

Tackling Stress

in further education

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UCU

University and College Union

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Quotes from respondents in further education are shown thus.

Where necessary after a quote, the respondent's job is shown capitalised in brackets: eg (LECTURER).

Quotes are anonymised to protect confidentiality.

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The form of average used in this report is the mean average.

Summary

The University and College Union (UCU) represents nearly 120,000 academics, lecturers, trainers, instructors, researchers, managers, administrators, computer staff, librarians and postgraduates in universities, colleges, prisons, adult education and training organisations across the UK. Approximately 48,000 UCU members work in further education (FE). UCU was formed on 1 June 2006 by the amalgamation of the Association of University Teachers (AUT) and NATFHE—the University & College Lecturers' Union.

A survey of occupational stress experienced by UCU members took place in April and May this year. This report of the results of the survey provides information about the nature of the occupational stress affecting UCU members in higher education, and the ways our members would like their working lives to be improved.

Further education staff make a vital contribution to the tasks of providing teaching and skills training for 16-19 year olds and adults from entry level to degree level. But it is clear from the results of this survey that a large number of our members in further education are working under high stress levels—considerably worse than national averages. We are concerned that this level of stress is hampering members' work in teaching and training, and supporting those activities. This report provides information about the nature of the occupational stress affecting UCU members in further education, the ways our members would like their working lives to be improved, and how UCU is tackling this situation.

There was 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 (see Introduction for further information).

**FACTORS
WHICH MAKE
A SIGNIFICANT
CONTRIBUTION
TO STRESS AND
FRUSTRATION**

CHANGE

We are currently undergoing the third merger in four years. Another round of restructuring leading to insecurity and unclear direction from senior management. (LECTURER)

I never get to do anything really well because as soon as you feel you are making progress they move the goalposts/change everything. I feel I never get to consistently improve my teaching. (LECTURER)

DEMANDS

As a part time worker, all meetings and staff development fall outside my working hours. I'm still expected to attend and take the time out of my admin hours, this means I have to find and pay for childcare and end up doing admin at home out of work hours. (LECTURER)

I have progressively reduced my hours from 0.7 fractional to 0.1 fractional because of stress and being unable to keep up with paperwork. Teaching challenges and uplifts me; then the amount and nature of the admin work consistently wrecks that satisfaction. (LECTURER)

After redundancies are made, there is no reasonable provision made for work to get done – other than to dump it on the remaining teachers who are already crushed under the weight of paperwork. (LECTURER)

DEMANDS

I have multiple roles—frequent interruptions in carrying out tasks as a result. (LECTURER)

MANAGERIAL SUPPORT

There are times when senior management display a staggering lack of 'people management' skills. Shouting at staff in the presence of other members of staff and students is not professional and causes stress. (LECTURER)

People feel constrained by working within a large organisation where the higher authorities have no understanding of our needs and requirements and the middle authorities do not appear to be capable of representing these very well. (LECTURER)

To tackle these problems, UCU members working in further education would like:

IN GENERAL

- to feel valued and trusted
- an improved physical environment
- office space
- more autonomy

MANAGEMENT

- improved communication with management
- better management of change
- less tolerance for staff who are not pulling their weight
- less paperwork and monitoring
- more transparency and openness
- bullying and harassment to be tackled

EMPLOYMENT

- to be able to work flexibly
- pay that properly rewards responsibility
- more job security
- improved work-life balance

CAREER

- improved opportunities for continuing professional development

In addition, UCU members teaching in further education would like:

TEACHING

- a reduction in contact hours to enable more time for planning, preparation, marking, research, paperwork, learner support
- smaller classes
- pay equivalent to schoolteachers
- improved classroom discipline.

Overall analysis of the findings also indicated that support from managers and peers, and greater use of permanent contracts, may help to offset stress.

University and College Union is aware of the problem of occupational stress in post-16 education in the UK, and is committed to taking action to tackle this situation. 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 become at risk of stress or stress-related illness. UCU's website has further details at: www.ucu.org.uk/index.cfm?articleid=2562. UCU also works together with employer bodies, such as the

Association of Colleges and the Universities and Colleges Employers Association, to deal with occupational stress.

The findings of this survey, particularly the measures that members would like taken to improve their working lives, will be used to guide future UCU policy. UCU thanks the many thousands of members who helped with this research.

Introduction

The financial costs of occupational stress to business and industry are well documented. The Health and Safety Executive¹ recently indicated that work-related stress accounts for over a third of all new incidences of ill health, estimating that a total of 13.8 million working days were lost to work-related stress, depression and anxiety in 2006/07. A number of large-scale studies conducted in the USA, Europe and the UK have reported that the incidence of self-reported workplace stress has risen since the mid-1990s (Cox, Griffiths & Rial-Gonzalez, 2000) especially amongst public sector workers such as nurses, social workers and teachers (Jones, Huxtable & Hodgson, 2006).

Research conducted over the last decade or so indicates that occupational stress in UK further and higher education institutions is widespread. Several reasons could be provided including rising student numbers without a corresponding increase in resources, enhanced regulatory demands, as well as increased pressure to boost funding through entrepreneurial activities. Market-led policies have demanded regular curriculum redesign, extensive domestic and overseas marketing to boost recruitment, diversification of modes of delivery, and increasingly skilled classroom performance. There is fiercer competition for students and research grants. Universities and colleges have also moved towards providing their services over a wider range of hours and for a higher proportion of the working year. A more diverse student population holding an increasingly 'consumer oriented' approach to their studies is likely to have exacerbated these demands (Chandler, Barry & Clark, 2002; Bareham, 2004).

Fixed-term contracts for staff in further and higher education are widespread, particularly for research-only academic staff—a factor likely to have increased perceptions of job insecurity. Just over half of further education teaching staff are on permanent contracts; the remainder are on fixed-term contracts (32%), casually employed (7%), agency staff (4%) or self-employed (5%).² In 2006-7, 38% of all academics in UK higher education were employed on a fixed-term contract. Of these, 54% of academics employed on a teaching-only basis had fixed-term contracts; 78% of academics employed on a research-only basis had fixed-term contracts; and 12% of academics employed on a teaching-and-research basis had fixed-term contracts (source: HESA data supplied to UCU). Data from the Labour Force Survey (January-March quarter, 2008) indicated that 17.4% of those working in adult education had a job that was not permanent, as did those working in first and post-degree level education. This was the second-highest level of casualisation of any employment group in the economy. In addition, for those working in technical or vocational secondary education, the level of casualisation was 10.6% (UCU analysis of Labour Force Survey data).

In 2002, the Higher Education Funding Council for England (HEFCE) commissioned a study of occupational stress in employees in higher education institutions. This research aimed to provide benchmarks to facilitate inter-institutional comparisons of stressors and strains experienced by university employees, and enable comparisons

¹ The UK body responsible for policy and operational matters related to occupational health and safety.

² Source: DfES analysis of Staff Individualised Record 02/3, in www.dfes.gov.uk/furthereducation/ferreview/Paul_Mounts_FE_presentation.pdf—Appendix 5 of the Foster Report (2005)

to be made with norms from other professional groups. A stratified random sample of all categories of staff working in several UK universities completed the ASSET questionnaire (Cartwright & Cooper, 2002). Job insecurity was found to be the most stressful aspect of work for all categories of employee (Tytherleigh, Webb, Cooper & Ricketts, 2005). Furthermore, in comparison with norms from other occupational groups, university employees were found to report significantly more stress relating to work relationships, control, resources and communication.

Three national surveys of work-related wellbeing in further and/or higher education conducted since 1996 on behalf of the education trade unions NATFHE and AUT³ found high levels of job-related stressors and levels of psychological distress that exceed those of other professional groups and the general population (Kinman, 1996; Kinman, 1998; Kinman & Jones, 2004). Findings revealed that the most stressful aspects of work included frequent interruptions, rushed pace of work, lack of respect and esteem, too much administrative paperwork, inadequate administrative and technical support, lack of opportunity for promotion, ineffective communication and lack of opportunity for scholarly work. The 1996 survey of NATFHE members found that respondents from further education institutions tended to report more extreme levels of job-related stress than those from HE establishments. The 1998 and 2004 surveys of AUT members highlighted perceptions amongst employees that demands had increased in recent years and that levels of job control and support had decreased. Levels of key stressors remained high in the six year period between these surveys (Kinman, Jones & Kinman, 2006).

A report published by the Trades Union Congress (TUC, 2005), compiled from UK statistics, found that lecturers and teachers are more likely than any other occupational group surveyed to do unpaid overtime—on average in excess of 11 hours extra work each week. A considerable proportion of respondents to the 2004 survey appeared to be working in excess of the 48-hour weekly limit set by the European Union's working time directive. Almost half of respondents indicated that they found their workloads unmanageable. Forty-two percent of respondents worked regularly during evenings and weekends in order to cope with the demands of their work. Unsurprisingly, high levels of conflict between work and home were reported, which was the main contributor to psychological distress.

The HSE management standards approach

In 2004, after extensive public consultation, the Health and Safety Executive (HSE) developed a process to help employers manage work-related stress more effectively. This process is based on a set of standards of good management practice (or benchmarks) for measuring employers' performance in preventing work-related stress (Mackay, Cousins, Kelly, Lee & McCaig, 2004). The management standards approach assesses levels of six elements of work activity that are considered relevant to the majority of UK employees and have been consistently associated with wellbeing and

³ These merged in 2006 to form the University and College Union (UCU).

organisational performance, namely: demands, control, social support, interpersonal relationships, role clarity, and involvement in organisational change (Mackay et al., 2004).

Before the revised process was introduced by the HSE, cut-off points were set for each stressor category, indicating that organisations would achieve the minimum standard only if a specified percentage of employees indicated that they were satisfied with the way each element of work activity was managed. A 2004 survey of AUT members examined the extent to which the HE sector was meeting the recommended HSE standards for the management of workplace stressors. Findings revealed that the benchmark minimum concerning the quality of interpersonal relationships was exceeded, and that relating to role clarity was met. Nonetheless, several of the HSE standards were not met (Kinman et al., 2006). At that time, the HSE recommended that at least 85% of employees should state that they are able to cope with the demands of their work; only 38% of university employees that responded indicated that they were able to do this. Levels of control were somewhat lower than the recommended level and levels of support from managers were considerably lower.

The HSE has recently developed a self-report survey based around the six management standards to help employers measure levels of key stressors within their organisations and compare their own performance with national standards (Cousins et al., 2004). Employers are able to monitor their own performance on these different domains and assess the impact of any interventions they may put in place to improve work-related wellbeing by readministering the survey. The Indicator Tool comprises 35 items within seven stressor subscales (in this paragraph, the stressors are indicated in bold text). **Demands** include issues like workload, pace of work and working hours. **Control** measures levels of autonomy over working methods, pacing and timing. **Peer support** encompasses the degree of help and respect received from colleagues, whereas **Managerial support** reflects supportive behaviours from line managers and the organisation itself, such as 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 the employee believes that her or his work fits into the overall aims of the organisation. Finally, **Change** reflects how well organisational changes are managed and communicated within the organisation. Although the Indicator Tool is designed to be used as a multi-dimensional measure (Cousins et al., 2004), recent research by Edwards, Webster, van Laar and Easton (2008) suggests that it can also be used to calculate a global measure of stressors experienced in the workplace based on average scores across the seven subscales.

The 35 items and the stressor sub-scales are measured on a scale of 1 to 5, with 1.0=low well-being; 5.0=high well-being. Averages for the HSE's so-called 'target group' of employees—which included the education sector—from the most recent of

the HSE's annual reports, *Psychosocial Working Conditions in Britain in 2008*, were used to provide a point of comparison between UCU members and the wider working population. In this report, relevant HSE target group data is provided at the end of each section about the stressors. Where the UCU score was more than 1.0 different from the HSE target group average, this difference is described as 'considerable'. It is worth noting that an earlier HSE report, *Psychosocial Working Conditions in Great Britain in 2004*, said that scores at or above the 80th percentile—ie the top 20%—should represent the 'aspirational targets' for organisations (p. 18).

The HSE risk assessment approach is a highly structured and tangible framework through which to diagnose accurately the most stressful aspects of work in individual organisations or occupational groups. This information is essential for the development of more precisely targeted interventions. Several individual colleges (see www.hse.gov.uk/stress/casestudies/education/cornwall.htm and www.hse.gov.uk/stress/casestudies/education/glanhafren.htm) and universities (see www.hse.gov.uk/stress/casestudies/education/johnmoores.htm) have adopted the HSE approach with some success.

The UCU 2008 survey of occupational stress

There were 14,270 respondents to the UCU 2008 survey of occupational stress. Of these, 3,190 were employed or principally employed in further education; 9,740 were in higher education; 60 were in prison education; and 1,280 respondents did not identify the sector they principally worked in—this may have been due to shortcomings in the questionnaire design, and/or to the possibility that some respondents divided their time fairly equally between working in further and higher education. The initial questionnaire only asked respondents whether they principally worked in the further or higher education sectors—prison education was not offered as a further option. Subsequent analysis of the responses showed that 60 of the respondents worked in prison education. These responses, although very small in number in comparison with those from further and higher education, were analysed separately because it was felt that working in prisons was sufficiently different from the other two sectors to warrant its own section.

In all, there are three reports about the survey, covering further, higher and prison education respectively. The reports of the survey separately analyse results from further, higher and prison education, and include comments from respondents in the relevant sections. These comments have been anonymised to protect the identity of the respondents.

The present survey is a step towards highlighting the extent to which universities and colleges in the UK are meeting the minimum standards stipulated by the HSE for the management of work-related stress. The survey utilised the Indicator Tool to measure levels of occupational stress in further, higher and prison education. In addition to the HSE Indicator Tool questions, the UCU questionnaire (Appendix 4) used questions

about stress from previous surveys to provide the basis for a through-time comparison. Respondents were also asked which factors contributed to unacceptable levels of occupational stress, in an attempt to provide greater depth to the analysis. Through open-ended questions, respondents were asked to provide details of factors adding to stress, and to describe measures which could be taken to improve their working life.

Further analysis was undertaken to measure the level of occupational stress and bullying in individual higher education institutions; a similar analysis of responses from members in further education was not undertaken because of the lower number of respondents in FE, and the higher number of separate employers in FE, compared with higher education. The low number of respondents in prison education also made an employer-level analysis impossible.

Statistical analyses

Average levels of each stressor category were calculated and comparisons made between further and higher education and between academic and academic-related (ie those working in professional support roles, such as administrators, computer staff and librarians) employees. A series of multiple regression equations were conducted to ascertain which stressor dimensions were the strongest predictors of perceived stress and poor work-life balance. As previous studies have found that working conditions within further and higher education and between academic and academic-related staff are likely to differ (Kinman & Jones, 2004), separate analyses were conducted for these groups.

In both further and higher education, job demands were the most powerful predictors of perceived stress and work-life conflict; relationship stressors also made a significant positive contribution to perceived stress. In higher education, for academic grades, job demands were the most powerful predictor of perceived stress and work-life conflict. For academic-related staff, while job demands were the most powerful predictor, relationship stressors were also significant in a positive direction (see Appendix 1).

One of the most influential models of work stress is Karasek's (1979) Job Strain model. This suggests that psychological strain and poor physical health result from the combined effects of high levels of job demand and low levels of control. In contrast, a 'low strain' job is one that is characterised by low demands and high control. Further elaboration of this model resulted in the job demand-control-support model that highlights the importance of support from supervisors and colleagues (Johnson & Hall, 1988). This model posits that jobs that are characterised by high demands, low control, and low levels of workplace support will be more likely to result in strain. Additive effects of job demands, control and support are expected. A central feature of the job demand-control model, however, is the interactive effect, whereby control can moderate the negative effects of high demand on wellbeing. Similarly, the

expanded job demand-control-support model stipulates that social support can moderate the negative impact of high strain jobs on employee wellbeing. This model is tested utilising the UCU survey data, with perceived stress as the outcome variable.

Analysis of the sample as a whole indicated that social support from managers and peers to some degree offset the negative impact of low job control; such support may moderate the negative impact of a high strain job on well-being. Separate analyses of the FE and HE sectors, and of academic and academic-related grades within HE, were carried out, with similar findings to the whole sample, indicating that social support to some degree offset the negative impact of low control. Appendix 2 shows results of the analysis of the whole survey sample, covering further, higher and prison education. Reliability scores for responses in UCU survey relating to HSE stressors are indicated in Appendix 3.

1

Biographical information

- Total response** Approximately 61,000 members of UCU were sent an email in the week beginning 21 April 2008 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 two weeks in which to respond. A day before the initial deadline for completing the questionnaire, members were sent a further email extending this deadline by five days, to 7 May, to allow for additional responses.
- In all, 14,270 members responded to the questionnaire, indicating a response rate of 23.4%, ie almost 1:4 responding.
- Of those, 3,190 indicated they were employed (or principally employed) in further education.
- Gender** Of those in further education who gave information about their gender, 64.4% were female and 35.6% were male; 0.1% were transgender or transsexual.
- Sexuality** Of those in further education, 1.6% were bisexual, 96.2% were heterosexual, and 2.2% were gay or lesbian. Of those indicating that they were gay, lesbian, bisexual or trans, 53.4% said their employer did not know, 20.2% said they were not sure if their employer knew, and 26.4% said their employer knew.
- Ethnicity** Of those in further education, 1.2% were Black or Black British—Caribbean; 0.5% were Black or Black British—African; 0.2% were of other Black background; a total of 1.9% of respondents indicating their ethnicity were Black. 1.1% of respondents indicating their ethnicity were Asian or Asian British—Indian; 0.5% were Asian or Asian British—Pakistani; 0.2% were Asian or Asian British—Bangladeshi; 0.3% were of other Asian background; a total of 2.1% of respondents indicating their ethnicity were Asian. 0.1% of respondents indicating their ethnicity were Chinese; 2.9% were of other (including mixed) background. In all, 93.0% of respondents indicating their ethnicity were white, and a total of 7.0% were of Black or minority ethnic background.
- Disability** Of those in further education, 90.7% did not consider themselves disabled; 2.4% were not sure if they were classified disabled; and 7.0% considered themselves disabled. Of those in FE indicating that they were disabled, 39.0% said their employer did not know, 13.0% said they were not sure if their employer knew, and 48.0% said their employer knew.
- Job** Of those in further education, 76.6% worked in teaching or teaching-only, 0.9% worked in research-only, 5.9% worked in teaching-and-research, 9.9% were managers, 0.8% were administrators, 0.6% were computing staff, 0.5% were librarians, and 5.1% had other jobs.

Mode of employment	Of those in further education, 70.8% worked full-time; 22.0% worked part-time; 6.1% were hourly-paid; and 1.1% indicated 'other' modes of employment.
Terms of employment	Of those in further education, 81.1% had an open-ended or permanent contract; 11.8% had a fixed-term contract; 4.2% had a variable hours contract; 0.4% had a zero hours contract; and 2.6% of respondents indicated 'other' terms of employment.
Hours of work	Of those in further education employed on a full-time basis, 3.2% worked up to and including 30 hours a week; 31.3% worked between 31 and 40 hours a week; 44.5% worked between 41 and 50 hours a week; and 21.1% worked more than 50 hours a week. In all, 65.6% of full-timers worked more than 40 hours a week.
Socio-economic background	Of those in further education indicating the occupation of their father, mother, carer or guardian when they were a teenager, 13.1% said 'manager or senior official'; 29.2% said 'professional occupation'; 5.8% said 'associate professional or technical occupation'; 4.7% said 'administrative or secretarial occupation'; 26.7% said 'skilled trades occupation'; 1.8% said 'personal service occupation'; 4.6% said 'sales or customer service occupation'; 8.2% said 'process, plant or machine operative'; 6.0% said 'elementary occupation'. In all, 48.1% of respondents had a managerial or professional socio-economic background.

2

Health and Safety Executive stressors

Demands

A typical snapshot

UCU members in further education said they generally had demands—from different groups at work—that were hard to combine. They sometimes had unachievable deadlines, and often had to work very intensively. They tended to neglect some tasks because they had too much to do. They were generally unable to take sufficient breaks, pressured to work long hours, and often had to work very fast. They sometimes had unrealistic time pressures. Their level of well-being at work relating to the demands made on them was below the average for Britain's working population.

FACTORS WHICH MAKE A SIGNIFICANT CONTRIBUTION TO STRESS AND FRUSTRATION

There seems to be less time each year for meaningful exchange with colleagues about the students we teach. The teaching itself is fine, but the marking-load and lack of structured moderation increase pressure. (LECTURER)

In order not to disadvantage my students, I work close to double the hours I am paid for. (LECTURER)

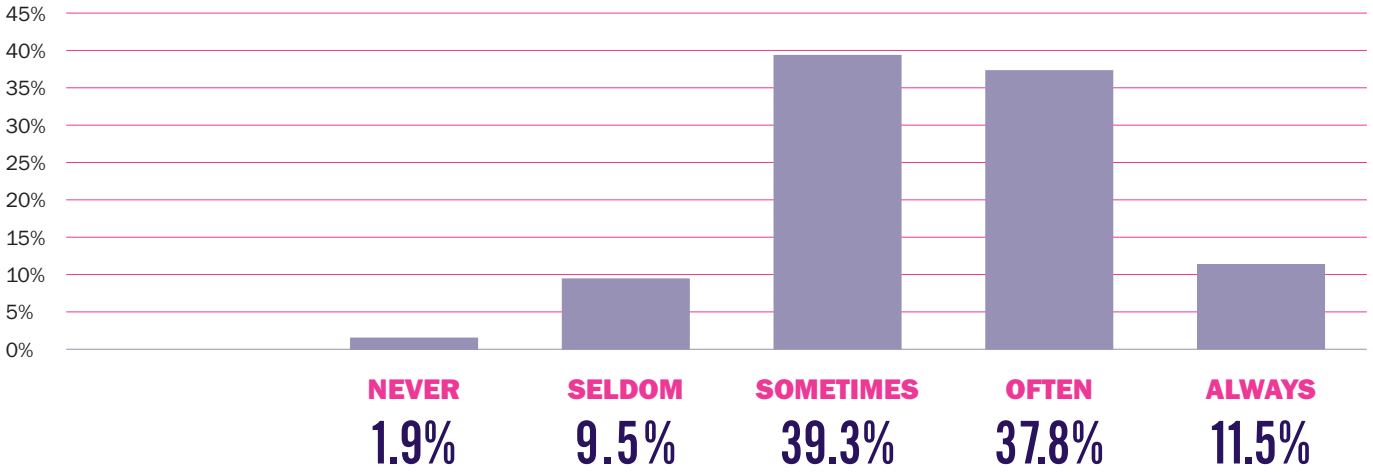
I have progressively reduced my hours from 0.7 fractional to 0.1 fractional because of stress and being unable to keep up with paperwork. Teaching challenges and uplifts me; then the amount and nature of the admin work consistently wrecks that satisfaction. (LECTURER)

As a part time worker, all meetings and staff development fall outside my working hours. I'm still expected to attend and take the time out of my admin hours, this means I have to find and pay for childcare and end up doing admin at home out of work hours. (LECTURER)

After redundancies are made, there is no reasonable provision made for work to get done – other than to dump it on the remaining teachers who are already crushed under the weight of paperwork. (LECTURER)

High staff absenteeism in department meaning that those left have to pick up all the marking and teaching often with little or no notice. I have sometimes covered two classes simultaneously that required different input at different levels. (LECTURER)

(3) Different groups at work demand things from me that are hard to combine



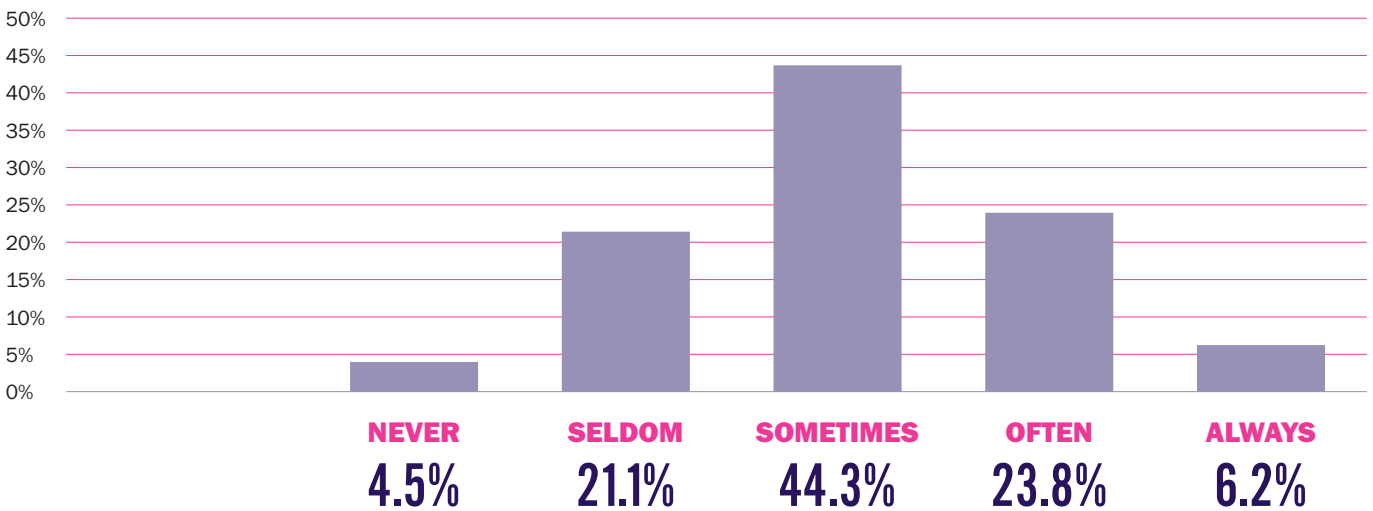
Q3

HSE scale out of 5

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

Further education	2.53
Higher education	2.51
Prison education	2.47

(6) I have unachievable deadlines



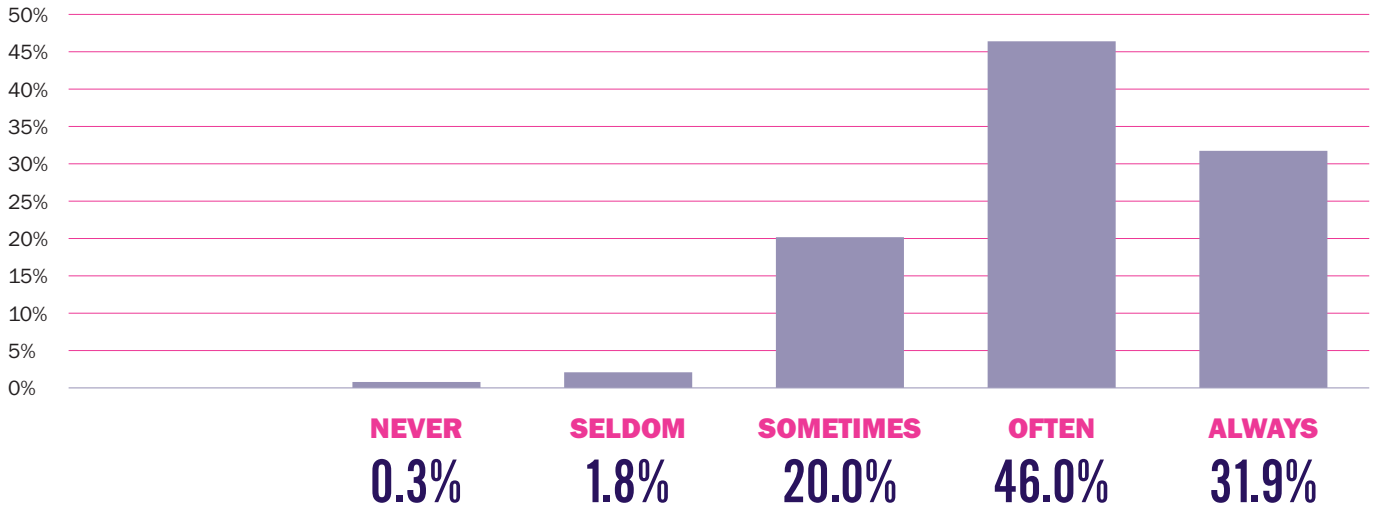
Q6

HSE scale out of 5

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

Further education	2.94
Higher education	3.02
Prison education	3.12

(9) I have to work very intensively



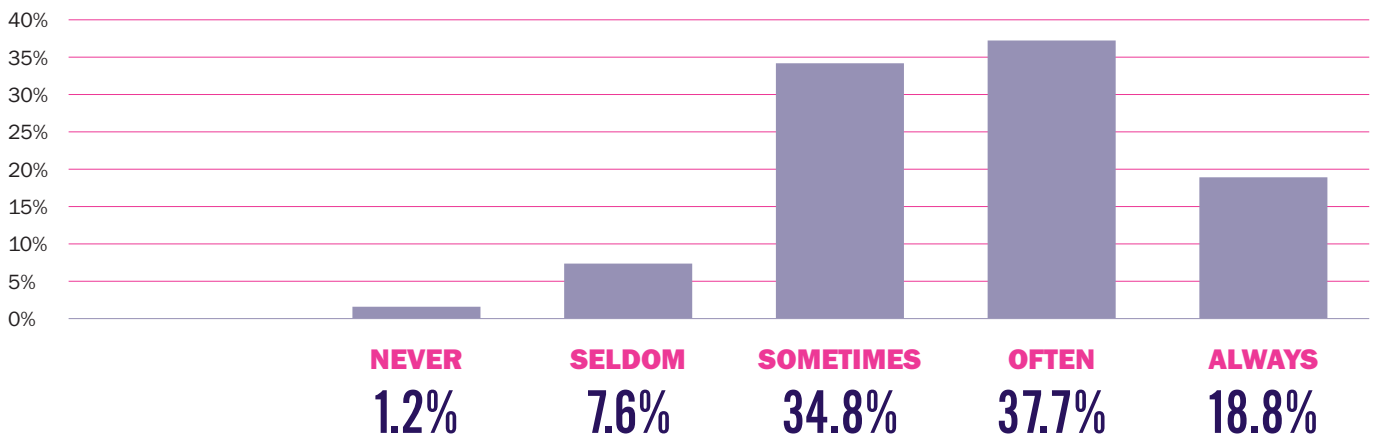
Q9

HSE scale out of 5

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

Further education	HSE score
Further education	1.93
Higher education	1.97
Prison education	1.98

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



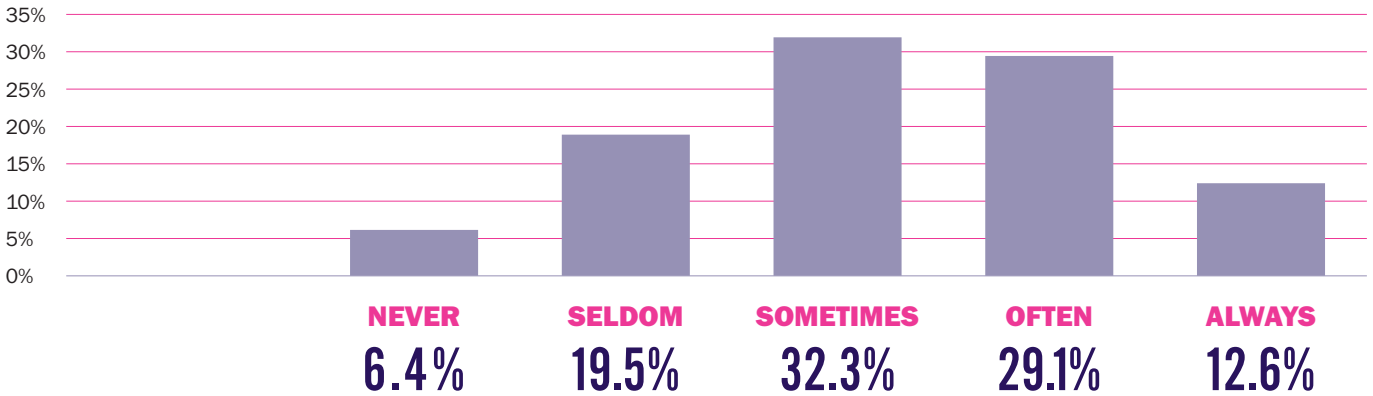
Q12

HSE scale out of 5

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

Further education	HSE score
Further education	2.35
Higher education	2.41
Prison education	2.36

(16) I am unable to take sufficient breaks



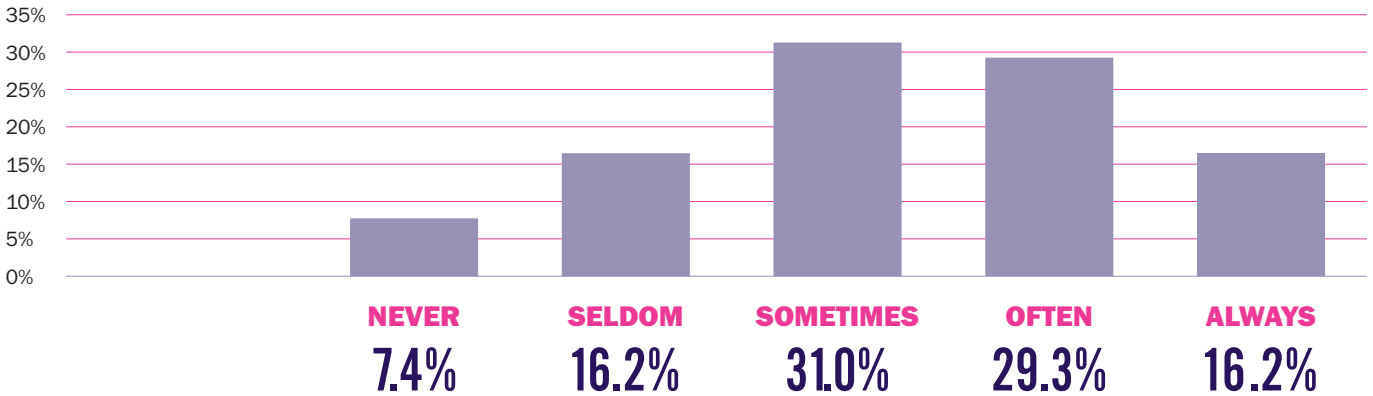
Q16

HSE scale out of 5

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

Further education	2.78
Higher education	3.12
Prison education	2.52

(18) I am pressured to work long hours



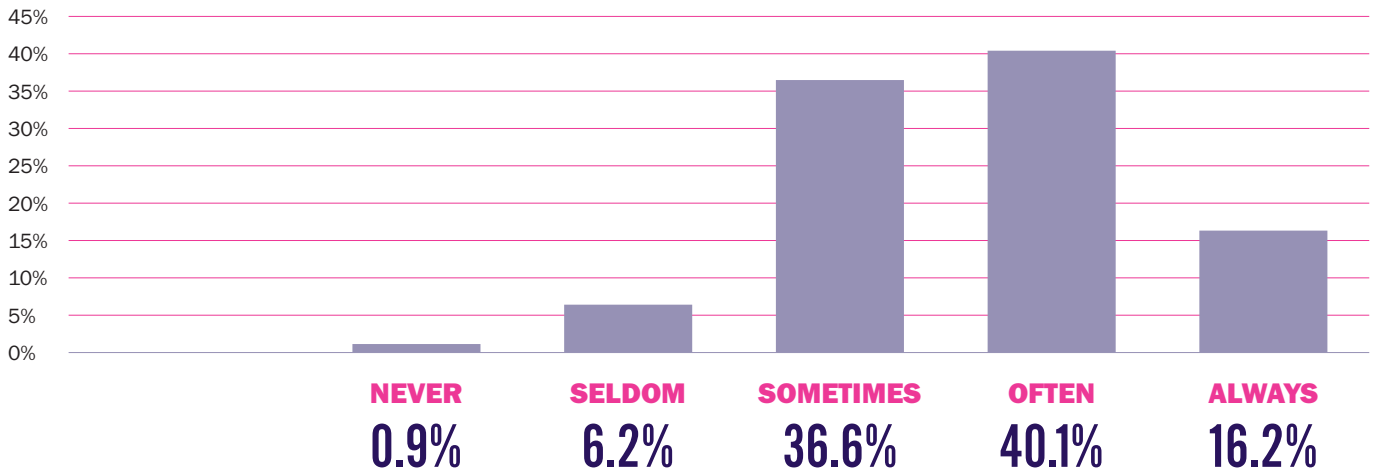
Q18

HSE scale out of 5

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

Further education	2.69
Higher education	2.73
Prison education	3.21

(20) I have to work very fast



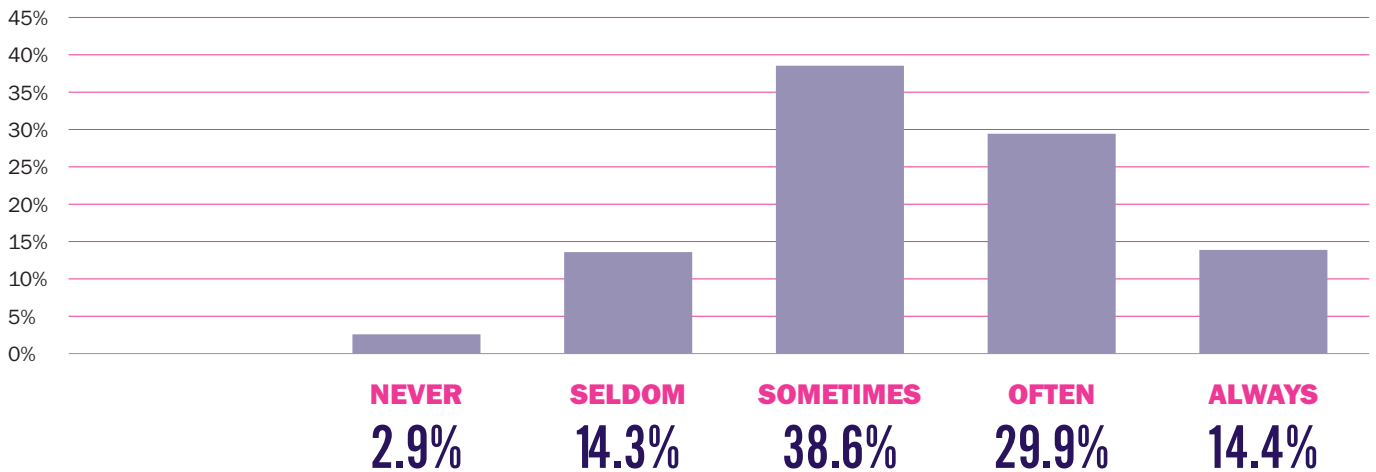
Q20

HSE scale out of 5

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

Further education	2.35
Higher education	2.41
Prison education	2.53

(22) I have unrealistic time pressures



Q22

HSE scale out of 5

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

Further education	2.61
Higher education	2.70
Prison education	2.81

Demands: summary Comparison of the UCU data alongside the results of the Health and Safety Executive's survey *Psychosocial Working Conditions in Britain in 2008* indicated considerably less well-being in higher education than in the working population target group (including education) in relation to the demands made on employees.

'Demands' well-being

HSE scale out of 5

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

Further education	2.52
Higher education	2.61
Prison education	2.63
HSE 2008 survey target group average	3.52



Control

A typical snapshot

UCU members in further education said they were generally able to decide when to take a break. They sometimes had a say in their own workspeed. They generally had a choice in deciding how they did their work, and sometimes had a choice in deciding what they did at work. They agreed that they had some say over the way they worked, but they generally disagreed that their working time could be flexible. Their level of well-being at work relating to control was below the average for Britain's working population.

FACTORS WHICH MAKE A SIGNIFICANT CONTRIBUTION TO STRESS AND FRUSTRATION

Excessive workloads and teaching large classes means not having time to do preparation and marking. This results in taking work home constantly, creating more stress. (LECTURER)

Administrative pressures to complete tasks we are not specifically trained to do by tight deadlines. (LECTURER)

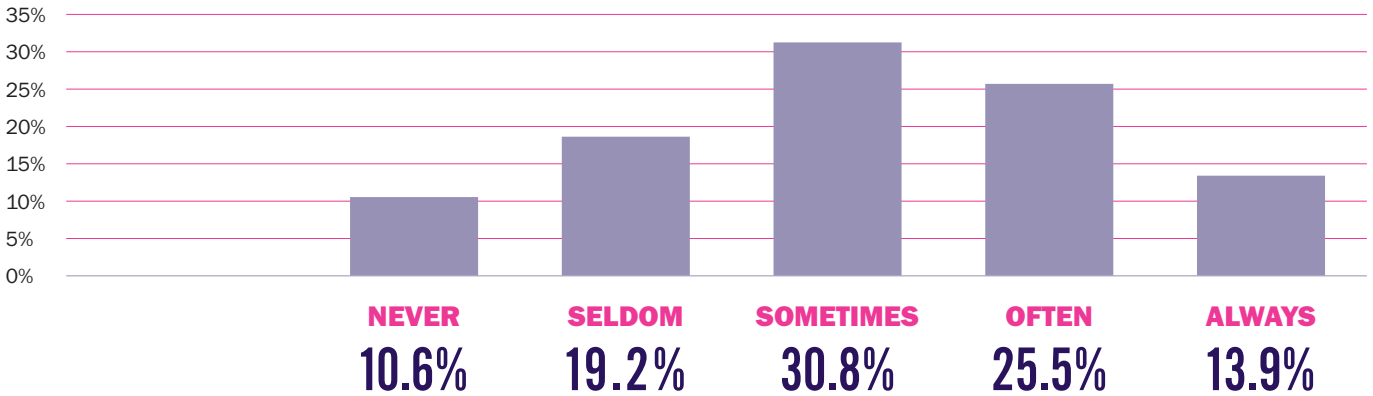
I am most stressed by the lack of opportunity or flexibility to innovate in my teaching; I find the imposed homogeneity enormously frustrating, since it benefits neither staff nor students. (LECTURER)

Unreasonable expectations eg carry out observations without training; being told to do new things by email with no prior introduction/training. (LECTURER)

No meal breaks sometimes timetables for seven hours teaching without a break. (LECTURER)

I have almost NO control over when I work. I am contracted for 16 hours per week, but sometimes I can be required to work up to 25 hours per week. At other times there will be no work at all. (LECTURER)

(2) I can decide when to take a break



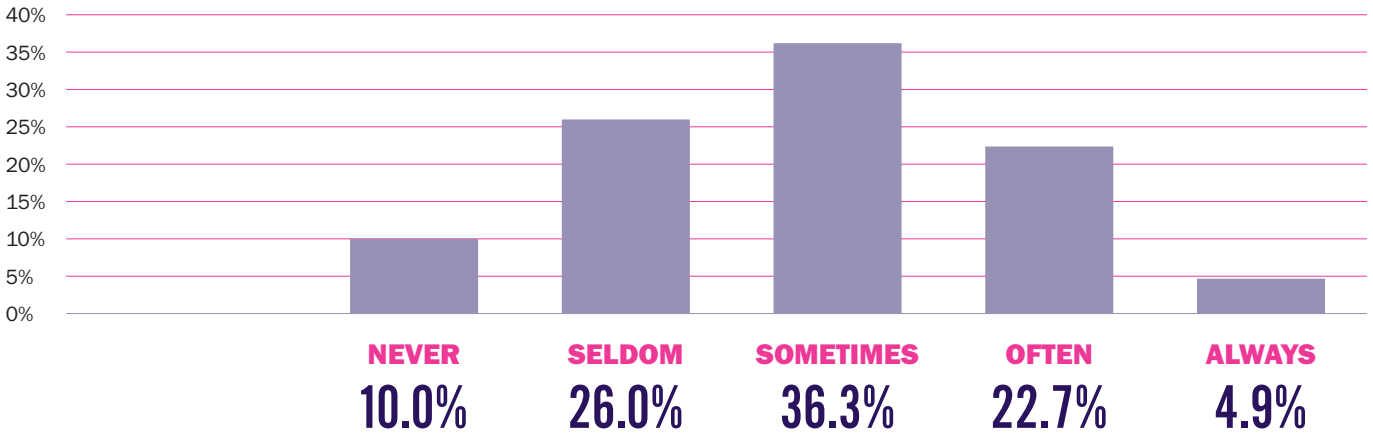
Q2

HSE scale out of 5

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

Further education	3.13
Higher education	4.09
Prison education	2.00

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



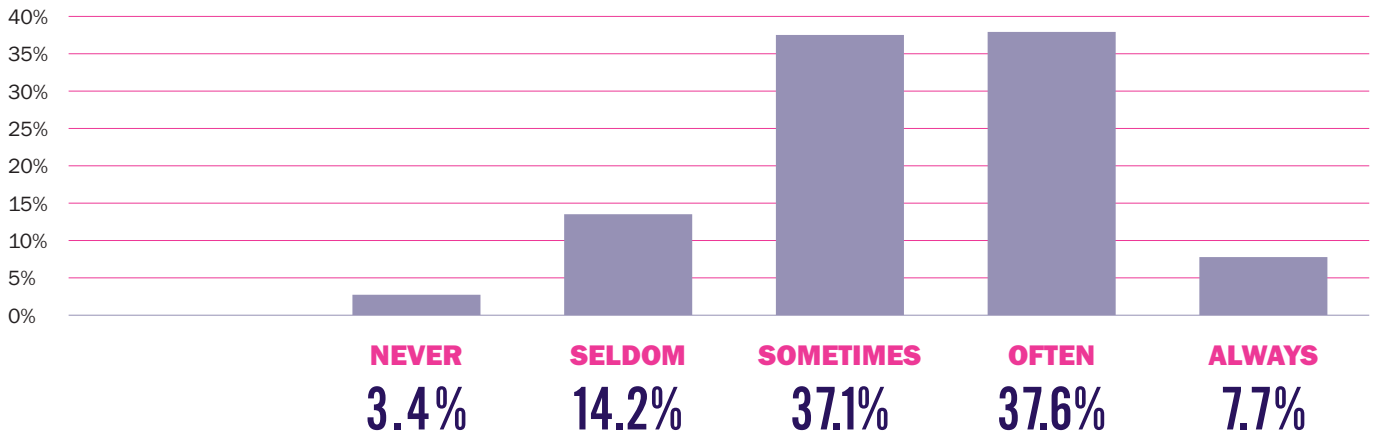
Q10

HSE scale out of 5

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

Further education	2.86
Higher education	3.44
Prison education	2.81

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



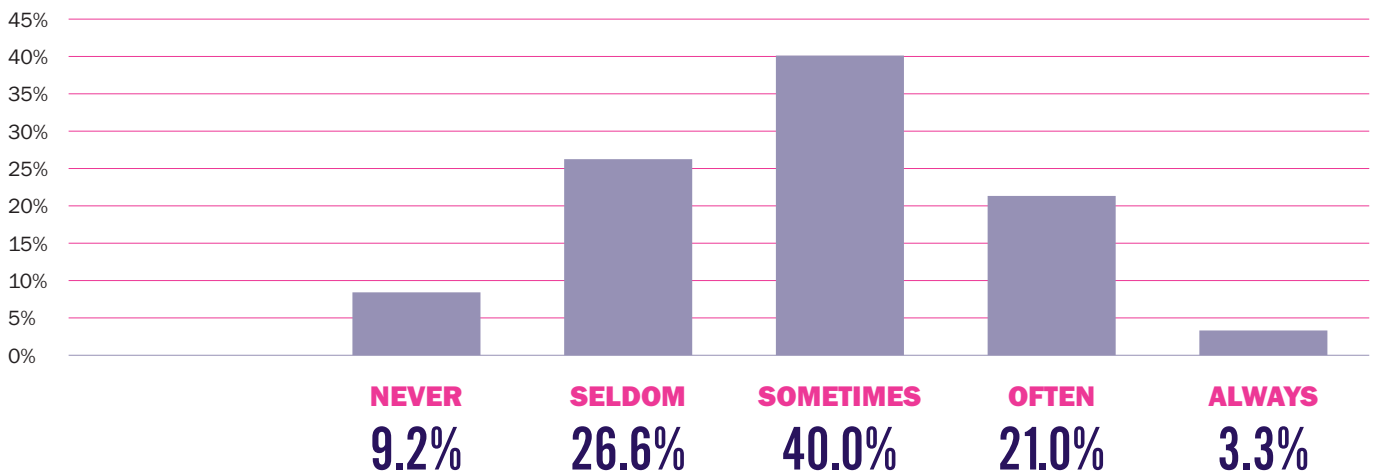
Q15

HSE scale out of 5

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

Further education	3.32
Higher education	3.81
Prison education	3.24

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



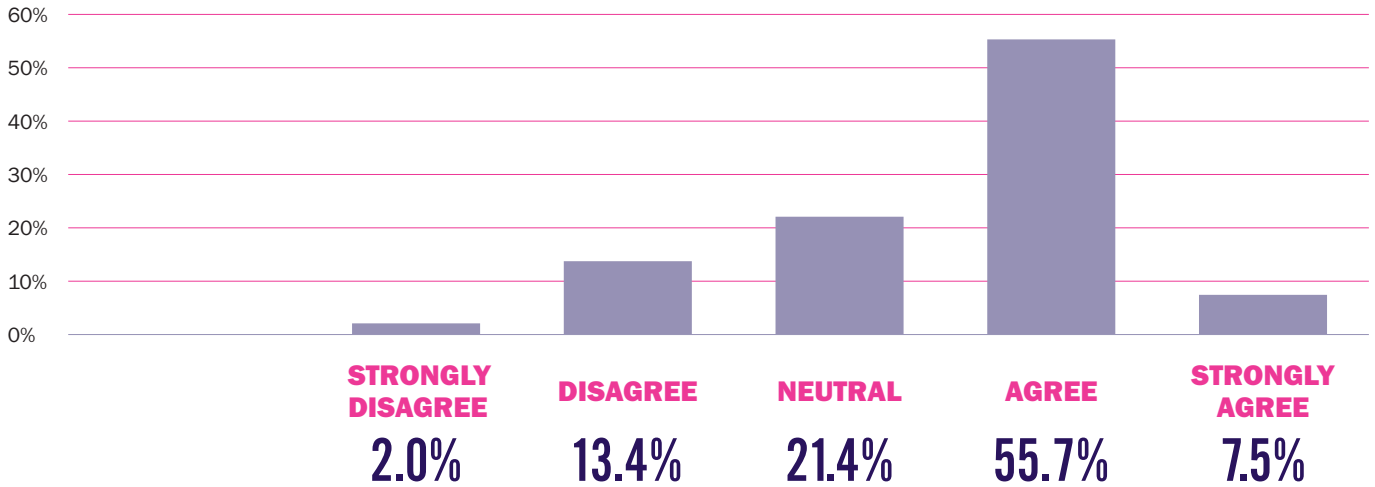
Q19

HSE scale out of 5

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

Further education	2.83
Higher education	3.39
Prison education	2.66

(25) I have some say over the way I work



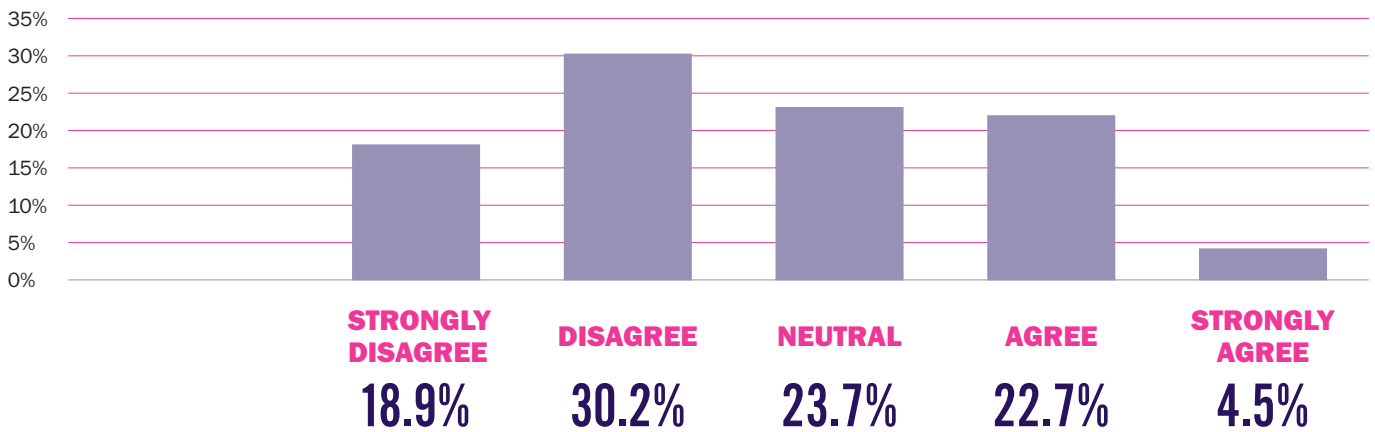
Q25

HSE scale out of 5

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

Further education	3.54
Higher education	3.98
Prison education	3.54

(30) My working time can be flexible



Q30

HSE scale out of 5

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

Further education	2.64
Higher education	3.79
Prison education	1.76

Control: summary

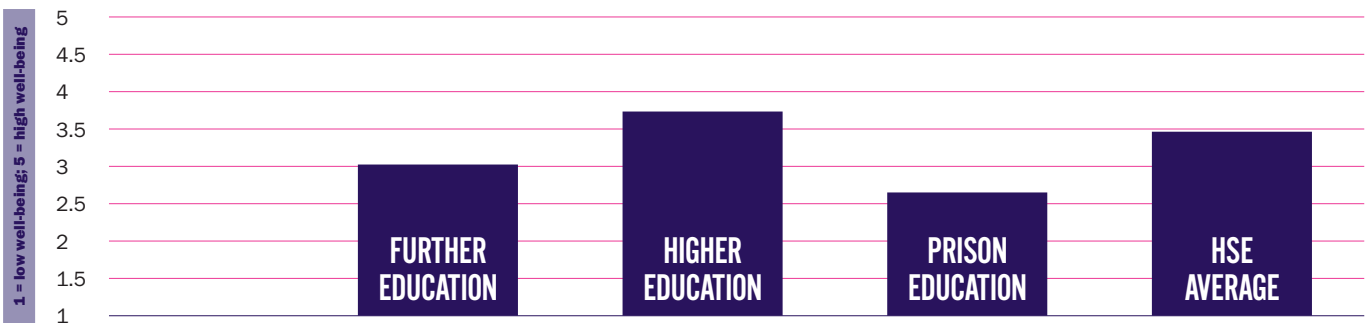
Comparison of the UCU data alongside the results of the Health and Safety Executive’s survey *Psychosocial Working Conditions in Britain in 2008* indicated less well-being in further education than in the working population target group (including education) in relation to the control employees have over the way they work.

‘Control’ well-being

HSE scale out of 5

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

Further education	3.05
Higher education	3.75
Prison education	2.67
HSE 2008 survey target group average	3.45



Managerial support

A typical snapshot

UCU members in further education said they were sometimes given supportive feedback on their work. They could generally rely on their line manager for help with a work problem, and talk to their line manager about something about work that had upset or annoyed them. They generally disagreed with the statement ‘I am supported through emotionally demanding work’, but they tended to agree that their line manager encouraged them at work. Their level of well-being at work relating to managerial support was below the average for Britain’s working population.

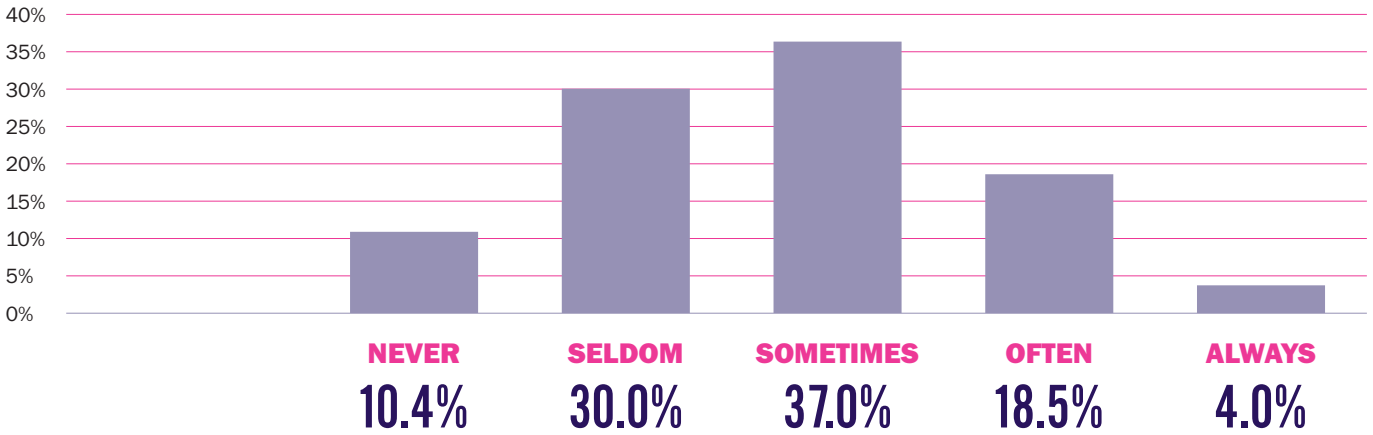
FACTORS WHICH MAKE A SIGNIFICANT CONTRIBUTION TO STRESS AND FRUSTRATION

There are times when senior management display a staggering lack of ‘people management’ skills. Shouting at staff in the presence of other members of staff and students is not professional and causes stress. (LECTURER)

People feel constrained by working within a large organisation where the higher authorities have no understanding of our needs and requirements and the middle authorities do not appear to be capable of representing these very well. (LECTURER)

Frustration at having situations imposed on you by senior management that you know won’t work. Then having to unravel the mess. (LECTURER)

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



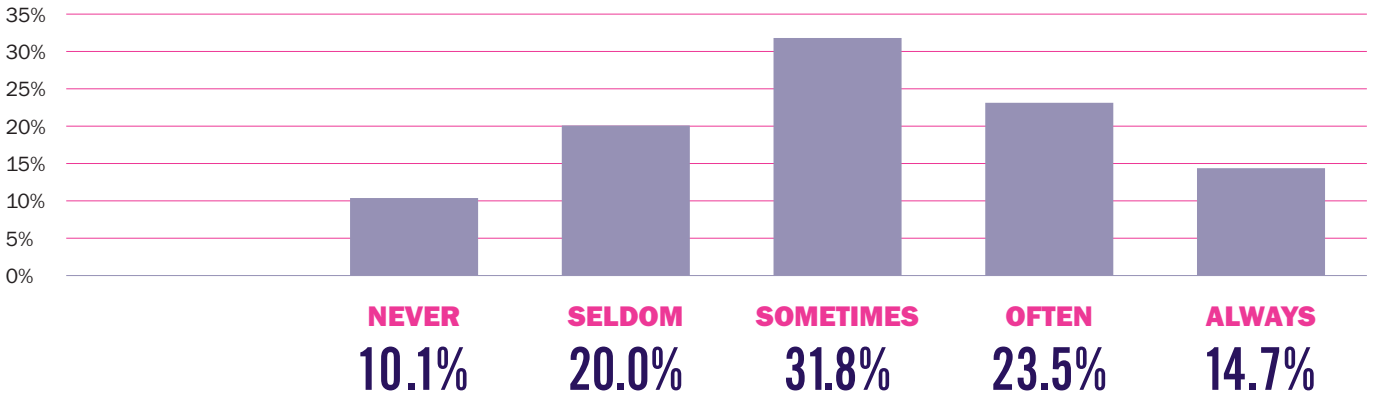
Q8

HSE scale out of 5

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

Further education	2.76
Higher education	2.72
Prison education	2.41

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



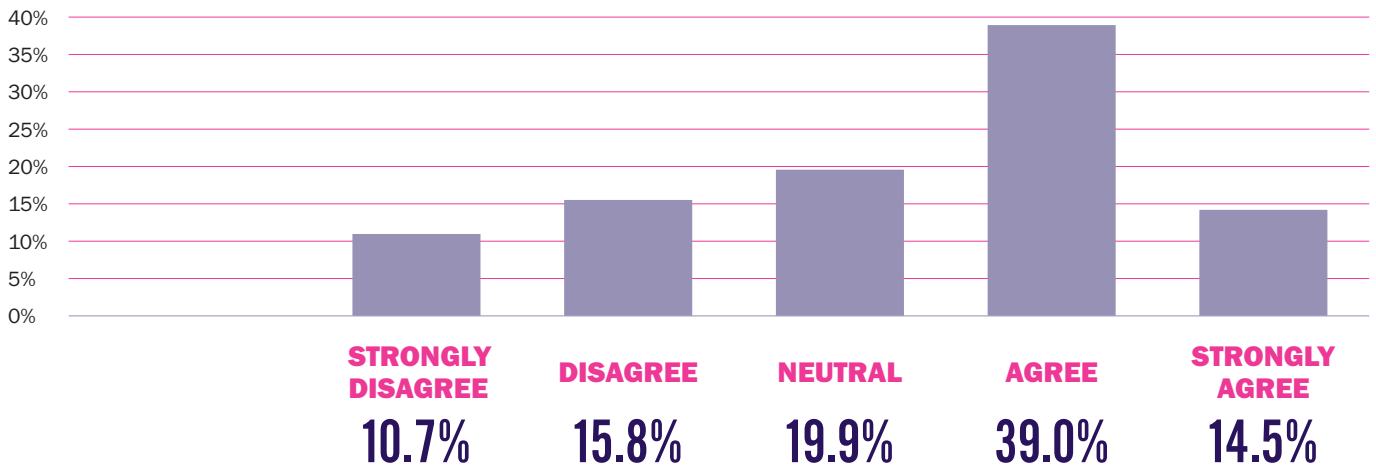
Q23

HSE scale out of 5

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

Further education	3.13
Higher education	2.97
Prison education	2.67

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



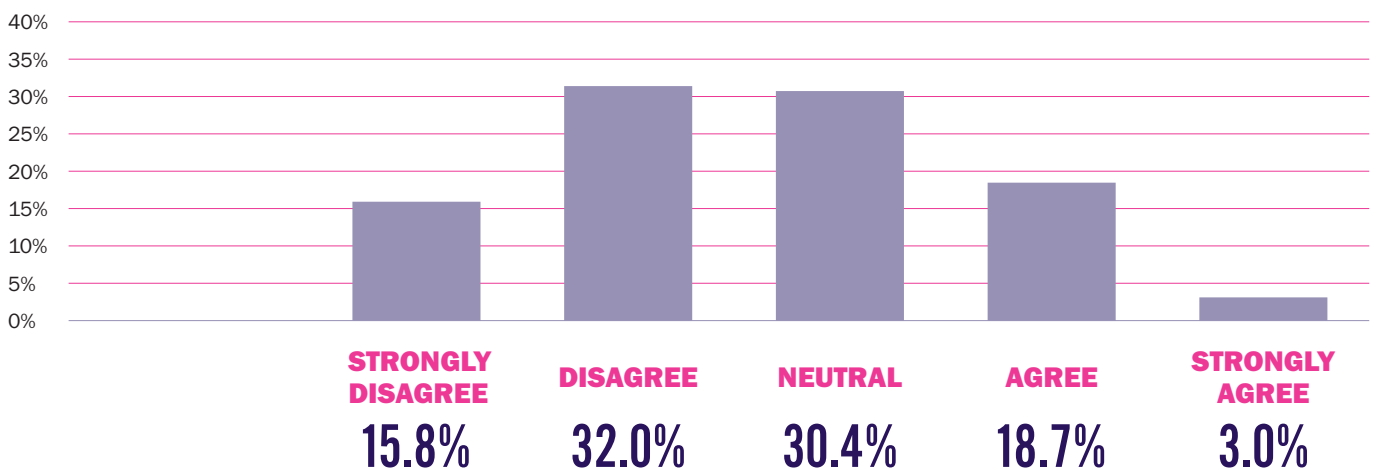
Q29

HSE scale out of 5

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

Further education	HSE score
Further education	3.31
Higher education	3.27
Prison education	3.16

(33) I am supported through emotionally demanding work



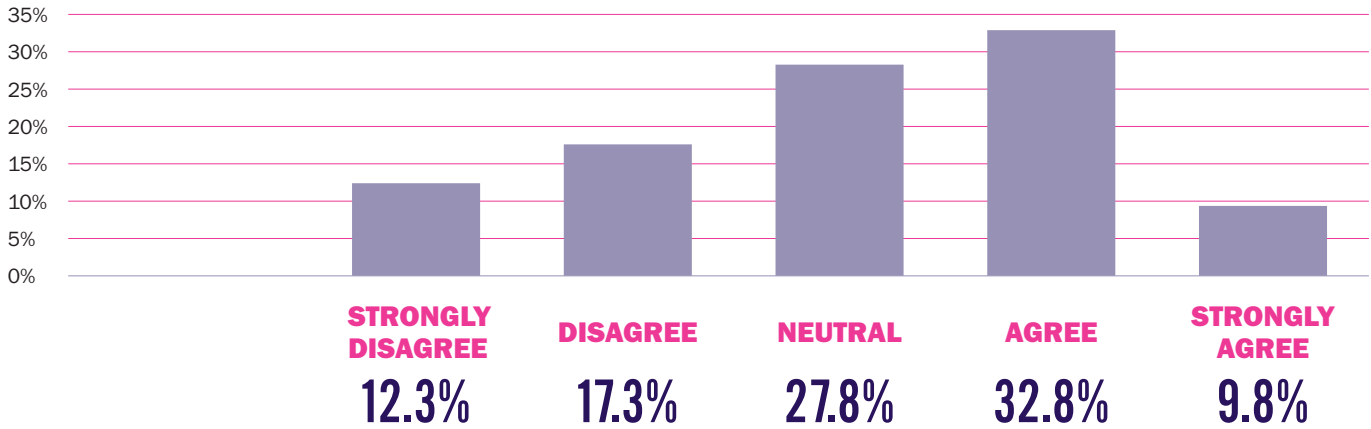
Q33

HSE scale out of 5

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

Further education	HSE score
Further education	2.61
Higher education	2.67
Prison education	2.28

(35) My line manager encourages me at work



Q35

HSE scale out of 5

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

Further education	3.11
Higher education	3.09
Prison education	2.68

Managerial support: summary

Comparison of the UCU data alongside the results of the Health and Safety Executive's survey *Psychosocial Working Conditions in Britain in 2008* indicated less well-being in further education than in the working population target group (including education) in relation to the level of managers' support for employees.

'Manager's support' well-being

HSE scale out of 5

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

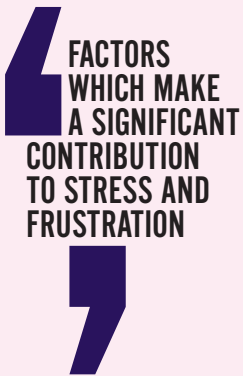
Further education	2.98
Higher education	2.94
Prison education	2.64
HSE 2008 survey target group average	3.77



Peer support

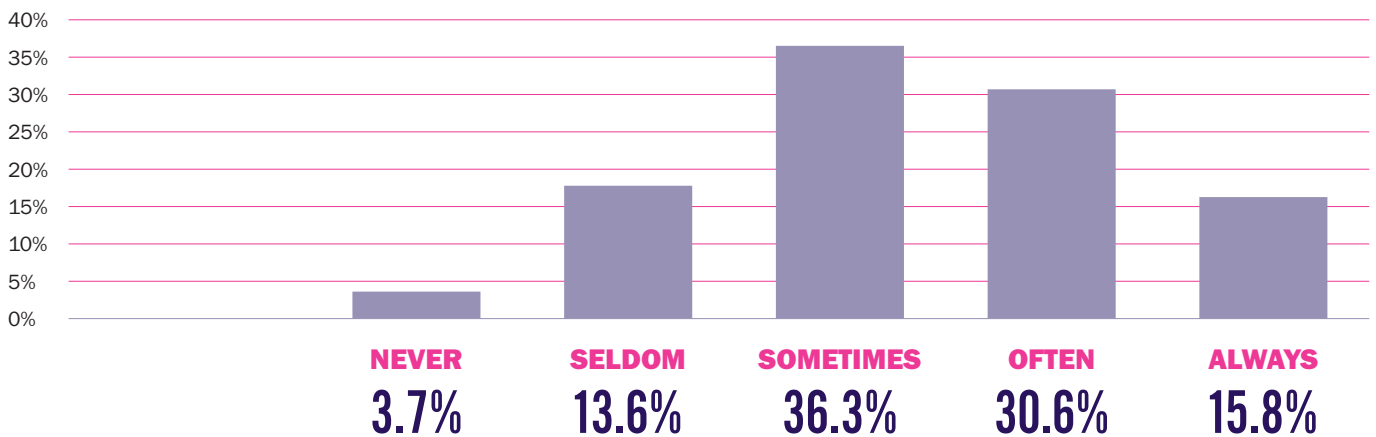
A typical snapshot

UCU members in further education said their colleagues would generally help them if work got difficult. They generally agreed with the statements ‘I get help and support I need from colleagues’, and ‘I receive the respect at work I deserve from my colleagues’. They also agreed that their colleagues were willing to listen to their work-related problems. However, their level of well-being at work relating to peer support was below the average for Britain’s working population.



I work in a department with extremely fractured and dysfunctional relationships between staff members. This is dispiriting to be around, and it often interferes with the progress of my own work. (LECTURER)

(7) If work gets difficult, my colleagues will help me



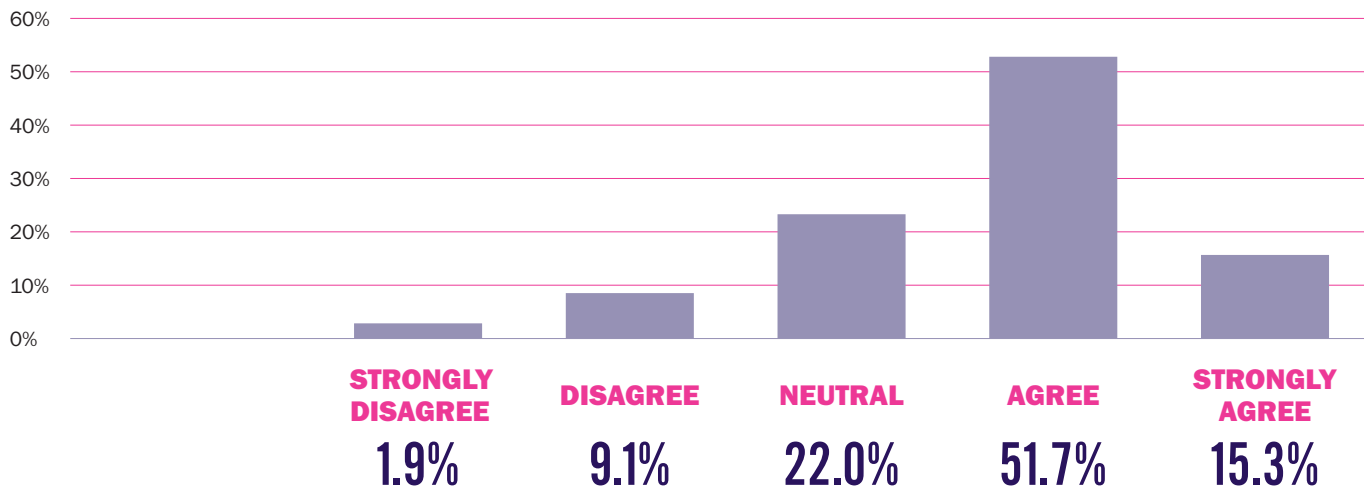
Q7

HSE scale out of 5

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

Further education	3.41
Higher education	3.21
Prison education	3.07

(24) I get help and support I need from colleagues



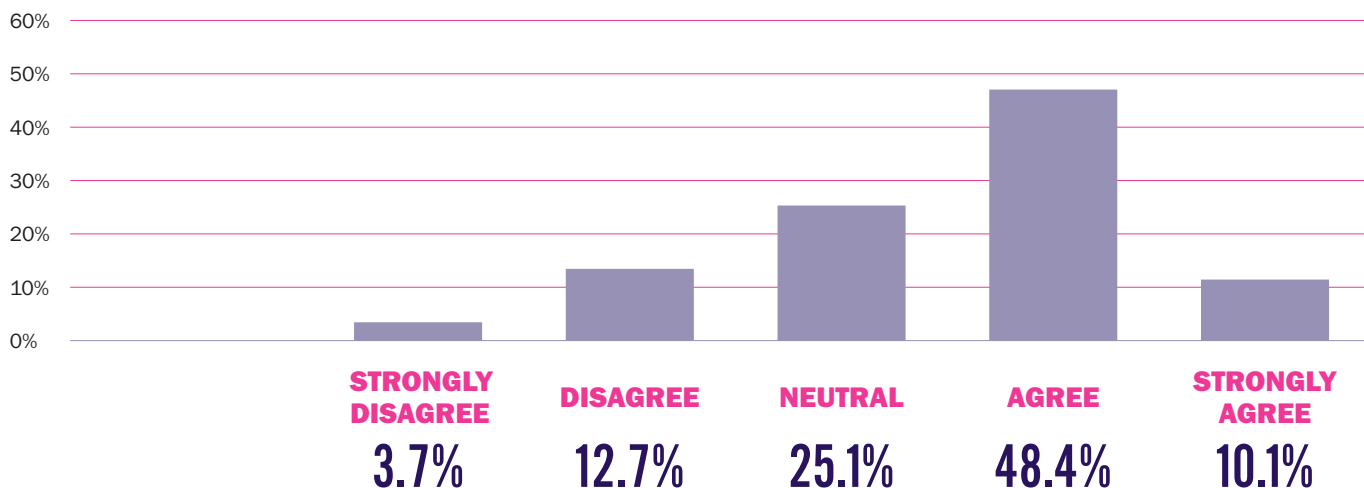
Q24

HSE scale out of 5

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

Further education	3.70
Higher education	3.50
Prison education	3.45

(27) I receive the respect at work I deserve from my colleagues



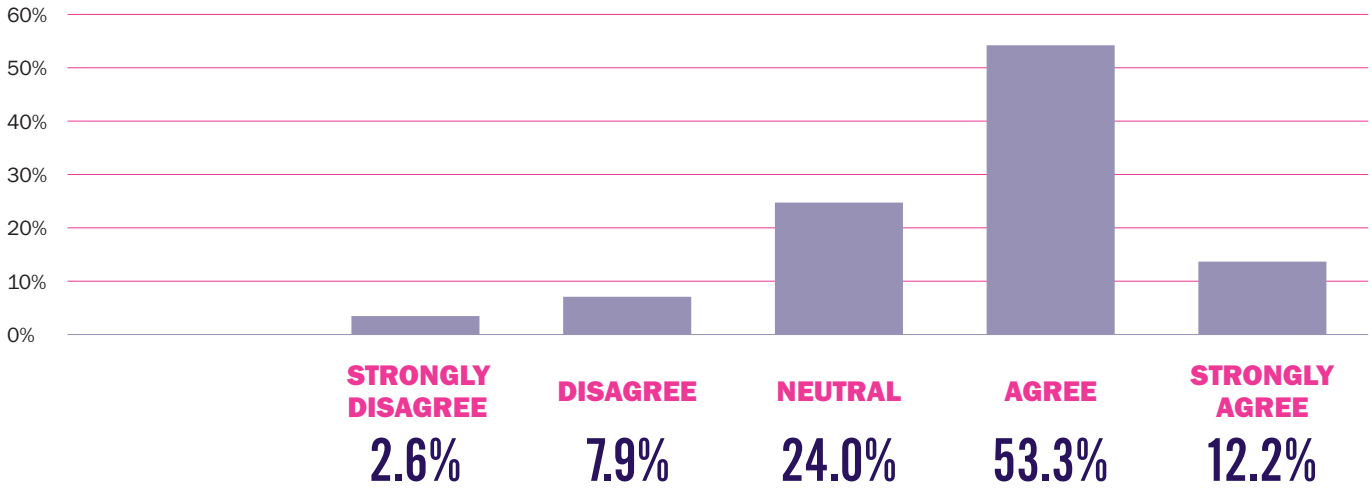
Q27

HSE scale out of 5

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

Further education	3.49
Higher education	3.34
Prison education	3.53

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



Q31

HSE scale out of 5

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

Further education	3.65
Higher education	3.53
Prison education	3.55

Peer support: summary

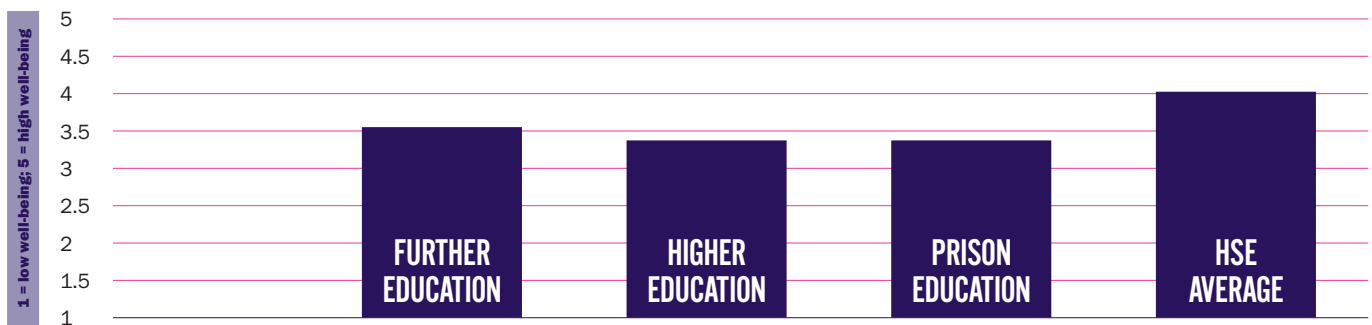
Comparison of the UCU data alongside the results of the Health and Safety Executive’s survey *Psychosocial Working Conditions in Britain in 2008* indicated less well-being in further education than in the working population target group (including education) in relation to the level of peer support experienced by employees.

‘Peer support’ well-being

HSE scale out of 5

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

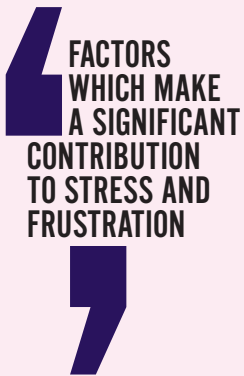
Further education	3.56
Higher education	3.40
Prison education	3.40
HSE 2008 survey target group average	4.03



Relationships

A typical snapshot

Only one third of UCU members in further education could say they were never subject to personal harassment at work. They said there was sometimes friction or anger between colleagues. Just under half said they were never subject to bullying at work. They were evenly divided on the question of whether relationships at work were strained. Their level of well-being at work concerning relationships was below average for Britain's working population.

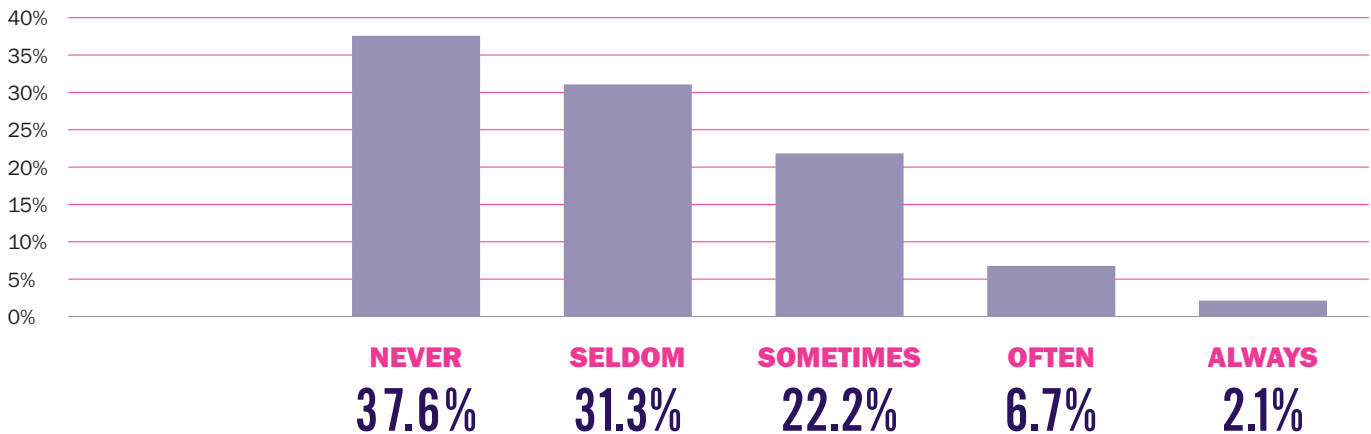


Two new line managers harassing me out of my job as they feel the need to exert control over a well functioning team; colleagues are afraid to openly support me for fear of 'being next'. (LECTURER)

I was so badly bullied by a head of division I was off work sick twice for three months each time and was forced into accepting a change of job. (LECTURER)

Bullying is accepted as normal practice to talk about colleagues behind their backs, instead of discussing any problems one perceives directly. (LECTURER)

(5) I am subject to personal harassment at work



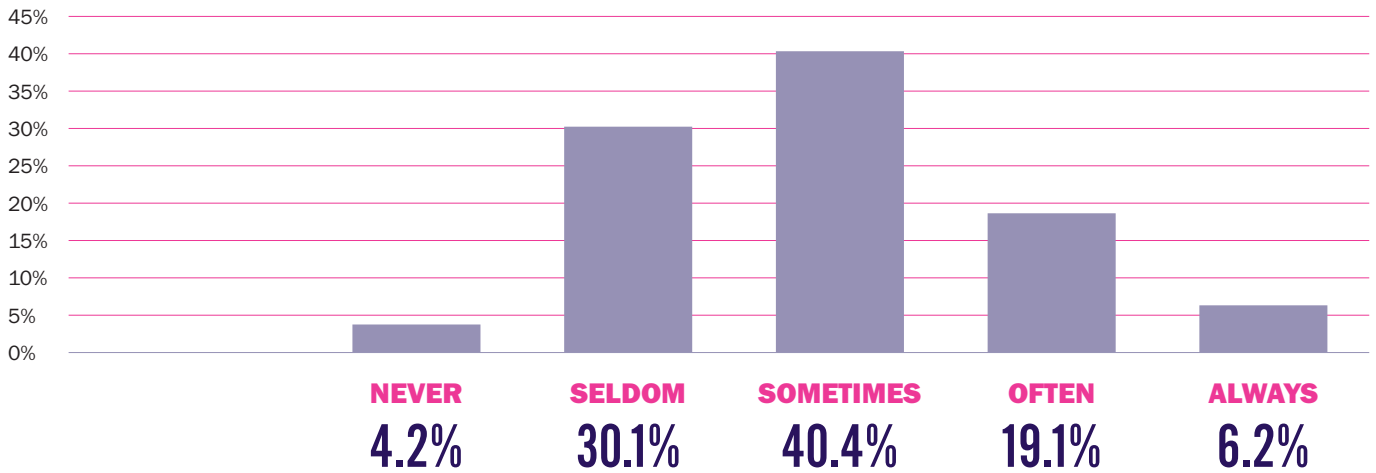
Q5

HSE scale out of 5

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

Further education	3.96
Higher education	4.11
Prison education	3.58

(14) There is friction or anger between colleagues



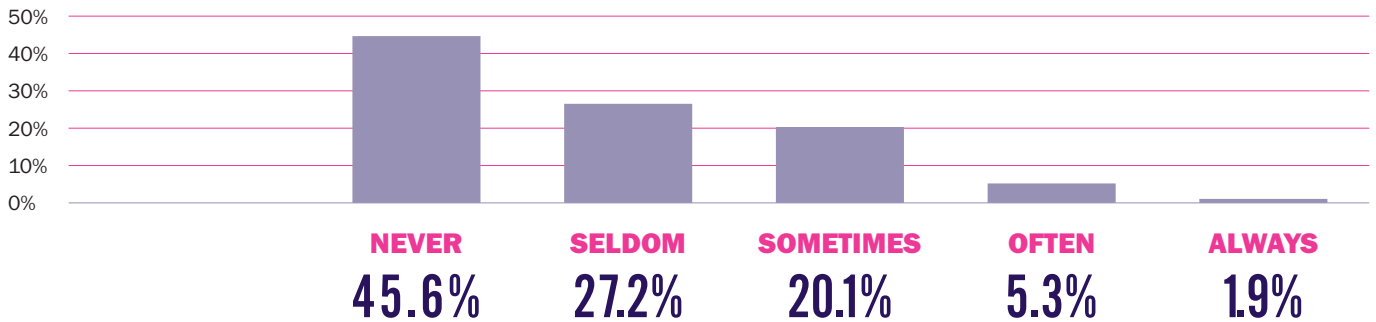
Q14

HSE scale out of 5

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

Further education	3.07
Higher education	2.98
Prison education	2.34

(21) I am subject to bullying at work



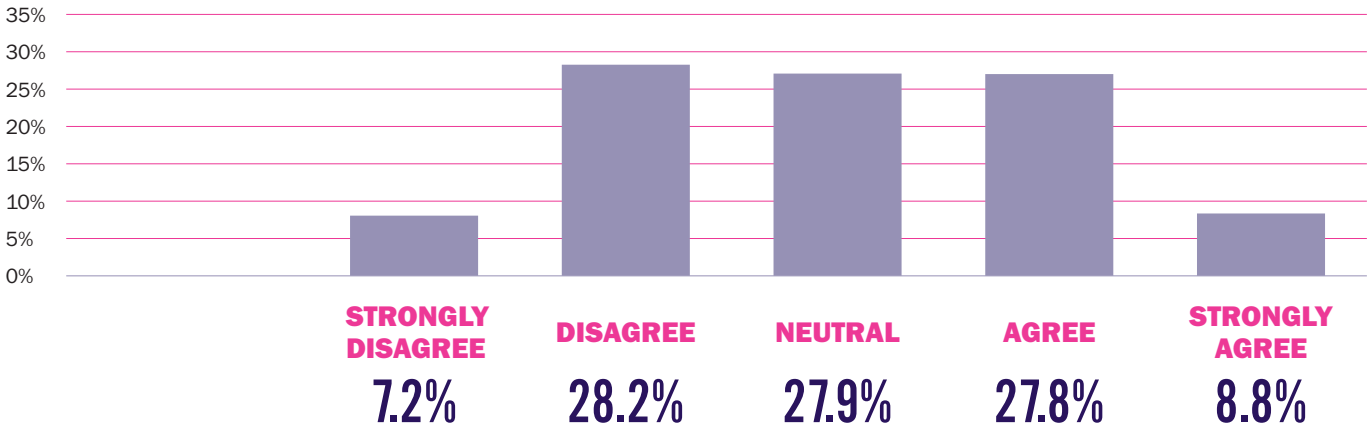
Q21

HSE scale out of 5

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

Further education	4.09
Higher education	4.19
Prison education	3.68

(34) Relationships at work are strained



Q35

HSE scale out of 5

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

Further education	2.97
Higher education	3.00
Prison education	2.56

Relationships: summary

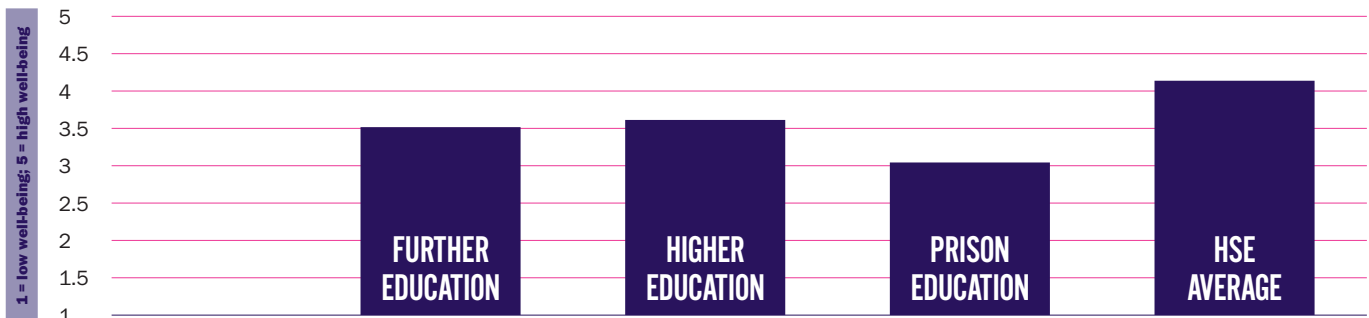
Comparison of the UCU data alongside the results of the Health and Safety Executive's survey *Psychosocial Working Conditions in Britain in 2008* indicated less well-being in further education than in the working population target group (including education) concerning employees' relationships at work.

'Relationships' well-being

HSE scale out of 5

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

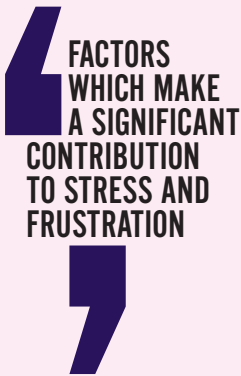
Further education	3.52
Higher education	3.57
Prison education	3.04
HSE 2008 survey target group average	4.13



Role

A typical snapshot

UCU members in further education said they were generally clear about what was expected of them at work, and they often knew how to go about getting their job done. They were generally clear about what their duties and responsibilities were, and what the goals and objectives were for their department. They generally understood how their work fitted into the overall aim of the organisation, but their level of well-being at work relating to understanding of their role at work was below the average for Britain’s working population.



FACTORS WHICH MAKE A SIGNIFICANT CONTRIBUTION TO STRESS AND FRUSTRATION

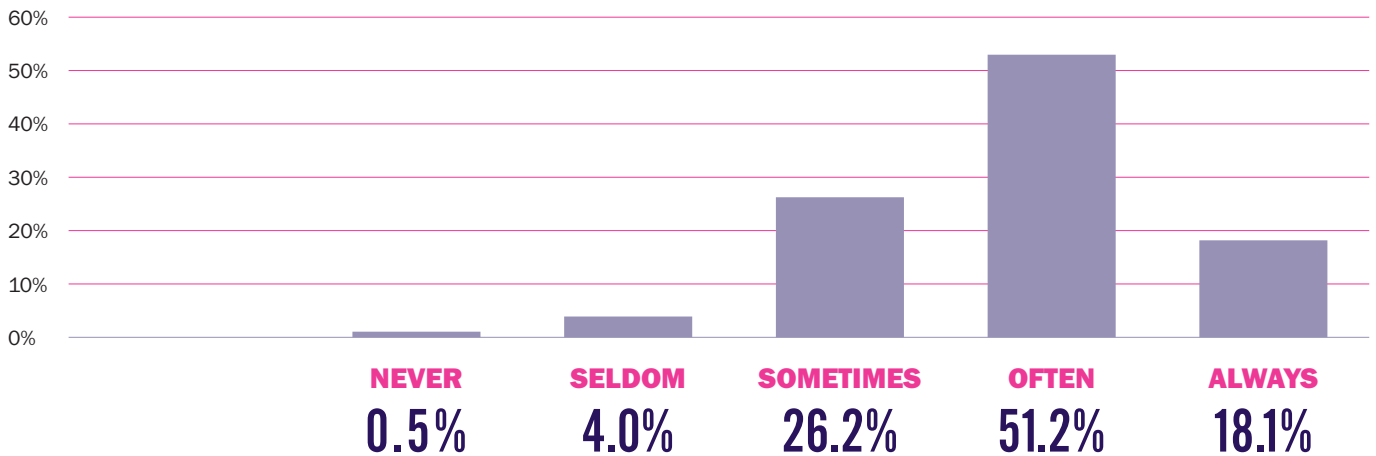
Wearing a number of different hats (lecturer, personal tutor, counsellor, supervisor, mentor). (LECTURER)

Shifting goals and unclear expectations combined with heavy workload. (LECTURER)

The struggle is always about trying to meet competing demands. (LECTURER)

I have multiple roles—frequent interruptions in carrying out tasks as a result. (LECTURER)

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



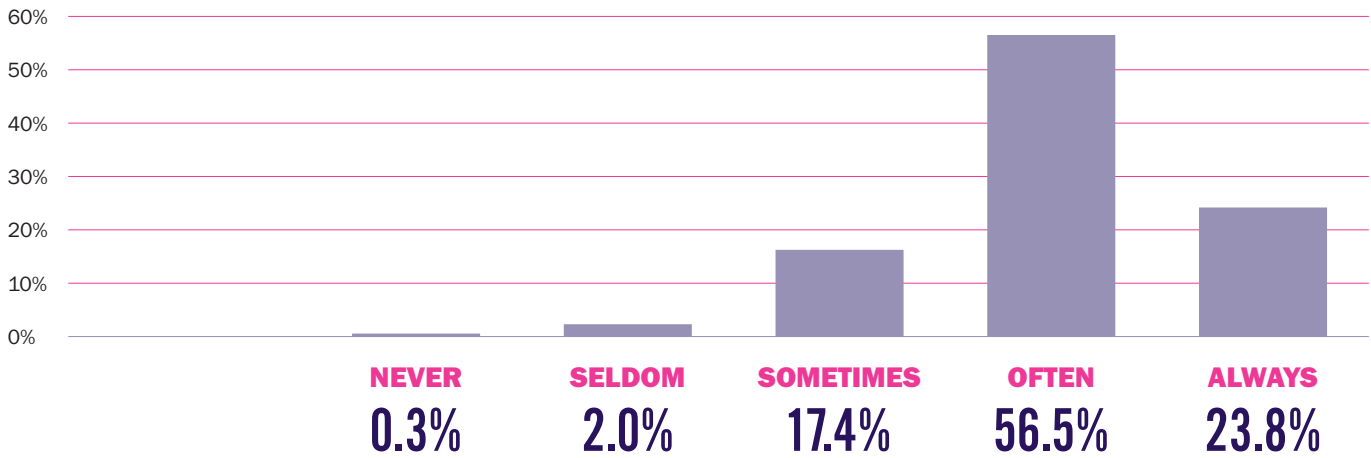
Q1

HSE scale out of 5

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

Further education	3.82
Higher education	3.82
Prison education	3.81

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



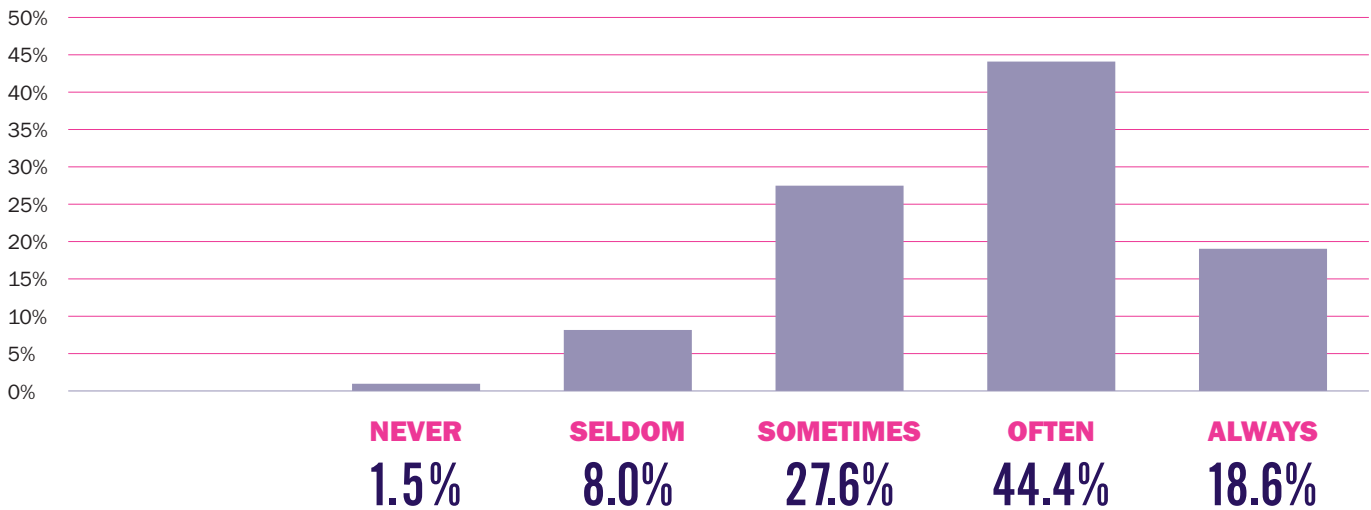
Q4

HSE scale out of 5

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

Further education	4.02
Higher education	4.08
Prison education	4.22

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



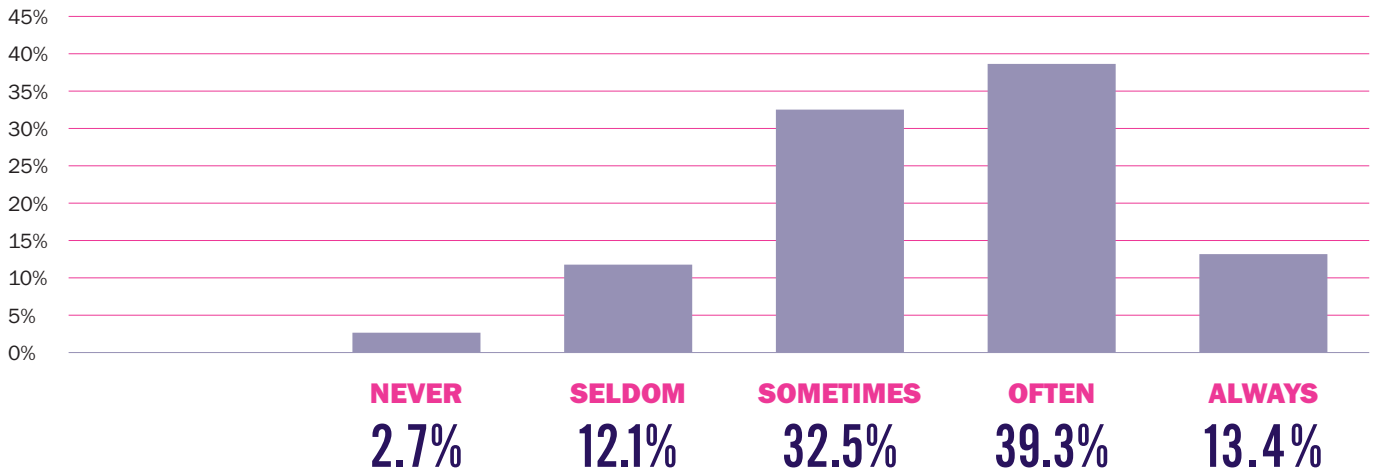
Q11

HSE scale out of 5

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

Further education	3.71
Higher education	3.82
Prison education	3.71

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



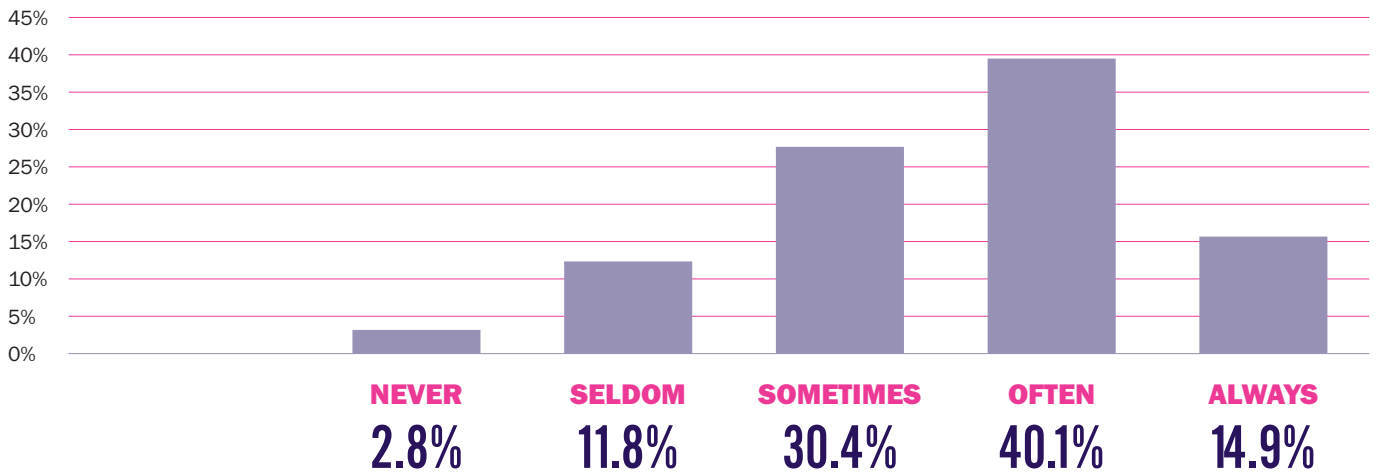
Q13

HSE scale out of 5

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

Further education	3.49
Higher education	3.37
Prison education	3.28

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



Q17

HSE scale out of 5

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

Further education	3.53
Higher education	3.52
Prison education	3.48

Role: summary

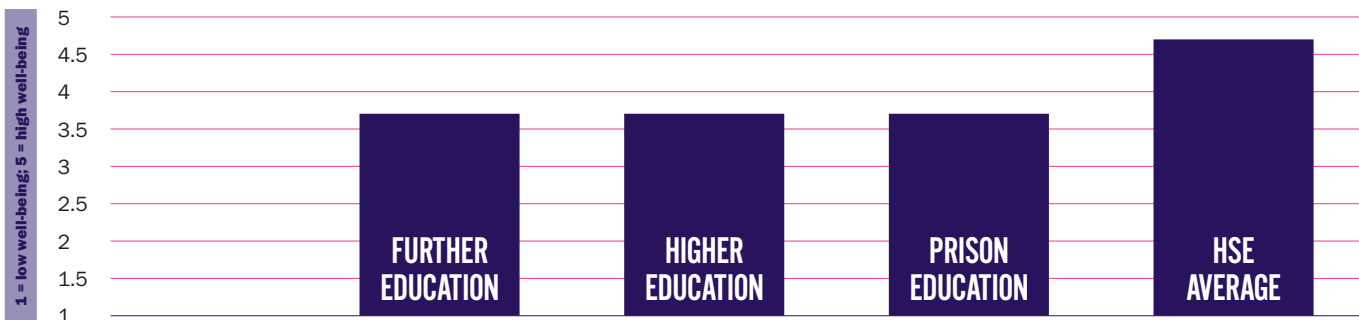
Comparison of the UCU data alongside the results of the Health and Safety Executive's survey *Psychosocial Working Conditions in Britain in 2008* indicated less well-being in further education than in the working population target group (including education) in relation to the clarity of employees' understanding of their role at work.

'Peer support' well-being

HSE scale out of 5

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

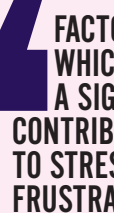
Further education	3.71
Higher education	3.72
Prison education	3.70
HSE 2008 survey target group average	4.61



Change

A typical snapshot

UCU members in further education tended to disagree with the statement 'I have sufficient opportunities to question managers about change at work', and they disagreed that staff were always consulted about change at work. They also disagreed with the statement 'When changes are made at work, I am clear about how they will work out in practice'. Their level of well-being at work relating to the management of change was considerably below the average for Britain's working population.



FACTORS WHICH MAKE A SIGNIFICANT CONTRIBUTION TO STRESS AND FRUSTRATION

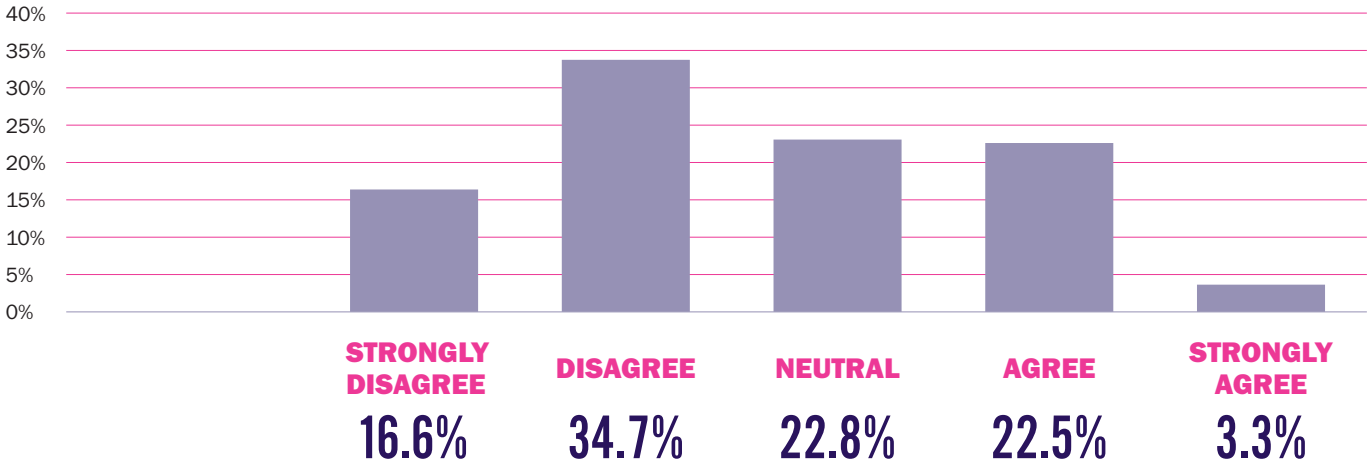
Two major restructures of the community education service in which I work has meant enormous changes, with new managers taking on roles in which they are unfamiliar. (LECTURER)

We are currently undergoing the third merger in four years. Another round of restructuring leading to insecurity and unclear direction from senior management (LECTURER)

The lack of information on changes in role, national, local or institutional policy that simply get announced after the event—no warning, no explanation, no discussion, simply 'Here's the change, get on with it'. (LECTURER)

I never get to do anything really well because as soon as you feel you are making progress they move the goalposts/change everything. I feel I never get to consistently improve my teaching. (LECTURER)

(26) I have sufficient opportunities to question managers about change at work



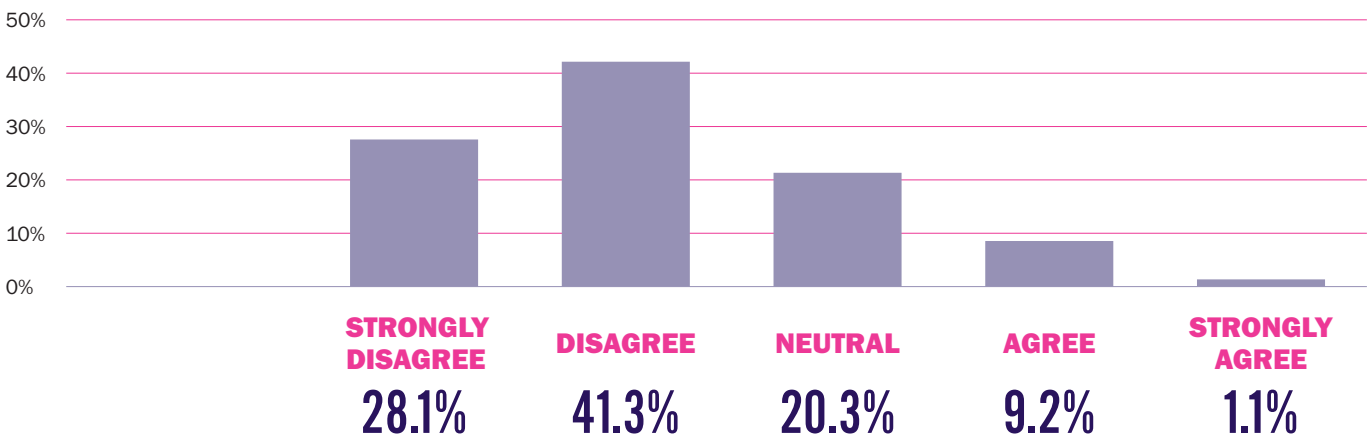
Q26

HSE scale out of 5

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

Further education	2.61
Higher education	2.82
Prison education	2.50

(28) Staff are always consulted about change at work



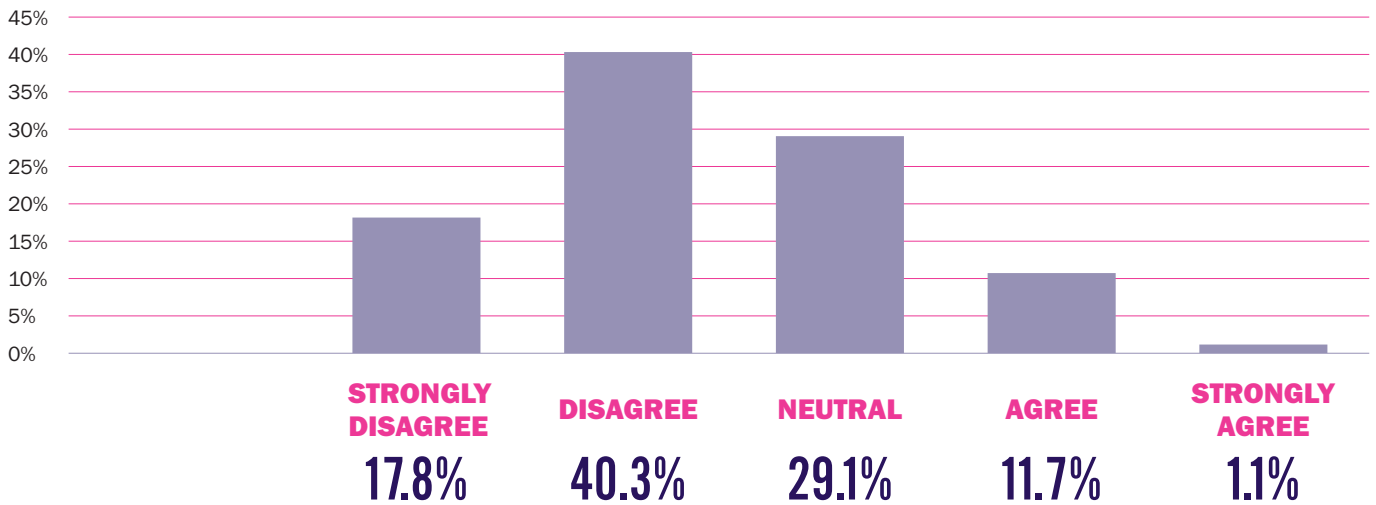
Q28

HSE scale out of 5

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

Further education	2.14
Higher education	2.32
Prison education	1.96

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



Q32

HSE scale out of 5

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

Further education	2.38
Higher education	2.48
Prison education	2.26

Change: summary

Comparison of the UCU data alongside the results of the Health and Safety Executive's survey *Psychosocial Working Conditions in Britain in 2008* indicated considerably less well-being in further education than in the working population target group (including education) relating to the way change is handled at work.

'Change' well-being

HSE scale out of 5

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

Further education	2.38
Higher education	2.54
Prison education	2.24
HSE 2008 survey target group average	3.54



3

**Overall perception
of stress**

Three questions in the survey concerned overall perceptions of occupational stress. The responses to all three questions indicated that those working in further education felt under a high degree of stress at work—somewhat more than those working in higher education, but less than those working in prison education.

There was a high level of agreement among respondents in further education with the statement ‘I find my job stressful’ (q36a). Nearly one third strongly agreed with the statement, and just under half agreed. Only 7% disagreed in total.

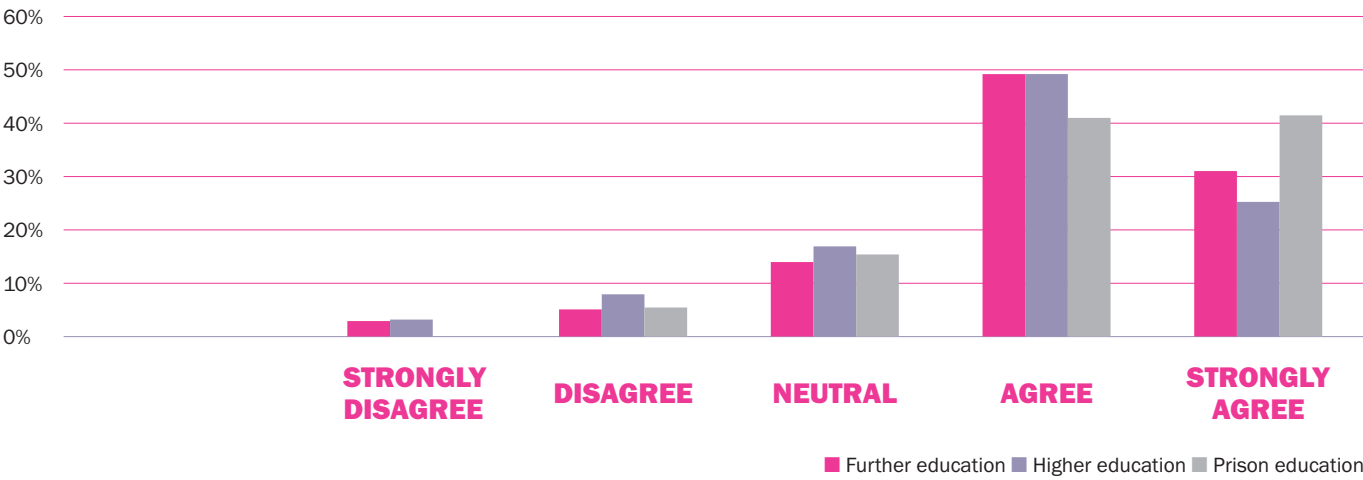
More than half the respondents in further education said their general or average level of stress was high or very high (q36b). Slightly more than one third said they had moderate stress; fewer than 10% said their stress level was low or very low.

One third of further education respondents said they often experienced levels of stress they found unacceptable, and 6% said this was always the case (q37). Slightly more than 10% said they seldom had unacceptable stress levels, and only 2% said this was never the case.

Q36a I find my job stressful

	Strongly disagree %	Disagree %	Neutral %	Agree %	Strongly agree %	Total %
Further education	2.4	5.0	13.0	49.4	30.4	100.2
Higher education	2.5	7.6	15.9	49.4	24.5	99.9
Prison education	0.0	5.3	14.0	40.4	40.4	100.1

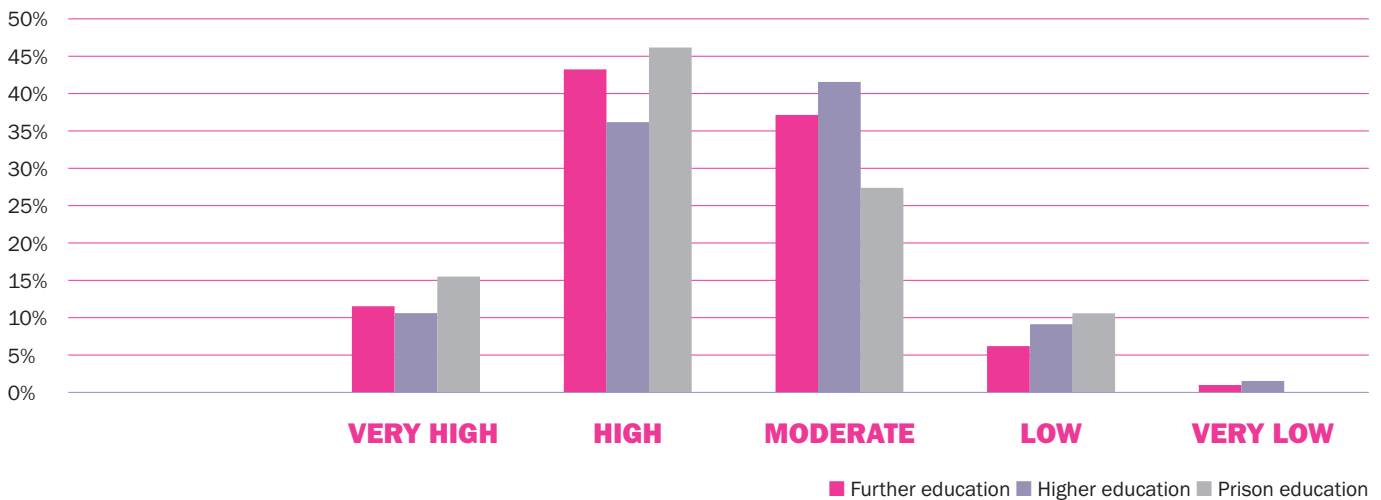
Totals may differ due to rounding



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

	Very high %	High %	Moderate %	Low %	Very low %	Total %
Further education	11.9	43.1	37.6	6.6	0.8	100.0
Higher education	11.2	36.6	41.9	9.3	1.1	100.1
Prison education	15.5	46.6	27.6	10.4	0.0	100.1

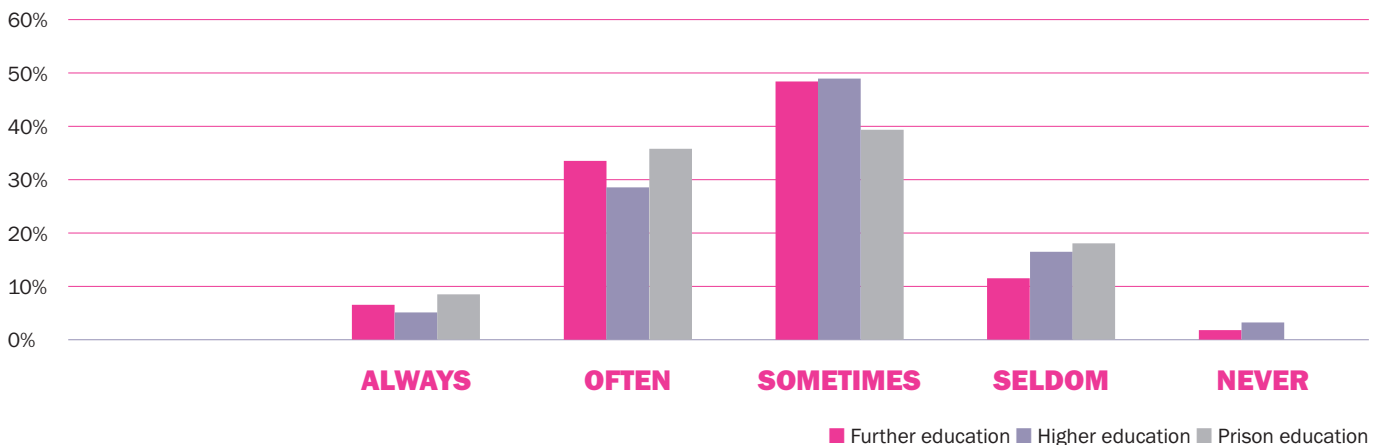
Totals may differ due to rounding



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

	Always %	Often %	Sometimes %	Seldom %	Never %	Total %
Further education	5.7	32.8	48.5	11.3	1.7	100.0
Higher education	4.5	28.2	48.9	16.2	2.4	100.2
Prison education	8.6	34.5	39.7	17.2	0.0	100.0

Totals may differ due to rounding



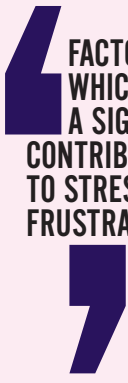
In further education, job demands were the most powerful predictors of perceived stress and work-life conflict; relationship stressors also made a significant positive contribution to perceived stress. Analysis of the UCU sample as a whole indicated that social support from managers and peers to some degree offset the negative impact of low job control; such support may moderate the negative impact of a high strain job on well-being (see Appendices 1, 2 and 3).

4

**Main factors
contributing
to stress**

For respondents in further education, 'Excessive workloads' was the factor the highest number of respondents said made a very high contribution to unacceptable levels of stress or frustration. This means that on a scale of 0 to 5, with 5 indicating a very high contribution, 39.4% of respondents in further education said excessive workloads made a very high contribution to stress or frustration.

Next came 'Lack of time or opportunities to develop your teaching' (38.1% saying this made a very high contribution to stress or frustration); then 'Poor work-life balance' (34.6%), and 'Lack of time to undertake research' (31.6%). Concern about research was also shown in the next highest factor, 'Lack of resources to undertake research, including problems in obtaining funding', which 27.3% of respondents said made a very high contribution to stress or frustration.



**FACTORS
WHICH MAKE
A SIGNIFICANT
CONTRIBUTION
TO STRESS AND
FRUSTRATION**

The real problem is the poor work-life balance and excessive workloads which means that I am thinking about work all the time and find it impossible to 'switch off'. (LECTURER)

The most significant factor is poor work/life balance. I often work 12 hour days and have insufficient time for other aspects of life. The reason is unrealistic expectations, short deadlines and lack of communication from managers. (MANAGER)

This job involves taking work home every night to keep on top of preparation and marking. I also work almost every Sunday and am made to feel guilty if I do not spend significant numbers of hours outside work time doing work related activities. (LECTURER)

Every summer for the last three years we have been told there is restructuring and we have to re-apply for our jobs. (LECTURER)

I am a sessional lecturer and I never know until September whether I will have any work or not. (LECTURER)

Factors contributing to stress: further education

% of respondents saying this factor made a very high contribution to stress or frustration	%
Excessive workloads	39.4
Lack of time or opportunities to develop your teaching	38.1
Poor work-life balance	34.6
Lack of time to undertake research	31.6
Lack of resources to undertake research, including problems in obtaining funding	27.3
Unreasonable expectations from colleagues, students or your head of department	25.1
Insufficient time to respond to student queries	21.8
Lack of promotion opportunities	19.5
Teaching large classes	19.3
Job insecurity	17.7
Lack of choice in the subjects you teach or carry out research on	14.9
Lack of opportunities for training and career development	12.9
Bullying	9.3
Complaints by students	9.1
Harassment	7.7
Discrimination	6.7
Complaints by other members of staff	6.1

5

**How to improve
working life**

This section comprises comments from respondents working in further education to the question ‘What measures would you like to see taken to improve your working life?’ The comments are grouped according to the respondent’s job.

Overview of responses

This overview broadly summarises the selection of comments taken from questionnaire responses, which are given in this section. The comments are shown in no particular order of importance. In short, our members working in FE would like:

IN GENERAL

- to feel valued and trusted
- an improved physical environment
- office space
- more autonomy

MANAGEMENT

- improved communication with management
- better management of change
- less tolerance for staff who are not pulling their weight
- less paperwork and monitoring
- more transparency and openness
- bullying and harassment to be tackled

EMPLOYMENT

- to be able to work flexibly
- pay that properly rewards responsibility
- more job security
- improved work-life balance

CAREER

- improved opportunities for continuing professional development

In addition, UCU members teaching in further education would like:

TEACHING

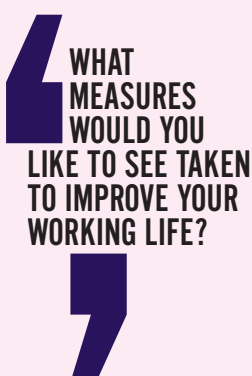
- a reduction in contact hours to enable more time for planning, preparation, marking, research, paperwork, learner support
- smaller classes
- pay equivalent to schoolteachers
- improved classroom discipline.

These steps need to be taken so that others do not have to follow the drastic action taken by these employees:

I have already taken the measure of resigning but that does not help the staff who remain and who are being treated badly. The only way that I could improve my working life was to leave FE. (MANAGER)

I'm leaving anyway—to a job in a secondary school where I will receive better pay and conditions, more holiday, better prospects, more respect. (TEACHER)

Librarians



MANAGEMENT

I would like to feel valued by higher management and paid accordingly. Less [sic] chiefs, more indians.

FLEXIBLE WORKING

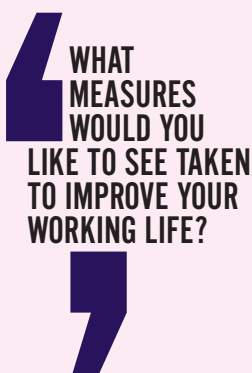
Ability to work more flexibly in terms of hours.

WORKING SPACE

A working environment with improved heating/ventilation. Ours is shot and I often feel very listless and tired due to lack of fresh air.

Regular daily access to an office would improve my team morale no end—always trying to get things done on counter and in open plan.

Computing staff



COMMUNICATION

More consultation and improved communication with managers.

MANAGEMENT

Clearer aims and goals pushed down the management chain that allow me clear objectives and aims to achieve.

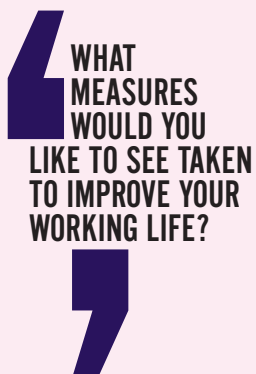
More trust from management (in what I am capable of doing)

WORKING SPACE

More space for social areas such as a tea room or place to bring and have own lunch.

Convert the open office to smaller offices trying to get things done on counter. and in open plan.

Administrators



WORKING SPACE

I would like my own office where I could have adjustments made to accommodate my physical disability.

MANAGEMENT

My post needs regrading with a higher salary to take into account the additional responsibilities and I need a new job description.

BULLYING

All accusations of bullying (even unofficial) recorded on a person's HR file.

ESTEEM

I would like the role of support staff to be seen as just as important as lecturing staff within the work place and the UCU.

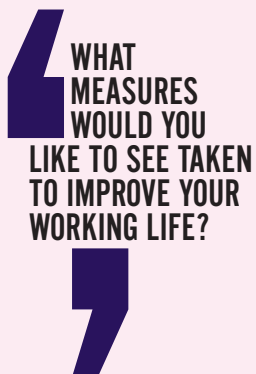
COMMUNICATION

More effective lines of communication with a view to creating reasonable and constructive answers to persistent and ongoing problems.

ON THE BRIGHT SIDE...

My working life is fine—I work part time and term time only.

Managers



The quotes indicate that many responding as managers are teachers involved in managing other staff, rather than full time managers

HARASSMENT

Strong action against harassment.

I would also prefer not to be ridiculed and embarrassed on a regular basis in the workplace.

CONTRACTS

Part-time contracts to be converted to full-time contracts where hours equivalent to a full-time are worked (or support from union to achieve this). Sessional contracts to become permanent where the same courses are taught year after year.

STRESS

College-wide discussion of the issues which cause stress, many of which are internal matters which could be changed.

INSPECTION

Creation of an inspection/audit service to evaluate working conditions at every institution on a regular basis..

WORKLOAD

More consideration for non academic staff, and less work been given to us by central depts, giving our depts more work loads

Clearly defined parameters of duties.

ESTEEM

More positive feedback and a general ethos cross-college of really valuing highly competent, well-qualified staff.

Less testing and measuring and more space to get on with the job. Less paperwork. We are professionals, trust us. We do know what we are doing and we do care about the education of young people.

More respect for the knowledge and experience of professional colleagues by senior management and more genuine consultation

I would like to feel valued at work.

MANAGEMENT

Better management by Senior Team—more realistic deadlines. Better planning and less reactive leadership.

Accept that I make professional decisions and support them.

Better recruitment of exec level managers so they more accurately identify what areas/issues that should be priority for the development of FE that will not only improve our performance but ease the workload of staff.

Autonomy in my area rather than constant control from higher management; ability to run my own area and make my own decisions ...

To receive reasonable and realistic targets, that can be achieved.

improved efficiency of operations/personnel in dealing with grievances.

Be allowed to manage my team without constant monitoring

I recommend that all Board members undertake training to develop a more professional approach in support of their workforce.

A good, consistent planning cycle, financial stability (at our college financial instability led to management taking poor curriculum decisions).

Less admin, less teaching for course managers if they are to perform pastoral roles for students.

Less testing and measuring and more space to get on with the job. Less paperwork.

A less protective approach to individuals who are ineffective in their job role and who, therefore, increase the pressure on their hard working and committed teaching colleagues who invariably compensate for the poor performers.

Greater understanding from superiors of actual role.

Just being listened to by senior managers, having opportunities to share decision-making process and systems that affect our performance, more funding and better resources.

COMMUNICATION

Less reliance on e mail and a return to communication by other means.

Transparency in management (of which I am a member) and more openness and consultation with lecturer in regard to decision making.

The CEO to actually listen and take action on what people say—not just give it lip service and pretend to consult staff.

CAREER DEVELOPMENT

Providing mentorship for career development purposes.

More opportunity to develop skills for promotions.

CPD [continued professional development] linked to vocational profession supported on a weekly basis ie research day

Greater flexibility which will enable me to develop my skills in my professional area.

PAY

Pay me the salary I deserve for the work I do.

WORKING SPACE

More workspace—very cramped where we work.

JOB SECURITY

Job security is important to me. Uncertainty with funding causes me a lot of worry as I live on my own and need my salary.

WORK/LIFE BALANCE

A better work-life balance so that I can spend quality time with my three-year-old child—without feeling that I should be getting on with the next deadline at weekends.

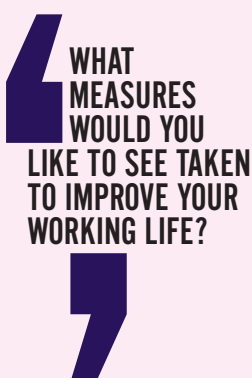
I would like to have a 0.8 contract or even a 0.5 job share rather than a full-time position as I have a primary school son aged 10 who does not see enough of me but I have been told this is not possible for managers.

I would also like to support my child with a better work-life balance.

ON THE BRIGHT SIDE...

The working environment is as close to ideal as it can get. An exceptional model of good working practice.

Research-only staff



WORKLOAD

More negotiation about project deadlines to cope with the realities of the research. Additional, regular support for certain tasks. Removal of expectation of long hours.

CAREER PROGRESSION

Clearer career progression for researchers.

Teaching staff

WHAT
MEASURES
WOULD YOU
LIKE TO SEE TAKEN
TO IMPROVE YOUR
WORKING LIFE?

WORKING TIME

More flexibility with working hours.

Proper time allocation for preparation and marking and admin.

A true recognition of what any good & experienced teacher can do in a 35 hour week, if teaching 23 hours.

Less teaching hours, more planning, preparation and assessment time—as in schools, Teaching assistants would be a good idea too or at least more admin support. There seems to be more time spent amending electronic registers than doing research or marking in work time—everything has to be done at home and this can cause friction in relationships.

To be given a timetable at the end of an academic year in order to have time to fully prepare for the new intake of students.

To be allowed to work within the week hours to plan and research my topics.

I need to ensure that I only work the contracted hours and not teach over them without pay.

I would like to have two hours free a week to complete desk duties.

A better balance between contact time and non-contact time on site based on a proper measure of the preparation and assessment time needed to support effective teaching in the classroom.

The introduction of remission for undertaking study.

Please review the structure of the timetable—too many lessons in a day. Revert back to hour long lessons.

If tutors are being paid to work 37 hours full time and the reality is that an average working week is actually 50 plus—there needs to be better acknowledgement and incentive!!

Reduction of annual contact hours to enable administrative and planning duties to be completed with less stress, more time to track and support learners progress.

Stop the erosion of holidays.

Remission in teaching hours for course leadership.

Fewer contact hours to allow time for more pastoral care.

Reduced contact teaching hours to 21. Not because I don't like teaching, I love it which is why I want to do it properly. I can't do justice to over 100 students with such little time for prep and development

Not being made to teach 27 hours a week and only have three hours of prep. How are we supposed to support students.

PROFESSIONAL ISSUES

Longer lessons. Smaller classes. Fewer syllabus changes and perhaps some prior consultation on future proposed assessment grading criteria.

The correct standard of students for each course, not reliant on reaching targets etc, management without pre-conceived ideas on members of staff!

Return to exam based courses to shift responsibilities to learners where they belong.

Real moves to reverse the 'targets' culture. Further education is not a market, it is people's ambitions, passions and hopes.

WORK/LIFE BALANCE

More flexibility in home/work balance, more possibility for some work to be carried out at home.

Flexibility and the ability to work from home more.

Greater ability to do admin tasks from home.

SKILLS

More explicit acknowledgment of and training in basic IT skills.

WORKING SPACE

Time to make our workroom a safer and less cluttered environment.

Better staffroom space, equipment and quieter environment to work in with lots more space to pin notices and current documents on.

I suppose I need, more than anything, time in college to be able to do my lesson prep and marking and a decent, quiet working environment in which to do so. My current staff room is like a bear garden!

A room where you can go to work which is totally away from phones and email!

A larger workshop space, more teaching aids for electrical and electronic subjects.

Less travel between sites.

Currently we have no communal staff room where staff can escape from students and telephone calls. Consequently we have no breaks.

More desk/office space, currently sharing space with eight others, approx 3ft desk space, seems ridiculous when compared to administrative staff.

More security /alarms.

A kettle!

WORKLOAD

A lesser target of annual teaching hours. 888 is excessive. I am tired out by Easter.

Better system of class cover for sick colleagues.

Far less administrative tasks, time to plan courses and lessons, time for tutorials, fewer initiatives

Smaller classes.

I would like to see differentiation introduced for the teaching staff, analysis of individual course demands, for example type of assessments used, and resulting time needed to mark them, amount of research needed to provide quality programme of learning ...type of course and the resulting extra work generated, for example employer involvement, amount of pastoral care needed, and course structures that fall outside of the traditional academic year and activity.

More than anything, an equal workload amongst staff in the department.

COMMUNICATION

Greater transparency in terms of others' workloads and knowledge/information sharing.

Freedom of speech encouraged, not censored.

Hearing staff need to aware of deaf community and culture and need to learn how to communication with deaf staff. Need to support and share each other. Deaf staff need to reduce their stressful [sic] and frustration.

Improved communication between management and lecturers (particularly recognition for good work and development support).

Listening to staff more and being more sympathetic rather than accusatory when staff are feeling stressed.

DECISION MAKING

Involvement in decision making, being consulted on major decisions.

More opportunity to have a say in timetable and job role.

ESTEEM

Being respected more as a professional who has more experience of grass roots level involvement than management.

More recognition of work done/successes. Recognition of class sizes and roles of responsibility. Recognition of delivery on new courses/extra time that this takes.

Only a change in the funding mechanism for vocational training would affect the perception of the importance of technical skills and therefore the way that staff are managed.

A focus upon what we are good at—ie skills development—vocational as well as study based skills rather than what we perform poorly in.

Let managers teach again and remember what it was like to deal with students in a group who attend purely for EMA [Education Maintenance Allowance] payments.

More trust given to profession by SMT [senior management team]

The ‘fanciful’ notion that trust could be reintroduced to the professional working life.

I would like some respect from the institution for my specialised teaching skills and experience—we are never really asked what we think or actually consulted about changes or whether we think they will be beneficial for learners.

Parity across subject areas rather than an attitude that anyone can teach Key Skills, even though we're all highly qualified.

SUPPORT

Support staff to support teaching staff and students—I end up chasing when they haven't done their job properly.

Extra support staff employed to carry out the department's administrative tasks.

Proper admin support—I should not be spending an hour and a half out of my week on the photocopier.

MANAGEMENT

Come down to the shop floor (operation room i.e teaching environment) from time to time and see how things are from that point of view.

Be allowed to shape decisions that affect us.

HOD [head of department] to have more contact with the staff and give praise where it should be given.

Managers listening to what we have to say and actually trying to do something about the problems, instead of paying lip service. Some of the problems would not cost money.

Issues relating to other members of staff who are disruption [sic], argumentative, unprofessional or not performing their duties, dealt with quickly and efficiently, according to college procedures.

Managers should act in a professional, unbiased manner and not create friction within the workplace.

Senior managers spending at least ten hours a week in a classroom.

More realistic amounts of teaching per week and a management structure that supports teachers as currently there is little middle management for support.

CONTINUING PROFESSIONAL DEVELOPMENT

Better availability of appropriate training courses to meet qualifications requirements and provide career development.

Conditions improved so that women have an opportunity to progress to management and senior management positions in FE.

Opportunity for further study (MSc).

MONITORING

Fewer inspections and paperwork exercises that do not promote good teaching practice but are designed to be intimidatory.

End of pernicious, demoralising lesson observation scheme

An observation system that is designed to help me improve rather than catch me out.

Management (government?) to accept that sometimes a student dropping out of a course can be for a good reason (job found) and shouldn't count against us in the stats.

We have been inspected every month for six months which creates a lot of strain.

Less observation, auditing, checking etc, it undermines my motivation to be constantly monitored and not trusted to do my job!

PAY

Equivalent pay to teachers—as we teach more and more 14-16 yr olds.

Acceptance by the college of nationally accepted pay award.

Greater hourly rate of pay.

Financial remuneration for working over contractual hours.

I think a definite rise in pay, especially teaching HE in an FE institution, is required to keep new teachers/lecturers new to the profession motivated to stay in this education sector.

Paid time allowed for marking and course recruitment.

Paid overtime.

A proper contract that will pay through the holidays.

The college to undertake paying me the same as teaching staff at schools as I now deliver the specialised diploma and have four out of six groups of school age.

I have a degree and PGCE (primary). I get paid the same as a member of staff without a degree or professional teaching qual. This makes me feel undervalued.

BULLYING

I would like bullying and harrassment to be taken seriously.

A united front from staff to confront unacceptable treatment of staff

Whistleblowing procedures for when staff are bullied into passing students.

Not to have to listen to curriculum managers shouting at staff in the corridor in front of students.

RELATIONS WITH STUDENTS

Security measures to protect the teachers from students' attack. Measures to encourage the students to respect the teachers.

Procedures in place to protect staff against student accusation, and also effective back-up/disciplinary action regarding student misbehaviour.

Less paperwork/red tape to expel a troublesome student.

More management involvement in discipline and behaviour of students.

Open and effective disciplinary system- false allegations against staff are increasing

Students should be made to sign a learning contract which puts a level of responsibility onto themselves.

With this influx of 14-year-olds we need a clear disciplinary procedure which all staff adhere to.

JOB SECURITY

Higher levels of job security implemented through permanent contracts for hourly paid staff.

RESOURCES

Appropriately resourced classrooms (three years waiting for blinds, OHP bulbs never replaced, whiteboards precarious and rarely in a room with a data projector).

A centre-wide scheme of work and online course outline which could be adapted to meet individual courses and students. We are all teaching to the same exams and skills for life syllabus so it would save a lot of the donkey work and allow time for fine tuning.

RESEARCH

Time allocated for development of resources/research to keep up to date with current initiatives.

Research seen as important in FE and time allowed for it.

Time to research new topics thoroughly.

More time on timetable to prepare and research areas relevant to subject specific teaching.

QUALITY ASSURANCE

Less documentation—QI/QA is important but excessive documentation can diminish the value of the process as some people are prepared to put down the answers they know are expected as opposed to carefully considered responses.

STAFFING LEVELS

More staffing to reduce workload. Less reliance on agency staff and more permanent staff recruitment.

PAPERWORK

More time to complete the ever increasing paper work instead of having to work many hours at home.

Remove the need for paper-based evidence which cannot prove good teaching or learning, only good intentions or noble mission statements. We spend hours create the paper trail and sending information to each other which just gets filed for evidence, but the information is rarely used...

Paperwork needs to be streamlined and limited to what is relevant and valid. Volume of paperwork is proving unmanageable and stressful to deal with. Most of it is superfluous and unnecessary and does nothing to improve or maintain quality and standards in teaching and learning; or increase or sustain motivation in learners.

Good paperwork leads to happy management, but does not help students.

EQUALITY

True equality for all students and staff, especially minority groups.

More opportunities for Blacks and Asians, in getting into managerial postions.

UCU

More encouragement from UCU for less moaning in the staffroom.

National negotiations for pay and conditions, I believe that local negotiations are unfair and responsible for a lot of bad feelings towards the union, and in part responsible for unfair working conditions.

UCU should fight for a pay increase for hourly paid work.

The union taking stronger action on hourly paid workers.

Nationally agreed standards for facilities time for branch officers.

EMPLOYMENT

Return FE to local authority control and ringfence a basic set of negotiated terms and conditions.

The job is stressful—there's no getting away from that—but a proper contract would make me feel my contributions were valued and put me in a better position financially.

6

**Conclusion,
recommendations,
action**

There was a high level of agreement among respondents in further education with the statement ‘I find my job stressful’. More than half the respondents in further education said their general or average level of stress was high or very high. One third of further education respondents 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.

UCU members in further education 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 UCU members in further education was in the area of change, followed by demands, then role and managerial support.

	Demands	Control	Managerial support	Peer support	Relationships	Role	Change
HSE 2008 survey target group average	3.44	3.32	3.77	4.03	4.13	4.61	3.54
UCU members working in higher education	2.61	3.75	2.94	3.40	3.57	3.72	2.54
‘Well-being’ gap for UCU members in HE	-0.83	0.43	-0.83	-0.63	-0.56	-0.89	-1.00

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

In further education, job demands were the most powerful predictors of perceived stress and work-life conflict; relationship stressors also made a significant positive contribution to perceived stress.

Analysis of the UCU sample as a whole indicated that social support from managers and peers to some degree offset the negative impact of low job control; such support may moderate the negative impact of a high strain job on well-being. Separate analysis of the FE sector was carried out, with similar findings to the whole sample, indicating that social support to some degree offset the negative impact of low control (see Appendix 1, 2 & 3)

The findings of this survey suggest that support from managers and peers may help to offset the negative impact of low levels of control at work and high levels of demand. Interventions should be developed that enhance support from these sources.

Tackling occupational stress

To tackle these problems, our members working in higher education would like:

IN GENERAL

- to feel valued and trusted
- an improved physical environment
- office space
- more autonomy

MANAGEMENT

- improved communication with management
- better management of change
- less tolerance for staff who are not pulling their weight
- less paperwork and monitoring
- more transparency and openness
- bullying and harassment to be tackled

EMPLOYMENT

- to be able to work flexibly
- pay that properly rewards responsibility
- more job security
- improved work-life balance

CAREER

- improved opportunities for continuing professional development

In addition, UCU members teaching in further education would like:

TEACHING

- a reduction in contact hours to enable more time for planning, preparation, marking, research, paperwork, learner support
- smaller classes
- pay equivalent to schoolteachers
- improved classroom discipline.

University and College Union, and its predecessor unions AUT and NATFHE, is aware of the problem of occupational stress in post-16 education in the UK, and is committed to taking action to tackle this situation. 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 become at risk of stress or stress-related illness.

UCU has produced a stress toolkit, with guidelines for UCU officers at branch or local association level on how to deal with stress and on supporting individual cases. There is also information on 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. This toolkit is available at: www.ucu.org.uk/index.cfm?articleid=2562.

UCU's website provides links to other organisations such as the College and University Support Network, 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 occupational stress.

And finally...

Here are some comments by Philip Burgess, a member of UCU National Executive Committee, and of the NEC's stress and bullying working group, on the results of the survey and the next steps for UCU:

If we take each of the Health and Safety Executive factors in turn, and examine the data, we can see how UCU might act to improve the well-being of our members on each one:

Demands *Institutions have allowed demands to escalate and have failed to introduce mechanisms to control them. By giving staff resources a status equivalent to that which money has come to enjoy, we can ensure that those finite personal resources are husbanded. UCU should propose that innovations which increase workload in one area must be balanced by reductions elsewhere, or by increases in staff.*

Control *This aspect of our work is already worse in FE than in the HSE norm. Arguably, HE is heading in the same direction. The climate of managerialism which has siphoned off the powers of elected academic governing bodies, academic departmental boards and individual academics and deposited those powers in bureaucratic structures of appointed 'managers' is responsible for this erosion of control by our members over their own work. We have become, in effect, de-professionalised. UCU must try to reverse these trends by using what democratic mechanisms remain open to us.*

Managerial support *We must expose the failure of the managerialist philosophy. We must press each institution to collect the relevant data each year, and to allow discussion of them in their governing bodies. UCU must engage with those bodies in order to ameliorate the problems revealed.*

Peer support *Support for trade union values is a major factor in persuading people to join UCU. We must work hard to recruit a much bigger membership base and explain to members that mutual support in stressful situations is a core trade union value. We must counter the dog-eat-dog values of managerialism.*

Relationships *The same argument applies. In addition, we must continue to emphasise (as expressed in several motions adopted by Congress) that harassment and bullying can play no part in academic life. In addition, we must uphold the values of academic freedom, and expose those institutions which restrict it.*

Role *We need to clarify to our members what education is, and what their roles in education are. We must continue to resist the restrictions imposed by managerialism. In particular, we must remind our members, and institutions, that education is a transformation and not a commodity, and that students are not customers awaiting delivery of a product.*

Change *We must continue to scrutinise how institutions and their educational processes are changing, and how successfully institutional changes are implemented. We will welcome change for the better, particularly when staff are fully consulted, but we must oppose and reverse changes for the worse since it is clear that institutions are failing to do this.*

Overall, an important factor contributing to stress among our members is a mismatch between demands and control. Those members who entered the profession some decades ago often remark that demands have always been high, but that this was compensated at the time by the high levels of personal control enjoyed over work and working practices. In the present climate of managerialism, control appears to be gravitating from academic staff to managers. We must investigate this phenomenon in further research.

More specifically, we must measure how stress levels, demands and controls are changing over time and how they impinge on the different sectors and groups within sectors. If, as I suspect, the advance of managerialism will continue to erode the control that our members used to have (and which made academic life so attractive, in spite of the demands), we must devise ways to shake the complacency of institutional governing bodies so that this erosion can be halted and reversed. Otherwise, staff will be subject to burn-out at earlier stages in their careers, and the most talented and dedicated staff will never be attracted in the first place.

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Appendices

Appendix 1

Multiple regressions predicting perceived stress and work-life conflict for further and higher education and academic and academic-related staff

A series of hierarchical multiple regression equations was conducted in order to examine the job stressor factors that made the strongest contribution to perceived stress and work-life conflict. As working conditions differ in further and higher education, and between academic and academic-related staff within higher education, different regressions were conducted for these four groups. The first and second step of each equation controlled for sex and mode of employment (temporary/permanent contract).

Predictors of perceived stress and work-life conflict: further education

In the further education sector, the most powerful predictor of perceived stress was job demands and, to a lesser extent, relationship stressors. Job control, peer support and management of change also made a significant contribution to the incremental variance in a negative direction, but managerial support and role clarity failed to reach significance. Temporary status was also a strong significant predictor of perceived stress in this sector. The model explained a total of 42% of variance in perceived stress.

Female sex and temporary employment were significant predictors of work-life conflict. Of the stressor categories, the only significant contributions were made by job demands and, to a lesser extent, lack of job control. The model accounted for 35% of variance in work-life conflict.

<i>PERCEIVED STRESS</i>		R ²	beta
Step 1	Sex	.001	.028
Step 2	Temporary/permanent	.013***	-.114***
Step 3	Demands		.480***
	Control		-.082***
	Managerial support		-.039
	Peer support		-.041*
	Relationship stressors		.106***
	Role clarity		.006
	Change		-.056**
		.409***	
Total R ²		.422***	

* = p<.05; ** = p<.01; *** = p<.001

<i>WORK-LIFE CONFLICT</i>		R ²	beta
Step 1	Sex	.004	-.062**
Step 2	Temporary/permanent	.023***	-.154***
Step 3	Demands		.486***
	Control		-.116***
	Managerial Support		.002
	Peer Support		-.033
	Relationship stressors		-.007
	Role clarity		-.034
	Change		-.004
		.320***	
Total R ²		.347***	

* = p<.05; ** = p<.01; *** = p<.001

Predictors of perceived stress and work-life conflict: higher education

Similar to further education, the strongest predictors of perceived stress in the HE sector were job demands and relationship stressors. Low job control and peer support were also significant predictors in this sector but, unlike FE, poor managerial support and lack of role clarity also made contributions to the incremental variance. As with further education, female sex and temporary status were also significant predictors of perceived stress. The model contributed a total of 45% of variance in perceived stress.

Similar to further education, female sex and temporary employment made significant contributions to the variance in work-life conflict. Job demands and low job control were powerful predictors of variance but, in contrast to further education, low levels of peer support also made a significant contribution. The model accounted for a total of 35% in work-life conflict.

<i>PERCEIVED STRESS</i>		R ²	beta
Step 1	Sex	.001*	-.024*
Step 2	Temporary/permanent	.007***	-.087***
Step 3	Demands		.496***
	Control		-.039***
	Managerial support		-.050***
	Peer support		-.049***
	Relationship stressors		.181***
	Role clarity		-.055***
	Change		-.017
		.444***	
Total R ²		.452***	

* = p<.05; ** = p<.01; *** = p<.001

<i>WORK-LIFE CONFLICT</i>		R ²	beta
Step 1	Gender	.004***	-.062**
Step 2	Temporary/permanent	.012***	-.110***
Step 3	Demands		.522***
	Control		-.077***
	Managerial support		-.011
	Peer support		-.036**
	Relationship stressors		.016
	Role clarity		-.021
	Change		-.014
		.335***	
Total R ²		.351***	

* = p<.05; ** = p<.01; *** = p<.001

Predictors of perceived stress and work-life conflict: academic and academic-related grades

ACADEMIC GRADES For the academic grades, female sex and temporary status were significant predictors of perceived stress. With the exception of change management, all stressor categories made significant contributions to the variance with the strongest contributions made by job demands and relationship stressors. The model accounted for a total of 44% of variance in perceived stress.

For work-life conflict, the most powerful predictor was job demands, although female sex, temporary status, and low job control, peer support and role clarity all made significant contributions. Manager support, relationship stressors and change management were all non significant. The model accounted for a total of 34% of variance in work-life conflict.

<i>PERCEIVED STRESS</i>		R ²	beta
Step 1	Sex	.001**	-.031**
Step 2	Temporary/permanent	.007***	-.088***
Step 3	Demands		.496***
	Control		-.066***
	Managerial support		-.044***
	Peer support		-.046***
	Relationship stressors		-.155***
	Role clarity		-.032**
	Change		.003
		.428***	
Total R ²		.436***	

* = p<.05; ** = p<.01; *** = p<.001

<i>WORK-LIFE CONFLICT</i>		R ²	beta
Step 1	Sex	.004***	-.063**
Step 2	Temporary/permanent	.013***	-.116***
Step 3	Demands		.517***
	Control		-.087***
	Managerial support		-.001
	Peer support		-.037**
	Relationship stressors		.015
	Role clarity		-.029**
	Change		-.005
			.327***
Total R ²		.344***	

* = p<.05; ** = p<.01; *** = p<.001

ACADEMIC-RELATED GRADES As with the academic grades, female sex and temporary status were significant predictors of perceived stress. Again, similar to the academic grades, job demands and relationship stressors made the strongest contribution to stress perceptions, but job control, managerial support and role clarity were also significant in a negative direction. Neither change management nor peer support made significant contributions. The model accounted for a total of 47% of variance in perceived stress.

The significant predictors of work-life conflict were job demands, job control and, to a lesser extent, peer support and relationship stressors. Female sex and temporary status also accounted for a significant proportion of variance in work-life conflict. The model explained a total of 34% of variance.

<i>PERCEIVED STRESS</i>		R ²	beta
Step 1	Sex	.003**	-.054**
Step 2	Temporary/permanent	.007***	-.086***
Step 3	Demands		.471***
	Control		-.050**
	Managerial support		-.059**
	Peer support		-.023
	Relationship stressors		.204***
	Role clarity		-.065**
	Change		-.007
			.455***
Total R ²		.465***	

* = p<.05; ** = p<.01; *** = p<.001

<i>WORK-LIFE CONFLICT</i>		R ²	beta
Step 1	Gender	.011***	-.107***
Step 2	Temporary/permanent	.019***	-.141***
Step 3	Demands		.471***
	Control		-.099***
	Managerial support		-.009
	Peer support		-.044*
	Relationship stressors		.045*
	Role clarity		-.012
	Change		.018
		.307***	
Total R ²		.337***	

* = p<.05; ** = p<.01; *** = p<.001

Appendix 2

Testing the job demand-control-support (JDACS) model

Hierarchical multiple regression analyses were computed in which the dimensions of the JDACS model were regressed on perceived stress. The independent variables were entered into the equation in five steps.

At the first step, sex was entered to control for its effects.

At the second step, the job-related variables job status (temporary/ permanent), sector (further/higher education) and job type (academic/academic-related).

At the third step, job demands, job control and social support (a variable that combined peer support and management support—Cronbach's alpha for composite variable = .91) were entered simultaneously in order to examine their main effects.

At the fourth step, the two-way interaction terms (a) demands x control, (b) demands x social support, (c) control x social support) were entered to examine whether (a) control moderated the negative impact of high demands; (b) social support moderated the negative impact of job demands; (c) social support moderated the negative impact of low control.

In the fifth and final step, the three-way interaction term (demands x control x support) was entered in order to examine whether support moderated the negative impact of a job high in demands and low in control.

Because findings are very similar for further education and higher education, and for academic and academic related grades (the total r square is almost identical and the effects of the interactions are similar), the findings for the sample as a whole are reported, while controlling for sector and job type.

Sample as a whole

Female sex and temporary employment, entered in Steps 1 and 2, were significant predictors of perceived stress for the sample as a whole. The job-related variables also accounted for additional variance, with temporary status, working in further education and an academic job being significant predictors of stress.

Significant main effects were found for all three components of the JDCS model entered in Step 3, with particularly strong effects found for job demands. The two-way interaction between control and support entered in Step 4 made a significant contribution to the variance in perceived stress, but the other interactions did not. This suggests that social support from managers and peers to some degree offsets the negative impact of low control.

Evidence for a significant three-way interaction was also found, indicating that support may moderate the negative impact of a high strain job on wellbeing.

<i>PERCEIVED STRESS</i>		R ²	beta
Step 1	Sex	.001	-.031
Step 2	Temporary/permanent		-.080***
	Sector		-.060***
	Job-type		-.100***
		.020***	
Step 3	Demands		.511***
	Control		-.094***
	Support		-.186
		.407***	
Step 4	Demand x control		.021
	Demand x support		.023***
	Control x support		.255***
		.004***	
Step 5	Demand x control x support	.001***	.180***
Total R ²		.433***	

* = p<.05; ** = p<.01; *** = p<.001

Appendix 3

Reliability scores for responses in UCU survey relating to HSE stressors

These scores describe the extent to which respondents answered questions relating to the HSE stressors consistently. Chronbach's alpha can take values between negative infinity and 1; the nearer to 1, the more consistent the responses are considered to be. The scores below indicate a high level of consistency in the survey responses.

	Cronbach's alpha	N of items
Reliability—role clarity	.834	5
Reliability—demands	.873	8
Reliability—control	.864	6
Reliability—managerial support	.897	5
Reliability—peer support	.848	4
Reliability—relationship stress	.837	4
Reliability—management of change	.819	3

Appendix 4

The questionnaire

Occupational stress survey 2008

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.

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.

Question 52 asks about your socio-economic background. There is currently very little data on the socio-economic background of staff in FE and HE; it would be very helpful, in the interests of promoting widening participation, to know something about this.

The survey should take 10-15 minutes to complete.

Please respond by Friday 2 May 2008.

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

18	I am pressured to work long hours	Never <input type="checkbox"/> 1	Seldom <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Often <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
19	I have a choice in deciding what I do at work	Never <input type="checkbox"/> 1	Seldom <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Often <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
20	I have to work very fast	Never <input type="checkbox"/> 1	Seldom <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Often <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
21	I am subject to bullying at work (see definition in introduction)	Never <input type="checkbox"/> 1	Seldom <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Often <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
22	I have unrealistic time pressures	Never <input type="checkbox"/> 1	Seldom <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Often <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
23	I can rely on my line manager to help me out with a work problem	Never <input type="checkbox"/> 1	Seldom <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Often <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
24	I get help and support I need from colleagues	Strongly disagree <input type="checkbox"/> 1	Disagree <input type="checkbox"/> 2	Neutral <input type="checkbox"/> 3	Agree <input type="checkbox"/> 4	Strongly agree <input type="checkbox"/> 5
25	I have some say over the way I work	Strongly disagree <input type="checkbox"/> 1	Disagree <input type="checkbox"/> 2	Neutral <input type="checkbox"/> 3	Agree <input type="checkbox"/> 4	Strongly agree <input type="checkbox"/> 5
26	I have sufficient opportunities to question managers about change at work	Strongly disagree <input type="checkbox"/> 1	Disagree <input type="checkbox"/> 2	Neutral <input type="checkbox"/> 3	Agree <input type="checkbox"/> 4	Strongly agree <input type="checkbox"/> 5
27	I receive the respect at work I deserve from my colleagues	Strongly disagree <input type="checkbox"/> 1	Disagree <input type="checkbox"/> 2	Neutral <input type="checkbox"/> 3	Agree <input type="checkbox"/> 4	Strongly agree <input type="checkbox"/> 5
28	Staff are always consulted about change at work	Strongly disagree <input type="checkbox"/> 1	Disagree <input type="checkbox"/> 2	Neutral <input type="checkbox"/> 3	Agree <input type="checkbox"/> 4	Strongly agree <input type="checkbox"/> 5
29	I can talk to my line manager about something that has upset or annoyed me about work	Strongly disagree <input type="checkbox"/> 1	Disagree <input type="checkbox"/> 2	Neutral <input type="checkbox"/> 3	Agree <input type="checkbox"/> 4	Strongly agree <input type="checkbox"/> 5
30	My working time can be flexible	Strongly disagree <input type="checkbox"/> 1	Disagree <input type="checkbox"/> 2	Neutral <input type="checkbox"/> 3	Agree <input type="checkbox"/> 4	Strongly agree <input type="checkbox"/> 5
31	My colleagues are willing to listen to my work-related problems	Strongly disagree <input type="checkbox"/> 1	Disagree <input type="checkbox"/> 2	Neutral <input type="checkbox"/> 3	Agree <input type="checkbox"/> 4	Strongly agree <input type="checkbox"/> 5
32	When changes are made at work, I am clear about how they will work out in practice	Strongly disagree <input type="checkbox"/> 1	Disagree <input type="checkbox"/> 2	Neutral <input type="checkbox"/> 3	Agree <input type="checkbox"/> 4	Strongly agree <input type="checkbox"/> 5
33	I am supported through emotionally demanding work	Strongly disagree <input type="checkbox"/> 1	Disagree <input type="checkbox"/> 2	Neutral <input type="checkbox"/> 3	Agree <input type="checkbox"/> 4	Strongly agree <input type="checkbox"/> 5

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
34 Relationships at work are strained	<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	<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	<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?	<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?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
38 For each of the following factors, please indicate the extent to which they contribute to unacceptable levels of stress or frustration by marking them 0 to 5, with 5 indicating a very high contribution (items which may not be applicable to all UCU members have a n/a response category):						
(a) Job insecurity	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
(b) Lack of promotion opportunities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
(c) Discrimination	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
(d) Bullying (see definition in introduction)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
(e) Complaints by other members of staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
(f) Excessive workloads	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
(g) Unreasonable expectations from colleagues, students or your head of department	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
(h) Lack of opportunities for training and career development	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
(i) Poor work-life balance	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
(j) Harassment (see definition in introduction)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
(k) Complaints by students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> n/a
(l) Lack of time to undertake research	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> n/a
(m) Lack of resources to undertake research, including problems in obtaining funding	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> n/a
(n) Lack of time or opportunities to develop your teaching	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> n/a

(o) Insufficient time to respond to student queries	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> n/a
(p) Teaching large classes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> n/a
(q) Lack of choice in the subjects you teach or carry out research on	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> n/a
(r) Other (please provide details)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	

39 Please provide brief details of any of the above factors in question 38 which make a significant contribution to stress or frustration:

40 (a) Which sector do you (principally) work in? **Higher education** ₁ **Further education** ₂

(b) What is the name of the FE or HE institution where you (principally) work?

41 Your gender **Female** ₁ **Male** ₂ **Transgender/transsexual** ₃

42 Your sexual orientation **Bisexual** ₁ **Heterosexual** ₂ **Lesbian or gay** ₃

43 If you are lesbian, gay, bisexual or trans, does your employer know? **Yes** ₁ **No** ₂ **Not sure** ₃

44 Your ethnicity

(a) Black or Black British - Caribbean ₁

(b) Black or Black British - African ₁

(c) Other Black background ₁

(d) Asian or Asian British - Indian ₁

(e) Asian or Asian British - Pakistani ₁

(f) Asian or Asian British - Bangladeshi ₁

(g) Chinese ₁

(h) Other Asian background and career development ₁

(i) Other (including mixed) ₁

(j) White ₁

45 Disability

(a) Do you consider yourself disabled? **Yes** ₁ **No** ₂ **Not sure** ₃

(b) If yes, does your employer know that you are disabled? **Yes** ₁ **No** ₂ **Not sure** ₃

46 Your job

Academic function

(a) Teaching or teaching-only 1

(b) Research-only 1

(c) Teaching-and-research 1

Academic-related/support occupation

(d) Manager 1

(e) Administrator 1

(f) Computing staff 1

(g) Librarian 1

(h) Other 1

(i) Not applicable 1

47 Title of your department

48 Your mode of employment

(a) Full-time 1

(b) Part-time 1

(c) Hourly-paid 1

(d) Other 1

49 Your terms of employment

(a) Open-ended/permanent contract 1

(b) Fixed-term contract 1

(c) Zero hours contract 1

(d) Variable hours contract 1

(e) Other 1

50 Current job grade or main pay level

(a) job or grade title

(b) spine point

(c) hourly-paid, usual hourly rate

£

(d) other

51 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) 0-10 ₁

(b) 11-15 ₁

(c) 16-20 ₁

(d) 21-25 ₁

(e) 26-30 ₁

(f) 31-35 ₁

(g) 36-40 ₁

(h) 41-45 ₁

(i) 46-50 ₁

(j) 51-55 ₁

(k) 56-60 ₁

(l) Over 60 ₁

52 Socio-economic background

Please indicate the occupation of your father, mother, carer or guardian
(whoever was the main income earner) when you were a teenager

(a) manager or senior official ₁

(b) professional occupation ₁

(c) associate professional or technical
occupation ₁

(d) administrative or secretarial
occupation ₁

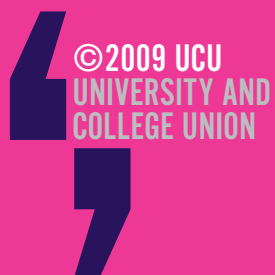
(e) skilled trades occupation ₁

(f) personal service occupation	<input type="checkbox"/>	1
(g) sales or customer service occupation	<input type="checkbox"/>	1
(h) process, plant or machine operative	<input type="checkbox"/>	1
(i) elementary occupation	<input type="checkbox"/>	1
(j) not known/applicable	<input type="checkbox"/>	1

53 What measures would you like to see taken to improve your working life?

54 If you would be happy to take part in follow-up research about employment in UK further or higher education, please provide your email address

Thank you for completing this questionnaire



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