

# WORK/LIFE AND TIME

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

Promoters: I. Glorieux & B. Fusulier

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iacchos  
Institut d'analyse du changement  
dans l'histoire et les sociétés contemporaines



abfssa  
ASSOCIATION  
BELGE  
FRANCOPHONE  
DE SOCIOLOGIE  
ET D'ANTHOLOGIE

Bernard Fusulier (UCL) and Ignace Glorieux (VUB)

# WORD OF WELCOME

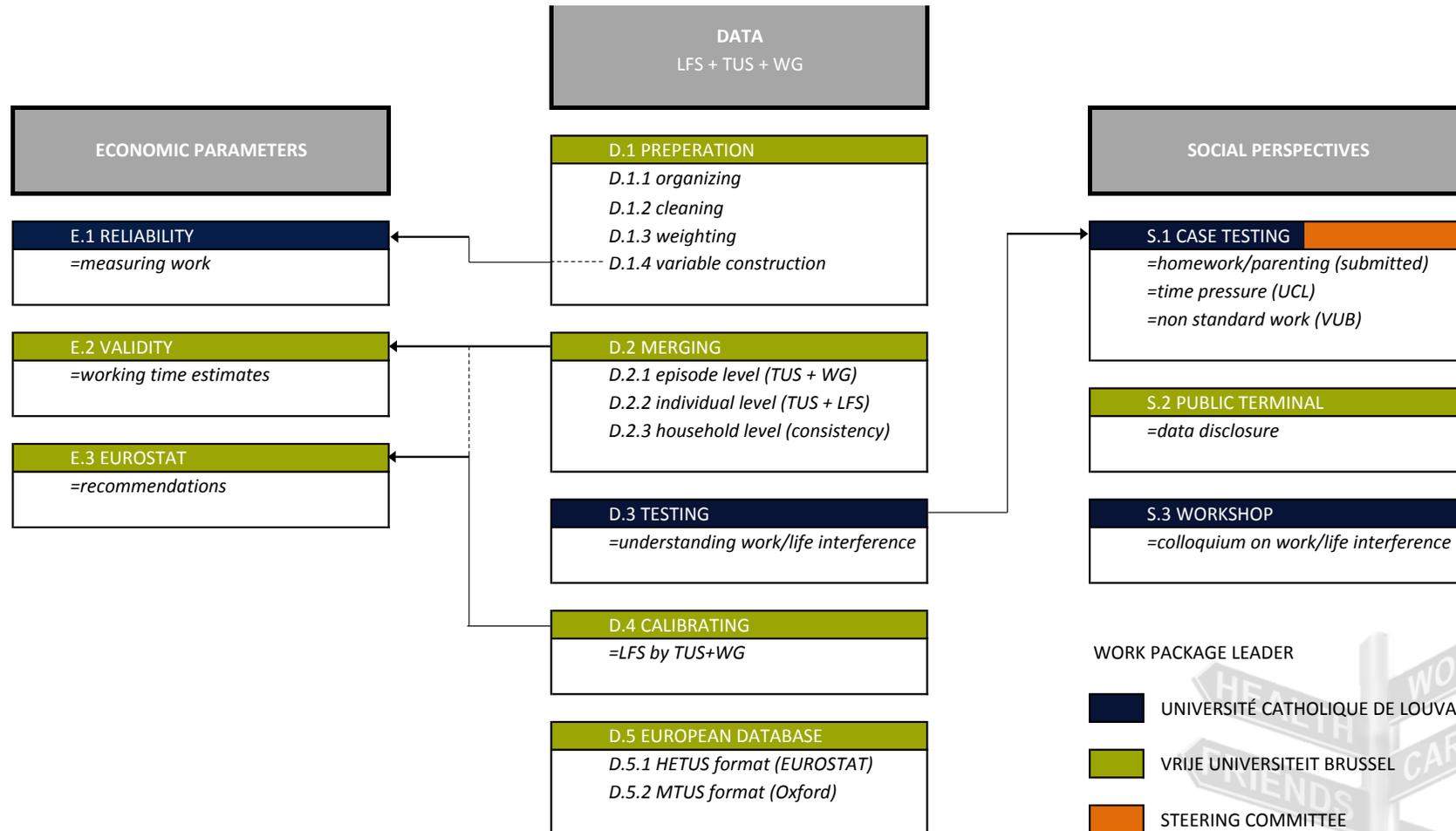


Aziz Naji (BELSPO) and Theun Pieter van Tienoven (VUB)

# INTRODUCTION TO THE PROJECT

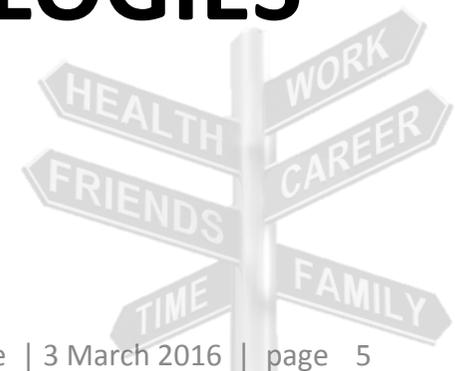


# Project outline

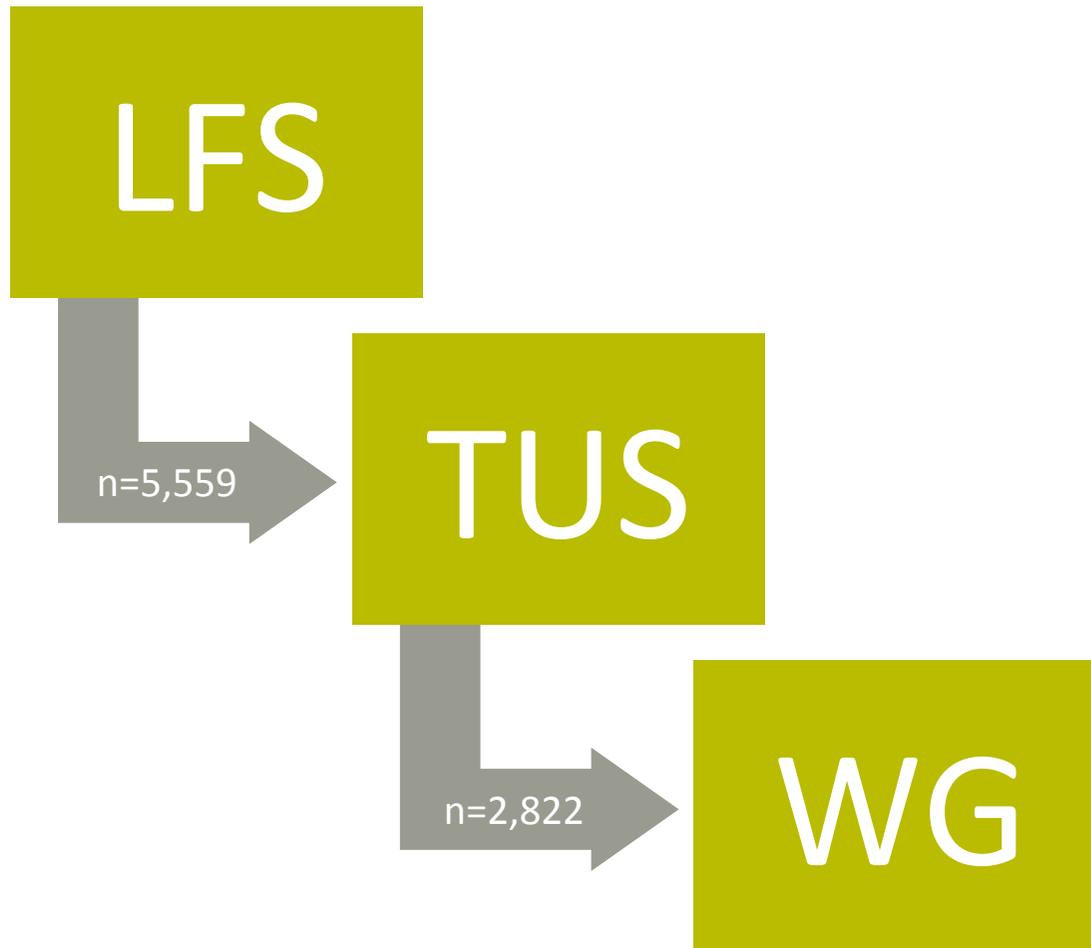


Theun Pieter van Tienoven (VUB)

# MERGING THREE METHODOLOGIES

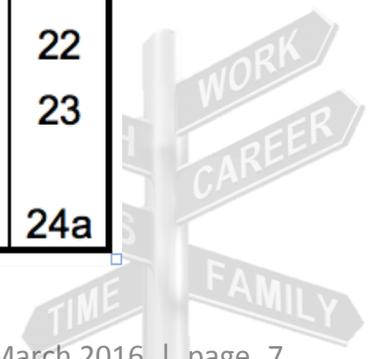


# Three methodologies



# Labour Force Survey (LFS)

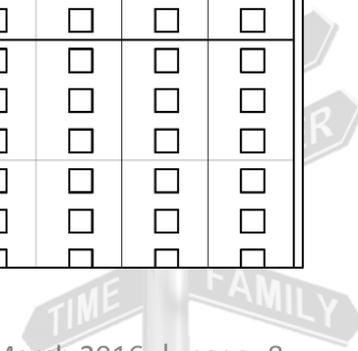
<b>B2. Work duration (main activity)</b>		
<b>20. How many hours did you actually work in your main job during the reference week? Teachers' preparation included, training hours excluded?</b>		
(INT. Maximum 97 - 98 for "do not know")		
- (INT. Please note down the number of hours during the reference week) .....	__ __	21
- If you did not work during the reference week	0	22
<b>21. During the reference week, did you work as many hours as usual, more hours or fewer hours than usual?</b>		
- ... as many hours as usual .....	1	24a
- ... fewer hours than usual .....	2	22
- ... more hours than usual .....	3	23
- Your working schedule varies considerably from week to week .....	4	24a



# Time Use Survey (TUS)

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 07.00 to 10.00!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>  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.	<b>Where were you?</b> <i>Record the location or the mode of transport</i>  e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	<b>Were you alone or together with somebody you know?</b>					
				<i>Mark "yes" by crossing</i>					
				Alone	With other household members			Other persons that you know	
					Partner	Parent	Household member up to 9 years	Other household member	
07.00-07.10	Woke up the children		At home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.10-07.20	Had breakfast	Talked with my family	↓	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.20-07.30	--"	--"	↓	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.30-07.40	Cleared the table	Listened to the radio	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.40-07.50	Helped the children dress	Talked with my children	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.50-08.00	Went to the day care centre	--"	On foot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.00-08.10	Went to work	Read the newspaper	Bus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
08.10-08.20	Went to work	--"	--"	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.20-08.30	Work		Workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
08.30-08.40				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.40-08.50				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.50-09.00				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09.00-09.10				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09.10-09.20				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09.20-09.30				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09.30-09.40				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09.40-09.50				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use an arrow, citation marks or the like to mark an activity that takes longer than 10 minutes.



# Work Grid (WG)

Day	Month	Day of the week	I did not work	4am	5am	6am	7am	8am	9am	10am	11am	12pm	1pm	2pm	3pm	4pm	5pm	6pm	7pm	8pm	9pm	10pm	11pm	12am	1am	2am	3am	4am
1st day (day for filling in your diary)			<input type="checkbox"/>																									
2nd day			<input type="checkbox"/>																									
3rd day			<input type="checkbox"/>																									
4th day			<input type="checkbox"/>																									
5th day			<input type="checkbox"/>																									
6th day			<input type="checkbox"/>																									
7th day			<input type="checkbox"/>																									

**How would you classify this working week?**

1. Usual working week  1

2. Unusual working week due to temporary absence from work  2

3. Unusual working week due to other reasons  3

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

Day	Month	Day of the week	I did not work	4am	5am	6am	7am	8am	9am	10am	11am	12pm	1pm	2pm	3pm	4pm	5pm	6pm	7pm	8pm	9pm	10pm	11pm	12am	1am	2am	3am	4am
1	2	06	Wednesday	<input type="checkbox"/>																								



# Pro's and con's

LFS

## Labour Force Survey

- + social and job characteristics / job motivations
- only "stylized" estimates for hours/flexibility/PT empl.

n=5,559

TUS

## Time Use Survey

- + all daily activities / embeddedness of work
- 2 days / intensive survey

n=2,822

WG

## Work Grid

- + 7 days
- no stand alone / work only



# 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

Joeri Minnen (VUB)

# MAKING YOUR OWN TABLES



<http://www.time-use.be>

The screenshot shows the homepage of the Time Use Survey. At the top, there is a red banner with the text "Time use Survey" in white. Below this is a calendar icon with a grid of days, where the last few days are highlighted in red. To the right of the calendar is a large clock icon with blue hands. Below these icons, the text "Statistics Belgium" is displayed in a large, bold, black font. Underneath, there are three red buttons for language selection: "English", "Nederlands", and "Français". The footer area contains logos for "Vrije Universiteit Brussel", "TOR", "belspo", and "economie". At the bottom left, it says "© 1999/2015 Onderzoeksgroep TOR - Vrije Universiteit Brussel". At the bottom right, it says "Ontwikkeld door Byteworks". On the right side of the page, there is a vertical signpost with several directional signs: "HEALTH", "WORK", "FRIENDS", "CAREER", "TIME", and "FAMILY".

# Making your own tables

- Time per day, per week
- Time relevant parameters
- Activities/places/with whom
- Datasets from 1999, 2005, 2013
- Individual characteristics
- Household characteristics
- Work-related characteristics





PLEASE RETURN AT **11AM**



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# THE FEELING OF TIME PRESSURE

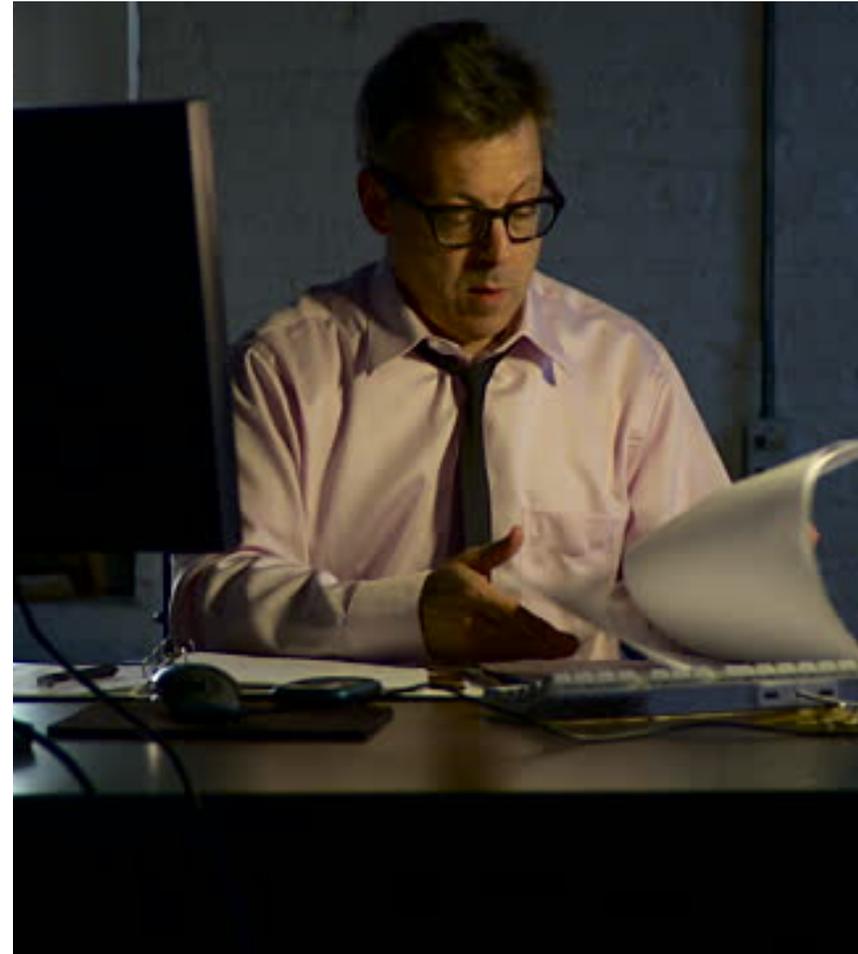


# Time Pressure vs. Life Satisfaction

- 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?

Antoine Delporte (UCL)

# SUPERVISION OF HOMEWORK



# Supervision of homework <sup>[1]</sup>

- **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?

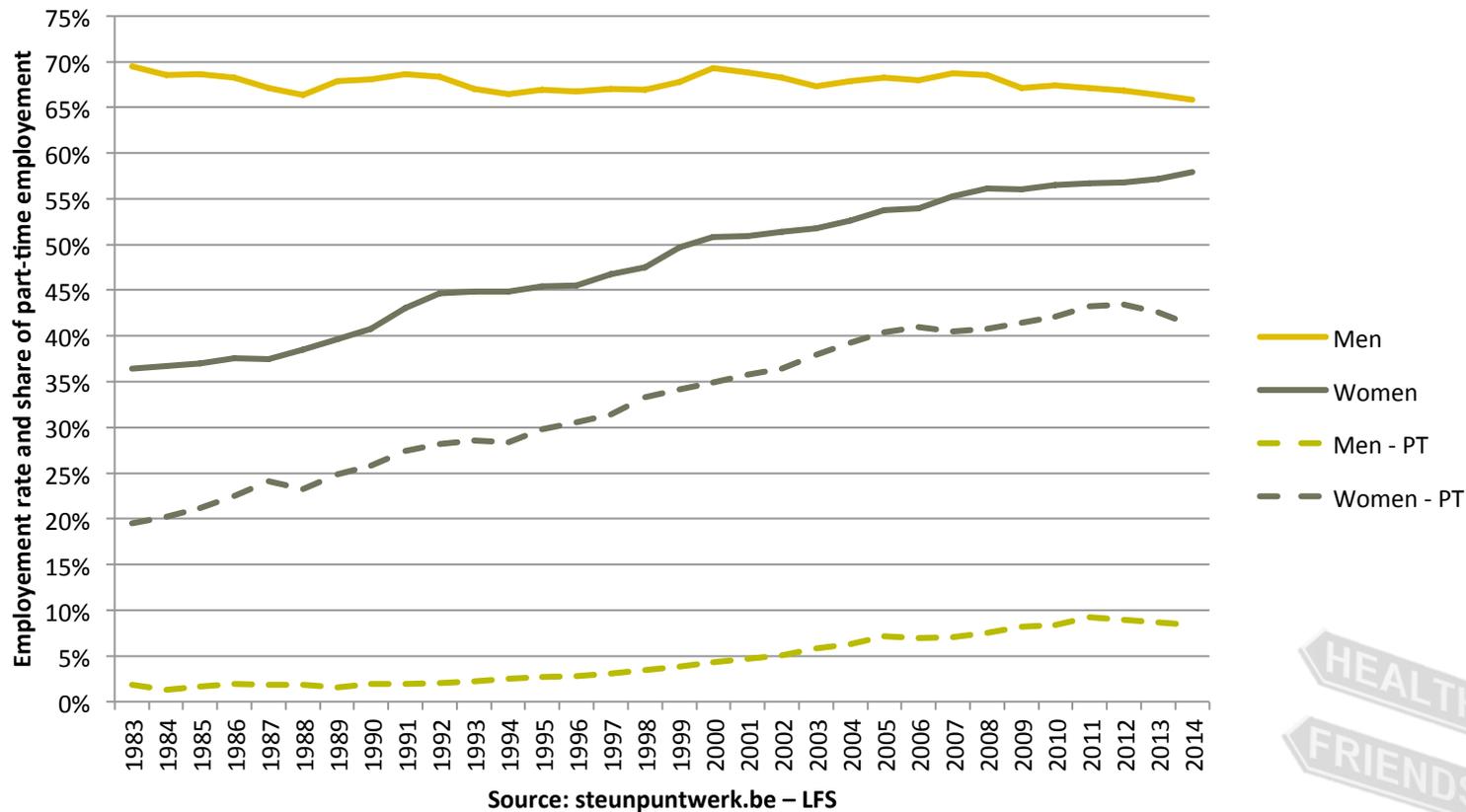
Theun Pieter van Tienoven (VUB)

# PART-TIME AND ATYPICAL WORK



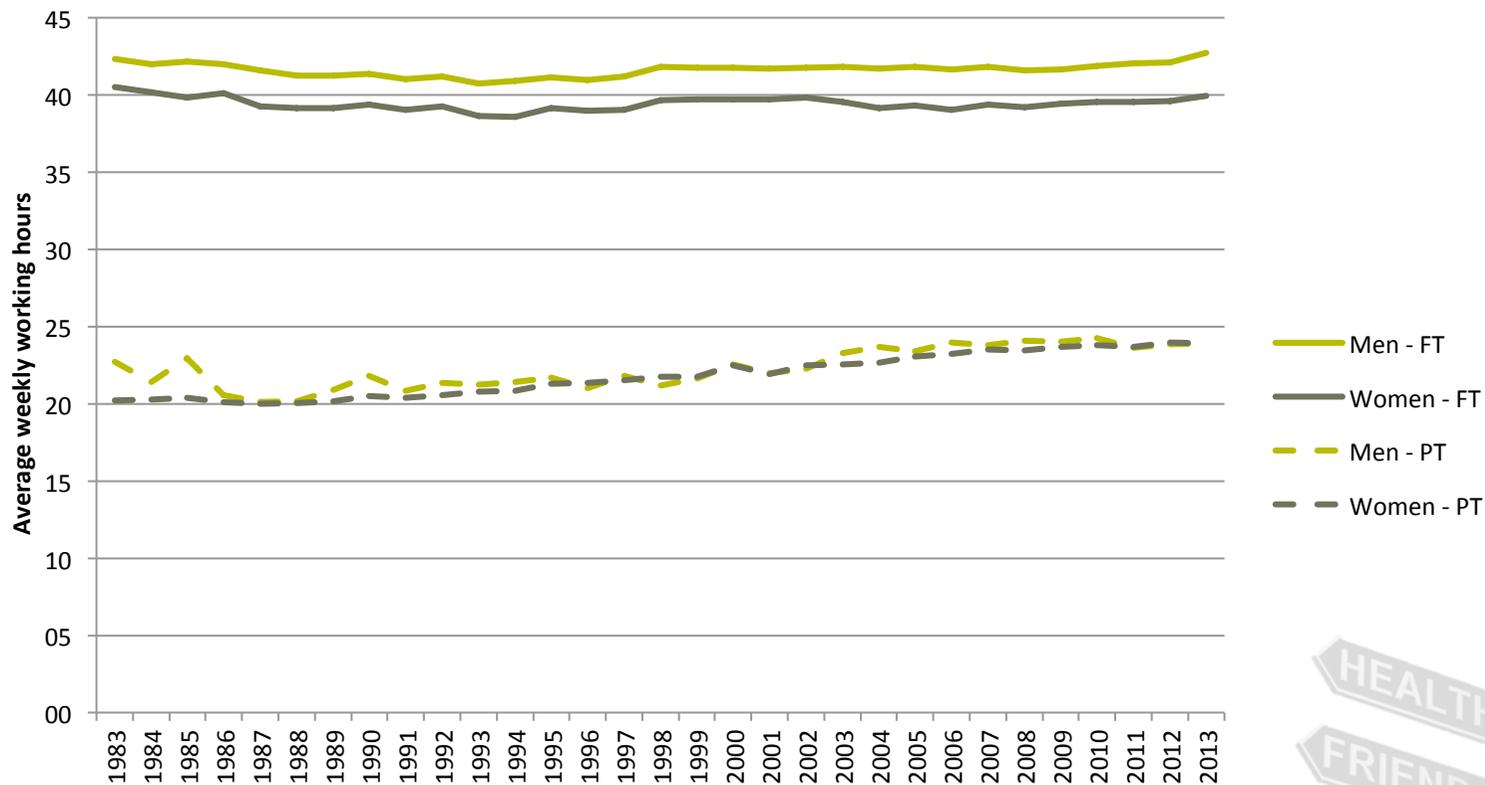
# Work in contemporary society [1]

## (PART-TIME) EMPLOYMENT



# Work in contemporary society [3]

## AVERAGE WEEKLY WORKING HOURS

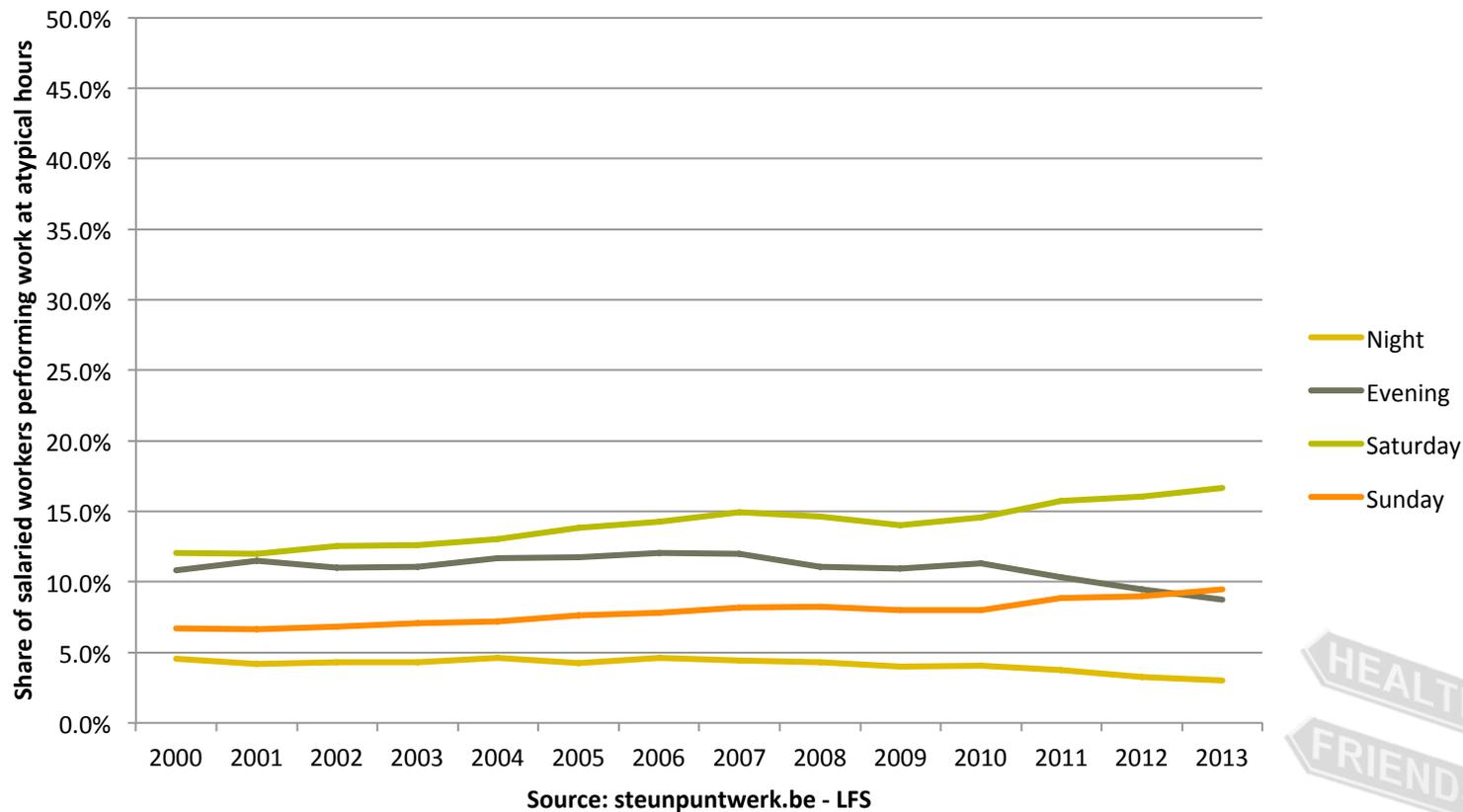


Source: steunpuntwerk.be - LFS



# Work in contemporary society [2]

## ATYPICAL WORK



# Part-time work in LFS

<b>17. Do you work full-time or part-time in your <u>main job</u>?</b>		
- Full-time .....	1	20
- Part-time .....	2	18
<b>18. To what percentage of a full-time job does yours correspond?</b>		
- (INT. Write the percentage).....	__ __	19a

## PT work corresponds to $\pm 70\%$

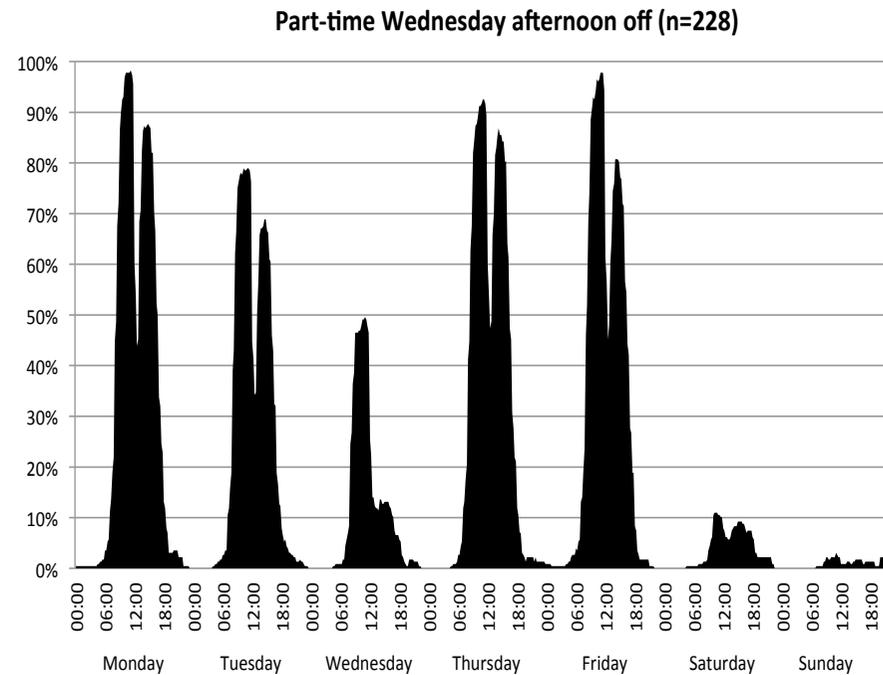
- 30% care of children
- 30% personal reasons
- 1 out of 10 job only offered PT



different reasons,  
different PT work?

# Part-time work in WG [1]

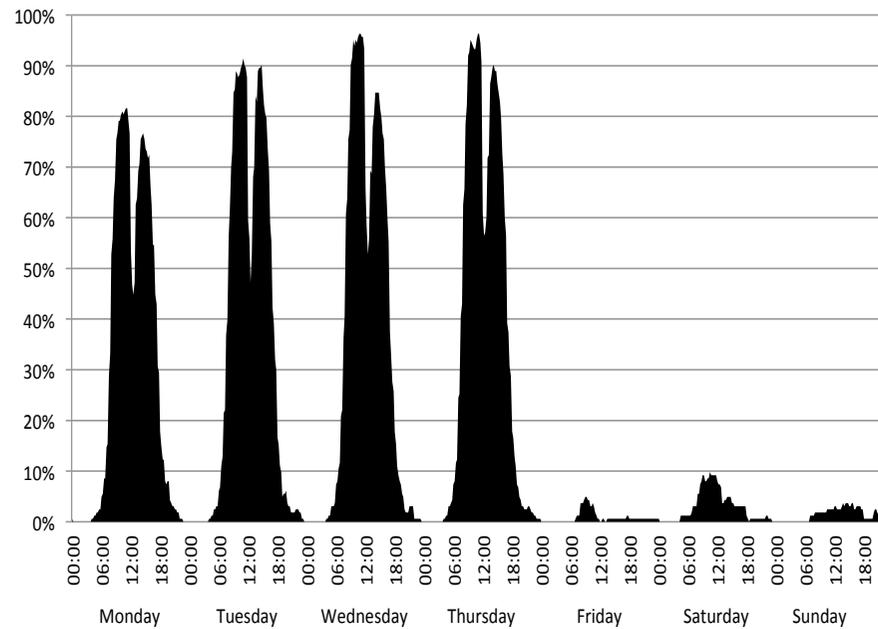
care for children



# Part-time work in WG [2]

for personal reasons

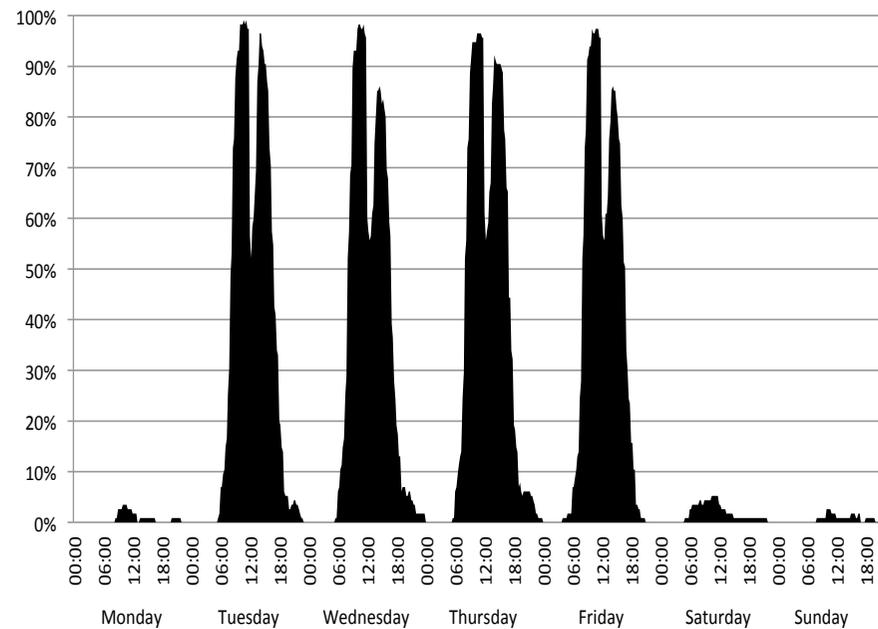
Part-time Friday off (n=163)



# Part-time work in WG [3]

job not offered FT

Part-time Monday off (n=115)



# Atypical work in LFS

**36. During the reference month, how often did you work according to the following schedules / modalities foreseen or not in your contract?**  
 (INT. Ask the questions row per row – Only one answer per row)

(*)	1	2	3	4	
a) Evening (19 to 23)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	36b
b) Night (23 to 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	36c
c) Saturday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	36d
d) Sunday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	36e
e) At home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37

**(\*) Explanation of the codes used:**

1.: never  
 2.: for a), b) and e) : less than 50 % of the working days;  
 for c) and d) : one day (Saturday or Sunday);  
 3.: for a), b) and e) : 50 % of the working days or more;  
 for c) and d) : two days (Saturday or Sunday) or more;  
 4.: always.

## 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\*

## Evening work (19 to 23) LFS

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

## Evening work (19 to 23) WG

Never	71.0%
<50% of workdays	20.3%
>50% of workdays	8.0%
always	0.6%

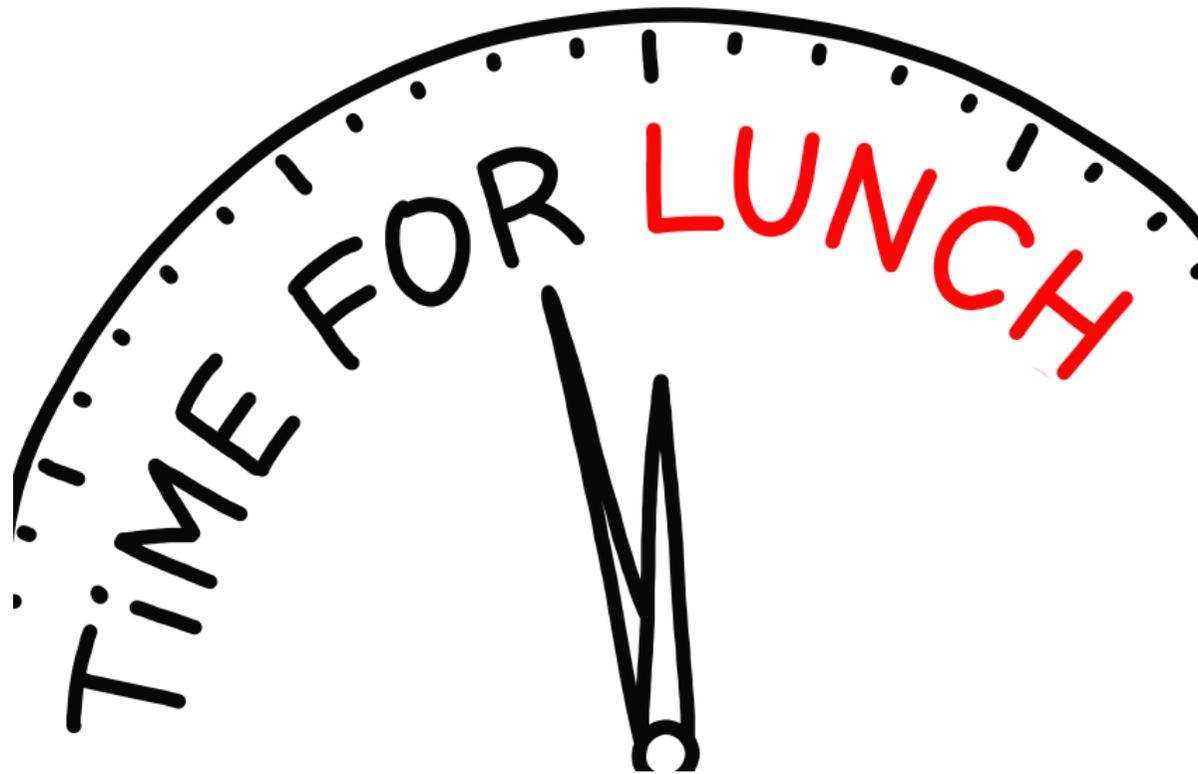
\*LFS questions last month, WG questions last week



# Take home message



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



PLEASE RETURN AT 2PM



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Antoine Delporte (UCL)

# RELIABILITY OF ESTIMATING WORKING TIMES



# Measuring Working Times <sup>[1]</sup>

- 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 <sup>[3]</sup>

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

Kyra de Korte (VUB)

# VALIDITY OF ESTIMATING WORKING TIMES



# 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 ?

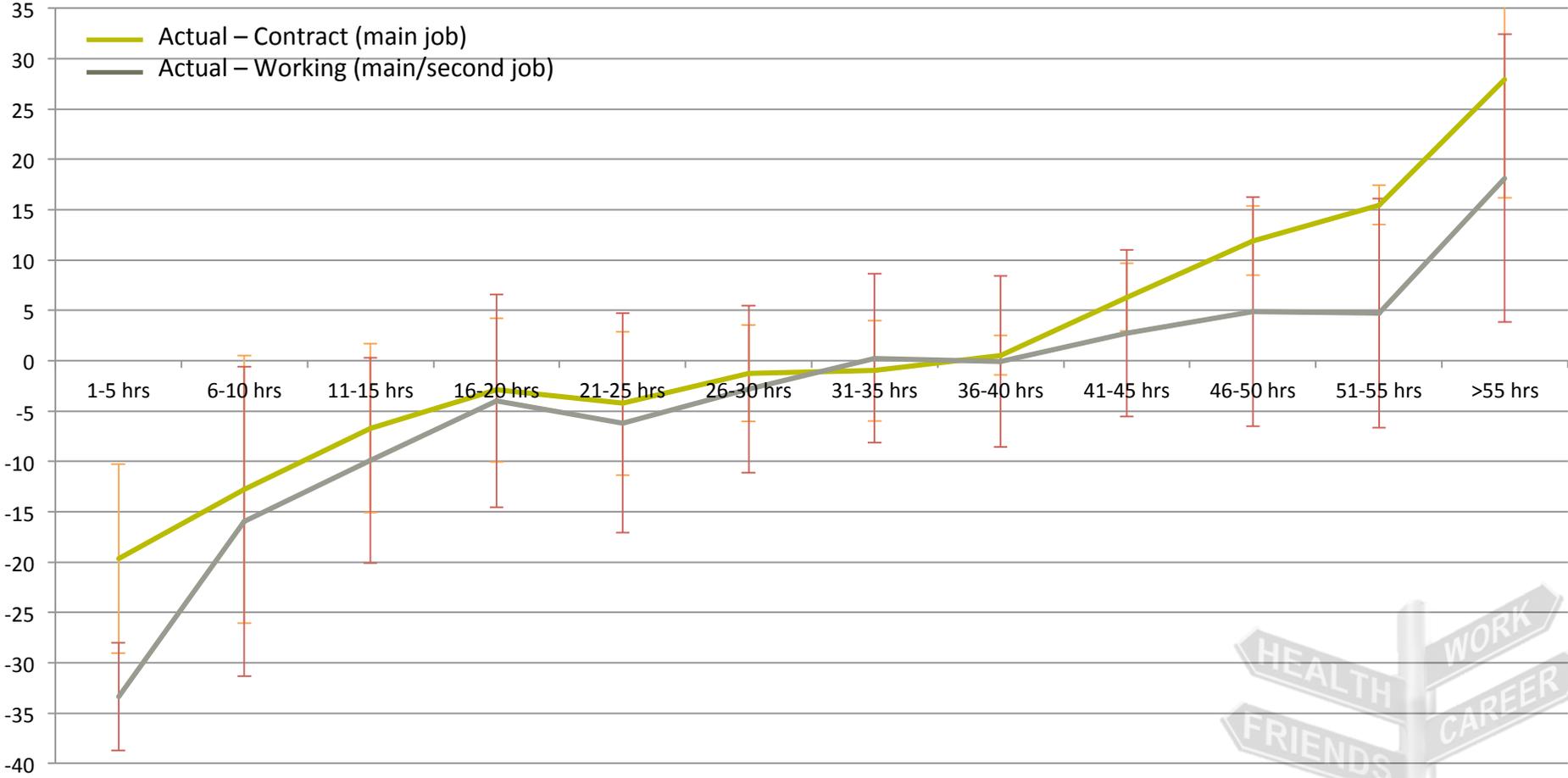


# The level of equation

- We apply **two levels** of merging
- Individual working time → **LFS and the WG**
- Episodic concordance of working times → **TUS and the WG.**



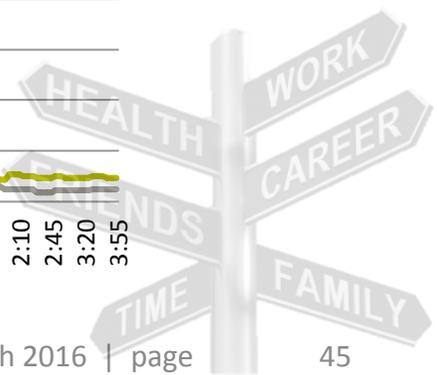
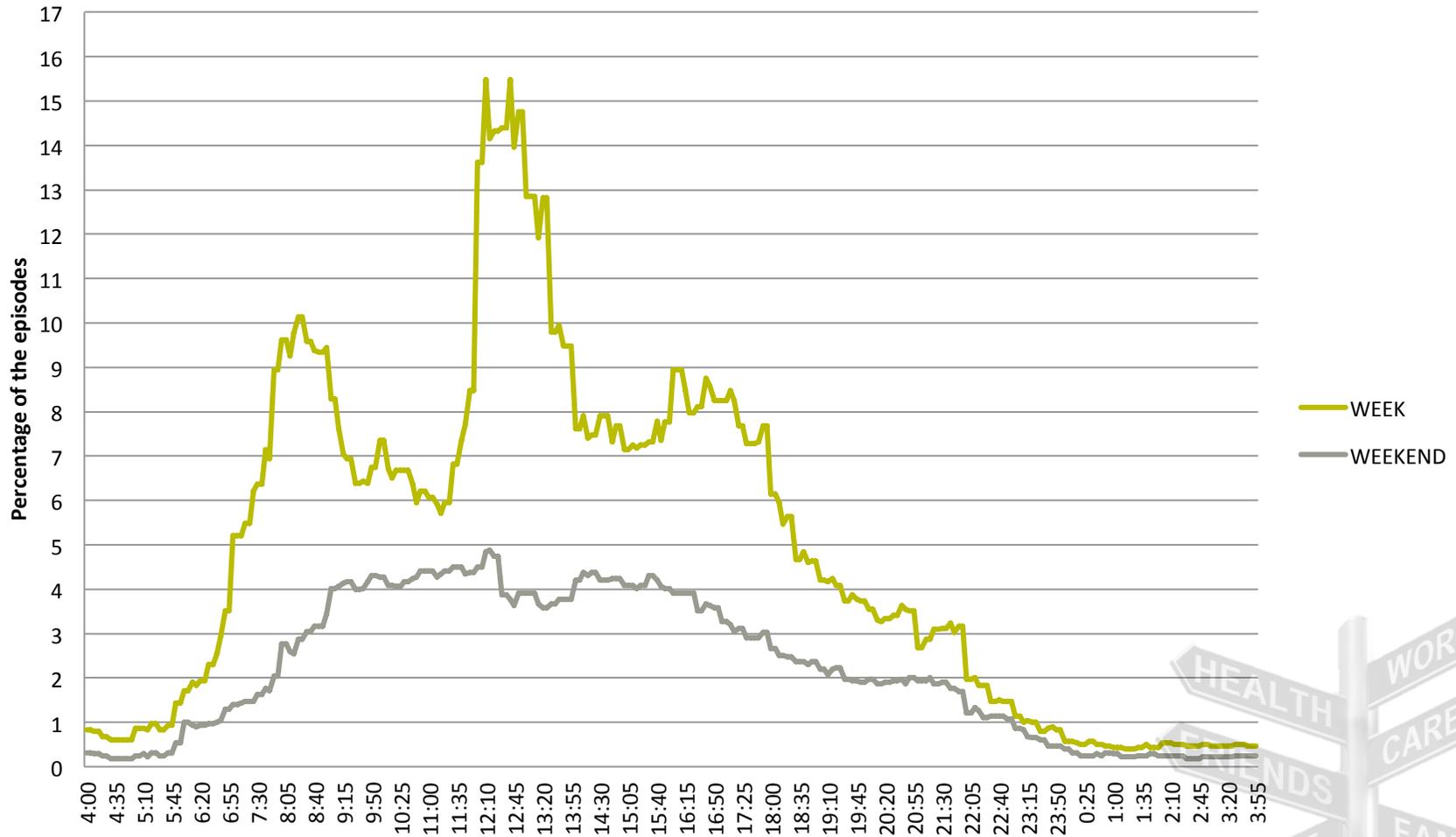
# Comparison on individual level



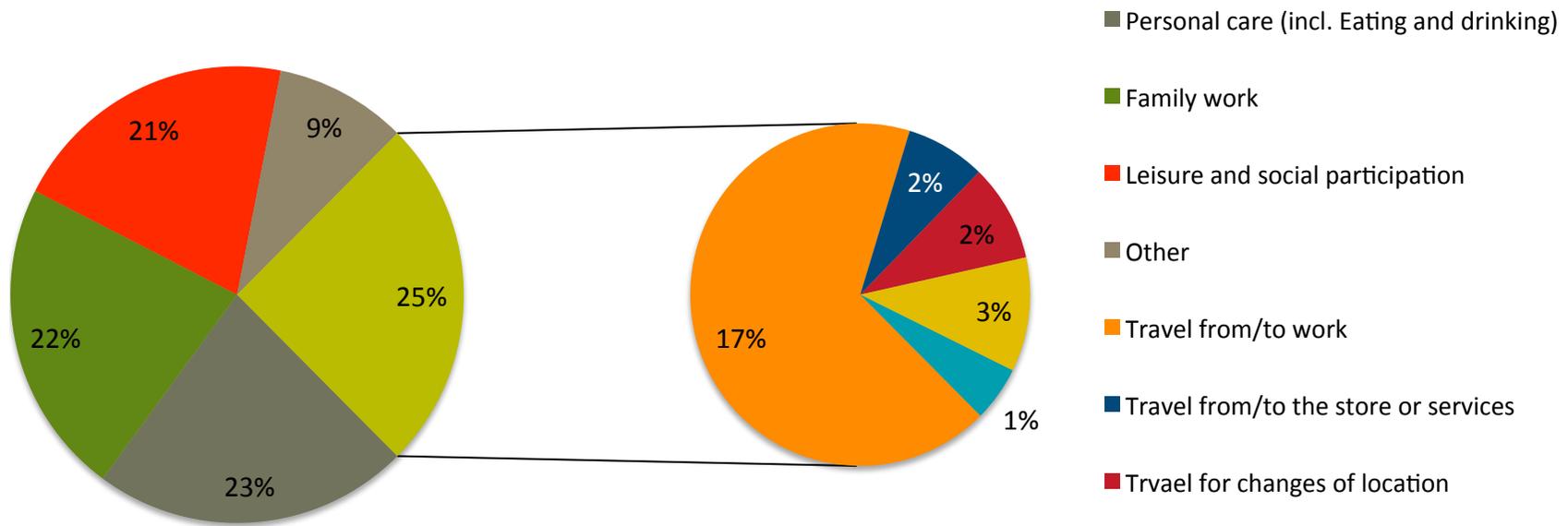
NOTE. SELECTION: WORKING HOURS >0; NORMAL WORKWEEK N=1,331



# 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





PLEASE RETURN AT **3.30PM**



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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

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