

FACTORS ASSOCIATED WITH JOB SATISFACTION AMONG CANADIAN
CORRECTIONAL OFFICERS

A Thesis Submitted to the College of Graduate and Postdoctoral Studies in Partial
Fulfillment of the Requirements for the Degree of Master of Science in the
Department of Community Health and Epidemiology
University of Saskatchewan
Saskatoon

By

ROCHELLE M. FERRON

© Copyright Rochelle M. Ferron, June 2019. All rights reserved.

PERMISSION TO USE

In presenting this thesis in partial fulfillment of the requirements for a Postgraduate degree from the University of Saskatchewan, I agree that the Libraries of this University make it freely available for inspection. I further agree that permission for copying of this thesis in any manner, in whole or in part, for scholarly purposes may be granted by the professor or professors who supervised my thesis work or, in their absence, by the Head of the Department or the Dean of the College in which my thesis was done. It is understood that any copying or publication or use of this thesis or parts thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to the University of Saskatchewan in any scholarly use which may be made of any materials in my thesis.

Requests for permission to copy or to make other use of material in this thesis in whole or part should be addressed to:

Head of the Department of Community Health and Epidemiology

Box 7, Health Science Building, 107 Wiggins Road

University of Saskatchewan

Saskatoon, Saskatchewan S7N 5E5 Canada

Dean

College of Graduate and Postdoctoral Studies

University of Saskatchewan

116 Thorvaldson Building, 110 Science Place

Saskatoon, Saskatchewan S7N 5C9 Canada

ABSTRACT

Background: Job satisfaction refers to the degree of contentedness employees experience towards their job. Research suggests that many factors are associated with correctional officers' job satisfaction. While the impact of personal, job and organizational factors on correctional officers' job satisfaction have been studied extensively, few studies have examined the quality of job training in relation to job satisfaction, and no study has examined workplace harassment or discrimination as possible correlates of job satisfaction. There is also a dearth of recent Canadian studies on the job satisfaction of correctional officers.

Objectives: The study's objectives were to compare the job satisfaction of correctional officers to other Correctional Service of Canada employees and to examine the factors associated with job satisfaction among correctional officers.

Methods: The data source for this thesis was the 2014 Canadian Public Service Employee Survey (PSES). A total of 18,146 Correctional Service of Canada employees participated in this cross-sectional self-report survey, including 7,368 correctional officers. The dependent variable used in this study was job satisfaction. The independent variables were chosen from the PSES survey based on the key components of the predictors of job satisfaction conceptual framework: personal factors, job factors, organizational factors and harassment/discrimination factors. Univariate, bivariate and multivariable logistic regression analyses were performed to address the research questions. All analyses and results were presented using the sampling weights provided by Statistics Canada.

Results: Compared to correctional officers, other Correctional Service of Canada staff were 3.37 times more likely to be satisfied with their jobs (95% CI: 3.16-3.60). Regarding predictors of job satisfaction among correctional officers, those of visible minority status

(compared to non-visible minority) and employed in eastern Canada (compared to western) reported greater job satisfaction. Compared to officers employed for more than 20 years, those employed 11-20 years and those employed less than 3 years, reported lower and higher job satisfaction, respectively. In addition, officers who perceived their work-life balance, career development opportunities and decision making abilities favorably were more likely to report higher job satisfaction compared to those with less favorable views. Five statistically significant interactions also emerged: 1) a positive perception of the physical environment was more strongly associated with job satisfaction among older than younger officers; 2) a positive perception of the physical environment was more strongly associated with job satisfaction among male than female officers; 3) the positive impact of perceived high quality of supervision on job satisfaction was enhanced when officers also viewed their job training positively; 4) the positive impact of perceived high quality supervision on job satisfaction was reduced when officers also experienced harassment in the workplace; and 5) among those experiencing discrimination, officers' who identified as Aboriginal reported higher job satisfaction than those who did not identify as such.

Conclusion: Findings from the 2014 survey of the Correctional Service of Canada suggest that job satisfaction is greater for staff compared to correctional officers and further investigation is needed to identify the factors that explain this difference. Among correctional officers, additional research is needed to examine associations between job satisfaction and novel factors such as harassment, discrimination and job training.

ACKNOWLEDGMENTS

I would like to thank my supervisor, Dr. Bonnie Janzen, for her valuable advice, feedback, support and for allowing me the freedom to explore a new area of research that I am passionate about.

Thanks also to my committee members Dr. Punam Pahwa and Dr. Anne Leis for their guidance throughout my thesis. I would also like to thank Ruben at the Saskatchewan Research Data Center and Statistics Canada for providing data used in this analysis. Thanks to the external examiner, Dr. William Laverly, of the department of Mathematics and Statistics, for his helpful comments.

I would also like to thank my good friends Les, Hongming and Amir for all their support, and words of encouragement. Finally, my special appreciation goes to my mom, thank you for always being there for me.

Table of Contents

PERMISSION TO USE.....	i
ABSTRACT.....	ii
ACKNOWLEDGMENTS	iv
List of Tables	vii
List of Figures	ix
List of Abbreviations	x
Chapter 1: Introduction.....	1
1.1 Rationale	2
1.2 Objectives and Research Questions	3
Chapter 2: Literature Review	4
2.1. Correctional Service of Canada: Mission; Correctional officers	4
2.2. Job satisfaction.....	5
2.3. Comparative analysis of job satisfaction between officers and CSC staff	6
2.4. Predictors of job satisfaction in Canadian correctional officers: Conceptual framework.....	6
2.4.1 Personal factors	8
2.4.2 Job factors	10
2.4.3 Organizational factors	13
2.4.4 Harassment/discrimination factors.....	15
2.5 Job satisfaction importance.....	17
Chapter 3: Methodology	19
3.1 Data Source and Study Participants	19
3.2 Variables	20
3.2.1 Dependent variable	20
3.2.2 Independent variables	20
3.3 Data Analysis	32
3.3.1: Descriptive analyses	32
3.3.2: Multivariable modeling approach.....	32
Chapter 4: Results	35
4.1 Descriptive analyses.....	35

4.2 Research Question 1	40
4.3 Research Question 2	42
4.3.1 Univariable analyses	42
4.3.2 Multivariable analyses	46
Chapter 5: Discussion	60
5.1 Research Question 1	60
5.2 Research Question 2	61
5.2.1 Personal factors	61
5.2.2 Job factors	63
5.2.3 Organizational factors	63
5.2.4 Harassment/discrimination factors.....	64
5.3 Strengths and Limitations	66
5.4 Implications.....	68
5.5 Conclusion	69
REFERENCES	70
APPENDIX A: PSES 2014 Survey	76
APPENDIX B: Ethics Approval Form	95
APPENDIX C: Harassment/discrimination Tables	98

List of Tables

Table 2.1: Experienced acts of violence in B.C. correctional facilities.....	16
Table 3.1: PSES 2014 survey questions used as independent variables.....	21
Table 3.2: Variables included in principal component analysis.....	28
Table 3.3: Total variance explained in principal component analysis.....	29
Table 3.4: Results of principal component loadings with oblimin rotations for career development, physical environment and supervision using the PSES 2014 census.....	30
Table 3.5: PSES 2014 subscale correlation matrix.....	31
Table 3.6: PSES 2014 subscale descriptive statistics.....	31
Table 4.1: Frequency distribution of study variables, correctional officers, PSES 2014.....	36
Table 4.2: Frequency distribution of study variables, correctional officers, by job satisfaction, PSES 2014.....	38
Table 4.3: Frequency distribution of correction officers and job type, PSES 2014.....	41
Table 4.4: Unadjusted and adjusted odds ratios (OR) and 95% confidence intervals (95% CI) for CSC staff, multivariable logistic regression of correctional officers and CSC staff for job satisfaction, PSES 2014.....	41
Table 4.5: Unadjusted odds ratios (OR) and 95% confidence intervals (95% CI) examining personal factors as predictors of job satisfaction, correction officers, PSES 2014.....	43
Table 4.6: Unadjusted odds ratios (OR) and 95% confidence intervals (95% CI) examining job, organizational and harassment/discrimination factors as predictors of job satisfaction, correction officers, PSES 2014.....	45
Table 4.7: Multivariable logistic regression models for job satisfaction by personal, job, organizational and harassment/discrimination factors, PSES 2014.....	49

Table 4.8: Final multivariable logistic regression model predicting job satisfaction, correction officers, PSES 2014.....	52
---	----

List of Figures

Figure 2.1: Conceptual framework: Predictors of job satisfaction in Canadian correctional officers.....	8
Figure 2.2: Percentage of B.C. correction officers who received adequate training.....	12
Figure 4.1: Mean predicted probabilities of correction officers' job satisfaction, illustrating the interactive associations between age and physical environment.....	55
Figure 4.2: Mean predicted probabilities illustrating the interactive associations between gender and physical environment.....	56
Figure 4.3: Mean predicted probabilities of correction officers' job satisfaction, illustrating the interactive associations between job training and supervision.....	57
Figure 4.4: Mean predicted probabilities illustrating the interactive associations between harassment and supervision.....	58
Figure 4.5: Mean predicted probabilities illustrating the interactive associations between Aboriginal identity and discrimination.....	59

List of Abbreviations

CSC: Correctional Service of Canada

PSES: Public Service Employee Survey

PCA: Principal components analysis

RN: Registered nurse

U.S: United States

B.C: British Columbia

Chapter 1: Introduction

The majority (62%) of Canadian adults are employed and spend a considerable proportion of their waking hours at work, about one-third of their life.^{1,4} The fundamental psychological and psychosocial aspects of work involve key areas such as job stress, burn out, decision making power, promotional opportunity, dangerousness, job variety, the quality of supervision and importantly, job satisfaction.^{2,3}

Job satisfaction refers to the gratification or fulfillment of needs associated with a person's occupation and consists of the degree to which a person likes or dislikes their job.^{2,3} Job satisfaction influences employee commitment, institutional performance and on-the-job behavior.^{2,5} Job satisfaction has also been linked with employees' mental and physical health.^{6,7} Numerous studies have found that higher job satisfaction is associated with many positive mental and physical health outcomes, such as reduced depression, anxiety, stress, improved social relations and higher psychological health, especially when the job was also perceived as meaningful.^{6,7,18,19}

Given the importance of job satisfaction for employees, many studies have attempted to determine the factors that contribute to job satisfaction with the aim of identifying modifiable characteristics. The theoretical model most often applied to examine job satisfaction involves dividing the main components into two sections comprised of individual characteristics (personal) and workplace environment (job and organizational characteristics).^{2,17,24}

As part of the criminal justice system, the Correctional Service of Canada (CSC) aims to provide the public with a safe living environment by encouraging and assisting offenders to obey the law through safe, secure and humane approaches.¹³ Currently, CSC has over 18,000 employees, of which 7,760 are correctional officers, within 43 institutions.¹³ In British

Columbia (B.C), findings suggest the majority (70-80%) of correctional officers believe that their work is stressful and 60-65% of officers' report that their work environment significantly impacts their job performance and quality of life away from work.^{8, 11} Research examining the comparative analysis of correctional officers' job satisfaction has been limited to one 1996 study in Canada³⁵ and a recent 2018 study in the United States (U.S).¹⁷

A study in Saskatchewan found that, in a six-month time frame, there were nearly three to five critical incidents (serious harm to physical or mental health) per correctional employee.¹² Such work conditions impact correctional officers' job satisfaction and require further research. Several factors associated with job satisfaction among correctional officers have been widely researched internationally.^{2, 17, 24} The many factors identified in the research literature include job stress, job autonomy, job-related decisions, job variety, supervision, organizational commitment, work-family conflict, administrative policies and personal factors, such as ethnicity, age and gender.^{9, 10}

1.1 Rationale

Numerous studies have investigated correctional officers' job satisfaction, although the majority of recent studies are limited to the U.S, with only a few dated studies in Canada.^{2, 17, 24, 35} Additionally, the assessment of correctional officers' job training as a predictor of job satisfaction has been limited to one recent 2018 study in the U.S.¹⁷ Moreover, harassment and discrimination have yet to be evaluated as correlates of job satisfaction. Other studies in relation to job stress and burnout have shown harassment to be an important predictor of job satisfaction, and therefore, is included in this study.³⁰ To better understand the factors associated with correctional officers' job satisfaction, there is a need for more recent research that explores new

predictors and their associations with correctional officers' health, while making theoretical contributions and identifying modifiable risk factors.

1.2 Objectives and Research Questions

Informed by a multidimensional conceptual framework of job satisfaction and using recent data from a national sample of Canadian public service employees, the objectives of the present study were to: 1) compare the job satisfaction of correctional officers with other CSC employees; and 2) determine the correlates of job satisfaction among correctional officers, incorporating both established and more novel predictors, such as job training, harassment and discrimination.

The following research questions were addressed:

1. Does the level of job satisfaction among correctional officers differ from other CSC employees?
2. What factors are associated with job satisfaction among correctional officers?

Chapter 2: Literature Review

This section begins with a general overview of the CSC and correctional officers' job requirements. Job satisfaction is then defined, followed by a comparative analysis of job satisfaction among correctional officers and CSC staff. This is followed by the study's conceptual framework and relevant literature. The final section discusses the importance of examining correctional officers' job satisfaction.

2.1. Correctional Service of Canada: Mission; Correctional officers

The mission of the CSC states, "as part of the criminal justice system and respecting the rule of law, contributes to public safety by actively encouraging and assisting offenders to become law-abiding citizens, while exercising reasonable, safe, secure and humane control."

^{14(p1)} In 2008, the CSC developed a transformative agenda to enhance public safety and focus on social reintegration. ¹⁴ The five key aspects included the following: offender accountability, modernizing physical infrastructure, enhancing correctional employment skills, eliminating drugs from institutions and strengthening community corrections. ¹⁴

Correctional officers, also referred to as correctional service officers, prison guards, or detention attendants, aim to guard inmates and detainees and to maintain safety and order in correctional institutions. ²⁰ A correctional officer's main duties include observing the behavior of prisoners to avoid disturbances, escorting prisoners to various locations, patrolling areas, reporting any issues to supervisors, preparing transfers, conducting intake admissions and managing the release of inmates. ²⁰ To be employed as a correctional officer in Canada, one must have completed secondary school education. Correction officers must also pass either the Corrections Canada training course (to be employed by federal institutions) or a basic training course (to be employed by provincial/territorial institutions). ²⁰

In Canada, corrections are divided between the provincial and federal governments. Offenders serving sentences that are two years or longer are placed in federal correctional institutions. If the offender is serving fewer than two years, they are sent to provincial correctional institutions.²⁰ Operational requirements are a significant part of being a correctional officer. Correctional officers need to be flexible in terms of work shifts and hours.²⁰ Moreover, shift work is a requirement of the position because institutions operate on a 24 hours-per-day schedule all year long.²⁰ Many correctional officers work either fixed or rotating shifts. Shifts vary by institution and more senior officers work fewer late-night shifts.²⁰ Those who work shifts include correctional officers and primary workers (i.e., correctional officers specific to women institutes only).²⁰

2.2. Job satisfaction

Job satisfaction became popular in the 1930's and was defined by Locke^{71(p1300)} as, “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences.” Numerous definitions of job satisfaction have developed over time, and in 1987 job satisfaction was viewed as an emotional response resulting from the pleasure derived from one’s job.⁷² More recently (2012), job satisfaction is perceived as, “a global affective orientation a person has toward his or her job.”^{73(p1)} Job satisfaction involves a comparison between one’s overall job-related expectations and the actual outcome.^{24, 25} This makes job satisfaction rather subjective in nature and a reflection of whether a person’s needs are being met through a specific occupation.^{24, 25} When job satisfaction is high, employees are generally more appreciative towards the organization for meeting their needs/wants and view the organization in a more positive manner; therefore, employees are more likely to comply with organizational rules.^{2, 26} Conversely, low job satisfaction is associated with higher employee turnover, absenteeism and

burnout.^{2, 27, 28} Job satisfaction within corrections has been examined broadly among correctional staff (including officers, counsellors, medical personnel and supervisors) and more narrowly restricted to correctional officers.²⁴ It has been recognized that studying various occupations within correctional institutions can create issues of generalizability; however, according to Lambert, Hogan and Barton,^{24, 29} the variables often included in job satisfaction studies seem to have a similar impact on all workers.

2.3. Comparative analysis of job satisfaction between officers and CSC staff

Presently, the comparative analysis of job satisfaction between correctional officers and CSC staff was last examined in Canada in 1996.³⁵ Researchers in this study used a questionnaire to gather data, and performed a comparative analysis of 658 CSC employees nationally, including administrative staff, supervisors, correctional officers, professionals and case managers.³⁵ The results for correctional officers were significantly different from other groups, and showed that officers had the highest levels of skepticism towards organizational changes and the lowest levels of organizational commitment.³⁵ Compared to CSC staff, officers had the lowest levels of job satisfactions and poorest overall job performance and work habits.³⁵ More recently, a 2018 study in a U.S. southern prison explored the relationship between job characteristics and job satisfaction, which included the comparative analysis of correctional officers and staff, that found officers reported overall lower job satisfaction than non-officers.¹⁷

2.4. Predictors of job satisfaction in Canadian correctional officers: Conceptual framework

Based on Lambert and Paoline's² current research, predictors associated with possible correlates of correctional officers tend to be diverse, although they can be separated into two primary areas consisting of personal characteristics and the work environment (job and organizational characteristics). Furthermore, it is theorized that three major groups have been

identified for occupational attitudes: personal (i.e., age, sex), job and organizational characteristics.² Empirical findings suggest that the work environment plays an important role in shaping occupational attitudes and job satisfaction. Job and organizational factors are the two main facets of the work environment.^{2,17, 24, 37} Expanding upon Lambert and Paoline's² most recent research, the present study incorporates workplace harassment/discrimination and job training as additional potential predictors of job satisfaction.^{11, 17, 30} Analyses were based on a conceptual framework composed of four categories (see Figure 2.1). The personal factors consist of age, gender, educational attainment, tenure (years employed), location (province/territory), Aboriginal identity, disability status and visible minority status. Job factors consist of job training, work-life balance and supervision. Organizational factors consist of decision making, career development and physical environment; lastly, a single category comprised of harassment and discrimination factors (see Figure 2.1). In the sections that follow, key components of the conceptual framework are defined and the relevant research is reviewed.

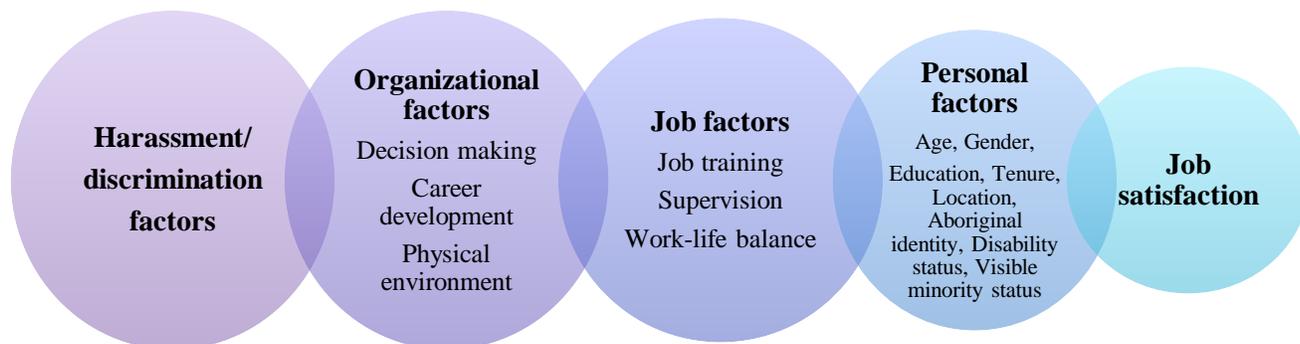


Figure 2.1: Conceptual Framework: Predictors of job satisfaction in Canadian correctional officers ^{2, 17, 24, 37}

2.4.1 Personal factors

Personal factors are the qualities that individuals (correctional employees) already possess when they join an organization. ²⁴ These factors include an individual's background, including education, religion, ethnicity, gender, age, marital status and income, among others. ²⁴ Personal attributes are important to measure because they shape the way in which an individual views the world and influence an employee's perceptions. ²⁴ Personal factors have been found to contribute less to employees' job satisfaction than job or organizational factors. ^{2, 17, 24, 37}

The analysis of gender and job satisfaction yields varied results. In some states, there is no significant relationship; however, in other states and within Canadian federal correctional facilities, there is a significant relationship: female correctional officers reported higher job

satisfaction than male officers.^{24, 34} When considering education and job satisfaction among correctional officers in Canada, there was a negative relationship between the two and job dissatisfaction among correctional officers was the highest for those who had some college experience but no degree.³⁴ However, a study in the southern U.S. found a positive relationship between education and job satisfaction, indicating that officers with higher levels of education (degree) also reported lower levels of job satisfaction.¹⁷

Age has been widely examined, and findings suggest a positive association between job satisfaction and age in federal and New York correctional officers.^{41, 49} Moreover, a study by Lambert and Paoline² found that officers' job satisfaction increased as their age increased. However, throughout the midwest, southern, western U.S. and Canada, no relationship between job satisfaction and age was found among correctional officers.^{24, 37} Tenure suggests similar mixed findings, with Kentucky and the southern U.S. displaying positive relationships between job satisfaction and tenure among officers,³¹ but negative relationships between the two factors among U.S. federal officers across the entire country.^{24, 37} Furthermore, no association emerged between tenure and correctional officers' job satisfaction in Canadian officers.^{24, 34}

Ethnicity is a frequently studied personal predictor of job satisfaction, predominately in the U.S.^{2, 24, 37, 38} A study from the midwestern and western U.S. correctional facilities found no significant relationships emerged between ethnicity and job satisfaction;³⁹ similar findings were found for correctional officers in Kentucky.³¹ In contrast, research in both southern states and U.S. federal facilities found that white correctional officers reported higher levels of job satisfaction than non-white officers.⁴¹ Additionally, Wright and Saylor³³ concluded that U.S. federal prisons' ethnic relations are far better than state correctional facilities.

Infrequently, other variables are measured, such as marital status and family support. A study of correctional officers in midwestern prisons found no significant relationship between job satisfaction and marital status.³⁸ Similarly, no association was found between family support and job satisfaction among Kentucky U.S. correctional officers.³¹ Furthermore, no research has examined Aboriginal identity and disability status as possible correlates of correctional officers' job satisfaction.

2.4.2 Job factors

Job factors are those features directly related to the work that is being performed by a specific individual.^{2, 24} Job factors include task significance, role strain, task identity, job variety, job stress, role conflict, role skill and supervision.^{2, 24} In this study, job factors include job training, work-life balance and quality of supervision. Among job factors, it has been found that a perceived higher quality of supervision was associated with higher job satisfaction. Similarly, higher autonomy and skill variety were both associated with greater job satisfaction among correctional officers within the western and midwestern U.S.²⁴ However, a Canadian study of correctional officers found that job factors, such as job stress and role stress, signified that higher job related stress was associated with higher job dissatisfaction.³⁴ Lambert and Paoline² found that having more job variety was significantly associated with greater job satisfaction. Furthermore, the same study found that role strain was not related to job satisfaction, although it was significantly associated with job stress.²

2.4.2.1 Job training

It is important to recognize job training as a possible factor since the probability of a person becoming successful in their employment depends on the quality of their training.¹¹ Several studies suggest that a substantial proportion of correctional officers are not pleased with

the quality of the job training they receive.^{8, 11, 17} For instance, a 2003 study with the CSC was conducted to survey correctional officers on the quality of the training and professional supervision they received on the job.¹¹ The study found that only 25 percent of all officers rated “good”, “very good” or “excellent” for the quality of supervision and job training that was received; a considerable proportion (30-40%) of officers rated their employment training as “poor.”¹¹ Furthermore, a 2002 study in B.C. reported that two thirds of correctional officers believed that the training provided by B.C. Corrections was inadequate for the required tasks.⁸ However, in 2008, B.C. Corrections found that 52.2 percent of correctional officers perceived their training as inadequate, indicating perceptions of job training appeared to improve, although a considerable number of correctional officers still perceived their training as poor (see Figure 2.2).⁸

Studies in Canada have yet to consider job training as a correlate of correctional officers’ job satisfaction. However, a 2018 study from southern U.S. examined job training and found that correctional officers’ views of training had a significant correlation with job satisfaction.¹⁷ The study suggested that an increase in positively perceived job training was associated with officers’ higher job satisfaction.¹⁷ Similarly, results among prison staff indicated that greater perceived quality of job training was associated with higher job satisfaction.¹⁷

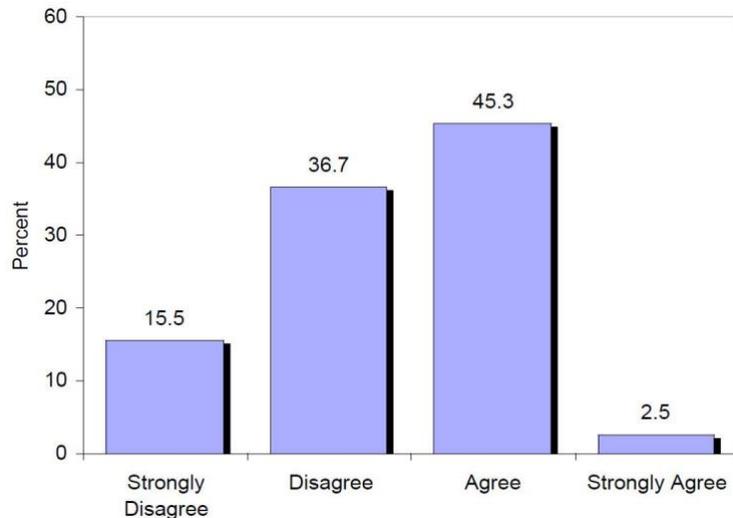


Figure 2.2: Percentage of B.C. correction officers who received adequate training ⁸

2.4.2.2 Work life balance

According to a study in 2005, Byrne ^{43(p56)} describes work-life balance as, “people having a measure of control over when, where and how they work. It is achieved when an individual’s right to a fulfilled life inside and outside paid work is accepted and respected as the norm to the mutual benefit of the individual, business and society.” Work-life balance is important to employers, since having a productive, motivated workforce results in multiple positive outcomes, such as employees feeling valued, increased productivity, reduced absenteeism and retaining employees. ⁴³

An opposing theme to work-life balance is work-family conflict. A recent study of correctional officers in multiple facilities in the southern U.S. examined the relationship between work-family conflict in relation to job stress and job satisfaction. ¹⁵ The study divided work-family conflict into three domains: time-based conflict (e.g., inadequate time spent tending to family needs), strain-based conflict (e.g., thinking about work negatively affecting home life) and behavior-based conflict (e.g., workplace behavior conflicts with home life). ¹⁵ The study

found that greater strain and behavior based work-family conflict were significantly associated lower job satisfaction and greater job stress. ¹⁵ Prior studies indicated similar results: work-family-conflict was linked to job dissatisfaction, job stress and job burnout. ^{16, 36}

2.4.2.3 Supervision

The perceived quality of supervision among correctional officers is another dimension that has been studied in relation to job satisfaction. ²⁴ When correctional officers have a positive attitude towards their supervisors or management they are more likely to be satisfied with their job. ²⁴ Among U.S. federal correctional officers, those who perceived their quality of supervision as positive were more likely to be satisfied with their job. ^{24, 44} Conversely, poor communication and inconsistency regarding overall regulations, policies, rules and supervision were associated with greater job dissatisfaction. ²⁴ Job satisfaction appears to be related to correctional officers having trust in management, supervisory support and quality of supervision. ^{37, 45} Additionally, it has been found that greater supervisory support is a significant factor of correctional officers' high job satisfaction. ^{37, 46, 47}

2.4.3 Organizational factors

Lambert, Hogan and Barton ^{24(p126)} describe the organizational structure as, “a multidimensional concept that affects most or all employees in the organization.” It has been suggested that the organizational structure is how an organization manages and operates itself. ²⁴ In other words, rather than using methods of direct control to manage employees, many organizations use structure. ²⁴ Organizations use several areas of structure to influence and control employee attachments to the organization. ^{2, 24} Organizational structures include centralization (degree of contribution to decision making), formalization (procedures and rules established by organizational members), organizational justice (fairness of procedures and

outcomes), integration (organization group cohesion) and promotional opportunities. ^{2, 24} In this study, organizational factors include decision making, opportunities for career development and aspects of the physical work environment.

2.4.3.1 Decision making

The degree to which employees can make decisions and participate in the decision-making process is referred to as centralization. ^{2, 24, 42} Employees who have higher levels of control at work are more motivated, committed and have greater job satisfaction. ^{2, 24, 37} Moreover, when employees are given opportunities for input into job tasks and policies, job satisfaction improves. ^{2, 24} Lambert and Paoline ² found that input into decision making (centralization) increased job satisfaction, although decision making was also significantly associated with higher job stress. Furthermore, a lack of input into decision-making was found to create frustration among correctional officers in completing their tasks; however, when allowed input they were more effective at their jobs and had greater job satisfaction. ²

2.4.3.2 Career development

Career development prospects is the opportunities an employee has been provided with in terms of promotion within the organization; promotional opportunities have been examined extensively in relation to job satisfaction. ² Numerous studies from the U.S. indicate that correctional officers' promotional opportunities and career development are significantly related to job satisfaction. ^{2, 32, 50} The results of studies from the U.S. have been mixed, indicating promotional opportunities were not related to job satisfaction; ^{24, 39} however, other studies found that perceived promotional opportunities were significantly associated with greater job satisfaction. ^{2, 32, 50} Furthermore, Lambert and Paoline ² found that perceptions of opportunities

for promotion have the greatest effect on job satisfaction, along with organizational commitment, followed by job stress.

2.4.3.3 Physical environment

Correctional officers' physical environment has been widely measured as perceived dangerousness.² Numerous studies throughout the U.S. have found that higher perceived dangerousness was significantly associated with decreased job satisfaction and increased job stress among correctional officers.^{2, 24, 32, 39} However, in this study, correctional officers' physical environment was measured similarly to that of registered nurses (RNs) physical environment. Studies of RNs have examined perceptions of the physical environment using predictors such as access to supplies, equipment, window view, room size, unit layout/décor and noise levels.^{40, 53} Furthermore, RNs' who perceived their workplace lighting positively and who were exposed to more than 3 hours of daylight reported higher levels of job satisfaction.⁴⁰ Additionally, RNs' rated their perceived physical environment more poorly than organizational factors in relation to their job satisfaction.^{40, 60}

2.4.4 Harassment/discrimination factors

The areas of discrimination covered under the Canadian Human Rights Act include: ethnic origin, religion, race, color, age, sexual orientation, sex, marital status, pardoned conviction or suspended record, disability and family status.²² However, among correctional officers, discrimination has traditionally been examined independently through the inclusion of demographic variables, such as age, gender, ethnicity, marital status and family support.²⁴ Furthermore, no research has examined harassment, discrimination, Aboriginal identity and disability status as correlates of job satisfaction among correctional officers.

2.4.4.1 Harassment

In Canada, harassment is defined as, “any improper conduct by an individual that is directed at and offensive to another individual in the workplace, including at any event or any location related to work, and that the individual knew or ought reasonably to have known would cause offense or harm.”^{23(p4)} Table 2.1 indicates some of the different types of harassment experienced on the job at B.C. correctional facilities.⁸ The most prevalent areas of harassment seem to be verbal threats (77.3%) and threatening gestures (75.4%).⁸ Research on harassment in relation to job satisfaction has been limited to one study from 2003, that examined the effects of harassment on correctional officers’ job burnout and perceived stress.³⁰ The study suggests that men reported significantly less harassment (44%) than women (70%). Although, it appeared that harassment forms a background stressor more significantly for female correctional officers, than male officers.³⁰

Table 2.1: Experienced acts of violence in B.C. correctional facilities⁸

	Number (%) exposed at least once	Mean number of times / year
Written threats (n = 278)	39 (14%)	1.34
Verbal threats (n = 278)	215 (77.3%)	15.53
Threatening gestures (n = 276)	208 (75.4%)	16.44
Physical assaults (n = 280)	100 (35.7%)	2.84
Assaults with a weapon (n = 279)	40 (14.3%)	0.97
Other acts of violence (n = 278)	20 (7.2%)	0.42

2.4.4.2 Discrimination

Research indicates that discrimination has an impact on correctional officers' job satisfaction. Female officers reported higher job satisfaction than males,³⁴ older employees indicated greater satisfaction with their work² and ethnicity suggested varying findings, with a majority of U.S. studies finding no association to job satisfaction; although, on average white officers reported higher levels of job satisfaction than non-white officers.^{31, 41} In Canada, discrimination has been defined as, "treating someone differently or unfairly because of a personal characteristic or distinction, which, whether intentional or not, has an effect that imposes disadvantages not imposed on others, or that with-holds or limits access that is given to others."^{22(p1)}

2.5 Job satisfaction importance

The literature demonstrates that officers with high job satisfaction comply with organizational rules and are more committed to the organization overall, compared to officers with low job satisfaction.² Additionally, high job satisfaction is associated with increased positive behaviors. It is crucial for correctional administrators to increase positive behaviors and decrease negative ones because it improves the overall performance of an organization.⁵¹ Furthermore, numerous studies have suggested an association between job satisfaction and health, although the relationship between mental/physical well-being and job satisfaction varies significantly.^{52, 54-56, 58} Faragher, Cass and Cooper⁵⁸ conducted a meta-analysis of nearly 500 studies on job satisfaction across the world, suggesting that mental and physical health had a significant impact on job satisfaction. The findings suggest that job satisfaction levels were most significantly associated with psychological and mental health issues.⁵⁸ Other relationships associated with job satisfaction levels include burnout, depression, anxiety, self-esteem and to a

lesser degree, physical illness.⁵⁸ These relationships indicate that job satisfaction is a significant factor in determining the health outcome of employees.⁵⁸ To summarize, job satisfaction impacts correctional officers' health and well-being; therefore, it is important to understand which factors affect job satisfaction and through addressing these factors, correctional officers' health, along with job satisfaction, has the potential for improvement.

Chapter 3: Methodology

In this chapter, descriptions of the data source and study participants are provided, followed by an overview of the dependent and independent variables. The final section of this chapter discusses the data analyses in detail.

3.1 Data Source and Study Participants

This study used the Master data file from Statistics Canada's 2014 Public Service Employee Survey (PSES), which was accessed through the Saskatchewan Research Data Centre.⁵⁷ This cross-sectional survey, conducted every 3 years, is aimed at gathering public service employees' opinions about their workplace, workforce, management, fairness, leadership and employee engagement. This information is then used to inform policy on issues relating to training, management, staffing and values.⁵⁷ The PSES is administered to employees actively engaged in the workforce within the federal public service.⁵⁷ Participation in the PSES survey was voluntary; the data collection was performed using an electronic questionnaire sent out to email addresses provided by each department or agency.⁵⁷ Developed through consultation with multiple agencies and policy groups, the 2014 questionnaire included 106 questions and surveyed a total of 93 different departments. Of 250,000 employees, 182,165 responded to the 2014 survey, resulting in a response rate of 71.4% (see Appendix A for the survey).⁵⁷

For the majority of this study, analysis was restricted to the 18,146 PSES participants who indicated they were CSC employees (response rate of 60%). Among CSC employees, corrections officers were identified by an affirmative response to the question, "Are you currently a shift worker?"

This study involved the secondary analysis of Statistics Canada data, therefore was exempt from obtaining a formal ethics approval from the Research and Ethics Board, University

of Saskatchewan. This study was subject to the various guidelines adopted by Statistics Canada in order to respect the confidentiality of the PSES respondents. A formal application to access the data was submitted through the Statistics Canada website and the Social Sciences Health Research Council ⁶⁶ in January 2018, and a formal approval to access the 2014 cycle of the PSES was granted in March 2018. See Appendix B for a summary of the rules adopted by Statistics Canada.

3.2 Variables

3.2.1 Dependent variable

The dependent variable used in this study was job satisfaction (A_Q11). Job satisfaction was measured by one item from the 2014 PSES survey: (1) I get a sense of satisfaction from my work. Responses were 1 (strongly agree), 2 (somewhat agree), 3 (neither agree nor disagree), 4 (somewhat disagree) and 5 (strongly disagree). The categories were collapsed to form two groupings: 1) high job satisfaction (strongly agree/somewhat agree); and 2) low job satisfaction (neither agree nor disagree, somewhat disagree, strongly disagree).

3.2.2 Independent variables

The independent variables were chosen from the PSES survey based on the key components of the predictors of job satisfaction conceptual framework (see Figure 2.1): personal factors, job factors, organizational factors and harassment/discrimination factors. Table 3.1 includes the independent variables according to these broad groupings, the PSES questions upon which they were based and how each variable was operationalized for the analysis. The majority of variables were based on a single PSES question; however, there were some questions which appeared to cover similar concepts and those variables were further subjected to principal component analysis (described in section 3.2.2.1). Personal factors included gender, age,

education, province, public service tenure, disability status, visible minority status and Aboriginal identity. Job factors variables included job training, work-life balance and supervision. Organizational factors included decision making, career development and physical environment. The final category was harassment and discrimination, comprised of two questions. All variables were categorical.

Table 3.1: PSES 2014 survey questions used as independent variables

	Question	Response options	Classification for this study
<u>Personal factors</u>			
Gender	Q.102 What is your gender?	Male or Female	1 = Male 2 = Female
Age	Q.101 What is your age group?	≤ 24 ; 25 – 29; 30 – 34; 35 – 39; 40 – 44; 45 – 49; 50 – 54; 55 – 59; ≥ 60	Group 1 = ≤ 24 - 34 Group 2 = 35-49 Group 3 = 50-60+

	Question	Response options	Classification for this study
Educational attainment	Q.103 What is the highest level of education you have ever completed?	<p>Secondary or high school graduation certificate, or equivalent or less;</p> <p>Diploma or certificate from a community college, CEGEP, institute of technology, nursing school, etc., or a trades certificate or diploma;</p> <p>University certificate or diploma below the bachelor's level;</p> <p>Bachelor's degree;</p> <p>University certificate or diploma above the bachelor's level including a master's degree, a professional degree or an earned doctorate</p>	<p>Group 1 = Secondary or high school graduation certificate, or equivalent or less;</p> <p>Group 2 = Diploma or certificate from a community college, CEGEP, institute of technology, nursing school, etc., or a trades certificate or diploma;</p> <p>University certificate or diploma below the bachelor's level</p> <p>Group 3 = Bachelor's degree, University certificate or diploma above the bachelor's level including a master's degree, a professional degree or an earned doctorate</p>
Province/ Territory	Q.99 Where do you reside?	National Capital Region;	Group 1 (east) = National Capital Region;

	Question	Response options	Classification for this study
		Ontario (excluding National Capital Region); Quebec (excluding National Capital Region); British Columbia; Alberta; Saskatchewan; Manitoba; New Brunswick; Nova Scotia; Prince Edward Island; Newfoundland and Labrador.	Ontario (excluding National Capital Region); Quebec (excluding National Capital Region); New Brunswick; Nova Scotia; Prince Edward Island; Newfoundland and Labrador Group 2 (west) = British Columbia; Alberta; Saskatchewan; Manitoba;
Years worked in current department (tenure)	Q.94 How long have you been employed for?	Number of years in current department of agency Less than 3 years in current department or agency; 3 to 10 years in current department or agency;	Group 1 = Less than 3 years in current department or agency Group 2 = 3 to 10 years in current department or agency Group 3 = 11 to 20 years in current department or agency

	Question	Response options	Classification for this study
		11 to 20 years in current department or agency; More than 20 years in current department or agency	Group 4 = More than 20 years in current department or agency
Aboriginal identity ^a	Q.104 Are you an Aboriginal person?	Yes or No	1 = Yes 2 = No
Visible minority status ^b	Q.106 Are you a member of a visible minority group?	Yes or No	1 = Yes 2 = No
Disability status ^c	Q.105 Do you have a disability status?	Yes or No	1 = Yes 2 = No
<u>Job factors</u>			
Job training	Q.5 I get the training I need to do my job	1 (Strongly agree), 2 (somewhat agree), 3 (neither agree nor disagree), 4 (somewhat disagree), 5 (strongly disagree)	1 = High 2 = Low

	Question	Response options	Classification for this study
Work-life balance	Q.9 I have support at work to balance my work and personal life	1 (Strongly agree), 2 (somewhat agree), 3 (neither agree nor disagree), 4 (somewhat disagree), 5 (strongly disagree)	1 = High 2 = Low
Supervision	Q.30 I receive useful feedback from my immediate supervisor on my job performance Q.32 My immediate supervisor keeps me informed about the issues affecting my work Q.35 Subject to operational requirements, my immediate supervisor supports the use of flexible work arrangements Q.36 I am satisfied with the quality of supervision I receive	(See section 3.2.2.1)	(See section 3.2.2.1)
<u>Organizational factors</u>			

	Question	Response options	Classification for this study
Decision making	Q.16 I have opportunities to provide input into decisions that affect my work	1 (Strongly agree), 2 (somewhat agree), 3 (neither agree nor disagree), 4 (somewhat disagree), 5 (strongly disagree)	1 = High 2 = Low
Career development	Q.53 My department or agency does a good job of supporting employee career development Q.54 I believe I have opportunities for promotion within my department or agency, given my education, skills and experience	(See section 3.2.2.1)	(See section 3.2.2.1)
Physical environment	Q.1 I have the materials and equipment I need to do my job Q.4 My physical environment is suitable for my job requirements	(See section 3.2.2.1)	(See section 3.2.2.1)
<u>Harassment/ discrimination factors</u>			

	Question	Response options	Classification for this study
Harassment	Q.63 Have you been the victim of harassment on the job in the past two years?	Yes or No	1 = Yes 2 = No
Discrimination	Q.74 Have you been the victim of discrimination on the job in the past two years?	Yes or No	1 = Yes 2 = No

^a “An Aboriginal person is a North American Indian or a member of a First Nation, a Metis or an Inuk (Inuit). North American Indians or members of a First Nation include status, treaty or registered Indians, as well as non-status and non-registered Indians.”⁵⁷

^b “A member of a visible minority in Canada may be defined as someone (other than an Aboriginal person) who is non-white in color or race, regardless of place of birth. For example: Black, Chinese, Filipino, Japanese, Korean, South Asian or East Indian, Southeast Asian, non-white West Asian, North African or Arab, non-white Latin American, person of mixed origin (with one parent in one of the visible minority groups in this list).”⁵⁷

^c “A person with a disability has a long-term or recurring physical, mental, sensory, psychiatric or learning impairment and considers himself or herself to be disadvantaged in employment by reason of that impairment, or believes that an employer or potential employer is likely to consider him or her to be disadvantaged in employment by reason of that impairment. Persons with disabilities are also those whose functional limitations owing to their impairment have been accommodated in their current job or workplace.”⁵⁷

3.2.2.1 Principal components analysis

Principal components analysis (PCA) using direct oblimin (oblique) rotation with Kaiser normalization was conducted on eight variables related to job satisfaction (Table 3.2). PCA is a dimension reducing tool that is used to reduce a large set of variables to a small set still containing the majority of the information in the large set of variables.⁶² Oblimin (oblique) rotation allows the factors to correlate, which allows for the X and Y axes to undertake an angle other than 90°. ^{62, 63} Oblique rotations do not force the factors to be correlated, therefore, the

factors can assume a correlation of zero. ⁶² Kaiser normalization consists of normalizing factor loadings prior to rotating them and then after rotation denormalizing them. ⁶⁵

Table 3.2: Variables included in principal component analysis

PSES	
Question	
Q.1	I have the materials and equipment I need to do my job
Q.4	My physical environment is suitable for my job requirements
Q.30	I receive useful feedback from my immediate supervisor on my job performance
Q.32	My immediate supervisor keeps me informed about the issues affecting my work
Q.35	Subject to operational requirements, my immediate supervisor supports the use of flexible work arrangements
Q.36	I am satisfied with the quality of supervision I receive
Q.53	My department or agency does a good job of supporting employee career development
Q.54	I believe I have opportunities for promotion within my department or agency, given my education, skills and experience

Based on the results of the ‘eigenvalues greater than 1’ criterion (amount of variance accounted for by a factor), ⁶⁴ three components were identified, explaining 77.28% of the variance (Table 3.3). The pattern matrix (Table 3.4) holds the loadings and each row is thought of as a regression equation, where the observed variable is conveyed as a function of the factors and the loadings as regression coefficients. ⁶² Inspection of the items, which loaded on the three

components, suggested the following groupings: supervision (4 items), physical environment (2 items) and career development (2 items). Each question was measured using a 5-point Likert scale, ranging from strongly agree (1) to strongly disagree (5). Questions were reverse coded so higher scores indicated more positive agreement and then summed with the questions.

Table 3.3: Total variance explained in principal component analysis

Component	Initial eigenvalues			Extraction sums of squared loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.263	53.289	53.289	4.263	53.289	53.289
2	1.102	13.780	67.069	1.102	13.780	67.069
3	.817	10.214	77.283	.817	10.214	77.283
4	.557	6.961	84.245			
5	.452	5.651	89.896			
6	.289	3.614	93.510			
7	.266	3.330	96.840			
8	.253	3.160	100.000			

Table 3.4: Results of principal component loadings with oblimin rotations for career development, physical environment and supervision using the PSES 2014

	Component		
	1	2	3
1) Supervision			
I receive useful feedback form my immediate supervisor on my job performance.	.906		
My immediate supervisor keeps me informed about the issues affecting my work.	.929		
Subject to operational requirements, my immediate supervisor supports the use of flexible work arrangements.	.601		
I am satisfied with the quality of supervision I receive.	.866		
2) Physical environment			
I have the materials and equipment I need to do my job.		.891	
My physical environment is suitable for my job requirements.		.860	
3) Career development			
My department or agency does a good job of supporting employee career development.			-.862
I believe I have opportunities for promotion within my department or agency, given my education, skills and experience.			-.967

A correlation matrix (Table 3.5) reveals any correlation amongst the factors. ⁶² Table 3.5 indicates the factors are not excessively correlated. The Cronbach alphas (Table 3.6) were .870 (supervision) .690 (physical environment) and .830 (career development). Subsequent descriptive analyses indicated the distribution of the newly formed variables was highly skewed, leading to the decision to categorize each variable based on median splits ('low', 'high') or tertiles ('low', 'medium' and 'high').

Table 3.5: PSES 2014 subscale correlation matrix

	Supervision	Physical environment	Career development
Supervision	1.000	.446	-.537
Physical environment	.446	1.000	-.478
Career development	-.537	-.478	1.000

Table 3.6: PSES 2014 subscale descriptive statistics

	Supervision	Physical environment	Career development
Sample size	7,368	7,368	7,368
Number of items	4	2	2
Mean	10.91	5.60	6.39
Standard deviation	4.315	2.146	2.393
Cronbach's alpha	.870	.690	.830

3.3 Data Analysis

Univariate, bivariate, and multivariable data analyses were performed to address the research questions. All analyses and results were presented using the sampling weights provided by Statistics Canada. The complex sampling strategy employed through Statistics Canada ensures that the estimates produced are representative of the covered population. Confidentiality rules implemented by Statistics Canada do not allow researchers to obtain an unweighted number of respondents. Statistical analyses were performed using SPSS (Version 25).

3.3.1: Descriptive analyses

Initial descriptive analyses involved calculating the frequency distributions (number and percentages) of all variables, and then bivariable analysis was conducted to investigate the association between job satisfaction and each independent variable according to job satisfaction. Spearman rank correlations between all independent variables were also conducted with no evidence of multicollinearity detected.

3.3.2: Multivariable modeling approach

Research Question 1: Does the level of job satisfaction among correctional officers differ from other CSC employees?

For this question, a new independent variable, job type, was created. It consisted of two response categories: 1) Correction officers (i.e. CSC employees who were shift workers) and 2) CSC staff. The frequency distribution of the newly developed variable was conducted followed by univariable logistic regression, with job satisfaction as the dependent variable and job type as the independent variable. Logistic regression was conducted again with job type as the main predictor, adjusting for basic demographics (i.e. age and gender). The aim was to assess the association between CSC staff and officers job satisfaction.

Research Question 2: What factors are associated with job satisfaction among correctional officers?

The model- building approach used to guide this analysis was based on methods proposed by Hosmer and Lemeshow.⁵⁹ Analyses were based on a conceptual framework composed of four categories (see Figure 2.1). Bivariable logistic regression models were conducted for all independent variables to evaluate the direction, strength and significance of their statistical associations with job satisfaction. Variables with a $p \leq 0.20$ became candidates for inclusion in the multivariable modeling and variables of theoretical importance. For the multivariable analysis, variables were entered sequentially, as follows: model 1 (personal factors), model 2 (job factors), model 3 (organizational factors) and model 4 (harassment/discrimination factors). Variables with p-values of ≤ 0.05 (and those of theoretical importance) were retained to form the preliminary main effects model. The confounding effect of independent variables fit two models, one with possible confounders (final model) and one model without confounders (main effects model).

Informed by the research literature, effect modification was then assessed by individually entering the following interactions into the main effects model: ‘Gender’ \times harassment, discrimination, physical environment and job training (from the main effects model); ‘Age’ \times harassment, discrimination, physical environment and job training; ‘Aboriginal Identity’ \times harassment, discrimination, physical environment and job training; ‘Disability status’ \times harassment, discrimination, physical environment and job training; ‘Visible minority status’ \times harassment, discrimination, physical environment and job training; and ‘Supervision’ \times harassment, discrimination, physical environment and job training. Interaction terms were retained in the model if the p-value was ≤ 0.05 . Statistically significant interactions were

displayed using predicted probability figures. A variable was retained in the final model if it was: statistically significantly associated with job satisfaction, the main effect of a statistically significant interaction, theoretically important or if its removal substantially impacted the coefficients of other variables in the model.

In the logistic regression modelling, the final model was tested for goodness-of-fit using the Hosmer-Lemeshow goodness-of-fit test. The significance level for the HL tests is > 0.05 to conclude that the final model is a good model. ⁽⁵⁹⁾

Chapter 4: Results

This chapter begins with a presentation of the frequency distributions for all study variables, followed by a description of the study population of correctional officers. The level of job satisfaction among correctional officers is then compared with other CSC staff. Finally, the univariable and multivariable logistic regression analyses results examining the correlates of job satisfaction among correction officers are presented.

4.1 Descriptive analyses

Displayed in Table 4.1 are the frequency distributions of study variables for correctional officers. Just over half (50.6%) of correction officers reported low job satisfaction. Two-thirds of respondents were men and approximately one-half were between 34 and 49 years of age (52.4%). Of the respondents, 12% reported being a visible minority person, 11% being of Aboriginal origin and 6.3% reported having a disability. Just over half (52%) of respondents held a certificate or diploma as their primary source of education and nearly half (46.5%) of respondents have been employed with CSC for 3 to 10 years. The majority (53.8%) of respondents were from eastern Canada (Ontario, Quebec, New Brunswick, Nova Scotia, Prince Edward Island).

Nearly half (46.8%) of respondents agreed that they received adequate job training and 29.4% of respondents believed they have had adequate input into decision making. Forty percent of correctional officers agreed they have workplace support for work-life balance and one-quarter agreed that they have sufficient support/opportunities related to career development. Just under 10% of respondents indicated being satisfied with the supervision they received at work and one-half reported their physical environment to be acceptable. Just over one-third of

correctional officers experienced harassment on the job and almost one-in-five experienced discrimination.

Table 4.1: Frequency distribution of study variables, correctional officers, PSES 2014

	Frequency (%)*
Job satisfaction	
High	3614 (49.4)
Low	3706 (50.6)
Personal factors	
Age (yrs.)	
≤24-34	2011 (27.3)
35-49	3858 (52.4)
50-60+	1447 (19.6)
Gender	
Men	4882 (66.3)
Women	2450 (33.3)
Aboriginal identity	
Yes	807 (11.0)
No	6513 (88.4)
Disability status	
Yes	465 (6.3)
No	6861 (93.1)
Visible minority status	
No	6422 (87.2)
Yes	887 (12.0)
Education	
Bachelors or higher	1794 (24.3)
Certificate or diploma	3835 (52.1)
High school or less	1690 (22.9)
Province	
West	3376 (45.8)
East	3965 (53.8)

	Frequency (%)*
Job tenure	
More than 20 years	785 (10.7)
11 to 20 years	2101 (28.5)
3 to 10 years	3428 (46.5)
Less than 3 years	958 (13.0)
Job factors	
Job training	
Low	3892 (52.8)
High	3449 (46.8)
Supervision	
Low	5102 (69.2)
High	623 (8.5)
Work life balance	
High	2948 (40.0)
Low	4315 (58.6)
Organizational factors	
Career development	
Low	2405 (32.6)
Medium	2716 (36.9)
High	1813 (24.6)
Decision making	
Low	5139 (69.7)
High	2165 (29.4)
Physical environment	
Low	3600 (48.9)
High	3698 (50.2)
Harassment/discrimination	
Harassment	
No	4648 (63.0)
Yes	2644 (35.8)
Discrimination	
No	5895 (80.0)
Yes	1400 (19.0)

*Weighted Statistics

In Table 4.2 is the weighted frequency distribution of all independent variables according to job satisfaction. The following personal factors were associated with higher job satisfaction: older age (50-60+ years), female sex, absence of disability, being a member of a visible minority, attainment of diploma/certificate, residing in eastern Canada and employment of less than 3 years. Aboriginal identity was not correlated with job satisfaction. Regarding job factors, correctional officers were more likely to be satisfied with their jobs if they also reported being satisfied with their job training, their supervision received and their work-life balance. Organizational factors associated with higher job satisfaction included greater satisfaction with career development, decision making abilities and satisfaction with the perceived physical environment. Finally, a higher proportion of correctional officers were satisfied with their jobs when they were not harassed (56.1% vs 37.3%) or discriminated against (53.7% vs 31.0%).

Table 4.2: Frequency distribution of study variables, correctional officers, by job satisfaction, PSES 2014

	Low job satisfaction Frequency (%)*	High job satisfaction Frequency (%)*	p
Personal factors			
Age (yrs.)			
≤24-34	1033 (51.9)	958 (48.1)	
35-49	1993 (51.9)	1847 (48.1)	
50-60+	647 (45.0)	790 (55.0)	<0.0001
Gender			
Men	2519 (52)	2326 (48.0)	
Women	1161 (47.6)	1278 (52.4)	<0.0001
Aboriginal identity			
Yes	407 (50.7)	395 (49.3)	
No	3269 (50.5)	3202 (49.5)	0.09

	Low job satisfaction Frequency (%)*	High job satisfaction Frequency (%)*	p
Disability status			
Yes	282 (61.0)	180 (39.0)	0.001
No	3394 (49.8)	3422 (50.2)	
Visible minority status			
No	3249 (50.9)	3128 (49.1)	0.001
Yes	411 (46.5)	473 (53.5)	
Education			
Bachelors or higher	963 (53.8)	828 (46.2)	<0.0001
Certificate/diploma	1853 (48.7)	1954 (51.3)	
High school or less	864 (51.6)	809 (48.4)	
Province			
West	1815 (54.0)	1547 (46.0)	<0.0001
East	1875 (47.7)	2056 (52.3)	
Tenure			
More than 20 years	390 (50.1)	388 (49.9)	<0.0001
11 to 20 years	1227 (58.7)	863 (41.3)	
3 to 10 years	1727 (50.6)	1658 (49.4)	
Less than 3 years	307 (32.4)	641 (67.6)	
Job factors			
Job training			
Low	2480 (64.1)	1391 (35.9)	<0.0001
High	1221 (35.5)	2214 (64.5)	
Supervision			
Low	2678 (52.7)	2399 (47.3)	<0.0001
High	166 (26.7)	456 (73.3)	
Work life balance			
High	862 (29.3)	2079 (70.7)	<0.0001
Low	2798 (65.1)	1497 (34.9)	
Organizational factors			
Career development			
Low	1666 (69.4)	733 (30.6)	<0.0001
Medium	1424 (52.7)	1279 (47.3)	
High	428 (23.7)	1377 (76.3)	

	Low job satisfaction Frequency (%)*	High job satisfaction Frequency (%)*	p
Decision making			
Low	3155 (61.7)	1961 (38.3)	
High	535 (24.8)	1625 (75.2)	<0.0001
Physical environment			
Low	2357 (65.7)	1229 (34.3)	
High	1319 (35.9)	2360 (64.1)	<0.0001
Harassment/discrimination			
Harassment			
No	2041 (43.9)	2607 (56.1)	
Yes	1657 (62.7)	987 (37.3)	<0.0001
Discrimination			
No	2730 (46.3)	3165 (53.7)	
Yes	966 (69.0)	434 (31.0)	<0.0001

*Weighted statistics

4.2 Research Question 1

Does the level of job satisfaction among correctional officers differ from other CSC employees?

Nearly one-half (49.4%) of correctional officers were satisfied with their jobs compared with just over three quarters (76.6%) of CSC staff (Table 4.3). Table 4.4 shows the relationship between job type and job satisfaction, prior to and after adjusting for age and gender, indicating that CSC staff are 3 times more likely to be satisfied with their jobs compared to correction officers. The magnitude of the association between job type and a high job satisfaction, decreased by 11.2%, after adjusting for age and gender but remained statistically significant. Age

and gender were associated with job satisfaction, with men having a lower probability of a high job satisfaction compared to women and older employees having higher job satisfaction.

Table 4.3: Frequency distribution of correction officers and job type, PSES 2014

Overall (<i>n</i> = 17, 901)	Low job satisfaction Frequency (%)*	High job satisfaction Frequency (%)*
Job type		
Correctional officers (<i>n</i> =7,320)	50.6	49.4
CSC staff (<i>n</i> = 10,581)	23.4	76.6

*Weighted statistics

Table 4.4: Unadjusted and adjusted odds ratios (OR) and 95% confidence intervals (95% CI) for CSC staff, multivariable logistic regression of correctional officers and CSC staff for job satisfaction, PSES 2014

	Unadjusted odds ratio (95% CI)	p	Adjusted odds ratio (95% CI)	p
Job type				
Correctional officers	1.00		1.00	
CSC staff	3.37 (3.16-3.60)	<0.0001	3.04* (2.84-3.25)	<0.0001

*Adjusted for age and gender

4.3 Research Question 2

What factors are associated with job satisfaction among correctional officers?

4.3.1 Univariable analyses

Tables 4.5 and Table 4.6 present results from the univariable logistic regression analyses assessing the relationship between job satisfaction and each independent variable. Regarding personal factors (Table 4.5), respondents 50-60+ years of age were 1.32 times more likely than those 34 years and younger to be satisfied with their job and women were 1.19 times more likely than men to be satisfied with their jobs. Correction officers without a disability were 58% more likely than correction officers with a disability to report higher job satisfaction. Although Aboriginal identity was not associated with job satisfaction, officers identifying as visible minority persons were 1.20 times more likely than non-visible minority persons to be satisfied with their job. Correctional officers with a certificate/diploma were 1.23 more satisfied with their job than those with a bachelor's degree or higher. Those employed in eastern provinces were associated with 1.20 increased odds of job satisfaction compared to those employed in the west. Correction officers employed less than three years were more than 2.10 times more satisfied with their employment than those employed for 20 years or more, and those employed for 11-20 years were 30% less likely to be satisfied with their employment.

Table 4.5: Unadjusted odds ratios (OR) and 95% confidence intervals (95% CI) examining personal factors as predictors of job satisfaction, correction officers, PSES 2014

	Unadjusted OR (95% CI)	p
Personal factors		
Age (yrs.)		
≤24-34	1.00	
35-49	0.99 (0.90-1.11)	0.99
50-60+	1.32 (1.15-1.51)	<0.0001
Gender		
Men	1.00	
Women	1.19 (1.08-1.31)	<0.0001
Aboriginal identity		
Yes	1.00	
No	1.01 (0.87-1.17)	0.92
Disability status		
Yes	1.00	
No	1.58 (1.30-1.92)	<0.0001
Visible minority status		
No	1.00	
Yes	1.20 (1.04-1.38)	0.01
Education		
Bachelors or higher	1.00	
Certificate/diploma	1.23 (1.10-1.37)	<0.0001
High school or less	1.09 (0.95-1.25)	0.21
Province		
West	1.00	
East	1.20 (1.17-1.41)	<0.0001
Tenure		
More than 20 years	1.00	
11 to 20 years	0.71 (0.60-0.83)	<0.0001
3 to 10 years	0.98 (0.84-1.15)	0.81
Less than 3 years	2.10 (1.73-2.56)	<0.0001

Table 4.6 displays associations between job satisfaction and job factors, organizational factors and harassment/discrimination. Correctional officers satisfied with their job training were 3.23 times more likely to have high job satisfaction than officers that were unsatisfied with their job training. Officers satisfied with the supervision received were 3.06 times as likely to report been satisfied with their employment than unsatisfied officers. The odds of job satisfaction were 78% lower among correction officers unsatisfied with their work-life balance than officers that were satisfied.

Similarly, Table 4.6 indicates that all organizational factors were significantly associated with job satisfaction. Officers satisfied with decision making abilities were 4.89 times more likely to have high job satisfaction than unsatisfied officers. The odds of high job satisfaction among correctional officers was 3.43 times greater for those satisfied with their physical environment compared to officers not satisfied with their physical environment. Correctional officers highly satisfied with career development were 7.31 times more likely than officers that were unsatisfied to have high job satisfaction.

The harassment and discrimination findings (Table 4.6) suggest that correction officers who experienced harassment were 53% less likely to report high job satisfaction compared to those who report no harassment. The odds of high job satisfaction among correction officers who experienced discrimination are 0.39 times that of those who experienced no discrimination. In summary, correction officers who are satisfied with their jobs report statistically significant less harassment or discrimination history in the workplace than those who are not satisfied with their jobs. All variables, with the exception of Aboriginal identity, met the criterion for inclusion in the multivariable analyses. Aboriginal identity was retained because of its potential theoretical importance and that it may be involved with an interaction.

Table 4.6: Unadjusted odds ratios (OR) and 95% confidence intervals (95% CI) examining job, organizational and harassment/discrimination factors as predictors of job satisfaction, correction officers, PSES 2014

	Unadjusted OR (95% CI)	p
Job factors		
Job training		
Low	1.00	
High	3.23 (2.94-3.56)	<0.0001
Supervision		
Low	1.00	
High	3.06 (2.54-3.69)	<0.0001
Work life balance		
High	1.00	
Low	0.22 (0.20-0.25)	<0.0001
Organizational factors		
Decision making		
Low	1.00	
High	4.89 (4.37-5.47)	<0.0001
Physical environment		
Low	1.00	
High	3.43 (3.12-3.78)	<0.0001
Career development		
Low	1.00	
Medium	2.04 (1.82-2.29)	<0.0001
High	7.31 (6.36-8.40)	<0.0001
Harassment/discrimination		
Harassment		
No	1.00	
Yes	0.47 (0.42-0.51)	<0.0001
Discrimination		
No	1.00	
Yes	0.39 (0.34-0.44)	<0.0001

4.3.2 Multivariable analyses

Table 4.7 provides a summary of the multivariable modeling results addressing research question two. Each multivariable model was constructed in a sequential manner and entered in categorical sets from selected variables. In Model 1, personal factors associated with job satisfaction were evaluated. Compared to those under the age of 35 years, 35-49 years old (OR=1.51, 1.30-1.76) and those 50 years and older (OR= 2.39, 1.94-2.94) were significantly more likely to be satisfied with their jobs. Women reported significantly higher job satisfaction than men (OR=1.24, 1.10-1.40). Those identifying as Aboriginal (OR=1.40, 1.17-1.68) reported greater job satisfaction than those not identifying as Aboriginal. Officers identifying as a visible minority reported greater job satisfaction than those who did not identify as such (OR=1.33, 1.11-1.58). Those who did not report having a disability had higher job satisfaction than those who did (OR=1.62, 1.28-2.05). Employment in the eastern provinces (OR=1.43, 1.27-1.61) was associated with higher job satisfaction than the west. Compared to officers with more than 20 years of job tenure, those employed less than 3 years (OR=4.20, 3.16-5.58), and those employed 3 to 10 years (OR= 1.48, 1.19-1.83) had significantly higher job satisfaction. Regarding educational attainment, officers who obtained a certificate or diploma (OR=1.25, 1.09-1.44) were significantly more likely to be satisfied with their jobs than those with a university degree; however, the job satisfaction of officers with high school or less did not differ significantly from those with a university degree.

In model 2, job factors were entered into the model, given personal factors were already in the model. The magnitude of associations between personal factors remained similar, with the exception of officers' tenure of 3-10 years which became statistically non-significant, and a tenure of 11-20 years, which became statistically significant in comparison to more than 20 years

(OR=0.79, 0.63-0.99). Regarding job factors, the following were all associated with greater job satisfaction among officers: satisfaction with job training (OR=2.31, 2.03-2.62), high quality supervision (OR=1.57, 1.26- 1.96) and an agreeable work-life balance (OR=3.63, 3.19- 4.14).

Model 3 introduced organizational factors into the logistic regression model. Compared to those who reported few opportunities for career development, officers who perceived high opportunities (OR=2.70, 2.21-3.29) and medium opportunities (OR= 1.31, 1.12-1.53) were more likely to be satisfied with their jobs. Those satisfied with input into decision-making reported greater job satisfaction than those having less decision-making abilities (OR= 2.96, 2.52 -3.46), as did those who perceived a positive physical environment compared to those that did not (OR=1.56, 1.35-1.80). After adjusting for organizational factors, disability status, educational attainment, tenure of 3 to 10 years and quality of supervision were no longer associated with job satisfaction.

In model 4, variables related to harassment and discrimination factors were evaluated. A history of harassment (OR= 0.84, 0.72-0.97) and discrimination (OR=0.80, 0.66-0.97) were associated with lower job satisfaction. After adjusting for harassment and discrimination, the relationship of variables already in the model to job satisfaction remained similar as in Model 3. The variables that were not statistically significant (i.e., disability status, educational attainment, quality of supervision) were removed one at a time to gauge their impact on the coefficients of the other independent variables; the removal of disability status did not influence the magnitude of the other coefficients and was therefore excluded from the final model.

Through the addition of job, organizational and harassment/discrimination factors from Model 2 to Model 4, the odds ratios (OR) of disability status, tenure, job training, supervision and work-life balance were decreased more than 20% from Model 1; therefore, they are

potentially confounding factors and the effects of these factors were reduced by adding other variables into the models. Tenure, job training, supervision and work-life balance were retained in the final model based upon theoretical importance.

Table 4.7: Multivariable logistic regression models for job satisfaction by personal, job, organizational and harassment/discrimination factors, PSES 2014

	Model 1 (Personal factors)	Model 2 (Job factors)	Model 3 (Organizational factors)	Model 4 (Harassment/discrimination factors)
Personal factors				
Age (yrs.)				
≤24-34	1.00	1.00	1.00	1.00
35-49	1.51 (1.30-1.76)	1.53 (1.29-1.81)	1.47 (1.24-1.75)	1.46 (1.23-1.74)
50-60+	2.39 (1.94-2.94)	2.18 (1.74-2.74)	2.14 (1.69-2.72)	2.09 (1.65-2.66)
Gender				
Men	1.00	1.00	1.00	1.00
Women	1.24 (1.10-1.40)	1.21 (1.06-1.38)	1.42 (1.23-1.63)	1.45 (1.25-1.67)
Aboriginal identity				
No	1.00	1.00	1.00	1.00
Yes	1.40 (1.17-1.68)	1.43 (1.17-1.74)	1.45 (1.18-1.79)	1.50 (1.22-1.85)
Disability status				
Yes	1.00	1.00	1.00	1.00
No	1.62 (1.28-2.05)	1.32 (1.03-1.70)	1.12 (0.86-1.46)	1.00 (0.76-1.31)
Visible minority status				
No	1.00	1.00	1.00	1.00
Yes	1.33 (1.11-1.58)	1.32 (1.09-1.60)	1.37 (1.11-1.68)	1.46 (1.19-1.80)
Education				
Bachelors or higher	1.00	1.00	1.00	1.00
Certificate/diploma	1.25 (1.09-1.44)	1.20 (1.03-1.40)	1.13 (0.97-1.33)	1.15 (0.98-1.36)
High school or less	1.15 (0.97-1.36)	1.01 (0.84-1.22)	0.87 (0.72-1.06)	0.88 (0.72-1.07)

	Model 1 (Personal factors)	Model 2 (Job factors)	Model 3 (Organizational factors)	Model 4 (Harassment/discrimination factors)
Province				
West	1.00	1.00	1.00	1.00
East	1.43 (1.27-1.61)	1.55 (1.36-1.77)	1.65 (1.44-1.90)	1.63 (1.42-1.87)
Tenure				
More than 20 years	1.00	1.00	1.00	1.00
11 to 20 years	0.87 (0.71-1.07)	0.79 (0.63-0.99)	0.73 (0.58-0.93)	0.73 (0.57-0.93)
3 to 10 years	1.48 (1.19-1.83)	1.24 (0.98-1.56)	1.18 (0.92-1.52)	1.16* (0.90-1.49)
Less than 3 years	4.20 (3.16-5.58)	2.57 (1.88-3.50)	2.07 (1.49-2.88)	2.00* (1.44-2.79)
Job factors				
Job training				
Low		1.00	1.00	1.00
High		2.31 (2.03-2.62)	1.45 (1.25-1.67)	1.43* (1.24-1.65)
Supervision				
Low		1.00	1.00	1.00
High		1.57 (1.26-1.96)	1.06 (0.83-1.35)	1.05* (0.82-1.33)
Work life balance				
Low		1.00	1.00	1.00
High		3.63 (3.19-4.14)	2.21 (1.91-2.55)	2.17* (1.88-2.51)
Organizational factors				
Career development				
Low			1.00	1.00
Medium			1.31 (1.12-1.53)	1.23 (1.05-1.44)
High			2.70 (2.21-3.29)	2.48 (2.02-3.03)

	Model 1 (Personal factors)	Model 2 (Job factors)	Model 3 (Organizational factors)	Model 4 (Harassment/discrimination factors)
Decision making				
Low			1.00	1.00
High			2.96 (2.52-3.46)	2.93 (2.50-3.43)
Physical environment				
Low			1.00	1.00
High			1.56 (1.35-1.80)	1.53 (1.32-1.77)
Harassment/discrimination				
Harassment				
No				1.00
Yes				0.84 (0.72-0.97)
Discrimination				
No				1.00
Yes				0.80 (0.66-0.97)

*Decrease in odds ratio (OR) greater than 20%

†Aboriginal identity variable forced into model due to theoretical significance.

Table 4.8 shows the final multivariable logistic regression model, (interaction terms included) predicting job satisfaction. High job satisfaction was associated with visible minority status and working in an eastern province; educational attainment was not related to job satisfaction. Compared to those working more than 20 years in CSC, officers working less than 3 years had higher job satisfaction, and those working between 11 and 20 years, lower job satisfaction. Officers who viewed their work-life balance favorably were more likely than those who didn't to be satisfied with their job, as were those who rated their career development and decision making opportunities in a more positive light. Hosmer-Lemeshow goodness-of-fit test was conducted on the final model, indicating that the model was a good fit, with a P > 0.05 (0.24).

Table 4.8: Final multivariable logistic regression model predicting job satisfaction, correction officers, PSES 2014

	Adjusted OR (95% CI)	p
Personal factors		
Age (yrs.)		
≤24-34	1.00	
35-49	1.80 (1.42-2.27)	<0.0001
50-60+	2.34 (1.71-3.19)	<0.0001
Gender		
Men	1.00	
Women	1.89 (1.56-2.29)	<0.0001
Aboriginal identity		
No	1.00	
Yes	1.24 (0.97-1.58)	0.84
Visible minority status		
No	1.00	
Yes	1.45 (1.18-1.79)	0.01

	Adjusted OR (95% CI)	p
Education		
Bachelors or higher	1.00	
Certificate/diploma	1.17 (0.99-1.38)	0.59
High school or less	0.89 (0.73-1.08)	0.24
Province		
West	1.00	
East	1.65 (1.44-1.89)	<0.0001
Tenure		
More than 20 years	1.00	
11 to 20 years	0.70 (0.55-0.90)	0.005
3 to 10 years	1.12 (0.87-1.44)	0.37
Less than 3 years	1.92 (1.37-2.68)	<0.0001
Job factors		
Job training		
Low	1.00	
High	1.52 (1.31-1.76)	<0.0001
Supervision		
Low	1.00	
High	1.68 (1.04-2.70)	0.33
Work life balance		
Low	1.00	
High	2.17 (1.88-2.51)	<0.0001
Organizational factors		
Career development		
Low	1.00	
Medium	1.23 (1.05-1.44)	0.10
High	2.55 (2.08-3.13)	<0.0001
Decision making		
Low	1.00	
High	2.97 (2.53-3.48)	<0.0001
Physical environment		
Low	1.00	
High	2.52 (1.89-3.36)	<0.0001

	Adjusted OR (95% CI)	p
Harassment/discrimination		
Harassment		
No	1.00	
Yes	0.78 (0.67- 0.92)	0.03
Discrimination		
No	1.00	
Yes	0.74 (0.61-0.91)	0.04
Interactions		
Age & physical environment		
Age (≤24-34) *physical environment	1.00	
Age (35-49) *physical environment	0.65 (0.48-0.89)	0.03
Age (50-60+) *physical environment	0.76 (0.51-1.12)	0.17
Gender*physical environment	0.56 (0.42-0.73)	<0.0001
Job training*supervision	0.40 (0.24-0.67)	<0.0001
Harassment*supervision	1.73 (1.03-2.90)	0.04
Discrimination*Aboriginal identity	2.00 (1.28-3.12)	0.02

Five statistically significant interactions were present in the final model and these are displayed (predicted probabilities and 95% confidence intervals) in Figures 4.1 through 4.5: age and exposure to physical environment, gender and exposure to physical environment, supervision and exposure to job training, supervision and exposure to harassment, and Aboriginal identity and exposure to discrimination.

Figure 4.1 shows that age modified the effect of the perceived quality of the physical environment on job satisfaction; that is, while a positive physical environment appeared beneficial for all age groups, correctional officers in the oldest age group appeared to benefit the most.

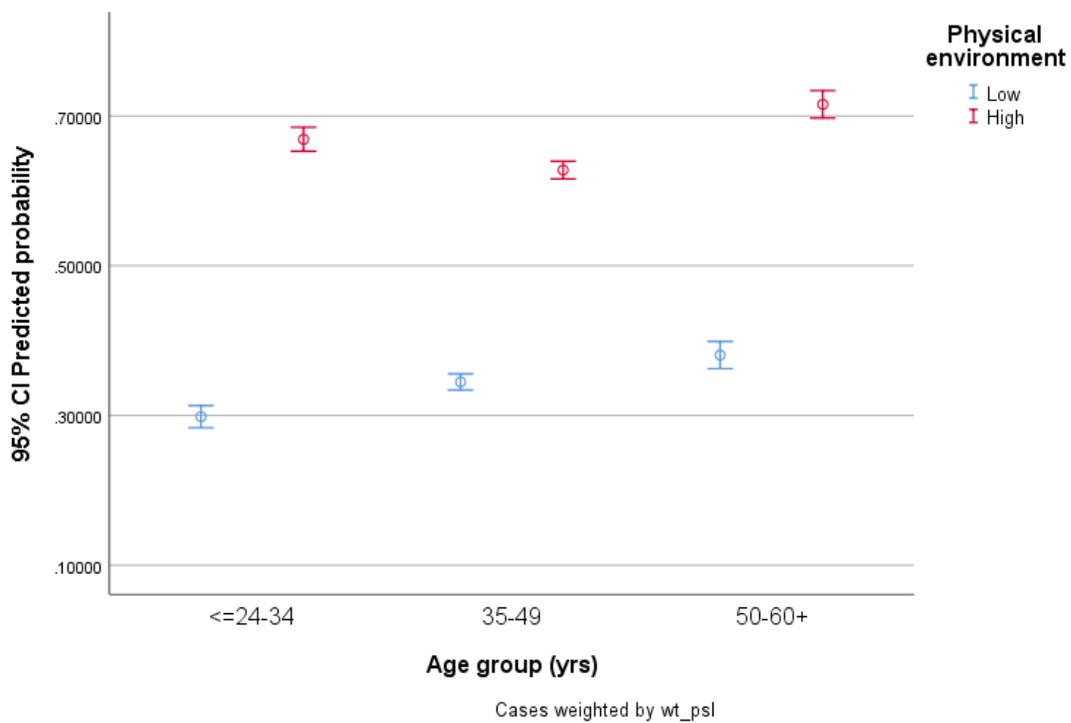


Figure 4.1: Mean predicted probabilities of correction officers' job satisfaction, illustrating the interactive associations between age and physical environment

The perceived quality of the physical environment modified the relationship between gender and job satisfaction (Figure 4.2); while a positively perceived physical environment was important for the job satisfaction of both genders, a negative perception had a stronger adverse impact on the job satisfaction of men.

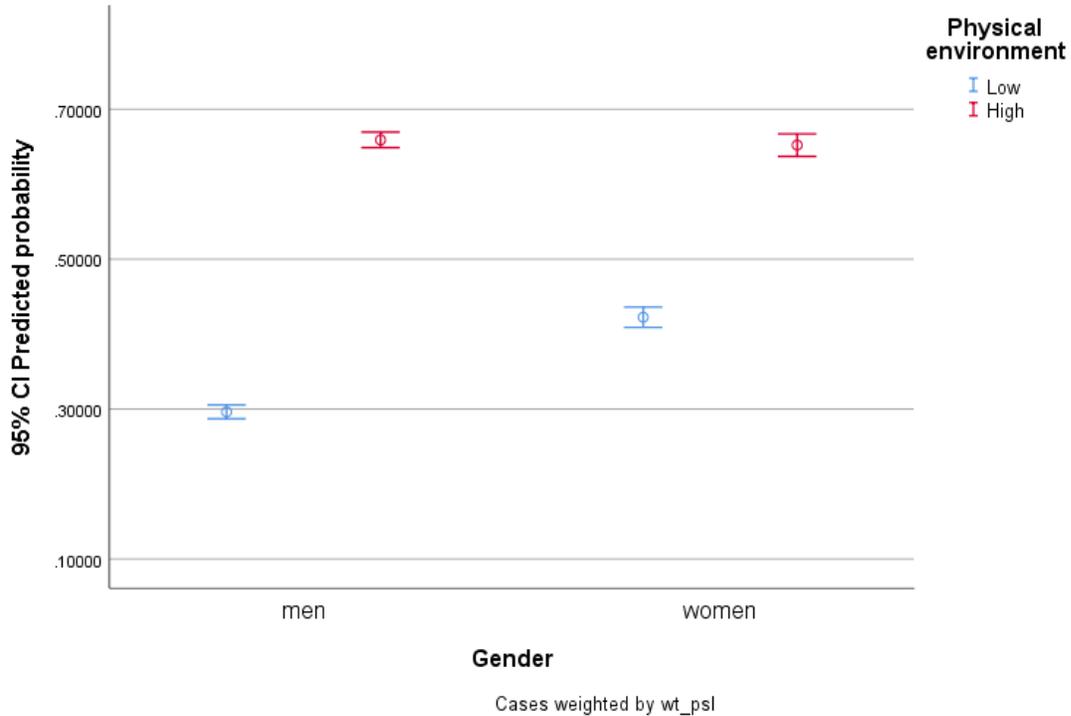


Figure 4.2: Mean predicted probabilities of correction officers’ job satisfaction, illustrating the interactive associations between gender and physical environment

As shown in Figure 4.3, the positive influence of having good supervision on job satisfaction was enhanced when participants also perceived their job training in a favorable light; perceiving the job training received as positive also appeared protective for those correctional officers' who viewed their supervisory experiences in a more negative/neutral light.



Figure 4.3: Mean predicted probabilities of correction officers' job satisfaction, illustrating the interactive associations between job training and supervision

The positive impact of perceiving good supervision on job satisfaction was reduced when the respondent also experienced harassment in the workplace (Figure 4.4)

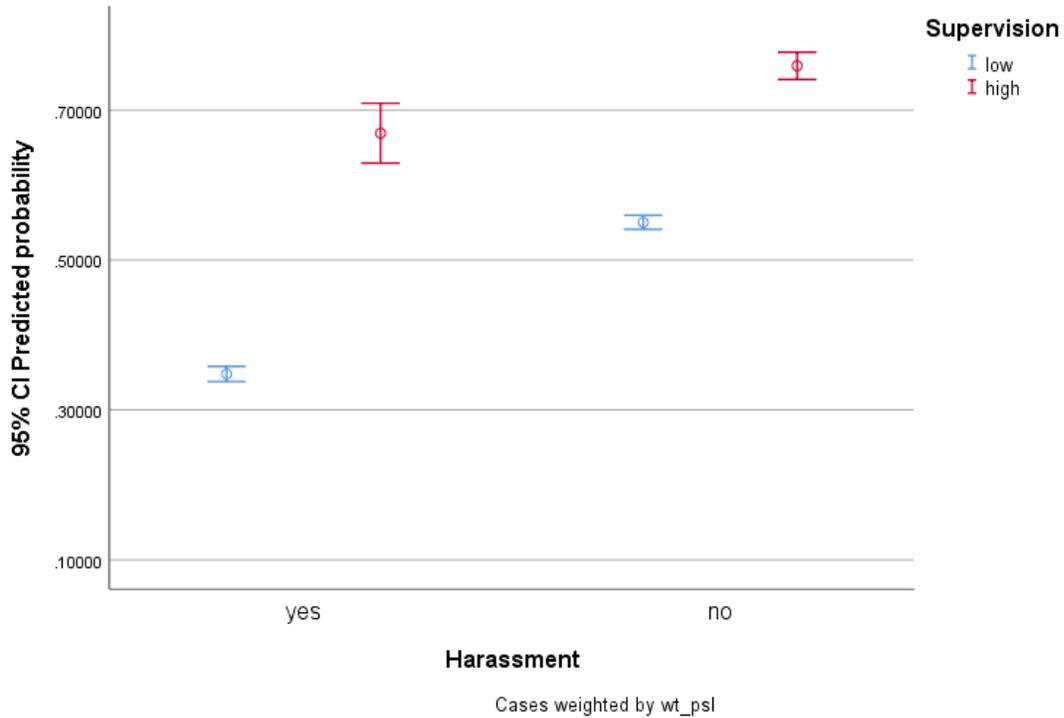


Figure 4.4: Mean predicted probabilities of correction officers' job satisfaction, illustrating the interactive associations between harassment and supervision

The final figure (4.5) shows the interaction between Aboriginal identity and exposure to discrimination. Among those not experiencing discrimination in the workplace, Aboriginal identity was not associated with job satisfaction; conversely, among those experiencing discrimination, correctional officers' who identified as Aboriginal reported higher job satisfaction than those who did not identify as such.

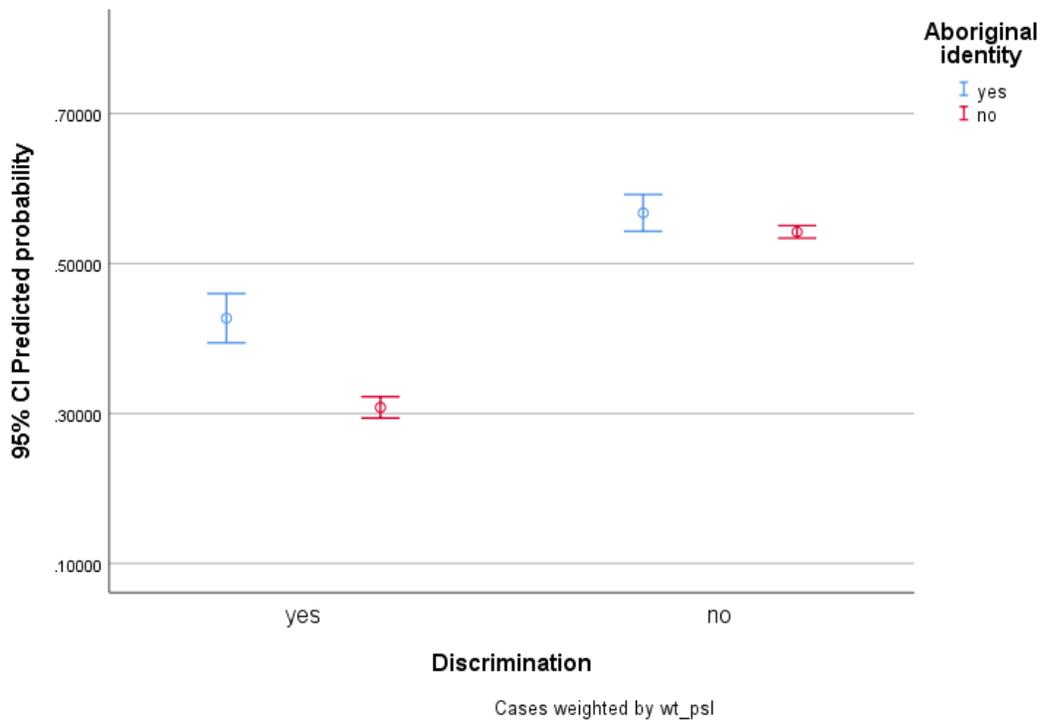


Figure 4.5: Mean predicted probabilities of correction officers' job satisfaction, illustrating the interactive associations between Aboriginal identity and discrimination

Chapter 5: Discussion

Data used in this study was from the PSES 2014 cross-sectional survey that assessed employees' opinions about their workplace in Canada. The purpose of the current study was to investigate whether there is a relationship between job type (i.e. correctional officers versus CSC staff) and job satisfaction, and to examine the factors associated with job satisfaction among correctional officers. This chapter begins with a discussion of the main findings of the study and progresses according to research question, integrating results with previous research findings. This is followed by details of the study's strengths and limitations, and concludes with implications of the study.

5.1 Research Question 1

Does the level of job satisfaction among correctional officers differ from other CSC employees?

In this study, CSC staff in the Canadian federal public service were over three times more likely than correctional officers to be satisfied with their job, even after adjusting for age and gender. This result is similar to findings from studies in Canada (1996) and U.S. (2018) that found officers had an increased risk of lower job satisfaction overall compared to non-officers.¹⁷
³⁵ Speculation as to why officers appear to report lower job satisfaction than staff has been linked to the likelihood that situations (mandatory overtime, shortage of staff, and overall discontent with their circumstances) within the correctional facility are more acute for officers than staff.¹⁷ Other known factors found to contribute to correctional officers' lower job satisfaction include a negative attitude towards corrections and rehabilitation of offenders, lower levels of involvement

in their job, and poor work habits in comparison to CSC staff.³⁵ Additional research is needed, particularly within a Canadian context, aimed at identifying the factors which explain differences in job satisfaction by job type among CSC employees.

5.2 Research Question 2

What factors are associated with job satisfaction among correctional officers?

5.2.1 Personal factors

Compared to officers employed for more than 20 years, those employed 11-20 years and those employed less than 3 years, reported lower and higher job satisfaction, respectively. In contrast to the findings of this study, previous research in Canada reported no association between job tenure and correctional officers.³⁴ This finding is interesting to note, as the present study suggests an increase in age indicated an increase in job satisfaction (especially when the physical environment was perceived positively); however, those employed for less than 3 years reported higher job satisfaction.

Previous research suggests that female correction officers may be more satisfied with their job compared to their male counterparts.^{24,34} However, in this study, a relationship between gender and job satisfaction was dependent on the perceived quality of the physical environment; that is, women had higher job satisfaction than men when there was dissatisfaction with the physical environment. However, when the physical environment was perceived positively, men and women reported similar levels of job satisfaction. This unusual finding suggests that men are more vulnerable to their physical surroundings; a plausible explanation may be that men are more likely than women to die from work-related injuries, thus, resulting in men being more aware of their physical environment than women.⁷⁰

The majority of previous research indicated that age had no relationship with job satisfaction, although one U.S. study found as age increased, so did job satisfaction.^{2, 24, 37} However, findings in this study suggest the relationship between age and job satisfaction was dependent on the perceived quality of the physical environment. The perceived quality of the physical environment appeared beneficial for job satisfaction in all age groups; however, officers in the oldest age category appeared to benefit the greatest from a positively perceived physical work environment. A reasonable explanation for this occurrence may be that older officers may have reduced physical abilities and thus, being exposed to a positive physical environment has the potential to be more beneficial and impactful for aging officers.

The findings regarding visible minority status were inconsistent with previous research, which indicated visible minorities (non-whites people, and black people) in the U.S. reported lower job satisfaction.⁴¹ Conversely, in this study, correction officers who identified as visible minority reported higher job satisfaction than those who did not identify as such. A reasonable explanation for this inverse association may be due to the Employment Equity Act, which acknowledges visible minorities and supports programs for equal opportunity in Canada.⁶⁸

This is the first study that measured Aboriginal identity as a possible correlate of officers' job satisfaction. In the present study, among officers not experiencing discrimination in the workplace, Aboriginal identity was not associated with job satisfaction. However, when experiencing discrimination Aboriginal officers reported higher job satisfaction than non-Aboriginal officers. A plausible explanation may be that, an Aboriginal person may presume to be discriminated against, therefore, their job satisfaction remains higher. However, those not identifying as Aboriginal, yet experiencing discrimination, may feel the discrimination as unexpected; thus, their reaction to the discrimination is more significant.

Findings indicate that eastern officers reported higher job satisfaction than those employed in western Canada. A plausible explanation for higher job satisfaction in eastern provinces is the accommodation of bilingualism; employees are flexible to use their language of choice, and in turn, may feel more satisfied with their jobs. Furthermore, education was found to have no known association with job satisfaction. These findings are unusual considering previous studies found officers with more education (i.e. degree) reported lower job satisfaction than officers with less education.^{17, 34} A possible explanation for these findings may be that CSC's educational requirement is appropriately tailored for correctional officers' duties.

5.2.2 Job factors

Officers who perceived a healthy work-life balance reported higher job satisfaction than officers who indicated a lower work-life balance. Similar research in the U.S. has shown work-family conflict as being significantly associated with lower job satisfaction.¹⁵

Previous research indicates that officers who perceive their quality of supervision positively are more likely to be satisfied with their job.²⁴ However, in the present study, the relationship between supervision and job satisfaction was more complex; dependent upon the perceived quality of job training and harassment. The positive impact of good supervision on job satisfaction was enhanced when officers also perceived their job training positively. When officers' experienced harassment in the workplace, the positive impact of good supervision on job satisfaction was reduced. A plausible explanation of this phenomenon may derive from the concept that suggests job training is most often delivered through supervisors; therefore, job training has the potential to effect supervision positively or negatively.⁶⁹

5.2.3 Organizational factors

Study findings regarding career development are quite varied, with some studies indicating more career development and promotional opportunities associated with greater job satisfaction^{2, 32, 50} and others indicating no relationship between career development and job satisfaction.^{24, 39} In this study, officers who had opportunities for career development were associated with higher job satisfaction. Furthermore, the current study indicated that greater decision-making abilities were associated with higher job satisfaction. The results of this study are consistent with previous research that also found when officers are given opportunity for input, their job satisfaction improves.^{2, 24}

Within corrections research, the physical environment has predominantly been measured as perceived dangerousness.² However, in this study, it was measured similarly to how studies of RNs' physical environment are measured, based on available materials, equipment, and physical suitability.^{40, 53} The current study found similar findings to that of RNs' physical environment; in that, officers' who perceived their physical environment positively were more likely to report greater job satisfaction, especially among older correctional officers.

5.2.4 Harassment/discrimination factors

In previous research using the PSES 2014, 8% and 18% of public service employees reported workplace discrimination and harassment, respectively.²¹ In this study, using the same data set, the prevalence of discrimination (19%) and harassment (36%) was approximately two times greater among correctional officers than the entire population of public service employees. The reasons underlying differences in the prevalence of harassment/discrimination between correctional officers and other government workers needs to be investigated further. In this study, harassment influenced the quality of supervision on job satisfaction, and those of

Aboriginal origin experiencing discrimination had a positive effect on job satisfaction. Furthermore, this is the first study to examine harassment and discrimination as possible predictors of officers' job satisfaction.

Supplementary analyses (See Appendix C) showed that officers overwhelmingly experienced harassment on the job from individuals with authority over them (62.2%). The most likely nature of harassment experienced was an offensive remark (72.4%). To address the harassment, the majority of officers discussed the matter with their supervisor or a senior manager (35.3%); however, 28.2% of officers took no action at all. Furthermore, the distribution of officers' whom experienced discrimination on the job was predominantly from individuals with authority over them (74.4%). The most prominent type of discrimination experienced was sex (33.7%) and the majority (48.8%) of officers proceeded with no action to resolve the discrimination experienced.

5.3 Strengths and Limitations

The large sample size of this study provided adequate statistical power to investigate association. Additionally, the study consisted of multiple variables in the equation to analyze, therefore, allowing for examination of multiple potential associations. The study base consisted of the entire population of public service employees in Canada, thus providing high generalizability. Furthermore, the survey had a response rate of 71.4%, reducing the likelihood of selection bias. In addition, principal component analysis was used to develop multi-item variables that reduced a large set of variables into a small set, while retaining the majority of information. Furthermore, the testing of interactions resulted in more nuanced, fine-grained results than are typically reported in this literature which in turn allowed for the identification of subgroups of correctional officers who might be particularly vulnerable to low job satisfaction. This is also the first study to examine harassment, discrimination, Aboriginal identity, and disability status as predictors of officers' job satisfaction. Moreover, this is the first study in Canada, that examined job training as a possible predictor of officers' job satisfaction.

Limitations were also present. Analyses were based on cross-sectional data, making it difficult to establish definitive causal inferences between exposure variables and the study outcome. The large sample size increases power; however, it also increases the number of statistically significant findings (including interactions) that may not be of practical importance. Furthermore, a substantial proportion of the population was non-responsive to the survey (28.6%), and there were no details provided in the study documentation for non-responsive participants. Non-responsivity is important as it can contribute to biased estimates of association. Measurement limitations were also present. Participants' responses were prone to measurement error, being a self-reported survey. Additionally, the origin of the survey questions was unclear,

as there was no theoretically informed previously validated questions. Moreover, the measure of job satisfaction was based on a single question. Given the importance of job satisfaction, it is important to employ a measure that assesses multiple dimensions of job satisfaction. Relatedly, the measures of job training, work-life balance, decision making, harassment and discrimination were measured using single items. It is important for future studies to measure these factors using multiple items. Finally, correctional officers were identified as such in this study if they reported being a shift worker; this may have resulted in some degree of misclassification given that CSC managers also work shiftwork.

5.4 Implications

The findings suggest that personal, job, organizational, harassment and discrimination factors all influence job satisfaction, unlike previous corrections research which conclude that job and organizational characteristics are more important than personal factors in predicting job satisfaction.^{2, 17, 24, 37} Correctional officers' greater job satisfaction occurred as a result of both non-modifiable (being a visible minority, working in an eastern province, and working less than 3 years) and modifiable risk factors.

However, it is important to recognize that substantial policy and procedural changes within the institutions are possible for modifiable risk factors. For instance, improving the quality of supervision, emphasizing work-life balance, incorporating career advancement, input into decisions, and providing practical job training are changes institutions can make to enhance job satisfaction. Additionally, institutions can make changes to the physical environment (i.e., equipment, materials and suitability), which played a major role in improving officers' job satisfaction, particularly among men and older workers. Furthermore, findings suggest that despite policy and legislation, experiences of discrimination and harassment are highly prevalent among CSC correctional officers. Nevertheless, it is important to highlight that CSC has implemented a new (2018) program that allows for officers and staff to report any experiences with harassment.⁶⁷ However, further preventative and positive action legislation is recommended, which includes standards development, public awareness, enforcement and timeframes for compliance and implementation.^{21, 61}

5.5 Conclusion

Findings from the 2014 survey of the Correctional Service of Canada suggest that job satisfaction is greater for staff compared to correctional officers and further investigation is needed to identify the factors that explain this difference. Among correctional officers, additional research is needed to examine associations between job satisfaction and novel factors such as harassment, discrimination and job training.

REFERENCES

1. Trading Economics. Canada employment rate. [Internet]; [cited: 2018 March 16]. Available from: <https://tradingeconomics.com/canada/employment-rate>
2. Lambert EG, Paoline EA. The influence of individual, job, and organizational characteristics on correctional staff job stress, job satisfaction, and organizational commitment. *Crim Justice Rev.* 2008;33(1):541-564.
3. Dussault J, Bourbonnais R, Jauvin N, Vezina M. Psychosocial work environment, interpersonal violence at work and mental health among correctional officers. *Int J Law Psychiatry* 2007;30(4-5)355-68.
4. World Health Organization. Global strategy on occupational health for all: the way to health at work. 1994:11-14. [Internet]; [cited: 2018 March 15]. Available from: https://www.who.int/occupational_health/publications/globstrategy/en/index2.html
5. Camp SD. Assessing the effects of organizational commitment and job satisfaction on turnover: an event history approach. *Prison J* 1994;74(3):279–305.
6. Lambert EG, Hogan NL, Paoline EA, Baker DN. The good life: the impact of job satisfaction and occupational stressors on correctional staff life satisfaction- an exploratory study. *J. Crim Justice* 2005;28(2):1-26.
7. Kenny DT, Carlson JG, McGuigan FJ, Sheppard JL. Stress and health: research and clinical applications. *Am J Clin Hypn.* 2003;45(3):257-260.
8. Boyd N. The work of correctional officers in British Columbia: changing working conditions, changing inmate populations and the challenges ahead. 2008:1-31. [Internet]; [cited: 2018 June 7]. Available from: https://www.neilboyd.net/articles/Correctional_Officers_2008.pdf
9. Lambert EG. The impact of job characteristics on correctional staff members. *Prison J* 2004;84(2):208–227.
10. Yang SB, Brown G, Moon B. Factors leading to corrections officers' job satisfaction. *Public Personnel Management.* 2011;40(4):359-369.
11. Samak Q. Correctional officers of CSC and their working conditions: a questionnaire-based study. Prevention Group (Health Safety Environment) CSN Labour Relations Department. 2003:5-58.
12. Stadnyk B. Post-traumatic stress disorder in corrections employees in Saskatchewan. Executive Summary; 2003:1-15. [Internet]; [cited: 2019 March 16]. Available from: <http://www.rpnas.com/wp-content/uploads/PTSDInCorrections.pdf>

13. Correctional Service Canada. Government of Canada. Correctional officer [Internet]; [cited: 2018 July 20]. Available from: <https://www.csc-scc.gc.ca/publications/005007-3024-eng.shtml>
14. Correctional Service of Canada. The mandate, mission and priorities of the correctional service of Canada [Internet]; [cited: 2018 July 20]. Available from: <https://www.csc-scc.gc.ca/about-us/006-0009-eng.shtml>
15. Armstrong GS, Atkin-Plunk CA, Wells J. The relationship between work-family conflict, correctional officer job stress, and job satisfaction. *Crim Justice Behav* 2015;42(10):1066-1082.
16. Lambert EG, Hogan NL, Camp SD, Ventura L.A. The impact of work-family conflict on correctional staff: a preliminary study. *Criminol Crim Justice* 2006:371-387.
17. Keena LD, Lambert EG, Haynes SH, May D, Buckner Z. Examining the relationship between job characteristics and job satisfaction among southern prison staff. *Corrections*. 2018:1-21.
18. Nadinloyi KB, Sadeghi, Hasan, Hajloo, Nader. Relationship between job satisfaction and employees mental health. *Social Behav Sci* 2013;84:293-297.
19. Allan A, Blake, Dexter C, Kinsey R, Parker S. Meaningful work and mental health: job satisfaction as a moderator. *J Ment Health* 2018;27(1):38-44.
20. Correctional Service Canada. [Internet]; [cited 2018 July 25]. Available from: <https://emploisfp-psjobs.cfp-psc.gc.ca/psrs-srfp/applicant/page1800?toggleLanguage=en&poster=237599>
21. Jones AM, Finkelstein R, Koehoorn M. Disability and workplace harassment and discrimination among Canadian federal public service employees. *Can J Public Health* 2018;109:79-88.
22. Government of Canada. The Canadian human rights act of 1985. [Internet]; [cited 2019 April 3]. Available from: <http://laws-lois.justice.gc.ca/eng/acts/H-6/>.
23. Government of Canada. Policy on harassment prevention and resolution. 2013. [Internet]; [cited 2019 April 3]. Available from: <http://www.tbssct.gc.ca/pol/doceng.aspx?id=26041>.
24. Lambert EG, Hogan NL, Barton S. Satisfied correctional staff: A review of the literature on the correlates of correctional staff job satisfaction. *Crim Justice Behav* 2002;29:115-143

25. Lambert EG, Barton S, Hogan N. The missing link between job satisfaction and correctional staff behavior: The issue of organizational commitment. *J. Crim Justice* 1999;24:95-116.
26. Cullen F, Latessa E, Kopache R, Lombardo L, Burton V. Prison wardens job satisfaction. *Prison J* 1993;73:141-161.
27. Byrd T, Cochran J, Silverman I, Blount W. Behind bars: An assessment of the effects of job satisfaction, job-related stress, and anxiety on jail employees' inclinations to quit. *J. Crim Justice* 2000;23:69-89.
28. Lambert E, Edwards C, Camp S, Saylor W. Here today, gone tomorrow, back again the next day: Absenteeism and its antecedents among federal correctional staff. *J. Crim Justice* 2005;33:165-175.
29. Lambert E, Hogan N, Barton S. The impact of job satisfaction on turnover intent: A test of a structural measurement model using a national sample of workers. *J Social Science* 2001;38:233-250.
30. Savicki V, Cooley E, Gjesvold J. Harassment as a predictor of job burnout in correctional officers. *Crim Justice Behav* 2003;30(5):602-619.
31. Grossi E, Berg B. Stress and job satisfaction among correctional officers: An unexpected finding. *Int J Offend Ther Comp Crimin* 1991;35(1):73-81.
32. Griffin M. Job satisfaction among detention officers: Assessing the relative contribution of organizational climate variables. *J. Crim Justice* 2001;29:219-232.
33. Wright K, Saylor W. Comparison of perceptions of the environment between minority and nonminority employees of the federal prison system. *J. Crim Justice* 1992;20:63-71.
34. Robinson D, Porporino F, Simourd L. The influence of educational attainment on the attitudes and job performance of correctional officers. *Crime Delinquen* 1997;43:60-77.
35. Robinson D, Porporino F, Simourd L. Do different occupational groups vary on attitudes and work adjustment in corrections? *Fed. Probation* 1996;60(3):45-53.
36. Lambert EG, Hogan NL, Altheimer I. The association between work-family conflict and job burnout among correctional staff: a preliminary study. *J. Crim Justice* 2010;35:37-55.
37. Stinchcomb JB, Leslie AL. Expanding the literature on job satisfaction in corrections. A national study of jail employees. *Crim Justice Behav* 2013:40.
38. Walters S. Gender, job satisfaction, and correctional officers: a comparative analysis. *Justice Professional* 1992;7(2):23-33.

39. Hepburn J, Knepper P. Correctional officers as human service workers: the effect of job satisfaction. *Justice Q* 1993;10:315-337.
40. Djukic M, Kovner CK, Budin W, Norman R. Physical work environment: testing an expanded model of job satisfaction in a sample of hospital staff registered nurses. *Nurs Res.* 2010;59:441-451.
41. Blau J, Light S, Chamlin M. Individual and contextual effects on stress and job satisfaction: a study of prison staff. *Work Occupation* 1986;13:131-156.
42. Bluedorn A. A unified model of turnover from organizations. *Hum Relat* 1982;35:135-153.
43. Byrne U. Work-life balance. Why are we talking about it at all? *Bus Inf Rev* 2005;22(1):53-59.
44. Britton D. Sex, violence, and supervision: A study of the prison as a gendered organization. Unpublished doctoral dissertation, University of Texas at Austin. 1995.
45. Lambert EG, Jiang S, Hogan NL. The issue of trust in shaping the job stress, job satisfaction, and organizational commitment of correctional staff. *Professional Issues Crim Justice* 2008;3:37-64.
46. Castle TL. Satisfied in the jail? exploring the predictors of job satisfaction among jail officers. *Crim Justice Rev.* 2008;33(1):48-63.
47. Finlay W, Martin JK, Roman PM, Blum TC. Organizational structure and job satisfaction: do bureaucratic organizations produce more satisfied employees? *Admin Soc* 1995;27(3):427-450.
48. Olley M, Nicholls T, Johann B. Mentally ill individuals in limbo: obstacles and opportunities for providing psychiatric services to corrections inmates with mental illness. *Behav Sci Law.* 2009;27(5)811-31.
49. Rogers R. The effect of educational level on correctional officer job satisfaction. *J. Crim Justice* 1991;19:123-137.
50. Jurik N, Winn R. Describing correctional security dropouts and rejects: an individual or organizational profile? *Crim Justice Behav* 1987;24:5-25.
51. Armstrong GS, Griffin ML. Does the job matter? comparing correlates of stress among treatment and correctional staff in prisons. *J Crim Justice* 2004;32(6):577-592.
52. Cooper CL. Can we live with the changing nature of work? *J Manage Psychol* 1999;14:569-72.

53. Djukic M, Kovner CT, Brewer CS, Fatehi F, Greene WH. Exploring direct and indirect influences of physical work environment on job satisfaction for early-career registered nurses employed in hospitals. *Res Nurs Health* 2014;37(4):312-25.
54. Warr P. The measurement of well-being and other aspects of mental health. *J Occup Psychol* 1990;63:193–210.
55. Sousa-Poza A, Sousa-Poza AA. Well-being at work: a cross-sectional study of the levels and determinants of job satisfaction. *J Socio-Econ* 2000;29:517–38.
56. Scarpello V, Campbell JP. Job satisfaction and the fit between individual needs and organizational rewards. *J Occup Psychol* 1983;56:315–28.
57. Statistics Canada. Public Service Employee Survey. Government of Canada. 2014. [Internet]; [cited: 2018 August 20]. Available from: <http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SDDS=4438#a2>
58. Faragher, EB, Cass M, Cooper CL. The relationship between job satisfaction and health: a meta-analysis. *Occup Environ Med* 2005;62:105–112.
59. Hosmer DW, Lemeshow S. Applied logistic regression. Second ed. New York: John Wiley & Sons, Inc.;2000.
60. Kotzer AM, Arellana K. Defining an evidence-based work environment for nursing in the USA. *J Clin Nurs* 2008;17(12):1652-1659.
61. Prince MJ. What about a disability rights act for Canada? practices and lessons from America, Australia, and the United Kingdom. *Canadian Public Policy*. 2010;36(2):199-214.
62. Osborne WJ. What is rotating in exploratory factor analysis? practical assessment, research and evaluation. 2015;20(2):1-7.
63. Gorusch RL. Factor analysis. 2nd ed. Hillsdale, NJ: Lawrence Erlbaum Associates. 1983.
64. Jolliffe IT. Discarding variables in a principal component analysis, I: artificial data. *Appl Statist* 1972;21(2):160-73.
65. Kaiser HF. The varimax criterion for analytic rotation in factor analysis. *Psychometrika* 1958;23(3):187-200.
66. Saskatchewan Research Data Centre. Application Process and Guidelines. [Internet]; [cited: 2018 August 20]. Available from: <http://library.usask.ca/sky-rdc/Application.html>.
67. Correctional Service Canada. More options than ever to address workplace harassment at

CSC. [Internet]; [cited 2019 April 19]. Available from: <https://lten.ca/en/features/more-options-ever-address-workplace-harassment-csc>

68. Statistics Canada. Visible minority and population group reference guide. Census of population. 2016. [Internet]; [cited 2019 June 6]. Available from: <https://www12.statcan.gc.ca/census-recensement/2016/ref/guides/006/98-500-x2016006-eng.cfm>
69. Qureshi MA, Abhamid K. Impact of supervisor support on job satisfaction: a moderating role of fairness perception. *Int J Acad Research Bus Soc Sci.* 2017;7(3):235-242.
70. Stergiou-Kita M, Mansfield E, Bezo R, Colantonio A, Garritano E, Lafrance M, et al. Danger zone: men, masculinity and occupational health and safety in high risk occupations. *Saf Sci.* 2015;80:213-220.
71. Locke EA. The nature and causes of job satisfaction. In M. Dunnell (Ed.), *Handbook of industrial and organizational psychology* Chicago, IL: Rand-McNally 1976:1297–1349.
72. Muchinsky P. *Psychology applied to work: an introduction to industrial and organizational psychology* (2nd ed.) Chicago, IL: Dorsey Press. 1987.
73. Lu H, Barriball KL, Zhang X, White AE. Job satisfaction among hospital nurses revisited: A systematic review. *Int J Nurs Stud* 2012;49:1017–1038.

APPENDIX A: PSES 2014 Survey

Public Service Employee Survey 2014

Confidential when completed

Français au verso

2014 Public Service Employee Survey

We are pleased to invite you to participate in the sixth Public Service Employee Survey.

This is an important opportunity for you to express your opinion on a wide variety of issues related to your work, your workplace and the leadership of your organization. By providing your input, you will help your organization maintain a respectful and productive work environment, and in turn, provide better services to Canadians. Across the public service, organizations, managers and employees regularly refer to the survey results to identify issues and perspectives that you and your colleagues have identified as being important.

Your participation in the survey is voluntary. Your responses are collected and kept confidential under the *Statistics Act* and will be used by Statistics Canada for statistical and research purposes only. Statistics Canada will further safeguard your identity by grouping your responses with those of other respondents in your department or agency when reporting results. Individual responses and results for very small groups will never be published.

The survey takes approximately 20 minutes to complete, and you may save your answers and return to the survey at a later time. Please note that you have until **September 26, 2014** to complete and submit the survey.

We appreciate you taking the time to share your views. Your opinion counts and contributes to creating a better workplace.

Wayne R. Smith
Chief Statistician
Statistics Canada

Denise Watson
Chief Human Resources Officer
Treasury Board Secretariat



After you have completed the questionnaire, place it in the **postage-paid return envelope**, seal it and return it to Statistics Canada through internal mail or Canada Post.



For more information, please visit the internet site at <http://www.statcan.gc.ca/> or call free of charge at 1-877-949-9492, from Canada or the United States, or e-mail at SO6@statcan.gc.ca.
TTY/TDD: 1-855-382-7745.

This questionnaire is available in alternative formats.

8-5300-308.1-2014-07-10



Statistics Canada
Statistique Canada

Canada

How to complete this questionnaire

Use a black or blue pen to:

Mark a circle Mark a square OR Print in a box A B

My Job							
	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Don't know	Not applicable
1. I have the materials and equipment I need to do my job.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
2. The material and tools provided for my work, including software and other automated tools, are available in the official language of my choice.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
3. When I prepare written materials, including emails, I feel free to use the official language of my choice.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
4. My physical environment (e.g., office, workspace) is suitable for my job requirements.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
5. I get the training I need to do my job.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
6. My job is a good fit with my interests.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
7. My job is a good fit with my skills.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
8. I have the information, training and equipment I need to ensure my health and safety at work.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
9. I have support at work to balance my work and personal life.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
10. I feel I can claim overtime compensation (in money or in leave) for the overtime hours that I work.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
11. I get a sense of satisfaction from my work.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
12. I receive meaningful recognition for work well done.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Don't know	Not applicable
13. I know how my work contributes to the achievement of my department's or agency's goals.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
14. I am willing to put in the extra effort to get the job done.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
15. I am proud of the work that I do.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
16. I have opportunities to provide input into decisions that affect my work.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
17. I am encouraged to be innovative or to take initiative in my work.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
18. I have support at work to provide a high level of service.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
19. Overall, I like my job.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
	Always/ Almost always	Often	Sometimes	Rarely	Never/ Almost never	Don't know	Not applicable
20. I can complete my assigned workload during my regular working hours.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
21. I feel that the quality of my work suffers because of...							
a. constantly changing priorities.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
b. lack of stability in my department or agency.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
c. too many approval stages.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
d. unreasonable deadlines.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
e. having to do the same or more work, but with fewer resources.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
f. high staff turnover.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
g. overly complicated or unnecessary business processes.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>

My Work Unit							
	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Don't know	Not applicable
22. I have positive working relationships with my co-workers.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
23. During meetings in my work unit, I feel free to use the official language of my choice.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
24. I am satisfied with how interpersonal issues are resolved in my work unit.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
25. In my work unit, every individual is accepted as an equal member of the team.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
26. In my work unit, I believe that we hire people who can do the job.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
27. In my work unit, the process of selecting a person for a position is done fairly.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
28. In my work unit, unsatisfactory employee performance is managed effectively.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
29. In my work unit, individuals behave in a respectful manner.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>

My Immediate Supervisor							
	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Don't know	Not applicable
30. I receive useful feedback from my immediate supervisor on my job performance.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
31. I can count on my immediate supervisor to keep his or her promises.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Don't know	Not applicable
32. My immediate supervisor keeps me informed about the issues affecting my work.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
33. When I communicate with my immediate supervisor, I feel free to use the official language of my choice.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
34. My immediate supervisor assesses my work against identified goals and objectives.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
35. Subject to operational requirements, my immediate supervisor supports the use of flexible work arrangements (e.g., flexible hours, compressed workweeks, telework).	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
36. I am satisfied with the quality of supervision I receive.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
37. Are you a supervisor?							
1 <input type="radio"/> Yes ⇔ Go to next question							
2 <input type="radio"/> No ⇔ Go to question 39							

Senior Management

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Don't know	Not applicable
38. I receive the support I need from senior management to address unsatisfactory performance issues in my work unit.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
39. Senior managers in my department or agency lead by example in ethical behaviour.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
40. I have confidence in the senior management of my department or agency.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Don't know	Not applicable
41. Senior management in my department or agency makes effective and timely decisions.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
42. I believe that senior management will try to resolve concerns raised in this survey.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
43. Essential information flows effectively from senior management to staff.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
44. I have access to senior management in my department or agency.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>

My Organization (Department or Agency)

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Don't know	Not applicable
45. My department or agency does a good job of communicating its vision, mission and goals.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
46. My department or agency reviews and evaluates the progress towards meeting its goals and objectives.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
47. Employees in my department or agency carry out their duties in the public's interest.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
48. If I am faced with an ethical dilemma or a conflict between values in the workplace, I know where I can go for help in resolving the situation.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
49. Discussions about values and ethics occur in my workplace.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
50. I feel I can initiate a formal recourse process (e.g., grievance, complaint, appeal) without fear of reprisal.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Don't know	Not applicable
51. During meetings in my department or agency, the chairpersons create an environment where I feel free to use the official language of my choice.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
52. The training offered by my department or agency is available in the official language of my choice.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
53. My department or agency does a good job of supporting employee career development.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
54. I believe I have opportunities for promotion within my department or agency, given my education, skills and experience.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
55. My department or agency implements activities and practices that support a diverse workplace. (A diverse workplace includes everyone, regardless of race, national or ethnic origin, colour, disability, sex, sexual orientation, marital or family status, religion, age, language, culture, background, interests, views or other dimensions.)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
56. I think that my department or agency respects individual differences (e.g., culture, work styles, ideas).	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
57. Overall, my department or agency treats me with respect.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
58. I would recommend my department or agency as a great place to work.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
59. I am satisfied with my department or agency.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
60. I would prefer to remain with my department or agency, even if a comparable job was available elsewhere in the federal public service.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>

Mobility and Retention

61. Do you intend to leave your current position in the next two years?

- 1 Yes ⇨ Go to next question
- 2 No ⇨ Go to question 63
- 3 Not sure ⇨ Go to question 63

62. Please indicate your reason for leaving.
(Mark one only.)

- 1 To retire
- 2 To pursue another position within my department or agency
- 3 To pursue a position in another department or agency
- 4 To pursue a position outside the federal public service
- 5 Other

Harassment

Harassment is normally a series of incidents, but it can be one severe incident that has a lasting impact on the individual.

Harassment is any improper conduct by an individual that is directed at and offensive to another individual in the workplace, including at any event or any location related to work, and that the individual knew or ought reasonably to have known would cause offence or harm. It comprises objectionable act(s), comment(s) or display(s) that demean, belittle, or cause personal humiliation or embarrassment, and any act of intimidation or threat. It also includes harassment within the meaning of the *Canadian Human Rights Act* (i.e., based on race, national or ethnic origin, colour, religion, age, sex, sexual orientation, marital status, family status, disability, and pardoned conviction or suspended record).

63. Having carefully read the definition of harassment, have you been the victim of harassment on the job in the past two years?

- 1 Yes ⇨ Go to next question
- 2 No ⇨ Go to question 68

64. From whom did you experience harassment on the job?
(Mark all that apply.)

- 1 Co-workers
- 2 Individuals with authority over me
- 3 Individuals working for me
- 4 Individuals for whom I have a custodial responsibility (e.g., inmates, offenders, patients, detainees)
- 5 Individuals from other departments or agencies
- 6 Members of the public (individuals or organizations)
- 7 Other

65. Please indicate the nature of the harassment you experienced.
(Mark all that apply.)

- 01 Aggressive behaviour
- 02 Excessive control
- 03 Being excluded or being ignored
- 04 Humiliation
- 05 Interference with work or withholding resources
- 06 Offensive remark
- 07 Personal attack
- 08 Physical violence
- 09 Sexual comment or gesture
- 10 Threat
- 11 Unfair treatment
- 12 Yelling or shouting
- 13 Other

66. What action(s) did you take to address the harassment you experienced?
(Mark all that apply.)

- 1 I discussed the matter with my supervisor or a senior manager.
 - 2 I discussed the matter with the person(s) from whom I experienced the harassment.
 - 3 I contacted a human resources advisor in my department or agency.
 - 4 I contacted my union representative.
 - 5 I used an informal conflict resolution process.
 - 6 I filed a grievance or formal complaint. ⇔ **Go to question 68**
 - 7 I resolved the matter informally on my own.
 - 8 Other
- OR**
- 9 I took no action.

67. Why did you not file a grievance or formal complaint about the harassment you experienced?
(Mark all that apply.)

- 01 The issue was resolved.
- 02 I did not think the incident was serious enough.
- 03 The behaviour stopped.
- 04 The individual apologized.
- 05 Management intervened.
- 06 The individual left or changed jobs.
- 07 I changed jobs.
- 08 I did not know what to do, where to go or whom to ask.
- 09 I was too distraught.
- 10 I had concerns about the formal complaint process
(e.g., confidentiality, how long it would take).
- 11 I was advised against filing a complaint.
- 12 I was afraid of reprisal
(e.g., having limited career advancement, being labelled a troublemaker).
- 13 Someone threatened me.
- 14 I did not believe it would make a difference.
- 15 Other

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Don't know	Not applicable
68. I am satisfied with how matters related to harassment are resolved in my department or agency.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
69. My department or agency works hard to create a workplace that prevents harassment.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>

Labour Management Relations and Collective Agreements

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Don't know	Not applicable
70. I am familiar with the provisions of my collective agreement.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
71. The union-management consultation process has been effective in addressing issues in my workplace.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
72. My immediate supervisor understands and respects the provisions of my collective agreement.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
73. Senior managers respect the provisions of my collective agreement.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>

Discrimination

Discrimination means treating someone differently or unfairly because of a personal characteristic or distinction, which, whether intentional or not, has an effect that imposes disadvantages not imposed on others, or that withholds or limits access that is given to others. There are 11 prohibited grounds of discrimination under the *Canadian Human Rights Act*: race, national or ethnic origin, colour, religion, age, sex, sexual orientation, marital status, family status, disability, and pardoned conviction or suspended record.

74. Having carefully read the definition of discrimination, have you been the victim of discrimination on the job in the past two years?

1 Yes ⇨ **Go to next question**

2 No ⇨ **Go to question 79**

75. From whom did you experience discrimination on the job? (Mark all that apply.)

1 Co-workers

2 Individuals with authority over me

3 Individuals working for me

4 Individuals for whom I have a custodial responsibility (e.g., inmates, offenders, patients, detainees)

5 Individuals from other departments or agencies

6 Members of the public (individuals or organizations)

7 Other

76. Please indicate the type of discrimination you experienced.
(Mark all that apply.)

- 01 Race
- 02 National or ethnic origin
- 03 Colour
- 04 Religion
- 05 Age
- 06 Sex
- 07 Sexual orientation
- 08 Marital status
- 09 Family status
- 10 Disability
- 11 Pardoned conviction or suspended record
- 12 Other

77. What action(s) did you take to address the discrimination you experienced?
(Mark all that apply.)

- 1 I discussed the matter with my supervisor or a senior manager.
 - 2 I discussed the matter with the person(s) from whom I experienced the discrimination.
 - 3 I contacted a human resources advisor in my department or agency.
 - 4 I contacted my union representative.
 - 5 I used an informal conflict resolution process.
 - 6 I filed a grievance or formal complaint. ⇔ **Go to question 79**
 - 7 I resolved the matter informally on my own.
 - 8 Other
- OR**
- 9 I took no action.

78. Why did you not file a grievance or a formal complaint about the discrimination you experienced?
(Mark all that apply.)

- 01 The issue was resolved.
- 02 I did not think the incident was serious enough.
- 03 The behaviour stopped.
- 04 The individual apologized.
- 05 Management intervened.
- 06 The individual left or changed jobs.
- 07 I changed jobs.
- 08 I did not know what to do, where to go or whom to ask.
- 09 I was too distraught.
- 10 I had concerns about the formal complaint process
(e.g., confidentiality, how long it would take).
- 11 I was advised against filing a complaint.
- 12 I was afraid of reprisal
(e.g., having limited career advancement, being labelled a troublemaker).
- 13 Someone threatened me.
- 14 I did not believe it would make a difference.
- 15 Other

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Don't know	Not applicable
79. I am satisfied with how matters related to discrimination are resolved in my department or agency.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>
80. My department or agency works hard to create a workplace that prevents discrimination.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>

Duty to Accommodate

The duty to accommodate refers to the employer's obligation to eliminate disadvantages to employees, prospective employees or clients that result from a rule, practice or physical barrier that has or that may have an adverse impact on individuals or groups protected under the *Canadian Human Rights Act* or identified as a designated group under the *Employment Equity Act*. It applies to all grounds of discrimination covered by the *Canadian Human Rights Act*: race, national or ethnic origin, colour, religion, age, sex (including pregnancy and childbirth), sexual orientation, marital status, family status, disability, and pardoned conviction or suspended record. Employers must provide accommodation up to the point of undue hardship, taking into account essential job requirements.

81. Having carefully read the definition above, have you requested measures to accommodate your needs in the workplace in the last two years?

1 Yes ⇔ **Go to next question**

2 No ⇔ **Go to question 84**

82. Were any measures taken to accommodate your needs?

1 Yes ⇔ **Go to next question**

2 No ⇔ **Go to question 84**

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Don't know	Not applicable
83. I am satisfied with the measures that were taken to accommodate my needs.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	7 <input type="radio"/>	6 <input type="radio"/>

General Information

The following questions ask for general information that will be used to better understand the survey results. To ensure confidentiality, please be advised that your responses will be grouped with those of other respondents in your department or agency. Individual responses and results for very small groups are never published or shared with government departments or agencies.

84. Question 84 is not applicable to the paper questionnaire.

85. In which organizational unit are you currently working? (Please select your unit from the organizational unit list included. If your organizational unit is not on the list, mark code 999.)

1 Code

86. Are you currently a shift worker?

1 Yes

2 No

87. Do you work full-time or part-time?

1 Full-time

2 Part-time

88. Do you currently work according to any of the following flexible working arrangements?
(Mark all that apply.)

1 Compressed workweek

2 Flexible work schedule (i.e., variable start and end times)

3 Telework

4 Job sharing

5 Income averaging

OR

6 I do not work according to one of these flexible working arrangements.

89. What is your current employee status?

1 Indeterminate (permanent)

2 Seasonal

3 Term

4 Casual

5 Student ⇔ **Go to question 92**

6 Contracted via a temporary help services agency ⇔ **Go to question 92**

7 Governor in council appointee ⇔ **Go to question 92**

8 Other (e.g., minister's exempt staff) ⇔ **Go to question 92**

90. Please indicate your occupational group.
 (If you are in an acting position, specify the group of the acting position. For a list of definitions of abbreviations, please see the attached occupational group list.)

- | | | | | | |
|--------------------------------------|------------------------------------|---------------------------------------|-------------------------------------|------------------------------------|------------------------------------|
| 001 <input type="radio"/> AB | 021 <input type="radio"/> CO | 042 <input type="radio"/> FI | 062 <input type="radio"/> LE | 082 <input type="radio"/> PG | 102 <input type="radio"/> SG |
| 002 <input type="radio"/> AC | 022 <input type="radio"/> CR | 043 <input type="radio"/> FO | 063 <input type="radio"/> LI | 083 <input type="radio"/> PH | 103 <input type="radio"/> SI |
| 003 <input type="radio"/> AD | 023 <input type="radio"/> CS | 044 <input type="radio"/> FR | 064 <input type="radio"/> LIB (NRC) | 084 <input type="radio"/> PI | 104 <input type="radio"/> SO |
| 004 <input type="radio"/> AG | 024 <input type="radio"/> CX | 045 <input type="radio"/> FS | 065 <input type="radio"/> LP | 085 <input type="radio"/> PL | 105 <input type="radio"/> SP (CRA) |
| 005 <input type="radio"/> AI | 025 <input type="radio"/> DA | 046 <input type="radio"/> FT | 066 <input type="radio"/> LS | 086 <input type="radio"/> PM | 106 <input type="radio"/> SR |
| 006 <input type="radio"/> AO | 026 <input type="radio"/> DD | 047 <input type="radio"/> GA | 067 <input type="radio"/> MA | 087 <input type="radio"/> PM-MCO | 107 <input type="radio"/> ST |
| 007 <input type="radio"/> AP-AA | 027 <input type="radio"/> DE | 048 <input type="radio"/> GL | 068 <input type="radio"/> MD | 088 <input type="radio"/> PO-IMA | 108 <input type="radio"/> SW |
| 008 <input type="radio"/> AP-PA | 028 <input type="radio"/> DM | 049 <input type="radio"/> GR | 069 <input type="radio"/> MDMDG | 089 <input type="radio"/> PO-TCO | 109 <input type="radio"/> TC |
| 009 <input type="radio"/> AR | 029 <input type="radio"/> DS | 050 <input type="radio"/> GR-EX | 070 <input type="radio"/> MG | 090 <input type="radio"/> PR | 110 <input type="radio"/> TI |
| 010 <input type="radio"/> AS | 030 <input type="radio"/> EC | 051 <input type="radio"/> GS | 071 <input type="radio"/> MGT | 091 <input type="radio"/> PS | 111 <input type="radio"/> TO |
| 011 <input type="radio"/> ASG-ITS-LA | 031 <input type="radio"/> EC (CRA) | 052 <input type="radio"/> GT | 072 <input type="radio"/> MT | 092 <input type="radio"/> PY | 112 <input type="radio"/> TR |
| 012 <input type="radio"/> AU | 032 <input type="radio"/> ED | 053 <input type="radio"/> HP | 073 <input type="radio"/> NB | 093 <input type="radio"/> RCO | 113 <input type="radio"/> UNI |
| 013 <input type="radio"/> BI | 033 <input type="radio"/> EG | 054 <input type="radio"/> HR | 074 <input type="radio"/> ND | 094 <input type="radio"/> RE | 114 <input type="radio"/> UT |
| 014 <input type="radio"/> CH | 034 <input type="radio"/> EL | 055 <input type="radio"/> HR-RH (CRA) | 075 <input type="radio"/> NU | 095 <input type="radio"/> REG | 115 <input type="radio"/> VM |
| 015 <input type="radio"/> CIASC | 035 <input type="radio"/> EN | 056 <input type="radio"/> HS | 076 <input type="radio"/> OE | 096 <input type="radio"/> RLE | 116 <input type="radio"/> WP |
| 016 <input type="radio"/> CIEXC | 037 <input type="radio"/> ES | 057 <input type="radio"/> IM | 077 <input type="radio"/> OM | 097 <input type="radio"/> RM | 117 <input type="radio"/> Other |
| 017 <input type="radio"/> CIPTC | 038 <input type="radio"/> EU | 058 <input type="radio"/> IN | 078 <input type="radio"/> OP | 098 <input type="radio"/> RO | |
| 018 <input type="radio"/> CISPC | 039 <input type="radio"/> EX | 059 <input type="radio"/> IS | 079 <input type="radio"/> OP (NRC) | 099 <input type="radio"/> RO (NRC) | |
| 019 <input type="radio"/> CIVIL | 040 <input type="radio"/> EXPCX | 060 <input type="radio"/> LA | 080 <input type="radio"/> PC | 100 <input type="radio"/> SC | |
| 020 <input type="radio"/> CM | 041 <input type="radio"/> FB | 061 <input type="radio"/> LC | 081 <input type="radio"/> PE | 101 <input type="radio"/> SE | |

91. Please indicate your level.
 (If you are in an acting position, specify the level of the acting position.)

(e.g., for FI-03, indicate 0 3).

92. With which of the following communities do you most closely identify in relation to your current job? (Mark one only.)

(A community is made up of employees who share common work purposes, functions and professional interests. While many employees identify with at least one such community, not all employees do.)

- | | |
|---|---|
| 01 <input type="radio"/> Client contact centre | 12 <input type="radio"/> Human resources |
| 02 <input type="radio"/> Health care practitioners | 13 <input type="radio"/> Financial management |
| 03 <input type="radio"/> Federal regulators | 14 <input type="radio"/> Procurement |
| 04 <input type="radio"/> Compliance, inspection and enforcement | 15 <input type="radio"/> Real property |
| 05 <input type="radio"/> Communications or public affairs | 16 <input type="radio"/> Materiel management |
| 06 <input type="radio"/> Access to information and privacy | 17 <input type="radio"/> Information management |
| 07 <input type="radio"/> Security | 18 <input type="radio"/> Information technology |
| 08 <input type="radio"/> Science and technology | 19 <input type="radio"/> Internal audit |
| 09 <input type="radio"/> Library services | 20 <input type="radio"/> Evaluation |
| 10 <input type="radio"/> Legal services | 21 <input type="radio"/> Other services to the public |
| 11 <input type="radio"/> Administration and operations | 22 <input type="radio"/> None of the above |

93. In total, how many years have you been working in the federal public service?

- 1 Less than one year

If one or more years, please indicate the number of years.

94. In total, how many years have you been working in your current department or agency?

- 1 Less than one year

If one or more years, please indicate the number of years.

95. What is your first official language?

- 1 English
2 French

96. What are the language requirements of your position?

- 1 Bilingual
2 Unilingual English
3 Unilingual French
4 Either English or French

97. Do you occupy a position in which you provide services directly to the public as a regular part of your job?

- 1 Yes ⇨ **Go to next question** 2 No ⇨ **Go to question 99**

98. In what official language(s) do you provide services to the public?

- 1 English only 3 Both English and French
2 French only

99. In which province or territory do you work? (Mark one only.)

- | | | |
|---|--|-----------------------------|
| 01 <input type="radio"/> National Capital Region ⇨ Go to question 101 | 08 <input type="radio"/> Alberta | } Go to question 101 |
| 02 <input type="radio"/> Ontario (excluding National Capital Region) | 09 <input type="radio"/> Saskatchewan | |
| 03 <input type="radio"/> Quebec (excluding National Capital Region) } Go to question 100 | 10 <input type="radio"/> Manitoba | |
| 04 <input type="radio"/> Northwest Territories | 11 <input type="radio"/> New Brunswick | |
| 05 <input type="radio"/> Nunavut | 12 <input type="radio"/> Nova Scotia | |
| 06 <input type="radio"/> Yukon | 13 <input type="radio"/> Prince Edward Island | |
| 07 <input type="radio"/> British Columbia | 14 <input type="radio"/> Newfoundland and Labrador | |
| | 15 <input type="radio"/> Outside of Canada | |

100. Do you work in one of the following designated bilingual areas of Quebec or Ontario?

- 1 The bilingual region of Montréal (the counties of Deux-Montagnes, Île-de-Montréal and Île-Jésus, La Prairie, and Vaudreuil)
2 The bilingual regions of other parts of Quebec (the counties of Bonaventure, Gaspé-Est, Brome, Compton, Huntingdon, Missisquoi, Richmond, Sherbrooke, Stanstead, Argenteuil and Pontiac)
3 The bilingual region of Eastern Ontario (the counties of Glengarry, Prescott, Russell and Stormont)
4 The bilingual region of Northern Ontario (the counties of Algoma, Cochrane, Nipissing, Sudbury and Timiskaming)
5 I do not work in one of these areas.

101. What is your age group?

- | | |
|--|---|
| 1 <input type="radio"/> 24 years and under | 6 <input type="radio"/> 45 to 49 years |
| 2 <input type="radio"/> 25 to 29 years | 7 <input type="radio"/> 50 to 54 years |
| 3 <input type="radio"/> 30 to 34 years | 8 <input type="radio"/> 55 to 59 years |
| 4 <input type="radio"/> 35 to 39 years | 9 <input type="radio"/> 60 years and over |
| 5 <input type="radio"/> 40 to 44 years | |

102. What is your gender?

1 Male 2 Female

103. What is the highest level of education you have ever completed?

1 Secondary or high school graduation certificate, or equivalent or less

2 Diploma or certificate from a community college, CEGEP, institute of technology, nursing school, etc., or a trades certificate or diploma

3 University certificate or diploma below the bachelor's level

4 Bachelor's degree

5 University certificate or diploma above the bachelor's level including a master's degree, a professional degree or an earned doctorate

104. Are you an Aboriginal person?
 (An Aboriginal person is a North American Indian or a member of a First Nation, a Métis or an Inuk (Inuit). North American Indians or members of a First Nation include status, treaty or registered Indians, as well as non-status and non-registered Indians.)

1 Yes 2 No

105. Are you a person with a disability?
 (A person with a disability has a long-term or recurring physical, mental, sensory, psychiatric or learning impairment and considers himself or herself to be disadvantaged in employment by reason of that impairment, or believes that an employer or potential employer is likely to consider him or her to be disadvantaged in employment by reason of that impairment. Persons with disabilities are also those whose functional limitations owing to their impairment have been accommodated in their current job or workplace.)

1 Yes 2 No

106. Are you a member of a visible minority group?
 (A member of a visible minority in Canada may be defined as someone (other than an Aboriginal person) who is non-white in colour or race, regardless of place of birth. For example: Black, Chinese, Filipino, Japanese, Korean, South Asian or East Indian, Southeast Asian, non-white West Asian, North African or Arab, non-white Latin American, person of mixed origin (with one parent in one of the visible minority groups in this list), or other visible minority group.)

1 Yes 2 No

Thank you for completing this survey.

APPENDIX B: Ethics Approval Form

Mitigation of Risk to Respondents of Statistics Canada's Surveys

Research Data Centre's Program, Statistics Canada

Statutory Protection:

The Statistics Act (1985) prescribes the mandate of the Agency, its role in the federal government, its powers and responsibilities and its operating structure. Central to the Act's provisions is an implicit social contract with respondents under which the Agency may burden respondents with requests for information, and in some cases demand response, in order to provide information that is clearly of broad public benefit, but with an absolute undertaking to protect the confidentiality of identifiable individual responses.

Any disclosure of information that identifies an individual, business or organization is a punishable offense.

The confidentiality provisions of the Statistics Act are not affected by either the Access to Information Act or any other Legislation.

Consent:

The Privacy Act (1983) applies not only to the activities of Statistics Canada but to all federal government organizations. The Privacy Act requires that personal information must only be collected if it "relates to an operating program or activity of the institution". In the case of Statistics Canada, this would include surveys collected under the provisions of the Statistics Act. The Privacy Act requires that the individual be informed of the purpose for which the personal information is being collected. It includes the right for an individual to know of, and have access to their personal information. Informed consent is not a component of the Privacy Act. However, informed consent is utilized by Statistics Canada as part of certain activities.

Measures to protect the identity of respondents:

- Background survey material explaining the data to be collected and the reasons for the data collection is provided to survey participants.
- Any microdata accessed by a researcher will have all personal identifiers, such as name, address, SIN and personal health number removed from the record.
- Researchers may only access those data that are required for their particular project.

Procedures to access data:

- As required by the Policy on Government Security, researchers must obtain Reliability Status from the STC Departmental Security before having access to the data in the RDC. Security checks are conducted by the RCMP for each researcher accessing data in the RDC.
- As required by the Statistics Act, each researcher accessing data in the RDCs has deemed employee status and swears a legally binding oath to protect the confidentiality of Statistics Canada data utilized in the RDC. This oath is binding for life.
- Each researcher is required to attend an orientation session during which a RDC Analyst explains the researchers' legal responsibilities to protect the confidentiality and all the security measures in place within the RDC.
- There is a Statistics Canada employee on site to ensure the above measures are clearly understood and adhered to by all researchers participating in the RDC program.

Physical protection of data:

- Each RDC is a secure physical environment where the only people permitted entry are researchers working on active approved projects and Statistics Canada staff.

- Doors to the facility are opened with secure swipe cards assigned to each researcher.
- Researchers are prohibited from having any electronic devices, such as laptop, PDAs or cell phones in the vicinity of their workstation
- The computing environment inside an RDC cannot be linked externally, in particular to the internet.
- The file structures and permissions are created to ensure that researchers have access only to the data for which they have received permission to use.

Control of released results:

- The RDC Analyst is the only person who can release analytical output from a RDC.
- All analytical output, including programs and compiled results, are vetted for confidentiality using rules developed by Statistics Canada methodologists.

Where confidentiality is at risk, the researcher and Analyst work together to eliminate the risk of disclosure and release the necessary information to answer the research question but at the same time, protect the confidentiality of respondent data.

APPENDIX C: Harassment/discrimination Tables

Distribution of correctional officers' whom experienced harassment on the job

	Yes (%)	No (%)
From whom did you experience harassment on the job?		
Individuals with authority over me	1564(62.2)	982(36.9)
Co-workers	1644(61.9)	992(37.3)
Individuals for whom I have custodial responsibility (inmates)	1098(41.3)	1538(57.9)
Members of the public	308(11.6)	2328(87.6)
Individuals from other departments or agencies	223(8.4)	2413(90.8)
Individuals working for me	155(5.9)	2480(93.3)
Indicate the nature of the harassment you experienced.		
Offensive remark	1924(72.4)	721(27.1)
Unfair treatment	1399(52.7)	1246(46.9)
Personal attack	1371(51.6)	1274(47.9)
Being excluded or being ignored	1272(47.9)	1373(51.7)
Humiliation	1223(46.0)	1422(53.5)
Yelling or shouting	1102(41.5)	1543(58)
Excessive control	957(36.0)	1688(63.5)
Threat	765(28.8)	1880(70.7)
Interference with work or withholding resources	699(26.3)	1946(73.2)
Sexual comment or gesture	583(21.9)	2062(77.6)
Physical violence	310(11.7)	2335(87.9)

	Yes (%)	No (%)
What action(s) did you take to address the harassment you experienced?		
I discussed the matter with my supervisor or a senior manager	938(35.3)	1707(64.2)
I discussed the matter with the person from whom I experienced the harassment	876(33.0)	1769(66.6)
I contacted my union representative	787(29.6)	1858(69.9)
I took no action	749(28.2)	1896(71.4)
I resolved the matter informally on my own	648(24.4)	1997(75.1)
I used an informal conflict resolution process	435(16.4)	2210(83.2)
I filed a grievance or formal complaint	251(9.4)	2394(90.1)
I contacted a human resources advisor in my department or agency	187(7.0)	2458(92.5)

Distribution of correctional officers' whom experienced discrimination on the job

	Yes (%)	No (%)
From whom did you experience discrimination on the job?		
Individuals with authority over me	1049(74.4)	350(24.8)
Co-workers	644(45.7)	755(53.5)
Individuals for whom I have custodial responsibility (inmates)	377(26.7)	1022(72.5)
Individuals from other departments or agencies	154(10.9)	1245(88.3)
Members of the public	152(10.8)	1247(88.4)
Individuals working for me	52(3.7)	1347(95.5)
Indicate the type of the discrimination you experienced.		
Sex	476(33.7)	927(65.7)
Race	444(31.5)	959(68.0)
Other	427(30.3)	976(69.2)
Colour	286(20.4)	1115(79.1)
National or ethnic origin	276(19.6)	1127(79.9)
Age	256(18.1)	1147(81.3)
Disability	207(14.7)	1196(84.8)
Religion	137(9.7)	1266(89.7)
Family status	135 (9.6)	1268(89.9)
Marital status	121(8.6)	1282(90.9)
Sexual orientation	73(5.1)	1330(94.3)
Pardoned conviction or suspended record	21(1.5)	1382(98.0)

	Yes (%)	No (%)
What action(s) did you take to address the discrimination you experienced?		
I took no action	689(48.8)	714(50.6)
I discussed the matter with my supervisor or a senior manager	298(21.2)	1105(78.3)
I contacted my union representative	272(19.3)	1131(80.2)
I discussed the matter with the person from whom I experienced the harassment	243(17.2)	1160(82.2)
I resolved the matter informally on my own	188(13.4)	1215(86.1)
I used an informal conflict resolution process	100(7.1)	1303(92.4)
I filed a grievance or formal complaint	99(7.0)	1304(92.4)
I contacted a human resources advisor in my department or agency	73(5.2)	1330(94.3)