Higher stress

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

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ucu
University and College Union

Contents

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Summary

■ Nearly three-quarters of the sample agreed or strongly agreed with the statement 'I find my job stressful'. More than half indicated that their general level of stress was high or very high, and more than one third said they often or always experienced levels of stress they found unacceptable. Only 2% of the sample reported that they never experienced unacceptable levels of stress at work.

■ Findings indicate that levels of perceived stress remain high in the higher education sector. In the present survey, the proportion of respondents from higher education who agreed or strongly agreed with the statement 'I find my job stressful' was one percentage point lower than that found in a national survey of the sector conducted in 2008.

■ Working hours remain high in higher education. More than three-quarters of respondents employed on a full-time contract worked over 40 hours a week, and more than one third in excess of 50 hours a week. More than one quarter of the respondents from higher education exceeded the 48 hour maximum number of working hours stipulated by the EU Working Time Directive (HMSO, 1998).

■ On all but one of the Health and Safety Executive stressor categories, UCU members in higher education reported lower well-being than the average for those working in the target group industries (including education). The biggest 'well-being gaps' related to work demands, change management, management support and role clarity. This is a similar pattern to that which emerged in UCU's 2008 study, but the well-being gaps in relation to all stressors apart from control have widened, highlighting particular problems in these areas.

■ As in the 2008 survey, levels of control in the higher education sector exceeded the benchmark from the HSE's target group industries (including education), and the HSE's interim target benchmark. Nonetheless, overall perceptions of well-being related to work-related control have reduced since 2008.

■ UCU members in higher education who had a bigger well-being gap on the HSE stressor categories tended to perceive more work-related stress and have a poorer work-life balance.

■ Respondents with poorer well-being on the HSE stressor categories in relation to relationships, control and demand, and who reported higher levels of perceived stress, had taken more days off sick in the previous 12 month period.

■ The work-life balance of UCU members from higher education is generally poor. The majority of respondents from HE appeared unable to set an acceptable boundary between their work and home life. More than half indicated that they often neglected their personal needs because of the demands of their work. Those who had a poorer work-life balance and weaker boundaries between work and home tended to report higher levels of work-related stress.

- On the whole, UCU members employed in teaching-and-research roles reported lower levels of well-being relating to demands, control and peer support and higher levels of work-life conflict and stress than those employed in teaching or research jobs.

- UCU members employed in academic roles reported poorer well-being in relation to all of the HSE stressor categories than academic-related staff, together with higher levels of stress and work-life conflict.

Introduction

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

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

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

Moreover, recently published European research indicates that British academic employees are, by a large margin, the least satisfied in Europe and the most likely to regret their choice of career (Hohle & Teichler, in press). Several studies conducted in the higher education sector have associated work-related stress with low levels of job satisfaction (e.g. Kinman, 1998; McClenahan, Giles & Mallet, 2007; Byrne et al., 2012). Reflecting these findings, the European study also reported that 61% of senior academics and 56% of junior academics from the UK described their job as 'a considerable source of strain'.

Several factors are likely to have contributed towards the poor work-related well-being of UCU members. Post-compulsory education in the UK has undergone a period of considerable change that has challenged the resources of organisations and employees. The nature of academic and academic-related roles has changed considerably and demands have increased substantially. Student numbers have increased more than 2.5-fold over the last 20 years, and a more diverse student population holding an increasingly 'consumer oriented' approach to their studies has been documented (CHERI, 2007; 2011). The introduction of student fees has led to a reassessment of 'value for money', and competition between universities and colleges for home and international students has increased. The introduction of national and global rankings of

excellence in a number of areas has compounded the stress experienced by staff (Hazelkorn, 2011). Market-led policies and globalisation necessitate regular curriculum redesign and diverse modes of delivery, which require enhanced professional and technical skills from academic and support staff. Enhanced regulatory demands and performance management structures relating to teaching and research have been introduced. Staff employed in universities and colleges have experienced increased demands for excellence in teaching, administration and pastoral care, as well as more pressure to boost funding through entrepreneurial activities (CHERI, 2007). Universities are also forced to compete more fiercely for research grants and the forthcoming Research Excellence Framework requires academic employees to not only produce excellent research, but evidence its broad impact.

Fixed-term or other forms of casual contracts for staff in higher education are widespread - particularly for research-only academic staff. In higher education in the UK in 2011-12, according to the Higher Education Statistics Agency's Staff Record, analysed by University and College Union, 36% of all academics, including 60% of teaching-only staff and 68% of research-only staff, were on fixed-term contracts - a factor likely to have impacted on perceptions of job security. The trend towards greater rationalisation of universities and colleges through closure and merger is likely to continue (CHERI, 2011). High levels of job insecurity have been found in previous studies of UCU members (Kinman & Jones, 2004; Court & Kinman, 2009a, 2009b, 2009c). Job insecurity has also been cited as a considerable source of stress in UCU members and other samples of university and college employees (Kinman & Jones, 2004; Tytherleigh, Webb, Cooper & Ricketts, 2005).

Research conducted over the last 10 to 15 years indicates that levels of psychological distress amongst employees in post-compulsory education are comparatively high. The findings of a systematic review conducted by Watts and Robertson (2011) highlighted levels of burnout amongst university teaching staff compara-ble with 'at risk' groups such as healthcare professionals. Academics engaged in teaching and research, rather than those who are just teachers or researchers, tended to report the highest levels of stress (Winefield & Jarrett, 2001). Two UK surveys of academic and academic-related staff conducted in 1998 and 2004[1] found high levels of job-related stressors and a level of psychological distress that exceeded that reported by other professional groups (Kinman, 1998; Kinman & Jones 2004; Kinman et al., 2006). The most stressful aspects of work included rushed pace of work, inadequate administrative and technical support, lack of respect and esteem, too much administrative paperwork, poor promotion opportunities, ineffective communication, and lack of opportunity for scholarly work. Levels of many of these stressors remained high in the sector in the six year period between 1998 and 2004 (Kinman et al., 2006).

The study conducted in 2004 revealed that a considerable proportion of members of the Association of University Teachers were working in excess of the 48 hour weekly limit set by the European Union's Working Time Directive (HMSO, 1998). More specifically, 59% of respondents employed on a full-time basis

[1] Surveys of members of the Association of University Teachers.

worked more than 45 hours in a typical week and 21% in excess of 55 hours. Almost one half of the sample worked regularly during evenings and weekends in order to cope with the demands of their work. Academic staff involved in both teaching and research tended to report longer working hours. Unsurprisingly, a high level of conflict between work and home life was reported, and was the strongest predictor of psychological distress. Boundaries between work and home were blurred for the majority of respondents, and few reported that they were able to achieve an acceptable work-life balance. The negative impact of work-life conflict on health and family-life has been widely demonstrated (Kinman & Jones, 2001). The 2004 study reported that work demands tended to spill over into the home domain both physically (e.g. working at home during evenings and weekends), and psychologically (e.g. preoccupation with work problems, difficulties in sleeping, and irritability with family and friends). Although few respondents wished for total separation between their work and home lives, the majority desired more separation than they currently experienced.

From the research discussed above, it is clear that the post-compulsory education sector in the UK is continuing to experience fundamental changes. This is likely to have a continued negative impact on the well-being of UCU members, and it is likely that work-related stress is likely to continue to be high.

The HSE management standards approach

The Health and Safety Executive (HSE: the UK body responsible for policy and operational matters related to occupational health and safety) has developed a process to help employers manage the work-related well-being of their staff. A risk-assessment approach is advocated whereby workplace stress is considered a serious health and safety issue, and stressors are measured and managed like any other workplace hazard. The HSE process is based around a set of standards of good management practice (or benchmarks) for measuring employers' performance in preventing work-related stress from occurring at source (Mackay et al., 2004).

Following extensive consultation, the HSE selected several elements of work activity (known as psychosocial hazards) that are: a) considered relevant to the majority of UK employees and b) have a strong evidence base as the 'most critical predictors' of employee well-being and organisational performance (Mackay et al., 2004, p. 101). The specified hazards are demands, control, social support (from managers and peers), interpersonal relationships, role clarity and involvement in organisational change.

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

- **Demands** includes workload, pace of work and working hours;
- **Control** measures levels of autonomy over working methods, as well as pacing and timing;
- **Peer support** encompasses the degree of help and respect received from colleagues;

- **Managerial support** reflects supportive behaviours from line managers and the organisation itself, such as availability of feedback and encouragement;
- **Relationships** assesses levels of conflict within the workplace including bullying behaviour and harassment;
- **Role** examines levels of role clarity and the extent to which employees believe that their work fits into the overall aims of the organisation;
- **Change** reflects how well organisational changes are managed and communicated.

The HSE risk assessment approach is widely utilised by individual organisations, occupational groups and sectors to diagnose the most stressful aspects of work. The process allows employers to assess how well they are managing the different hazard categories within their workforce, and helps them develop precisely targeted interventions to enhance the work-related well-being of their staff. The HSE provides normative data from a range of occupational groups, enabling employers to compare their scores for each of the hazards against these national benchmarks. Where scores for any of the hazards are compared unfavourably, the HSE suggests interim and longer-term target scores to help organisations improve their performance.

The HSE process is recommended by the University and Colleges Employers Association as an effective way of managing work-related stress (UCEA, nd). A growing number of colleges and universities have adopted this approach to conduct independent surveys to assess the well-being of their employees, with some success. In 2008, the University and College Union utilised the HSE method in a large-scale national survey of members in academic and academic-related roles (n = 14,270). Findings revealed that people working in higher, further and prison education reported lower well-being than the average for the HSE's target industries, including the education sector (Court & Kinman, 2009a, 2009b, 2009c). Some key differences were found between sectors. The biggest 'well-being gap' in higher education was in the area of change, followed by role, then equally demands and managerial support.

More positively, however, levels of control in higher education exceeded the minimum level suggested by the HSE. For members in further and adult education, the biggest well-being gap was in the area of change, followed by demands, then role and managerial support. For UCU members in prison education, the widest gaps were in change, relationships and management support. Unlike members from higher education, however, levels of control reported by respondents from further, adult and prison education failed to meet the HSE minimum level.

A high proportion of the sample from the 2008 survey as a whole considered their job to be stressful. Around half reported their general or average level of stress to be high or very high, and approximately one-third said they often experienced levels of stress they found unacceptable. The survey also investigated the working conditions and job characteristics that were considered to make the highest contribution to stress or frustration amongst

UCU members. Respondents from higher education indicated that lack of time to undertake research, followed by excessive workload and lack of resources to undertake research were the most stressful factors. In further and adult education, the factors considered to be most stressful were excessive workloads, opportunities to develop teaching, and lack of time for research. The most frequent responses from respondents in prison education related to lack of resources to undertake research (including problems in obtaining funding), lack of time or opportunities to develop teaching, excessive workloads and poor work-life balance. Similar findings emerged from a smaller-scale survey of UCU members conducted in 2010 (n = 720), but responses from members in prison education were not sufficient to analyse independently (Kinman, G., 2011).

The UCU 2012 survey of occupational stress: aims and method

The 2012 survey aimed to examine the extent to which higher education institutions, further education colleges, adult education institutions and prison education departments in the UK were meeting the minimum standards stipulated by the HSE for the management of work-related stress. Mean scores were calculated across all seven of the hazard categories, with higher scores representing more well-being and lower scores denoting more distress relating to each dimension. Comparisons were made between the mean scores obtained in this survey for each hazard with the target industries, including education, that were selected by the HSE because they had the 'highest rates of work stress-related ill-health and absence' (Webster & Buckley, 2008, p. i).[2] Where mean scores for any hazards are compared unfavourably with benchmarks, recommendations for improvement are provided in terms of: a) interim targets (over the next six to 12 month period) based on the 50th percentile figures and b) longer term target scores obtained from the 80th percentile figures.

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

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

[2] These target industry averages were not updated in the 2009 HSE report.

of key variables such as gender, age, contract type, and mode and length of employment in the sector.

Sample All active members of UCU were sent an email on 16 April 2012 asking them to respond to UCU's online survey of occupational stress in further and higher edu-cation 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 member-ship magazine to take part in the survey; approximately ten people responded in this way. Retired UCU members were excluded from the email survey.

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

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

Findings 1: Biographical information

Sample Of the 24,030 members who responded to the questionnaire, 14,667 were employed (or principally employed) in higher education.

Gender 55% of participants were female, 45% were male.

Sexuality 92% of participants were heterosexual, 5% gay or lesbian and 3% bisexual.

Ethnicity In terms of ethnicity, 0.4% were Black or Black British – Caribbean; 0.4% were Black or Black British – African; 0.1% other Black background; 1.1% were Asian or Asian British – Indian; 0.2% were Asian or Asian British – Pakistani; 0.1% Asian or Asian British - Bangladeshi; 0.8% were Chinese; 0.8% were of other Asian background; 1.6% were of other (including mixed) background and 1.3% were Jewish. 75% were White British, 4.3% White Irish and 14% other White background.

Disability 90% of the sample did not consider themselves disabled; 7% identified themselves as disabled; and 3% were unsure if they were disabled.

Job Of the 8,347 respondents from higher education who identified themselves as academic employees, 21.6% worked in teaching or teaching-only positions, 6.5% were research-only, and 72% worked in teaching-and-research positions. Of the 3,128 respondents who indicated they were employed in academic-related roles, 35.1% were managers, 12.9% were administrators, 11.2% were computing staff, 5.9% were librarians, and 35% had other jobs.[3]

Mode of employment 84% worked on a full-time basis; 13.6% worked part-time; 1.6% were hourly-paid; and 0.5% indicated 'other' modes of employment.

Terms of employment A considerable majority, 88.3%, had an open-ended or permanent contract; 9.9% had a fixed-term contract; 0.4% had a variable hours contract; 0.6% had a zero hours contract; and 0.8% of respondents indicated 'other' terms of employment.

Hours of work 9% of participants in higher education worked up to 30 hours per week, 20% between 31 hours and 40 hours; 40% worked between 41 and 50 hours a week; 23% worked between 51 and 60 hours a week; 8% worked more than 60 hours a week. In all, 80% of respondents employed on a full-time contract worked more than 40 hours a week and 36% worked more than 50 hours a week.

[3] These categories are not mutually exclusive as a high proportion of respondents (9.1%) identified themselves as both academic and academic-related, for example as both teachers and managers.

DEMANDS

A typical snapshot
UCU members in higher education said they often had demands from different groups at work that were difficult to combine. They often had to work very quickly and very intensively, sometimes under unrealistic time pressures. Respondents working in higher education sometimes neglected some tasks because they had too much to do and sometimes felt their deadlines to be unachievable. They often felt pressurised to work long hours, and were sometimes unable to take sufficient breaks.

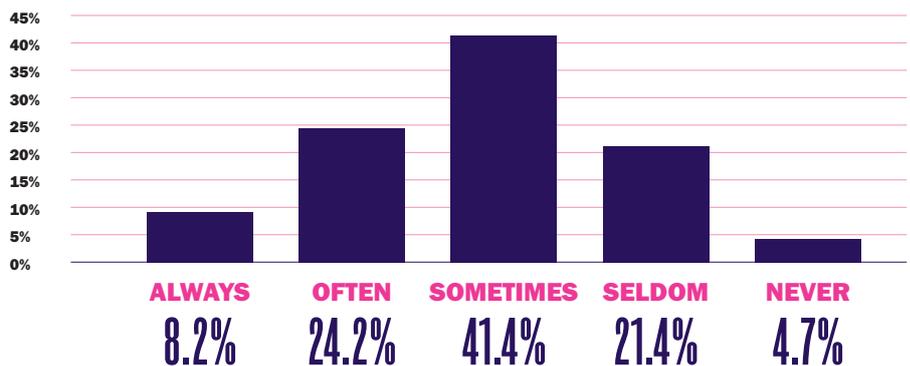**(3)** *Different groups at work demand things from me that are hard to combine (n=14,598)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
17.6%	36.7%	34.2%	10.1%	1.5%
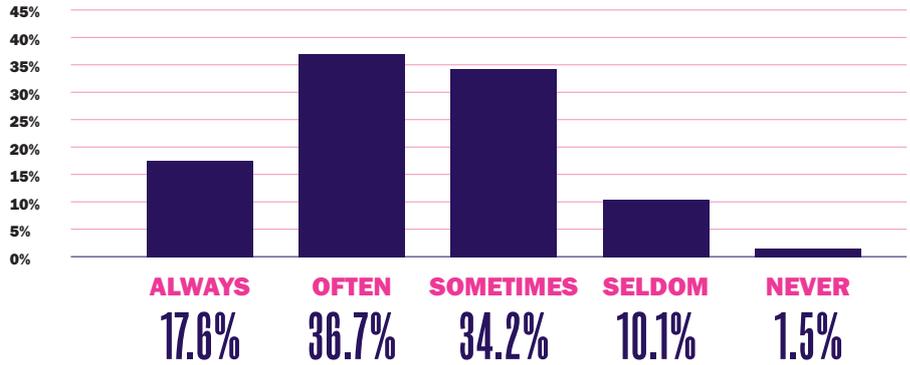
Q3   *HSE scale out of 5**

Higher education   **2.41**
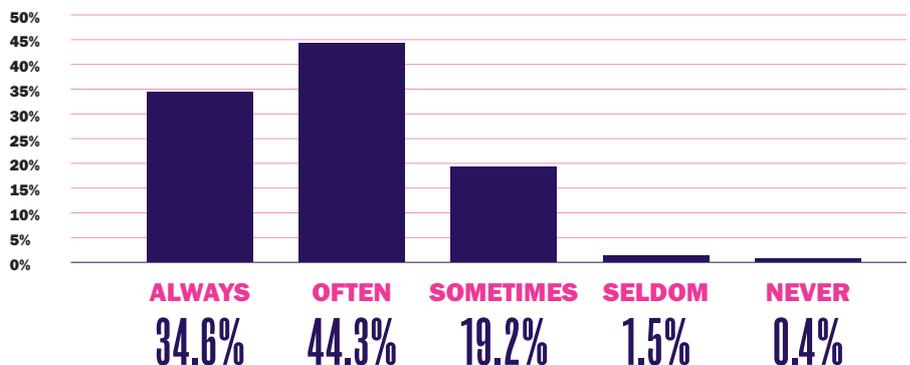
(6) *I have unachievable deadlines (n=14,636)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
8.2%	24.2%	41.4%	21.4%	4.7%

Q6   *HSE scale out of 5**

Higher education   **2.90**

(9) *I have to work very intensively (n=14,628)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
34.6%	44.3%	19.2%	1.5%	0.4%

Q9   *HSE scale out of 5**
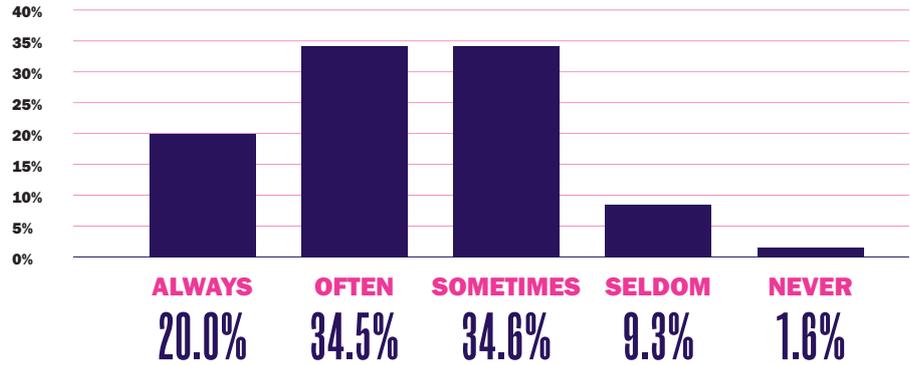
Higher education   **1.89**

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

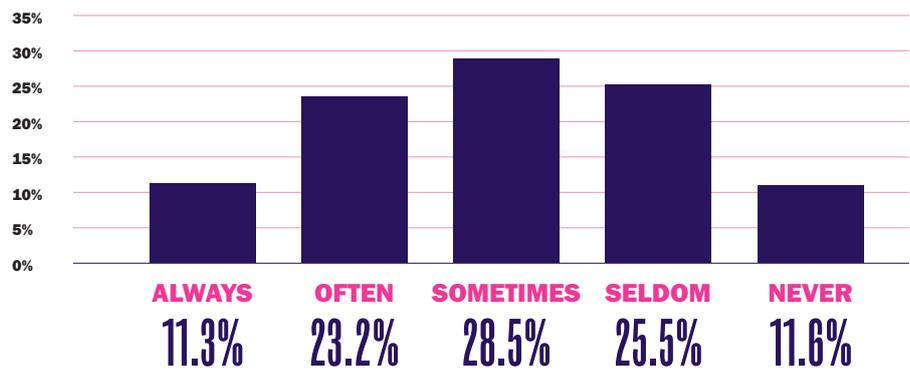**(12)** *I have to neglect some tasks because I have too much to do (n=14,594)*

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
	20.0%	34.5%	34.6%	9.3%	1.6%

Q12	HSE scale out of 5*
Higher education	**2.38**

(16) *I am unable to take sufficient breaks (n=14,596)*

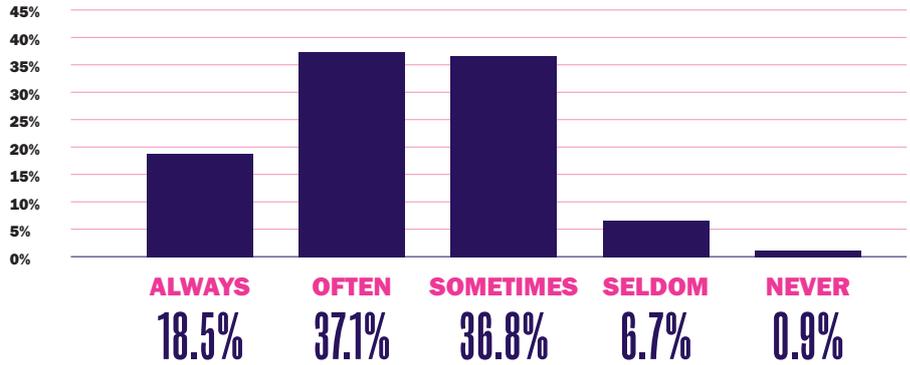|	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
	11.3%	23.2%	28.5%	25.5%	11.6%

Q16	HSE scale out of 5*
Higher education	**3.03**

(18) *I am pressured to work long hours (n=14,590)*

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
	22.4%	27.8%	25.9%	16.3%	7.7%
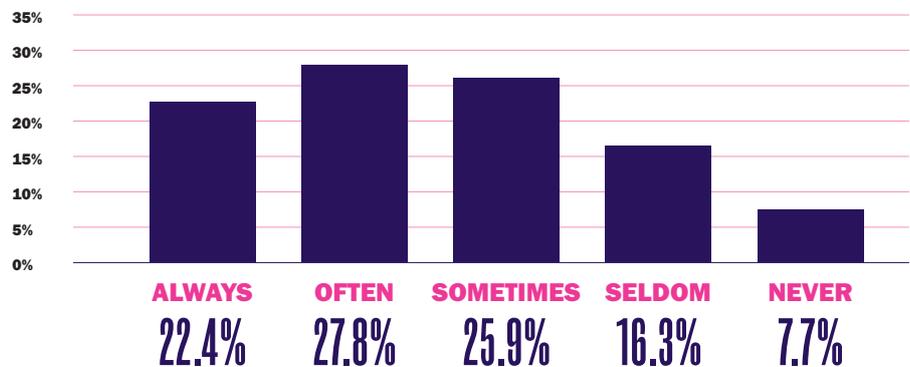
Q18	HSE scale out of 5*
Higher education	**2.59**

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

(20) *I have to work very fast (n=14,522)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
18.5%	37.1%	36.8%	6.7%	0.9%

Q20	HSE scale out of 5*
Higher education	**2.34**

(22) *I have unrealistic time pressures (n=14,570)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
17.6%	29.5%	34.0%	15.3%	3.5%
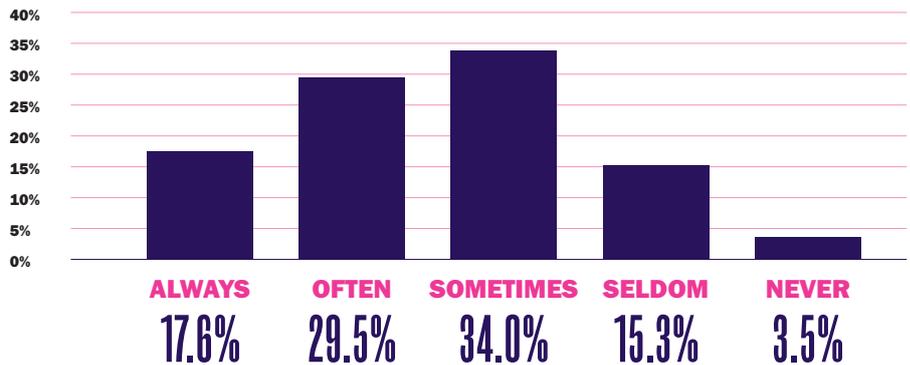
Q22	HSE scale out of 5*
Higher education	**2.58**

	HSE scale out of 5*
Higher education	**2.52**
HSE 2008 survey target group mean average	3.44

Demands: summary

Comparison of the UCU data with the results of the Health and Safety Executive's 2008 survey *Psycho-social Working Conditions in Britain in 2008* indicated considerably less well-being in higher education than the HSE target industries, including education, in relation to the demands made on employees.

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

HIGHER EDUCATION	FURTHER EDUCATION	ADULT EDUCATION	PRISON EDUCATION	HSE AVERAGE
2.52%	2.43%	2.63%	2.67%	3.44%

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

CONTROL

A typical snapshot
UCU members in higher education said they often had control over their work pace, and could often decide when to take a break. They sometimes had a choice in deciding what they do at work and often had a say in the way they work. Respondents from higher education indicated that their working time was often flexible.
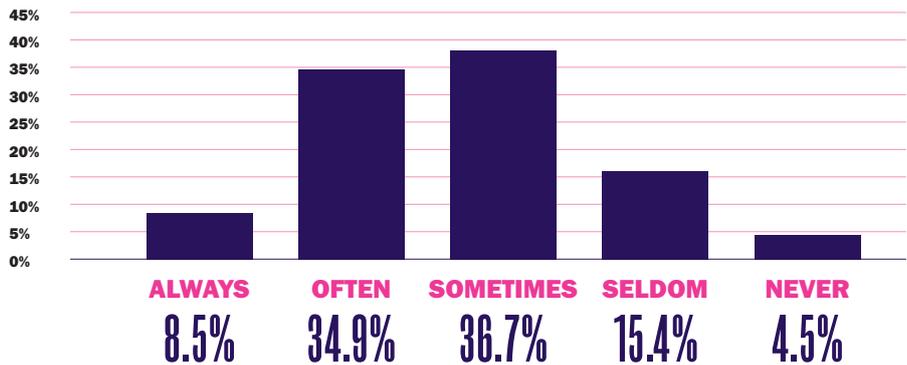
(2) *I can decide when to take a break (n=14,616)*

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
	31.4%	42.5%	19.2%	5.6%	1.3%
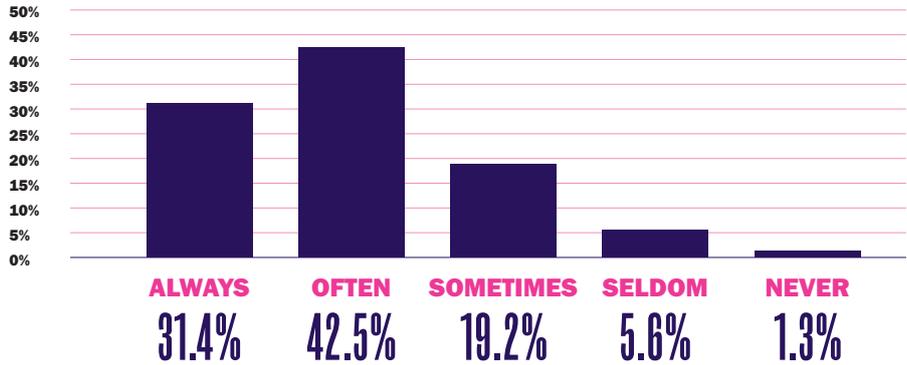
Q2	*HSE scale out of 5**
Higher education	**3.97**

(10) *I have a say in my own work speed (n=14,611)*

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
	8.5%	34.9%	36.7%	15.4%	4.5%

Q10	*HSE scale out of 5**
Higher education	**3.27**

(15) *I have a choice in deciding how I do my work (n=14,566)*

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
	13.9%	50.2%	27.7%	6.7%	1.5%
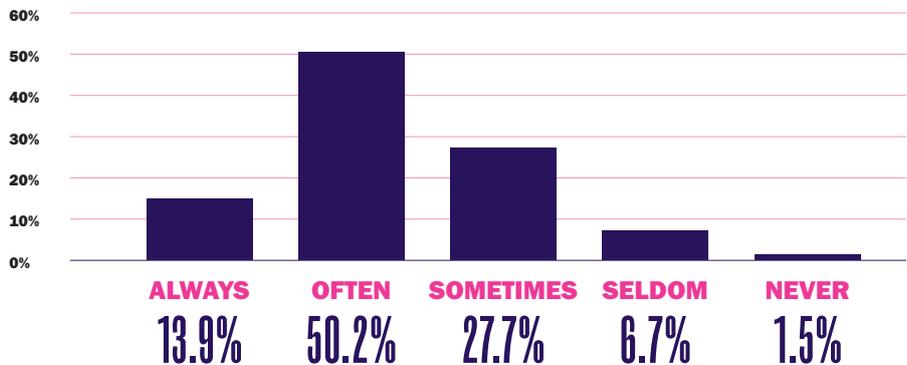
Q15	*HSE scale out of 5**
Higher education	**3.68**

(19) *I have a choice in deciding what I do at work (n=14,587)*

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
	6.6%	35.3%	39.8%	15.0%	3.4%
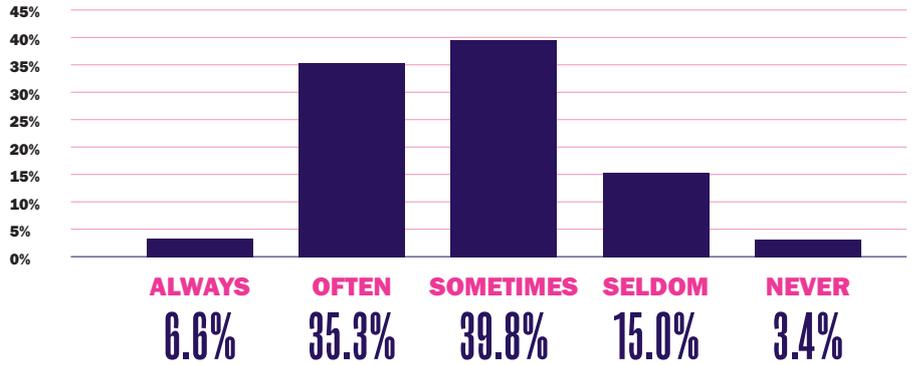
Q19	HSE scale out of 5*
Higher education	3.27

(25) *I have some say over the way I work (n=14,629)*

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
	18.0%	60.0%	14.0%	6.6%	1.5%
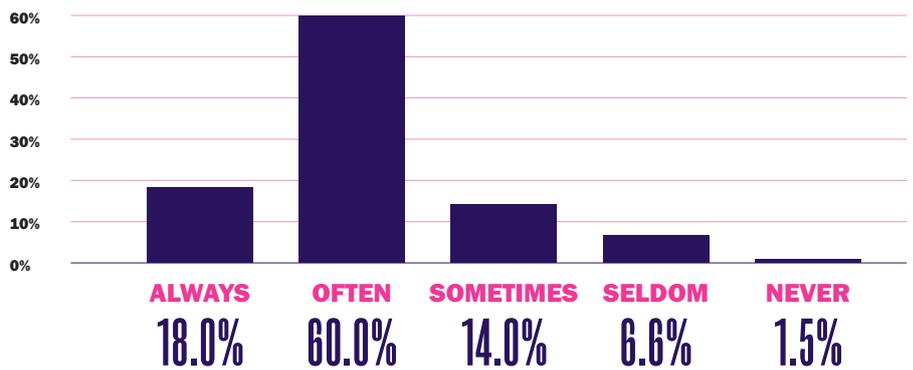
Q25	HSE scale out of 5*
Higher education	3.86

(30) *My working time can be flexible (n=14,640)*

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
	18.2%	48.9%	18.7%	10.3%	4.0%
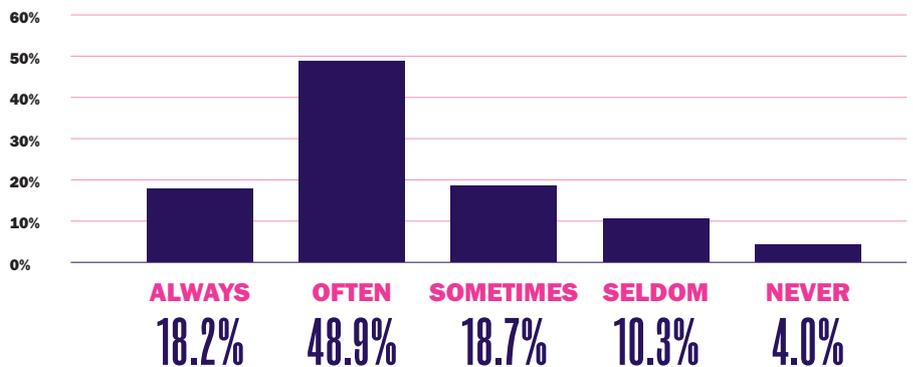
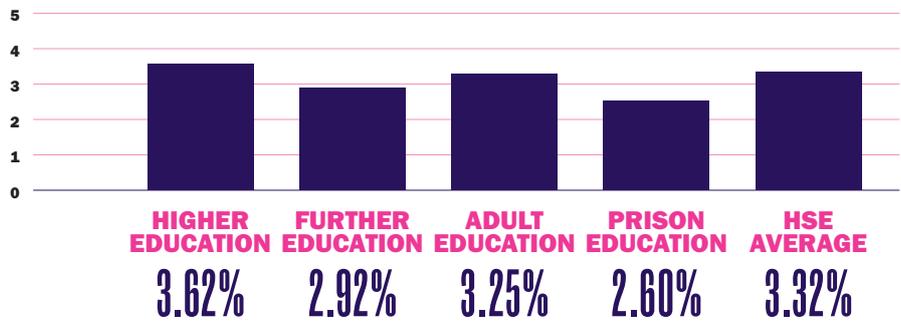| Q30	HSE scale out of 5*
Higher education	3.67

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

Control: summary

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

Higher education	**3.62**
HSE 2008 survey target group mean average	3.32

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

HIGHER EDUCATION	FURTHER EDUCATION	ADULT EDUCATION	PRISON EDUCATION	HSE AVERAGE
3.62%	2.92%	3.25%	2.60%	3.32%

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

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MANAGER'S SUPPORT

A typical snapshot

UCU members in higher education said they were sometimes given supportive feedback on the work they did, and could sometimes rely on their line manager to help out with a work problem. They indicated that they could often talk to their line manager about something that had upset or annoyed them about work. Respondents from higher education said their line manager encouraged them at work at least sometimes, and sometimes felt supported through emotionally demanding work. As can be seen in the responses to individual questions below, considerable variation was found in the extent to which participants from higher education felt supported on some issues.

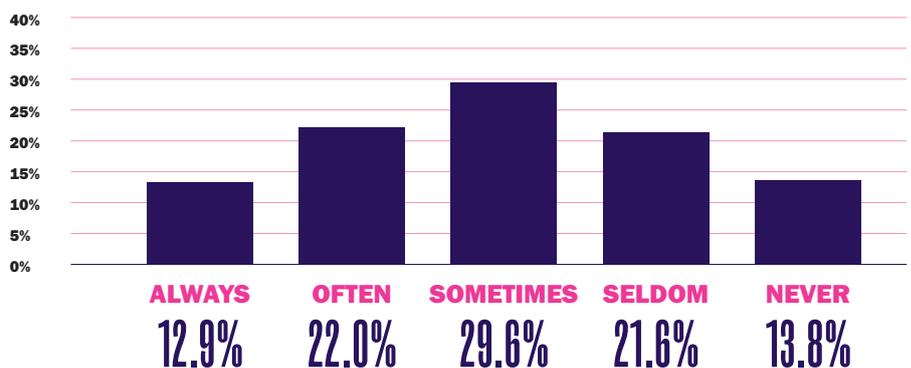**(8)** *I am given supportive feedback on the work I do (n=14,627)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
4.0%	18.7%	33.7%	31.1%	12.5%
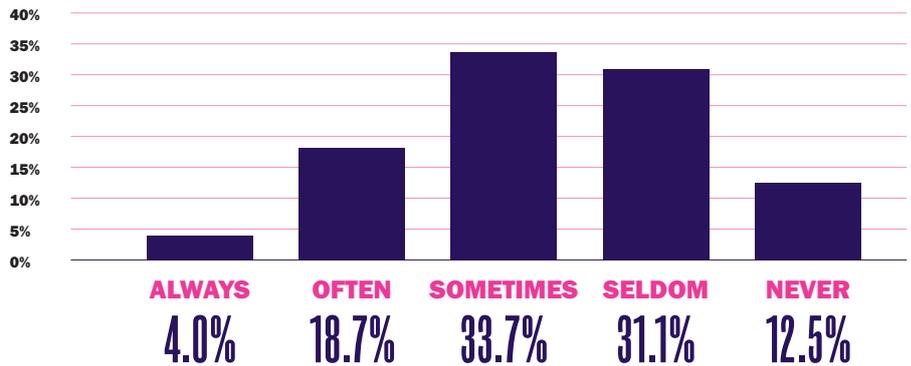
Q8   *HSE scale out of 5* *

Higher education	2.71

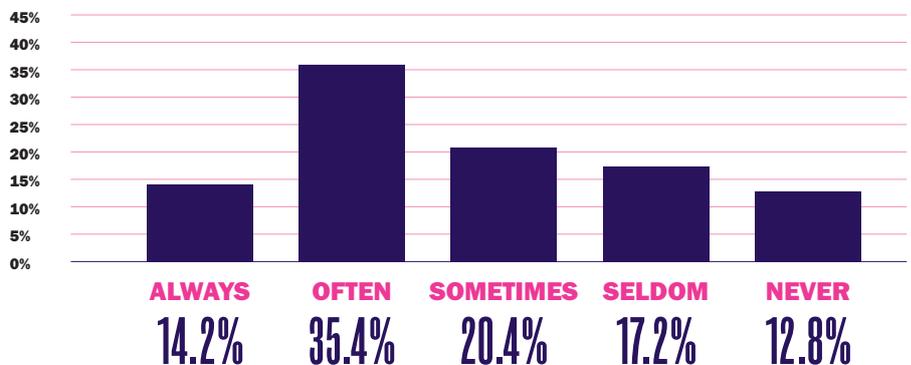**(23)** *I can rely on my line manager to help me out with a work problem (n=14,592)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
12.9%	22.0%	29.6%	21.6%	13.8%

Q23   *HSE scale out of 5* *

Higher education	2.99

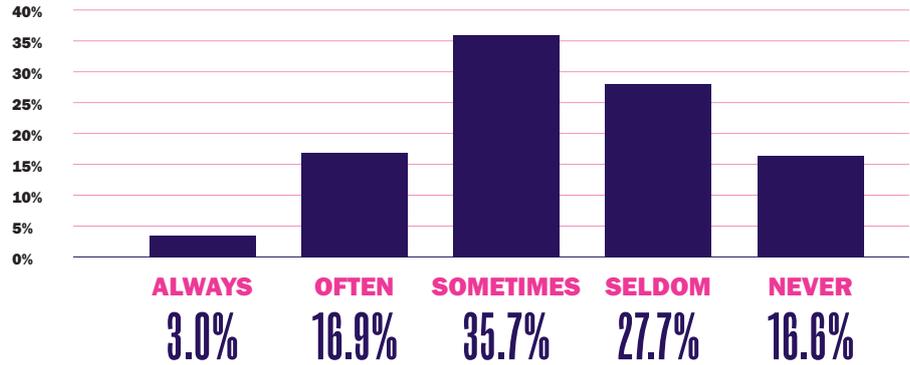**(29)** *I can talk to my line manager about something that has upset or annoyed me about work (n=14,667)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
14.2%	35.4%	20.4%	17.2%	12.8%

Q29   *HSE scale out of 5* *

Higher education	3.21

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

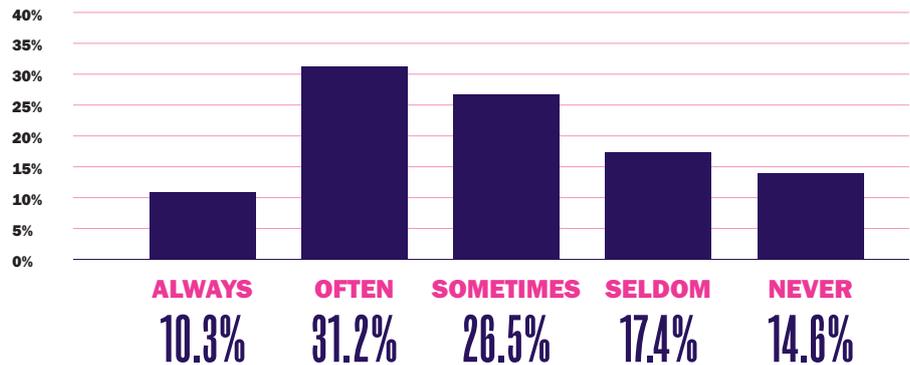**(33) *I am supported through emotionally demanding work (n=14,590)***

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
	3.0%	16.9%	35.7%	27.7%	16.6%

Q33	HSE scale out of 5*
Higher education	**2.62**

(35) *My line manager encourages me at work (n=14,624)*

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
	10.3%	31.2%	26.5%	17.4%	14.6%

Q35	HSE scale out of 5*
Higher education	**3.05**

	HSE scale out of 5*
Higher education	**2.91**
HSE 2008 survey target group mean average	3.77

Manager's 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 higher education than in the HSE target industries, including education, in relation to the level of managers' support for employees.
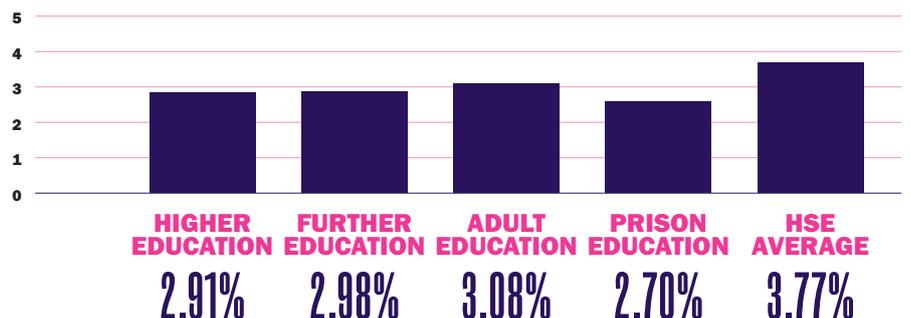
UCU 2012 stress survey sector results: MANAGER'S SUPPORT (1=low well-being, 5=high well-being)

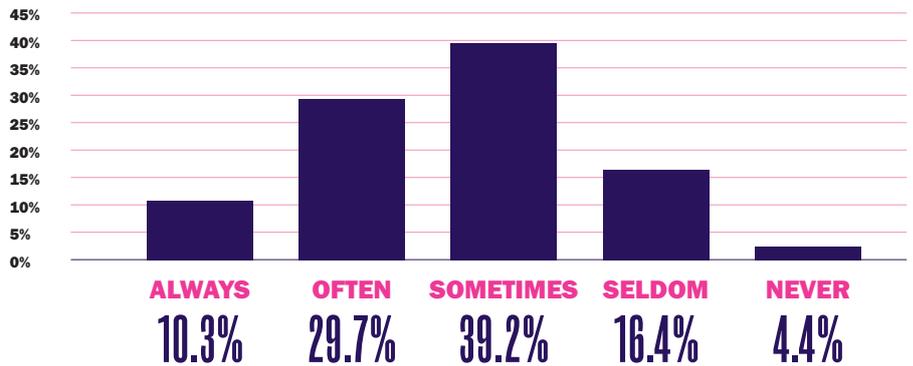| HIGHER EDUCATION	FURTHER EDUCATION	ADULT EDUCATION	PRISON EDUCATION	HSE AVERAGE
2.91%	2.98%	3.08%	2.70%	3.77%

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

PEER SUPPORT

A typical snapshot

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

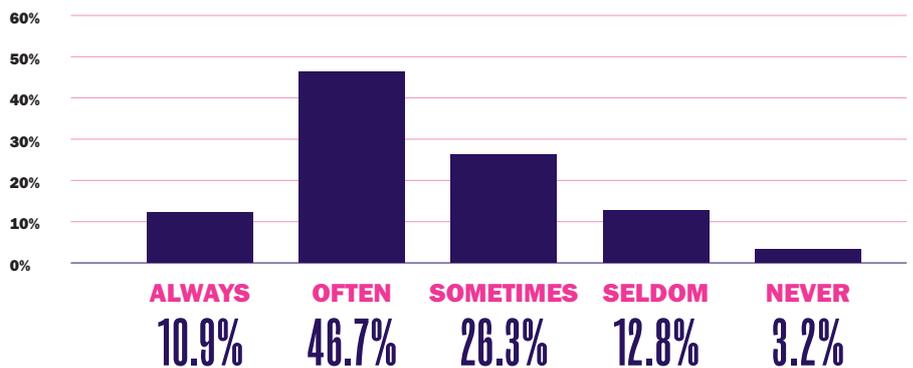**(7)** *If work gets difficult, my colleagues will help me (n=14,608)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
10.3%	29.7%	39.2%	16.4%	4.4%

Q7   *HSE scale out of 5**

Higher education   **3.25**

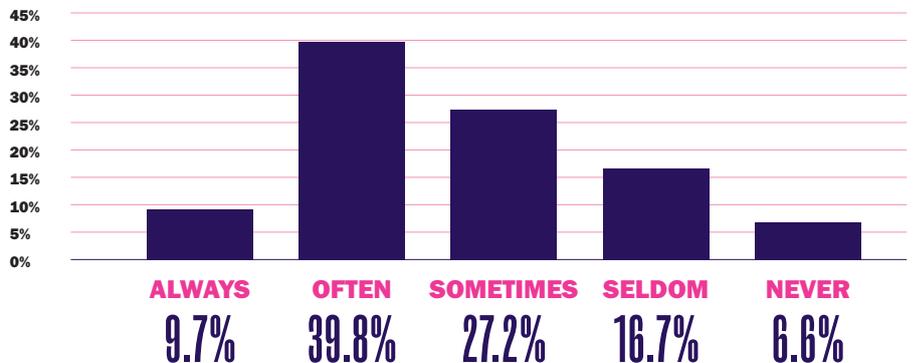**(24)** *I get help and support I need from colleagues (n=16,643)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
10.9%	46.7%	26.3%	12.8%	3.2%

Q24   *HSE scale out of 5**

Higher education   **3.49**

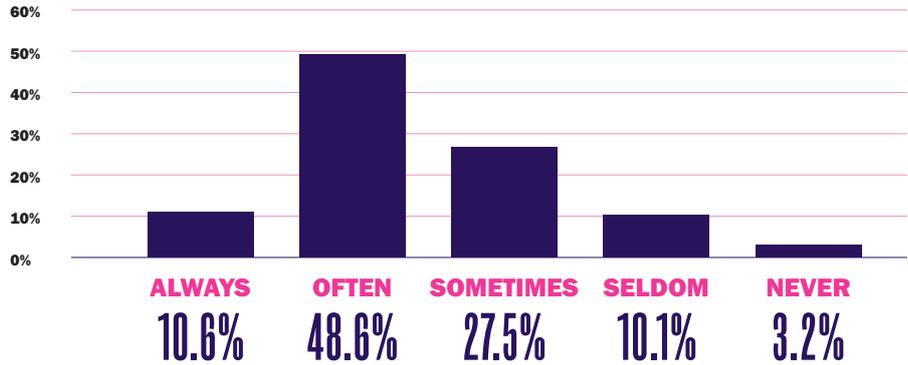**(27)** *I receive the respect at work I deserve from my colleagues (n=14,619)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
9.7%	39.8%	27.2%	16.7%	6.6%

Q27   *HSE scale out of 5**

Higher education   **3.29**

(31) *My colleagues are willing to listen to my work-related problems (n=14,621)*

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
	10.6%	**48.6%**	**27.5%**	**10.1%**	**3.2%**

Q31	*HSE scale out of 5**
Higher education	**3.53**

	*HSE scale out of 5**
Higher education	**3.39**
HSE 2008 survey target group mean average	4.03

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 higher education than in the HSE target industries, including education, in relation to the level of peer support experienced by employees.

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

HIGHER EDUCATION	FURTHER EDUCATION	ADULT EDUCATION	PRISON EDUCATION	HSE AVERAGE
3.39%	**3.59%**	**3.57%**	**3.40%**	**4.03%**

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

RELATIONSHIPS

A typical snapshot

Fewer than half of UCU members in higher education indicated that they were never subject to personal harassment at work. They said there was sometimes friction or anger between colleagues. Only 52% of UCU members in higher education could say they were never subjected to bullying at work. They were fairly evenly divided on the question of whether relationships at work were strained.
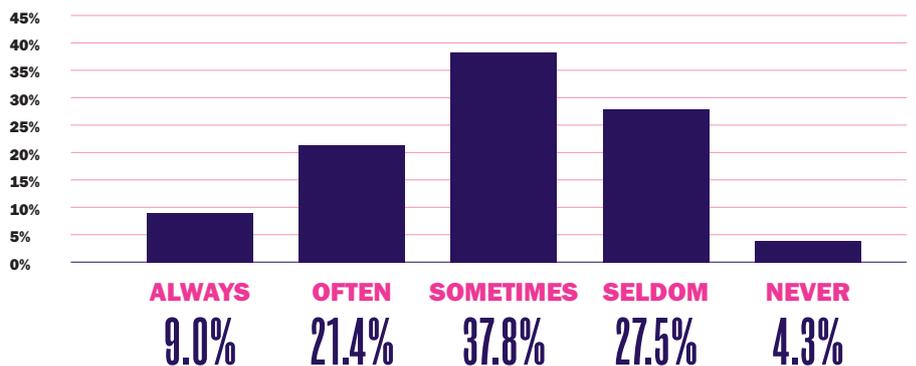
(5) *I am subject to personal harassment at work (n=14,537)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1.8%	6.4%	17.3%	28.7%	45.7%
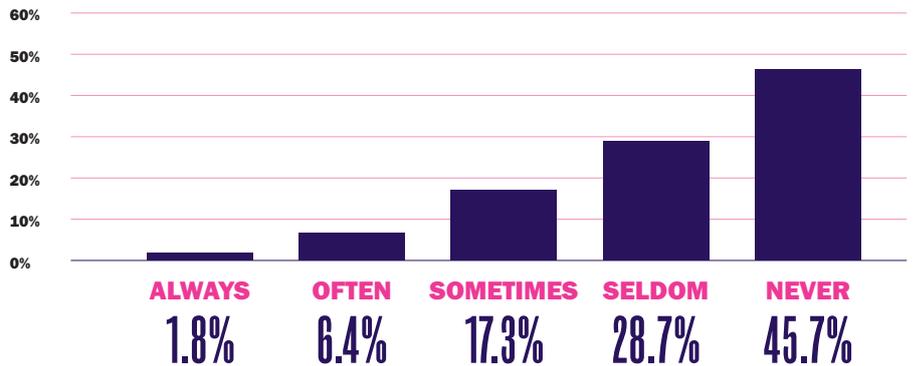
Q5   *HSE scale out of 5* *

Higher education   **4.10**

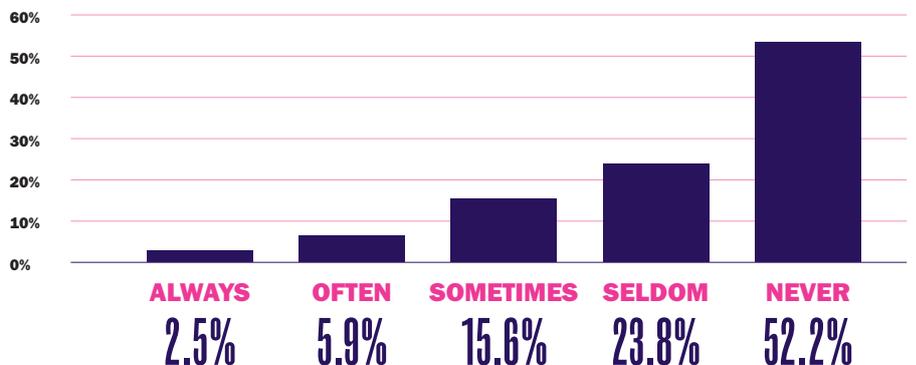**(14)** *There is friction or anger between colleagues (n=14,667)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
9.0%	21.4%	37.8%	27.5%	4.3%

Q14   *HSE scale out of 5* *

Higher education   **2.97**

(21) *I am subject to bullying at work (n=14,667)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
2.5%	5.9%	15.6%	23.8%	52.2%

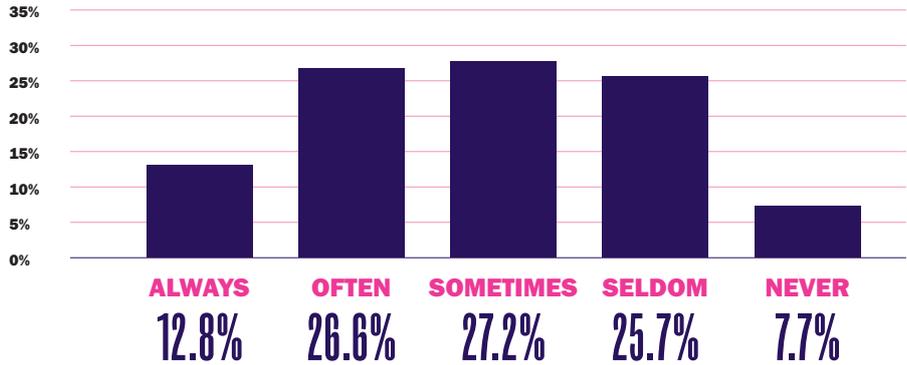**Q21**   *HSE scale out of 5* *

Higher education   **4.17**

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

(34) *Relationships at work are strained (n=14,667)*

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
	12.8%	26.6%	27.2%	25.7%	7.7%

Q34	HSE scale out of 5*
Higher education	**2.89**

	HSE scale out of 5*
Higher education	**3.53**
HSE 2008 survey target group mean average	4.13

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

HIGHER EDUCATION	FURTHER EDUCATION	ADULT EDUCATION	PRISON EDUCATION	HSE AVERAGE
3.53%	3.51%	3.64%	3.05%	4.13%

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 higher education than in the HSE target industries, including education, concerning employees' relationships at work.

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

ROLE

A typical snapshot

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

(1) *I am clear what is expected of me at work (n=14,629)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
17.7%	50.6%	24.7%	6.2%	0.8%
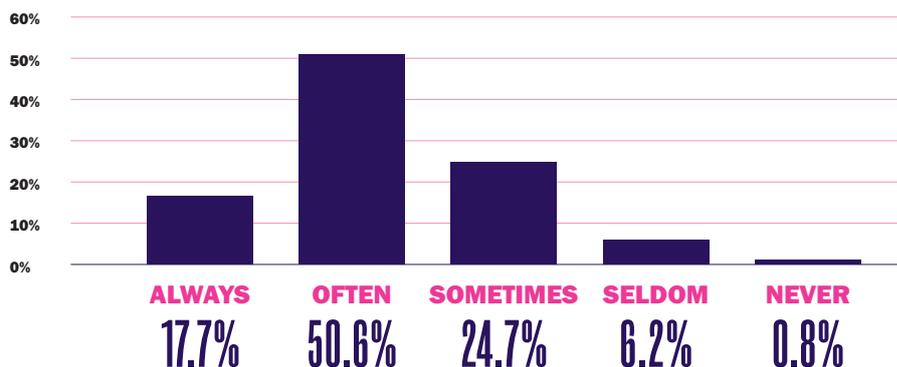
Q1   *HSE scale out of 5***

Higher education   **3.78**

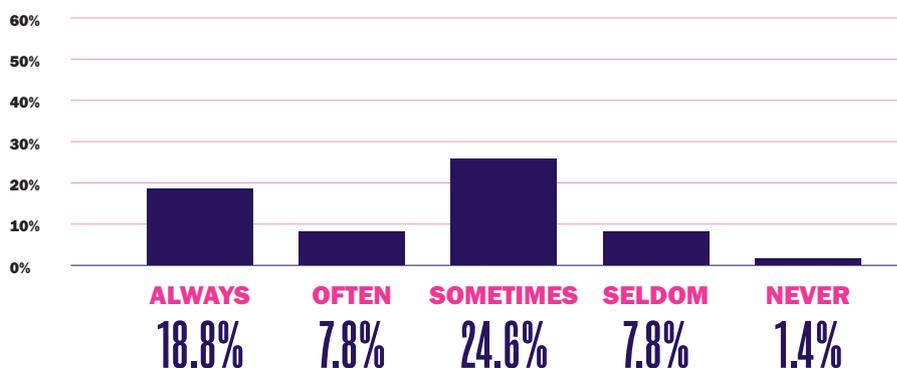**(4)** *I know how to go about getting my job done (n=14,577)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
23.8%	57.4%	16.2%	2.3%	0.3%
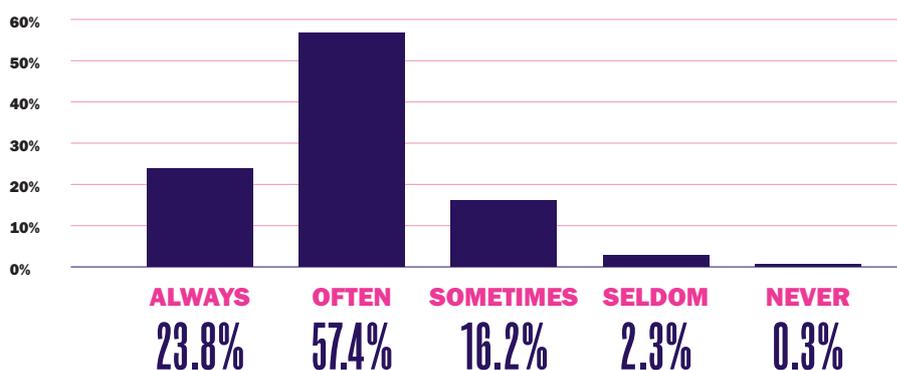
Q4   *HSE scale out of 5***

Higher education   **4.02**

(11) *I am clear what my duties and responsibilities are (n=14,667)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
18.8%	7.8%	24.6%	7.8%	1.4%

Q11   *HSE scale out of 5***

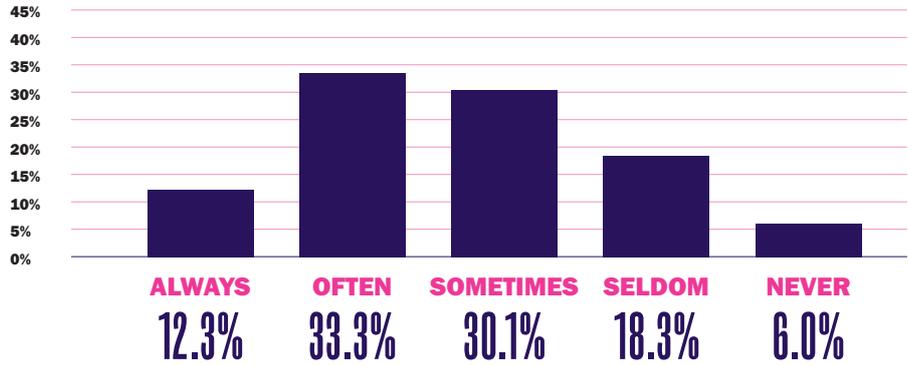**Higher education**   **3.74**

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

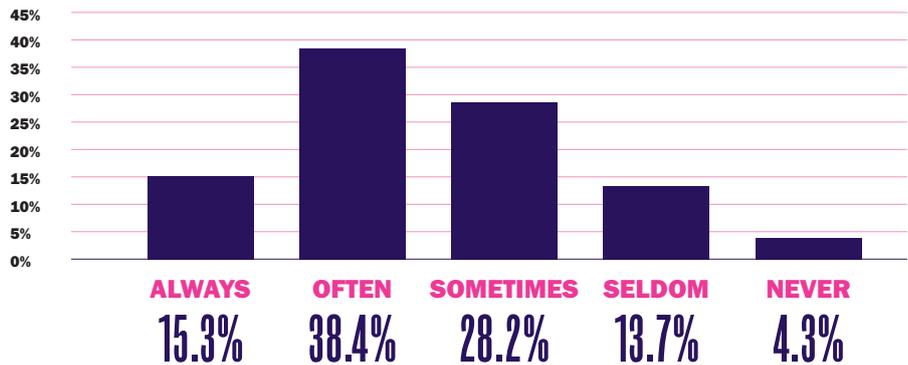**(13)** *I am clear about the goals and objectives for my department (n=14,585)*

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
	12.3%	33.3%	30.1%	18.3%	6.0%

Q13	HSE scale out of 5*
Higher education	**3.28**

(17) *I understand how my work fits into the overall aim of the organisation (n=14,576)*

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
	15.3%	38.4%	28.2%	13.7%	4.3%

Q17	HSE scale out of 5*
Higher education	**3.47**

	HSE scale out of 5*
Higher education	**3.66**
HSE 2008 survey target group mean average	4.61

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 higher education than in the HSE target industries, including education, in relation to how clearly employees' understand their role at work.

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

HIGHER EDUCATION	FURTHER EDUCATION	ADULT EDUCATION	PRISON EDUCATION	HSE AVERAGE
3.66%	3.74%	3.79%	3.62%	4.61%
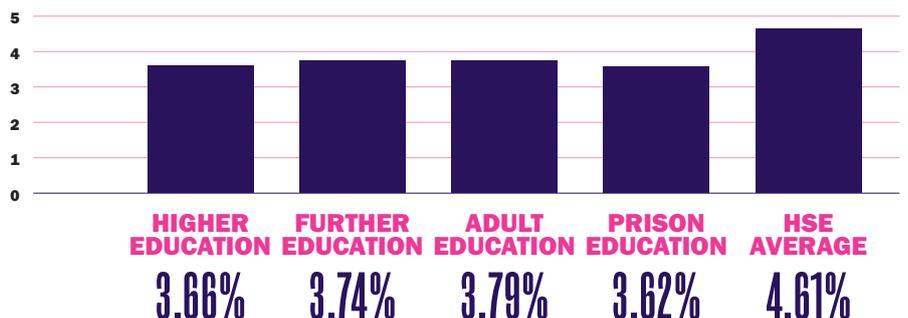
* 1 = low well-being; 5 = high well-being

CHANGE

A typical snapshot

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

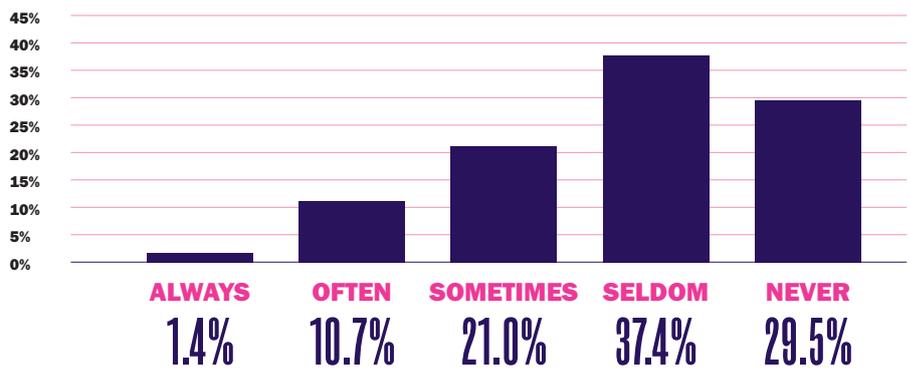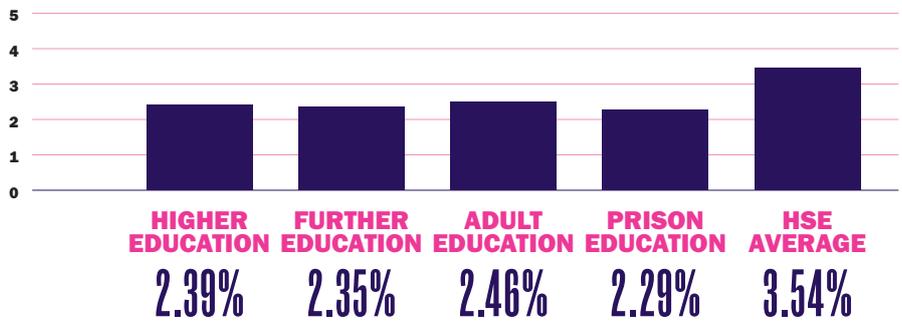**(26)** *I have sufficient opportunities to question managers about change at work (n=14,620)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
5.1%	23.3%	22.3%	30.2%	19.0%
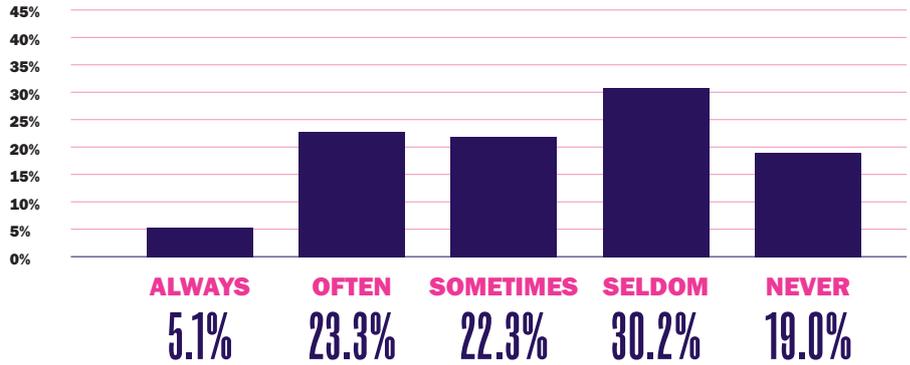
Q26   *HSE scale out of 5***

Higher education	2.66

(28) *Staff are consulted about change at work (n=14,614)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1.4%	10.7%	21.0%	37.4%	29.5%

Q28   *HSE scale out of 5***

Higher education	2.17

(32) *When changes are made at work, I am clear about how they will work out in practice (n=14,622)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1.5%	11.6%	27.5%	38.4%	21.0%
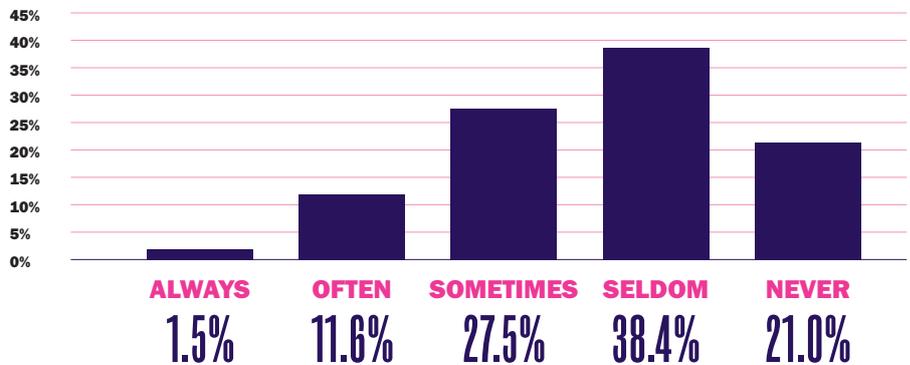
Q32   *HSE scale out of 5***

Higher education	2.34

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

Change: summary

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

Higher education	2.39
HSE 2008 survey target group mean average	3.54

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

HIGHER EDUCATION	FURTHER EDUCATION	ADULT EDUCATION	PRISON EDUCATION	HSE AVERAGE
2.39%	2.35%	2.46%	2.29%	3.54%

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

27

3: Overall perceptions of stress

Three questions in the survey concerned overall perceptions of occupational stress. The responses indicated that those working in higher education felt under a considerable degree of stress at work. There was a high level of agreement among respondents in higher education with the statement 'I find my job stressful'. Nearly three-quarters strongly agreed (33%) or agreed (40%) with the statement. Only 2% strongly disagreed.

More than half of the respondents in higher education stated that their general level of stress was high (39%) or very high (15%). Over one-third (37%) said they experienced moderate stress, whereas 9% said their stress level was low or very low. Almost one-third (32%) said they often experienced levels of stress they found unacceptable, and 7% indicated that this was always the case. 18% stated that they seldom or never experienced unacceptable levels of stress. The proportion of UCU members from higher education who endorsed each response category for the three questions relating to perceived stress is shown below, together with the data from further, adult education and prison education.

Q36a *I find my job stressful*

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

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

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

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

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

Comparisons with previous surveys

The findings of the present survey suggest that levels of perceived stress in the higher education sector remain high. In the present survey, a similar proportion (i.e. 73%) of respondents from higher education agreed or strongly agreed with the statement 'I find my job stressful' as was found in the 2008 survey (i.e.

74%). Comparative data is provided below from surveys of the higher education sector conducted in 1998, 2004, 2008 and 2012. As can be seen, the proportion of respondents who strongly agree that their job is stressful has increased considerably. It should be emphasised, however, that data obtained in the two earlier surveys were from the former Association of University Teachers, which primarily represented members working in the 'pre-1992' sector. Data presented in the 2008 survey and the present survey were from members of the University and College Union, which was formed in 2006 by a merger of the AUT and NATFHE. Comparing the findings of the 2008 and 2012 surveys is, therefore, more valid as they represent the current profile of academic and academic-related employees working in higher education.

I find my job stressful

	Strongly disagree %	Disagree %	Neutral %	Agree %	Strongly agree %
Higher education 1998*	1.5	9.7	18.8	48.3	21.6
Higher education 2004**	2.6	10.3	18.0	42.8	26.3
Higher education 2008***	2.5	7.6	15.9	49.4	24.5
Higher education 2012	**2.2**	**7.2**	**17.8**	**40.2**	**32.6**

* Gail Kinman, *Pressure Points*, AUT: London, 1998.

** Gail Kinman & Fiona Jones, *Working to the Limit*. AUT: London, 2004.

*** Stephen Court and Gail Kinman, *Tackling Stress in Higher Education*. UCU: London, 2009. *http://www.ucu.org.uk/media/pdf/d/0/ucu_hestress_dec08.pdf*

Findings   4: Work-life balance and stress

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

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

I have to miss important personal activities due to the amount of time I spend working — 3.2

My personal life suffers because of my work — 3.5

I often neglect my personal needs because of the demands of my work — 3.6

My job makes it difficult to maintain the kind of personal life I would like — 3.6

I come home from work too tired to do the things I would like to do — 3.8

For UCU members from higher education, considerable variation was found in current levels of work-life integration (see figure below). For 18% of the sample, 'work' and 'home' were mainly segmented (scoring 1 to 3 on a 9 point scale). A high proportion of participants, however, reported a high degree of integration between their work and home lives (with 64% scoring 6 or above).

Current levels of work-life integration (%)

1	2	3	4	5	6	7	8	9
2.8	5.7	9.3	7.2	10.9	10.7	25.5	18.6	7.5

Total separation ← → *Total integration*
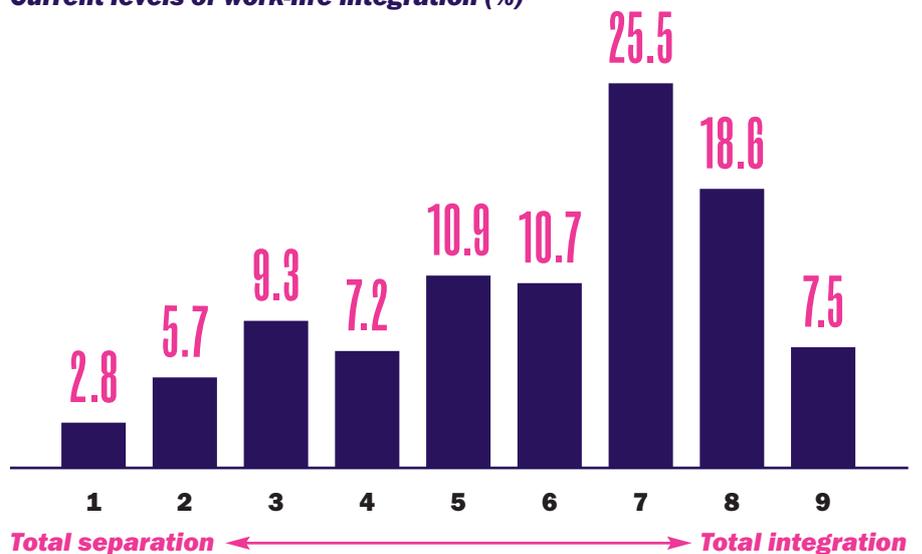
Some variation was found in ideal levels of work-life segmentation/integration (see figure below): 63% desired firm boundaries between the two domains (scoring 1 to 3), 32% preferred a moderate level of integration (scoring 4 to 6), with the remainder (5%) favouring a high degree of integration (scoring 7 to 9).

The fit between current and ideal levels of work-life segmentation/integration was calculated. 14% of the sample indicated that the extent to which their work and home lives were integrated was currently ideal or almost so, but a discrepancy was evident for the majority, with 43% reporting a gap of between 1 and 3 points (on a 9 point scale), 34% between 4 and 6 points, and 5% between 7 and 8 points. Although UCU members from higher education clearly differ in their preferences for work-life integration, the importance of having some separation between domains was highlighted; respondents whose work and home lives were more integrated tended to report more work-life conflict and work-related stress. Moreover, as the gap between current and ideal levels of work-life integration widened, work-life conflict and stress worsened.

Current and ideal levels of work-life integration (%)
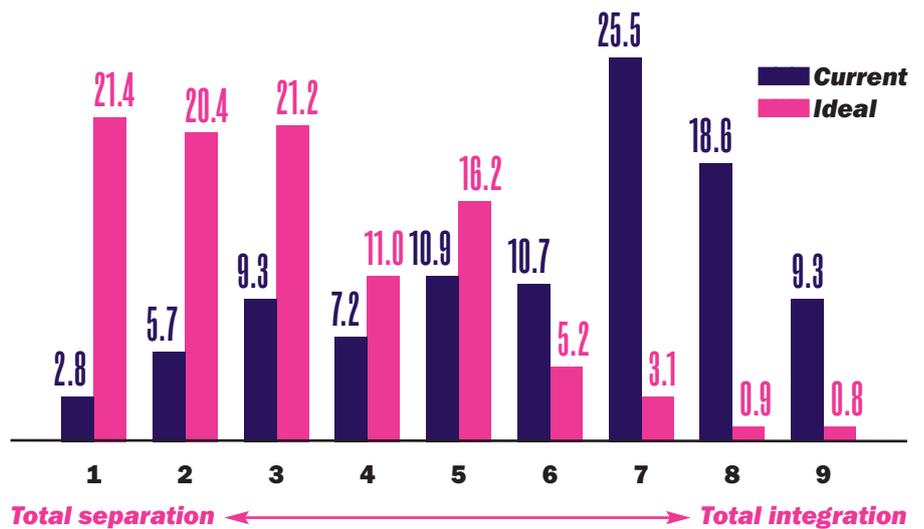
5: Sickness absence

A high proportion of respondents from higher education (44%) had not taken any sick leave in the 12 months prior to the survey being conducted. Of those who had taken sick leave, however, the average number of days off was 5.09 (SD = 15.8). On average, respondents with poorer well-being on the HSE stressor categories relating to relationships, control and demands, and who reported higher levels of perceived stress and work-life conflict, had taken more days off sick.

Also examined was whether any job-related or demographic differences existed in levels of work-related stressors, work-life balance and perceived stress. Levels of these variables were compared for respondents who worked in different types of academic role (i.e. teaching only, research only and teaching-and-research). UCU members employed in teaching-and-research roles tended to report lower levels of well-being relating to demands, control and peer support, and higher levels of work-life conflict and stress, than those employed in teaching or research jobs. On the whole, research staff reported greater well-being relating to all of the HSE stressors, with the exception of peer support and role conflict; they also perceived the lowest levels of work-life conflict and stress. Differences between UCU members who are academic and academic-related were also examined: UCU members who were employed in academic roles reported poorer well-being in relation to all of the HSE stressor categories, together with higher levels of stress and work-life conflict than academic-related staff.

On average, female UCU members from higher education reported poorer well-being in relation to demands and control than their male colleagues, as well as higher levels of stress and work-life conflict. Females also tended to take more time off sick than males. Nonetheless, female respondents also typically perceived more support from managers and colleagues and more role clarity. Male respondents from higher education tended to work longer hours than females; this difference remained after controlling for mode and terms of employment[4]. In terms of age, older respondents tended to report poorer quality relationships in work and less management and colleague support, but more role clarity. Levels of perceived stress and working hours also tended to rise with age. UCU members who had worked longer in the higher education sector typically reported more demands, longer working hours and less support from managers and colleagues, but they also perceived higher levels of control, more role clarity and better management of change.

Respondents who identified themselves as disabled, or who were unsure if they were disabled, had poorer well-being in relation to all of the HSE stressor dimensions. They also tended to report significantly higher levels of work-life conflict and stress.

Higher education staff employed on a full-time basis tended to report significantly more job demands, stress and work-life conflict than those on part-time and hourly-paid contracts. Respondents who were hourly-paid, however, reported lower levels of control, peer support and role clarity. Relating to terms of employment, the only difference found was that respondents who were employed on a permanent contract tended to report higher levels of demand than those who had fixed-term, variable hours or zero hours contracts.

4   Female respondents from higher education were more likely to be employed on a part-time and fixed-term basis than males.

Findings   7: Conclusion

Although a degree of stress is to be expected in any professional role, this survey of UCU members indicates that stress in higher education remains a serious cause for concern. The high level of perceived stress found in the 2008 survey has not been alleviated: in fact, the proportion of members from higher education who strongly agreed that their job is stressful has increased from 25% to 33% in the four years since the previous survey, and a higher proportion (39%) reported that they often or always experienced levels of stress they found unacceptable (33% in 2008). These findings should be contrasted with those reported in 2010 by the HSE, where the proportion of UK employees in general who consider their job to be very or extremely stressful was 15%.

On all of the Health and Safety Executive stressor categories, with the exception of control, UCU members in higher education reported lower well-being than the average for those working in the HSE target group industries, including education. The biggest 'well-being gaps' related to change management, role clarity and demands. This is a similar pattern to that which emerged in UCU's 2008 study, but the well-being gaps in relation to all stressors apart from control have widened, highlighting particular problems in these areas. These findings should be contrasted with those reported by the HSE for the UK workforce in general (Webster & Buckley, 2008). As can be seen below, there continues to be a considerable shortfall between the mean levels of well-being on all of the stressor categories and the HSE recommendations.

	Demands	Control	Managerial support	Peer support	Relation-ships	Role	Change
HSE target group mean average							
	3.44	3.32	3.77	4.03	4.13	4.61	3.54
UCU members working in higher education 2012							
	2.52	3.62	2.91	3.39	3.53	3.66	2.39
'Well-being gap' for UCU members in higher education 2012							
	-0.92	+0.30	-0.86	-0.64	-0.60	-0.95	-1.15
UCU members working in higher education 2008							
	2.61	3.75	2.94	3.40	3.57	3.72	2.54
'Well-being gap' for UCU members in higher education 2008							
	-0.83	+0.43	-0.83	-0.63	-0.56	-0.89	-1.00
HSE interim target							
	3.50	3.50	3.80	4.00	4.25	5.00	3.67
HSE long term target							
	4.25	4.33	4.60	4.75	4.75	5.00	4.00

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

Endnote Tackling occupational stress

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

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Appendix   The questionnaire

Introduction

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

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

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

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

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

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

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

The survey should take less than 30 minutes to complete.

Please respond by Friday 4 May 2012.

Name of institution

FE College (please select from drop down list):

HE institution (please select from drop down list):

Other (please enter text)

QUESTIONNAIRE

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

		Never	Seldom	Sometimes	Often	Always
14	There is friction or anger between colleagues	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
15	I have a choice in deciding how I do my work	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
16	I am unable to take sufficient breaks	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
17	I understand how my work fits into the overall aim of the organisation	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
18	I am pressured to work long hours	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
19	I have a choice in deciding what I do at work	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
20	I have to work very fast	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
21	I am subject to bullying at work (see definition in introduction)	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
22	I have unrealistic time pressures	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
23	I can rely on my line manager to help me out with a work problem	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
24	I get the help and support I need from colleagues	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
25	I have some say over the way I work	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
26	I have sufficient opportunities to question managers about change at work	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
27	I receive the respect at work I deserve from colleagues	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
28	Staff are always consulted about change at work	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
29	I can talk to my line manager about something that has upset or annoyed me about work	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

30	My working time can be flexible	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

31	My colleagues are willing to listen to my work-related problems	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

32	When changes are made at work, I am clear about how they will work out in practice	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

33	I am supported through emotionally demanding work	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

34	Relationships at work are strained	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

35	My line manager encourages me at work	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

36a	I find my job stressful	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

36b	How would you characterise your general or average level of stress?	Very low	Low	Moderate	High	Very high
		☐ 5	☐ 4	☐ 3	☐ 2	☐ 1

37	Do you experience levels of stress that you find unacceptable?	Never	Seldom	Sometimes	Often	Always
		☐ 5	☐ 4	☐ 3	☐ 2	☐ 1

LEAVE

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

38b	What is your anual leave entitlement?	☐ Days

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

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

I come home from work too tired to do things I like to do	Not at all	Rarely	Sometimes	Often	Almost always
	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1

My job makes it difficult to maintain the kind of personal life I would like	Not at all	Rarely	Sometimes	Often	Almost always
	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1

I often neglect my personal needs because of the demands of my work	Not at all	Rarely	Sometimes	Often	Almost always
	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1

My personal life suffers because of my work	Not at all	Rarely	Sometimes	Often	Almost always
	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1

I have to miss out on important personal activities due to the amount of time I spend doing work	Not at all	Rarely	Sometimes	Often	Almost always
	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1

My job gives me energy to pursue activities outside of work that are important to me	Not at all	Rarely	Sometimes	Often	Almost always
	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1

Because of my job, I am in a better mood at home	Not at all	Rarely	Sometimes	Often	Almost always
	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1

The things I do at work help me deal with personal and practical issues at home	Not at all	Rarely	Sometimes	Often	Almost always
	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1

Please rate your *current position* on the following scale:

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

Please rate how you would *ideally like to be*:

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

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

(a)	0-4 years	☐ 1	(b)	5-9 years	☐ 1
(c)	10-14 years	☐ 1	(d)	15-19 years	☐ 1
(e)	20-24 years	☐ 1	(f)	25-29 years	☐ 1
(g)	30-plus years	☐ 1			

40 Which sector do you (principally) work in?

Adult ed	Further ed	Higher ed	Prison ed
☐ 1	☐ 2	☐ 3	☐ 4

41 Your gender

Female	Male	Transgender/transsexual
☐ 1	☐ 2	☐ 3

42 Your sexual orientation

Bisexual	Heterosexual	Lesbian or gay
☐ 1	☐ 2	☐ 3

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

Yes	No	Not sure
☐ 1	☐ 2	☐ 3

44 Your ethnicity

(a) British or Black British—Caribbean ☐ 1   (b) British 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 ☐ 1

(i) Other (including mixed) ☐ 1   (j) Jewish ☐ 1

(k) White—British ☐ 1   (l) White—Irish ☐ 1

(m) Any other White background ☐ 1

45 Your disability

(a) Do you consider yourself to be disabled?

Yes	No	Not sure
☐ 1	☐ 2	☐ 3

(b) If yes, does your employer know you are disabled?

Yes	No	Not sure
☐ 1	☐ 2	☐ 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 Your mode of employment

(a) Full-time ☐ 1   (b) Part-time ☐ 1

(c) Hourly-paid ☐ 1   (d) Other ☐ 1

48 Your terms of employment

(a) Open-ended/per-manent contract ☐ 1   (b) Fixed-term contract ☐ 1

(c) Zero hours contract ☐ 1   (d) Variable hours contract ☐ 1

(e) Other ☐ 1

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

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

49 **Your age**

(a) Under 25	☐ 1	(b) 25-29	☐ 1
(c) 30-34	☐ 1	(d) 35-39	☐ 1
(e) 40-44	☐ 1	(f) 45-49	☐ 1
(g) 50-54	☐ 1	(h) 55-59	☐ 1
(i) 60-64	☐ 1	(j) 65 and over	☐ 1

Thank you for completing this questionnaire