WORK/LIFE AND TIME

Presentation of a merging of datasets on working conditions, hours and work/life arrangements

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Researchers: J. Deyaert, E. Mészáros, K. de Korte, A. Delporte & S. Van Hollebeke
WORD OF WELCOME
Aziz Naji (BELSPO) and Theun Pieter van Tienoven (VUB)

INTRODUCTION TO THE PROJECT
Project outline

**ECONOMIC PARAMETERS**

- **E.1 RELIABILITY**
  - measuring work

- **E.2 VALIDITY**
  - working time estimates

- **E.3 EUROSTAT**
  - recommendations

**DATA**

- **LFS + TUS + WG**

- **D.1 PREPERATION**
  - D.1.1 organizing
  - D.1.2 cleaning
  - D.1.3 weighting
  - D.1.4 variable construction

**SOCIAL PERSPECTIVES**

- **D.2 MERGING**
  - D.2.1 episode level (TUS + WG)
  - D.2.2 individual level (TUS + LFS)
  - D.2.3 household level (consistency)

- **D.3 TESTING**
  - understanding work/life interference

- **D.4 CALIBRATING**
  - LFS by TUS+WG

- **D.5 EUROPEAN DATABASE**
  - D.5.1 HETUS format (EUROSTAT)
  - D.5.2 MTUS format (Oxford)

- **D.1 CASE TESTING**
  - homework/parenting (submitted)
  - time pressure (UCL)
  - non standard work (VUB)

- **D.2 PUBLIC TERMINAL**
  - data disclosure

- **D.3 WORKSHOP**
  - colloquium on work/life interference

**WORK PACKAGE LEADER**

- UNIVERSITÉ CATHOLIQUE DE LOUVAIN
- VRIJE UNIVERSITEIT BRUSSEL
- STEERING COMMITTEE

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Theun Pieter van Tienoven (VUB)

MERGING THREE METHODOLOGIES
Three methodologies

LFS

n=5,559

TUS

n=2,822

WG
### Labour Force Survey (LFS)

#### B2. Work duration (main activity)

<table>
<thead>
<tr>
<th>Question</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. How many hours did you actually work in your main job during the reference week? Teachers’ preparation included, training hours excluded?</td>
<td>21</td>
</tr>
<tr>
<td>(INT. Maximum 97 - 98 for “do not know”)</td>
<td></td>
</tr>
<tr>
<td>- (INT. Please note down the number of hours during the reference week)</td>
<td>21</td>
</tr>
<tr>
<td>- If you did not work during the reference week</td>
<td>22</td>
</tr>
<tr>
<td>21. During the reference week, did you work as many hours as usual, more hours or fewer hours than usual?</td>
<td>24a</td>
</tr>
<tr>
<td>- … as many hours as usual</td>
<td>1</td>
</tr>
<tr>
<td>- … fewer hours than usual</td>
<td>2</td>
</tr>
<tr>
<td>- … more hours than usual</td>
<td>3</td>
</tr>
<tr>
<td>- Your working schedule varies considerably from week to week</td>
<td>4</td>
</tr>
</tbody>
</table>
# Time Use Survey (TUS)

**What were you doing?**
Record your main activity for each 10-minute period from 07.00 to 10.00!

Only one main activity on each line!
Distinguish between travel and the activity that is the reason for travelling.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>07.00-07.10</td>
<td>Woke up the children</td>
</tr>
<tr>
<td>07.10-07.20</td>
<td>Had breakfast</td>
</tr>
<tr>
<td>07.20-07.30</td>
<td>&quot; &quot;</td>
</tr>
<tr>
<td>07.30-07.40</td>
<td>Cleared the table</td>
</tr>
<tr>
<td>07.40-07.50</td>
<td>Helped the children dress</td>
</tr>
<tr>
<td>07.50-08.00</td>
<td>Went to the day care centre</td>
</tr>
<tr>
<td>08.00-08.10</td>
<td>Went to work</td>
</tr>
<tr>
<td>08.10-08.20</td>
<td>&quot; &quot;</td>
</tr>
<tr>
<td>08.20-08.30</td>
<td>Work</td>
</tr>
<tr>
<td>08.30-08.40</td>
<td>&quot; &quot;</td>
</tr>
<tr>
<td>08.40-08.50</td>
<td>&quot; &quot;</td>
</tr>
<tr>
<td>08.50-09.00</td>
<td>&quot; &quot;</td>
</tr>
<tr>
<td>09.00-09.10</td>
<td>&quot; &quot;</td>
</tr>
<tr>
<td>09.10-09.20</td>
<td>&quot; &quot;</td>
</tr>
<tr>
<td>09.20-09.30</td>
<td>&quot; &quot;</td>
</tr>
<tr>
<td>09.30-09.40</td>
<td>&quot; &quot;</td>
</tr>
<tr>
<td>09.40-09.50</td>
<td>&quot; &quot;</td>
</tr>
</tbody>
</table>

**What else were you doing?**
Record the most important parallel activity.
Indicate if you used, in the main or parallel activity, a computer or internet.
You do not need to record the use of a computer or internet during working time.

**Where were you?**
Record the location or the mode of transport
e.g. at home, at friends’ home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorcycle, on bus, ...

**Were you alone or together with somebody you know?**
Mark “yes” by crossing

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Work Grid (WG)

How would you classify this working week?
1. Usual working week
2. Unusual working week due to temporary absence from work
3. Unusual working week due to other reasons

Example: on 12 June, Wednesday, you worked from 7:15am to 6:00pm with a lunch break between 1:15pm and 2:15pm.

Day 1 2 0 6 Wednesday
Pro’s and con’s

**Labour Force Survey**
- social and job characteristics / job motivations
  - only “stylized” estimates for hours/flexibility/PT empl.

**Time Use Survey**
- all daily activities / embeddedness of work
  - 2 days / intensive survey

**Work Grid**
- 7 days
  - no stand alone / work only

LFS

TUS

WG

n=5,559

n=2,822
BRAIN-be – Axis 6

TESTING ‘BEST-PRACTICES’

• reliability – similar results under consistent conditions
• validity – measuring what we want to measure

VALORISATION AND CONSERVATION

• 1+1=3 – valorise the strength of LFS&TIME
• time-use.be – disseminate data from LFS&TIME
MAKING YOUR OWN TABLES

Joeri Minnen (VUB)
http://www.time-use.be
Making your own tables

- Time per day, per week
- Time relevant parameters
- Activities/places/with whom
- Individual characteristics
- Household characteristics
- Work-related characteristics
TIME FOR COFFEE

PLEASE RETURN AT 11AM
Antoine Delporte (UCL)

THE FEELING OF TIME PRESSURE
Time Pressure vs. Life Satisfaction

• Evolution of the society: conflict between the different social times of individuals (24/7 society)

• “Feeling of Time Pressure”

• Goal: Profiles + Impact of variables (socio-demo / work / leisure time)

• Comparison with the question of Life Satisfaction
Time Pressure
Life Satisfaction
To conclude

• Huge impact of the Gender:
  • Men: Work
  • Women: Family

• Positive effect of leisure time/activities

• Life Satisfaction = Inevitably related to Time Pressure?
SUPERVISION OF HOMEWORK
Supervision of homework [1]

• Goal: Identify the profiles of parents who would be more prone to supervise homework

• Impact of the gender?

• Impact of work (workload/atypical schedules/etc.)?
Supervision of homework [2]
To conclude

• Huge impact of the gender
  – A better repartition of household tasks?

• Number of children
  – Reasons and strategy of the “one child families”?

• Impact of work?

• Impact of education level?
PART-TIME AND ATYPICAL WORK
Work in contemporary society [1]

(PART-TIME) EMPLOYMENT

Source: steunpuntwerk.be – LFS
Work in contemporary society [3]

AVERAGE WEEKLY WORKING HOURS

Source: steunpuntwerk.be - LFS
Work in contemporary society [2]

Atypical Work

Share of salaried workers performing work at atypical hours

Source: steunpuntwerk.be - LFS

Night
Evening
Saturday
Sunday
Part-time work in LFS

PT work corresponds to ±70%

- 30% care of children
- 30% personal reasons
- 1 out of 10 job only offered PT

different reasons, different PT work?
Part-time work in WG

[1]

care for children

Part-time Wednesday afternoon off (n=228)
Part-time work in WG [2]

for personal reasons
Part-time work in WG [3]

job not offered FT
Atypical work in LFS

Evening work (19 to 23)

- Never: 65.7%
- <50% of workdays: 24.5%
- >50% of workdays: 6.9%
- always: 2.9%

always from 7pm till 11 pm?
Atypical work in LFS & WG*

<table>
<thead>
<tr>
<th>Evening work (19 to 23)</th>
<th>LFS</th>
<th>Evening work (19 to 23)</th>
<th>WG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>65.7%</td>
<td>Never</td>
<td>71.0%</td>
</tr>
<tr>
<td>&lt;50% of workdays</td>
<td>24.5%</td>
<td>&lt;50% of workdays</td>
<td>20.3%</td>
</tr>
<tr>
<td>&gt;50% of workdays</td>
<td>6.9%</td>
<td>&gt;50% of workdays</td>
<td>8.0%</td>
</tr>
<tr>
<td>always</td>
<td>2.9%</td>
<td>always</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

*LFS questions last month, WG questions last week
Take home message

“WG: that’s one small effort for respondents but a giant insight for understanding the scheduling of work”
TIME FOR LUNCH

PLEASE RETURN AT 2PM
RELIABILITY OF ESTIMATING WORKING TIMES
Measuring Working Times [1]

• Identify the definition/conceptualisation of working time:
  • Different datasets
  • Researchers
  • Respondents

• Goal: Combine the definition → Operating definition of Work
Measuring Working Times [2]

• Literature review on “working time”
  • Evolution from the “Fordist Model”
  • 24/7 Society?
  • Blurring boundaries of work
  • Spread of non-standard schedules
  • Porosity of social times
  • Different dimensions of “Work”
Measuring Working Times [3]

• Conceptual approaches of defining Work:
  
  • Global approach: Labour Force Survey
  • Focused approach: Work Grid
  • Contextual approach: Time Use Survey

• Our definition of Work
VALIDITY OF ESTIMATING WORKING TIMES

Kyra de Korte (VUB)
Estimating working times

• Labour is *more* than a means for economic support

• *Same* results when using *different* methods?

• **LFS WG TUS** → to what extent do they differ?
The level of equation

• We apply two levels of merging

• Individual working time → LFS and the WG

• Episodic concordance of working times → TUS and the WG.
Comparison on individual level

**NOTE.** **SELECTION:** WORKING HOURS >0; NORMAL WORKWEEK N=1,331
Comparison on episode level [1]
Comparison on episode level [2]
Take home message

• The **WG** results in better working time estimates than the **LFS**

• **WG** is **not completely infallible**.

• However, the **WG** truly adds to the **accuracy** of estimated working hours.

• Thus, we **strongly recommend** that the **WG** becomes an integral part of the **LFS**.
Lydia Merckx (Statistics Belgium) – excused
Agnieszka Litwinska (EUROSTAT)
Pia Rattenhuber (OECD)

MODERATOR: Ignace Glorieux (VUB)

ROUND TABLE 1: PRODUCERS OF STATISTICS
Time for COFFEE

Please return at 3.30PM
Jan Vanthuyne (Employment Belgium)
Françoise Goffinet (Institute for the Equality of Women and Men)
Béatrice Van Haeperen (IWEPS)

MODERATOR: Bernard Fusulier (UCL)

ROUND TABLE 2: USERS OF STATISTICS
Laurent Lesnard (SciencesPo, Paris)

KEYNOTE: TIME USE AND SOCIAL INEQUALITIES
CONTACT

(NL/EN)  (FR)

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