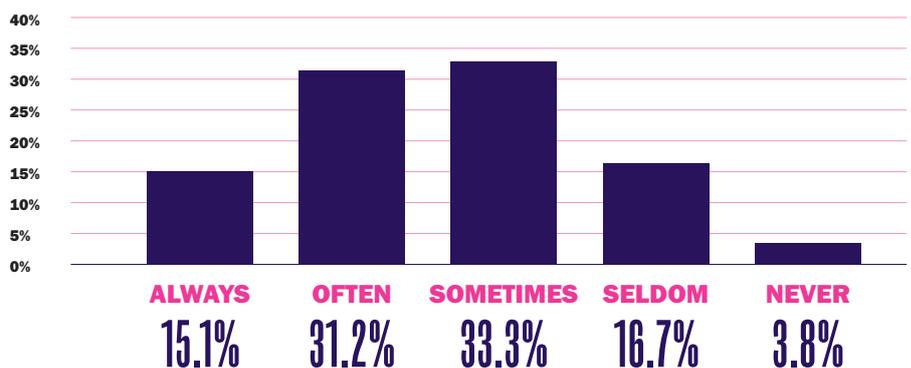
Q5

HSE scale out of 5*

Prison education

3.40

(14) There is friction or anger between colleagues (n=186)



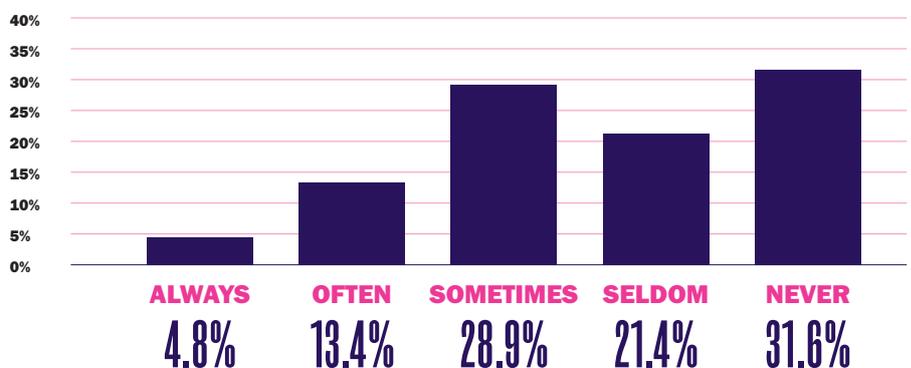
Q14

HSE scale out of 5*

Prison education

2.63

(21) I am subject to bullying at work (n=187)



Q21

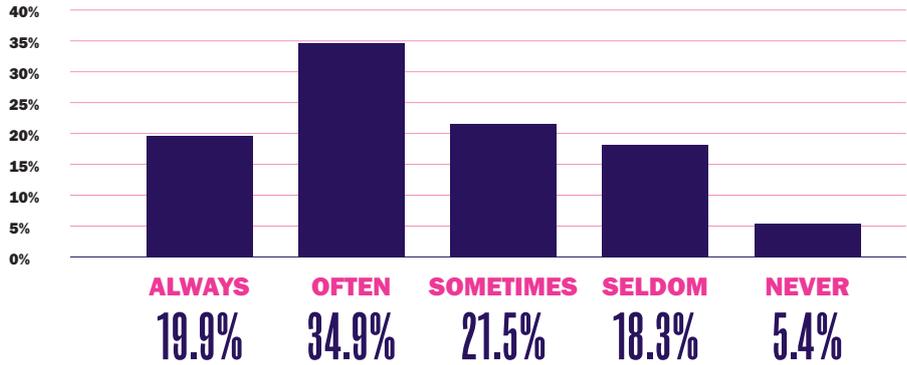
HSE scale out of 5*

Prison education

3.62

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

(34) Relationships at work are strained (n=186)



Q34

HSE scale out of 5*

Prison education

2.54

HSE scale out of 5*

Prison education

3.05

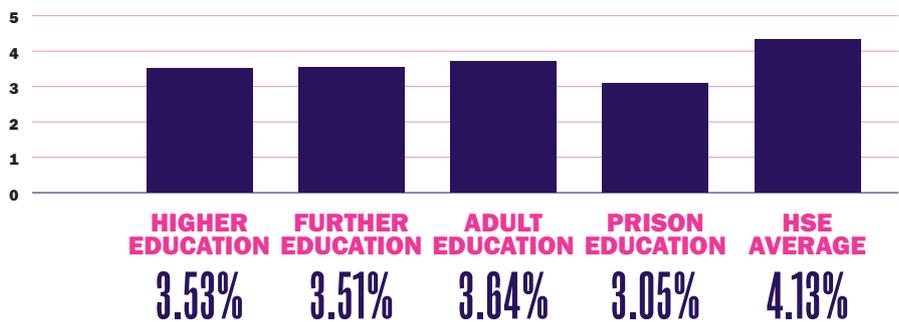
HSE 2008 survey target group mean average

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* (Webster & Buckley, 2008) indicated less well-being in prison 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)



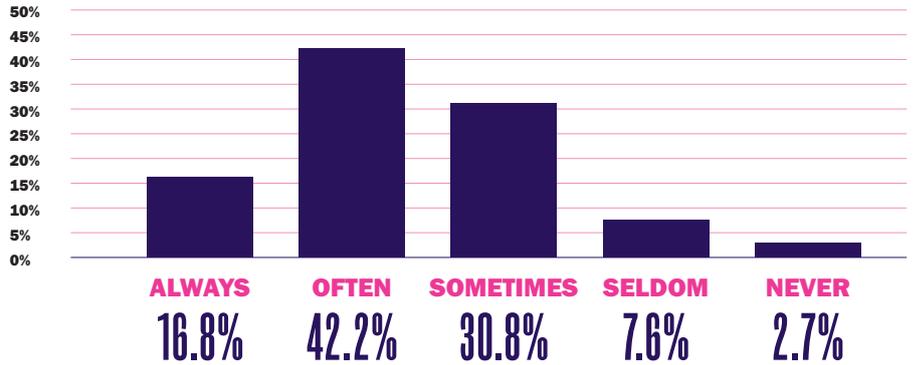
* 1 = low well-being; 5 = high well-being

ROLE

A typical snapshot

UCU members in prison education indicated that they often knew what was expected of them at work, and they often had the information required to do their job. Respondents from this sector were often or sometimes clear about their personal duties and responsibilities. They often or sometimes understood how their work fitted in with the overall aim of their department and the wider organisation.

(1) I am clear what is expected of me at work (n=185)



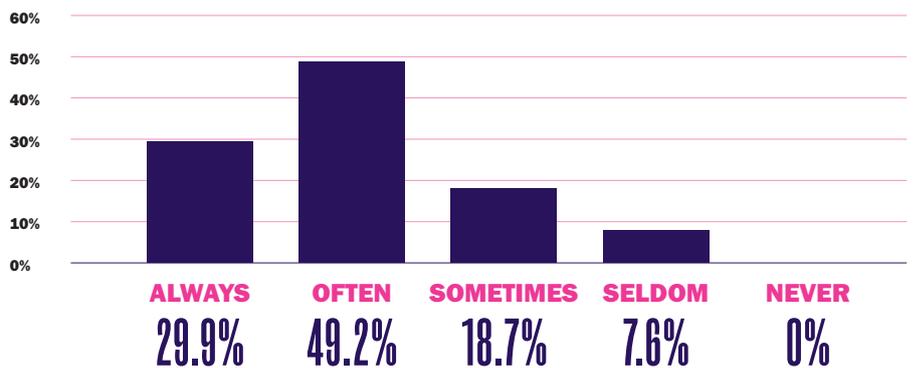
Q1

HSE scale out of 5*

Prison education

3.63

(4) I know how to go about getting my job done (n=187)



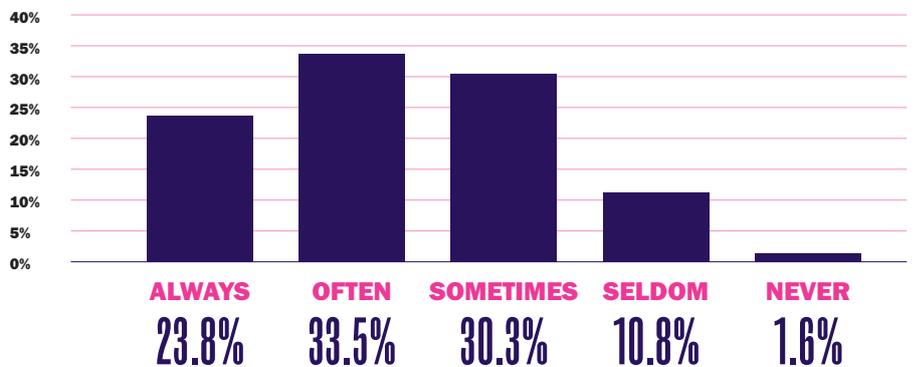
Q4

HSE scale out of 5*

Prison education

4.07

(11) I am clear what my duties and responsibilities are (n=185)



Q11

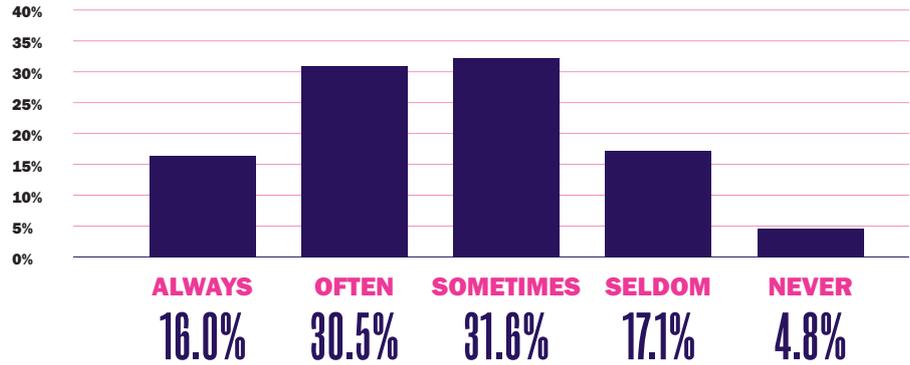
HSE scale out of 5*

Prison education

3.67

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

(13) I am clear about the goals and objectives for my department (n=187)



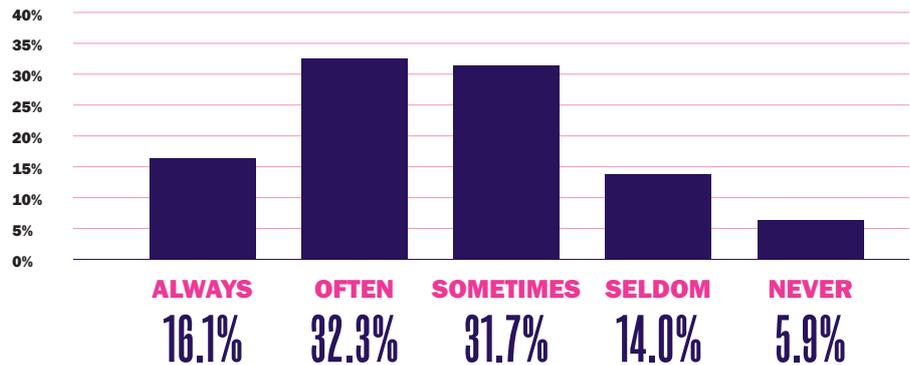
Q13

HSE scale out of 5*

Prison education

3.36

(17) I understand how my work fits into the overall aim of the organisation (n=186)



Q17

HSE scale out of 5*

Prison education

3.39

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* (Webster & Buckley, 2008) indicated less well-being in prison 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*

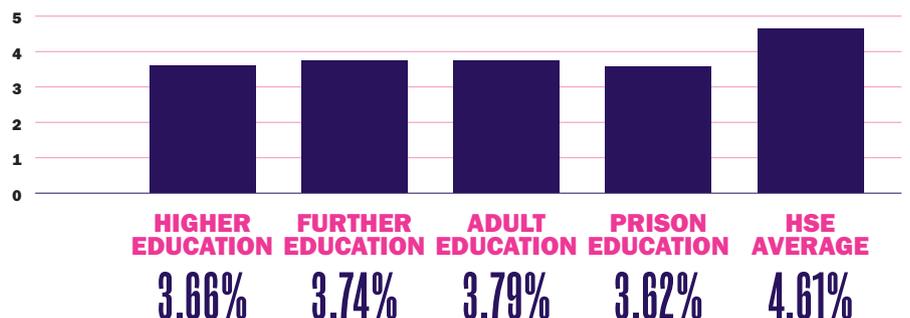
Prison education

3.62

HSE 2008 survey target group mean average

4.61

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



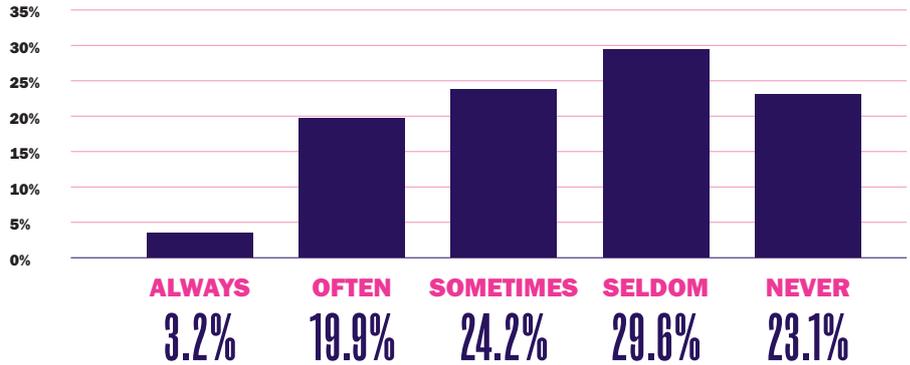
* 1 = low well-being; 5 = high well-being

CHANGE

A typical snapshot

UCU members in prison education disagreed that they had sufficient opportunities to question managers about change at work. They strongly disagreed or disagreed that they were 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=186)



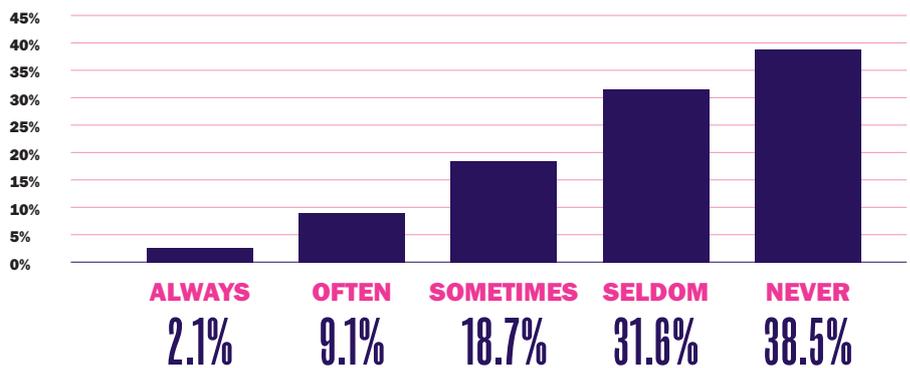
Q26

HSE scale out of 5*

Prison education

2.51

(28) Staff are consulted about change at work (n=187)



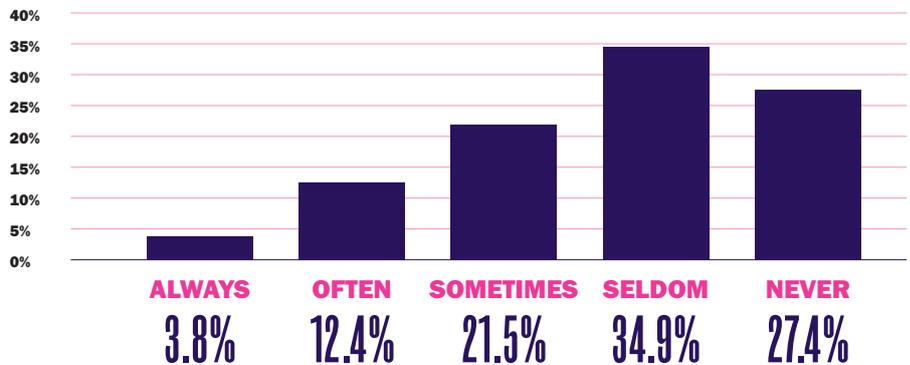
Q28

HSE scale out of 5*

Prison education

2.05

(32) When changes are made at work, I am clear about how they will work out in practice (n=187)



Q32

HSE scale out of 5*

Prison education

2.30

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

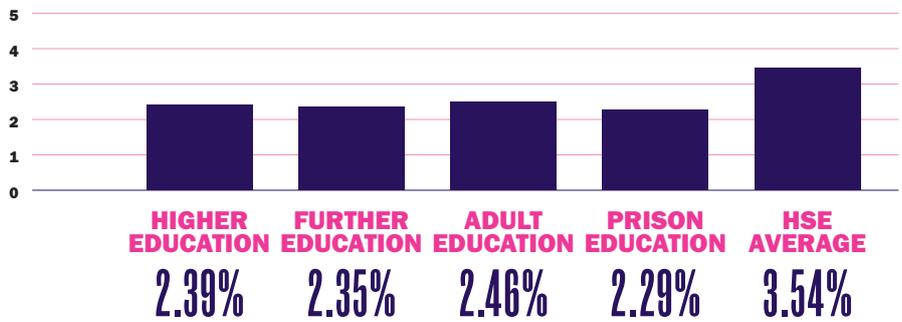
Change: summary

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

HSE scale out of 5*

Prison education	2.29
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 prison education felt under a considerable degree of stress at work. There was a high level of agreement among respondents from this sector with the statement 'I find my job stressful' with 36% agreeing and 37% strongly agreeing. Only 1% (n = 2) strongly disagreed with this statement.

Half of the respondents in prison education said their general level of stress was high (36%) or very high (14%). Almost one respondent in four (39%) indicated that they experienced moderate stress, whereas 12% said their stress levels were low, or very low. Almost one respondent in three (29%) from this sector said they often experienced levels of stress they found unacceptable, and 8% indicated that this was always the case. 16% stated that they seldom or never experienced unacceptable levels of stress.

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

Q36a I find my job stressful

	Strongly disagree %	Disagree %	Neutral %	Agree %	Strongly agree %
Prison education	1.1	5.9	21.0	35.5	36.6
Higher education	2.2	7.2	17.8	40.2	32.6
Further education	1.8	4.8	14.9	37.5	40.9
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 %
Prison education	13.7	36.3	38.5	9.3	2.2
Higher education	15.7	38.8	36.5	8.6	1.2
Further education	15.8	43.1	34.1	6.0	1.0
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 %
Prison education	8.3	28.7	47.5	11.6	3.9
Higher education	7.1	31.9	43.2	15.3	2.4
Further education	9.2	36.1	42.4	10.5	1.8
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 prison education sector may have reduced slightly over the last few years, but they remain a considerable cause for concern. 72% of respondents from this sector agreed or strongly agreed with the statement 'I find my job stressful' compared with 80% in the 2008 survey. Comparative data is provided below from the two surveys. As can be seen, the proportion of respondents who endorsed the 'neutral' response has increased considerably.

I find my job stressful

	Strongly disagree %	Disagree %	Neutral %	Agree %	Strongly agree %
Prison education 2008*	0.0	5.3	14.0	40.4	40.4
Prison education 2012	1.1	5.9	21.0	35.5	36.6

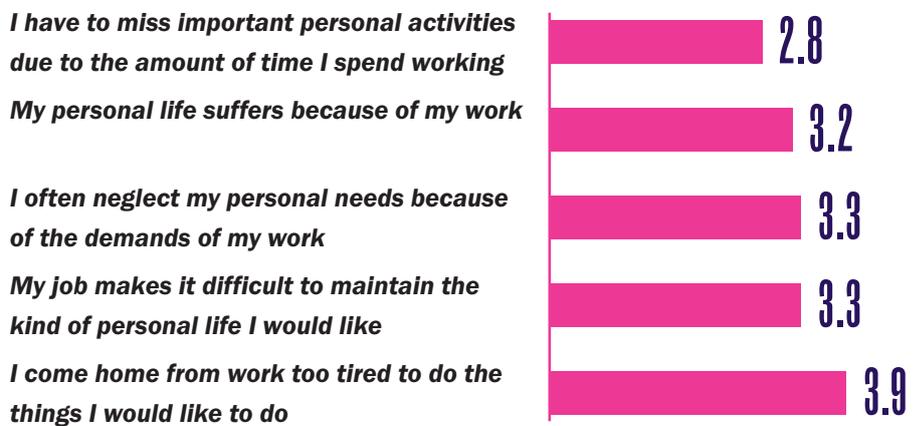
Totals may differ due to rounding

* Court, S and Kinman, G (2009): *Tackling Stress in Prison Education*, London: University and College Union www.ucu.org.uk/media/pdf/d/f/ucu_pestress_dec08.pdf

Findings 4: Work-life balance and stress

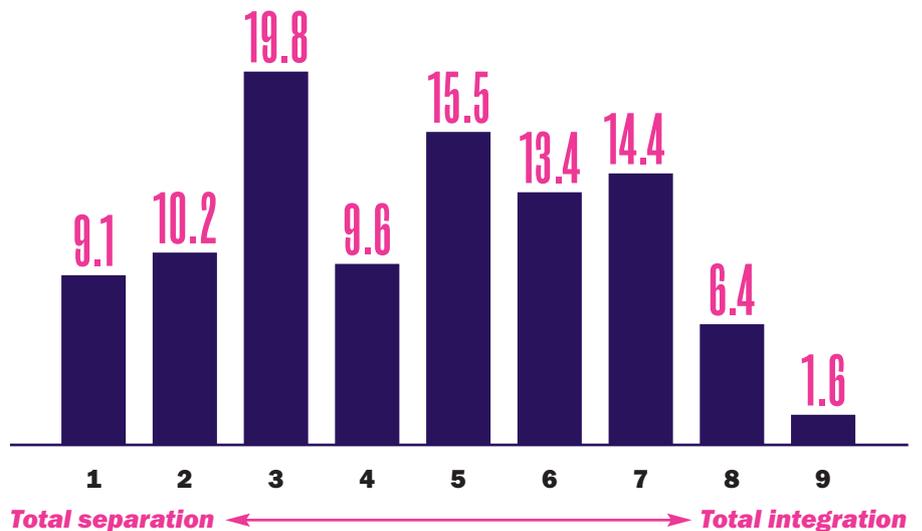
Evidence has been provided that work-life balance amongst UCU members in prison education is generally poor. Findings indicate that the demands of the job frequently make it difficult for them to maintain the kind of personal life they would like, and they sometimes or often miss out on important activities. Respondents from prison education who reported more work-life conflict tended to have 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 also perceived higher levels of work-related stress. Of the HSE stressor dimensions, demands and, to a lesser extent, poor quality relationships at work, were the most powerful predictors of work-life conflict for respondents in prison education.

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



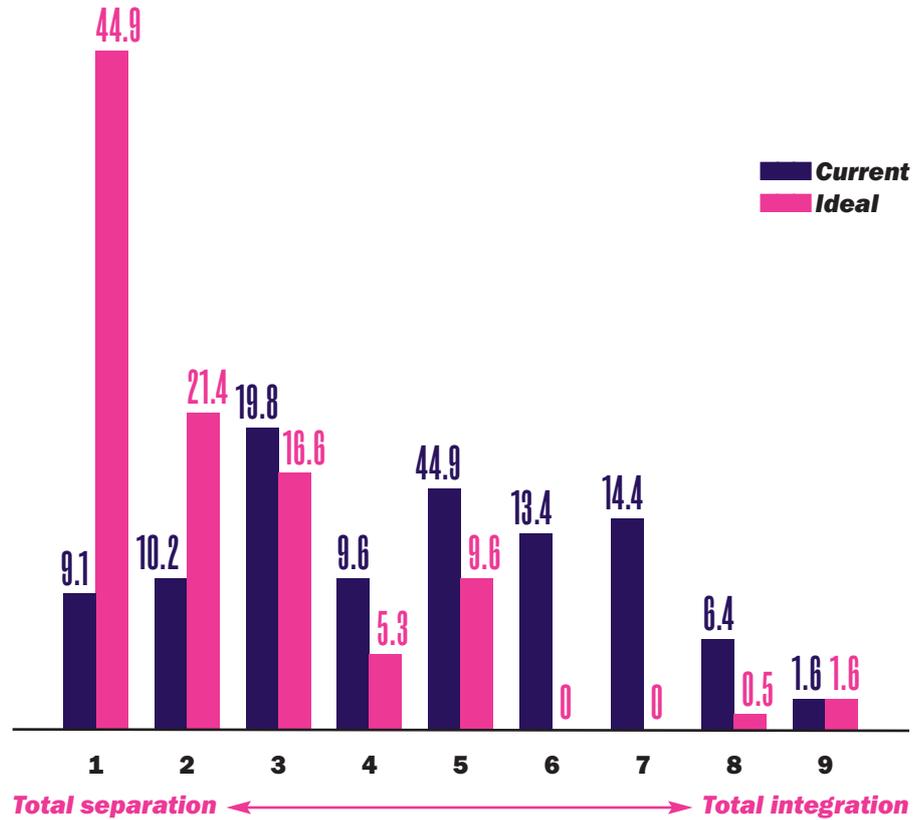
For UCU members from prison education, some variation was found in current levels of work-life integration (see figure below). For 39% of respondents, 'work' and 'home' were mainly segmented (scoring 1 to 3 on a 9 point scale). A high proportion, however, had a high degree of integration between their work and home lives (with 36% 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), but the majority (i.e. 83%) desired 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 (%)



The fit between current and ideal levels of work-life segmentation/integration was calculated. 23% of the sample indicated that the extent to which their work and home lives were integrated was currently ideal, but a discrepancy was evident for many. Although UCU members from prison education clearly differ in their preferences for work-life integration, the importance of having some separation between domains was highlighted; respondents whose work and home lives were more integrated tended to report more work-life conflict and work-related stress. Moreover, as the gap between current and ideal levels of work-life integration widened, work-life conflict and stress worsened.

Findings 5: 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 the HSE stressors, work-life conflict or perceived stress. UCU members who had worked longer in the prison education sector typically reported more peer support, but no other significant relationships were identified with length of service, age or disability status. No differences also emerged in terms of mode or terms of employment.

Findings 6: Conclusion

Although a degree of stress is to be expected in any professional role, this survey of UCU members indicates that stress in prison education remains a cause for concern. The high level of perceived stress in the sector found in the 2008 survey has reduced slightly, but almost three-quarters of the sample (i.e. 72%) continued to experience work-related stress 'often' or 'always'. In addition, UCU's 2012 survey of occupational stress in post-16 education showed that for five of the seven stressors measured by the HSE questionnaire—relating to Control, Managers' support, Relationships, Role and Change—those working in prison education had lower well-being than those working in further, higher or adult education.

Evidence has been found that prison education employees have difficulty in achieving an acceptable balance between work and other life domains. The majority of respondents (61%) indicated that they were unable to set a firm boundary between their work and home life. A high proportion (i.e. 44%) indicated that they often or always neglected 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 poor quality relationships at work, were the most powerful predictors of work-life conflict for UCU members in prison education.

On all of the Health and Safety Executive stressor categories, UCU members employed in prison 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, relationships and management support. This is a similar pattern to that which emerged in UCU's 2008 study of prison education, but the well-being gap in relation to control and role has widened, further highlighting particular problems in this area. The well-being gap for change, demands and management support has closed slightly, but there is still a considerable discrepancy between levels of well-being found amongst respondents from prison education and the HSE minimum standards. It is noteworthy that security is an overriding feature of the prison regime. An understanding of how this impacts upon the work of prison educators could add an additional voice to this analysis of how prison educators are affected by occupational stress.

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 overleaf, 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	Relation- ships	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 prison education 2008	2.63	2.67	2.64	3.40	3.04	3.70	2.24
'Well-being gap' for UCU members in prison education 2008	-0.81	-0.65	-1.13	-0.63	-1.09	-0.91	-1.30
UCU members working in prison education 2012	2.67	2.60	2.70	3.41	3.05	3.62	2.29
'Well-being gap' for UCU members in prison education 2012	-0.77	-0.72	-1.07	-0.62	-1.08	-0.99	-1.25
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 prison education. A strong business case for managing the work-related well-being of staff in higher 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. The project included a programme of consultation workshops to understand what well-being and engagement mean for the sector; a programme of piloted and evaluated interventions, including the development of detailed case studies and associated guidance materials; and an exploration of the relationship between the outcomes of employee well-being surveys, student satisfaction and research performance. 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 to inform local and national negotiations to tackle occupational stress and improve work-life balance for those working in prison education. 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 suffer from 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.

Christiane Ohsan, UCU's National Official with responsibility for prison educators, said: 'Because of the particularly low well-being shown for prison educators, this is a wake-up call for employers, and for UCU.'

'To improve their working lives, our members in prison education need stability, and no more retendering every three to five years. They need more involvement in decision-making, better management of change, permanent contracts, greater esteem, improved working facilities, more support from their line managers, improved communication with management, more equal opportunities, and access to appropriate training.'

'Recent cuts in prison funding mean that prison educators are now having to do tasks undertaken formerly by prison officers. We need to look to the recent national agreement in further education to take on board the additional demands and stresses of working in a custodial setting, the continuing retendering of prison education contracts, and the government's repeated changes to the curriculum.'

'We plan to share these findings on occupational stress and well-being with the employers and with the policy-makers—with the Department for Business, Innovation and Skills, the Ministry of Justice and the Department for Education—to seek the changes that are urgently needed in our members' working lives.'

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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"/> 1	<input type="text"/> 2	<input type="text"/> 3	<input type="text"/> 4	<input type="text"/> 5
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"/> 1	<input type="text"/> 2	<input type="text"/> 3	<input type="text"/> 4	<input type="text"/> 5
6	I have unachievable deadlines	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
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"/> 1	<input type="text"/> 2	<input type="text"/> 3	<input type="text"/> 4	<input type="text"/> 5
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"/> 1	<input type="text"/> 2	<input type="text"/> 3	<input type="text"/> 4	<input type="text"/> 5
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"/> 1	<input type="text"/> 2	<input type="text"/> 3	<input type="text"/> 4	<input type="text"/> 5
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"/> 1	<input type="text"/> 2	<input type="text"/> 3	<input type="text"/> 4	<input type="text"/> 5
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"/> 1	<input type="text"/> 2	<input type="text"/> 3	<input type="text"/> 4	<input type="text"/> 5
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"/> 1	<input type="text"/> 2	<input type="text"/> 3	<input type="text"/> 4	<input type="text"/> 5
21	I am subject to bullying at work (see definition in introduction)	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
22	I have unrealistic time pressures	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
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"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
37 Do you experience levels of stress that you find unacceptable?	Never	Seldom	Sometimes	Often	Always
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

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"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

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"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

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

My personal life suffers because of my work	Not at all	Rarely	Sometimes	Often	Almost always
	<input type="text"/> 1	<input type="text"/> 2	<input type="text"/> 3	<input type="text"/> 4	<input type="text"/> 5
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"/> 1	<input type="text"/> 2	<input type="text"/> 3	<input type="text"/> 4	<input type="text"/> 5
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"/> 1	<input type="text"/> 2	<input type="text"/> 3	<input type="text"/> 4	<input type="text"/> 5
Because of my job, I am in a better mood at home	Not at all	Rarely	Sometimes	Often	Almost always
	<input type="text"/> 1	<input type="text"/> 2	<input type="text"/> 3	<input type="text"/> 4	<input type="text"/> 5
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"/> 1	<input type="text"/> 2	<input type="text"/> 3	<input type="text"/> 4	<input type="text"/> 5

Please rate your current position on the following scale:

My work and home lives are completely separate	<input type="text"/> 1	<input type="text"/> 2	<input type="text"/> 3	<input type="text"/> 4	<input type="text"/> 5	<input type="text"/> 6	<input type="text"/> 7	<input type="text"/> 8	<input type="text"/> 9	There is no separation between my work and home lives
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Please rate how you would ideally like to be:

My work and home lives are completely separate	<input type="text"/> 1	<input type="text"/> 2	<input type="text"/> 3	<input type="text"/> 4	<input type="text"/> 5	<input type="text"/> 6	<input type="text"/> 7	<input type="text"/> 8	<input type="text"/> 9	There is no separation between my work and home lives
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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