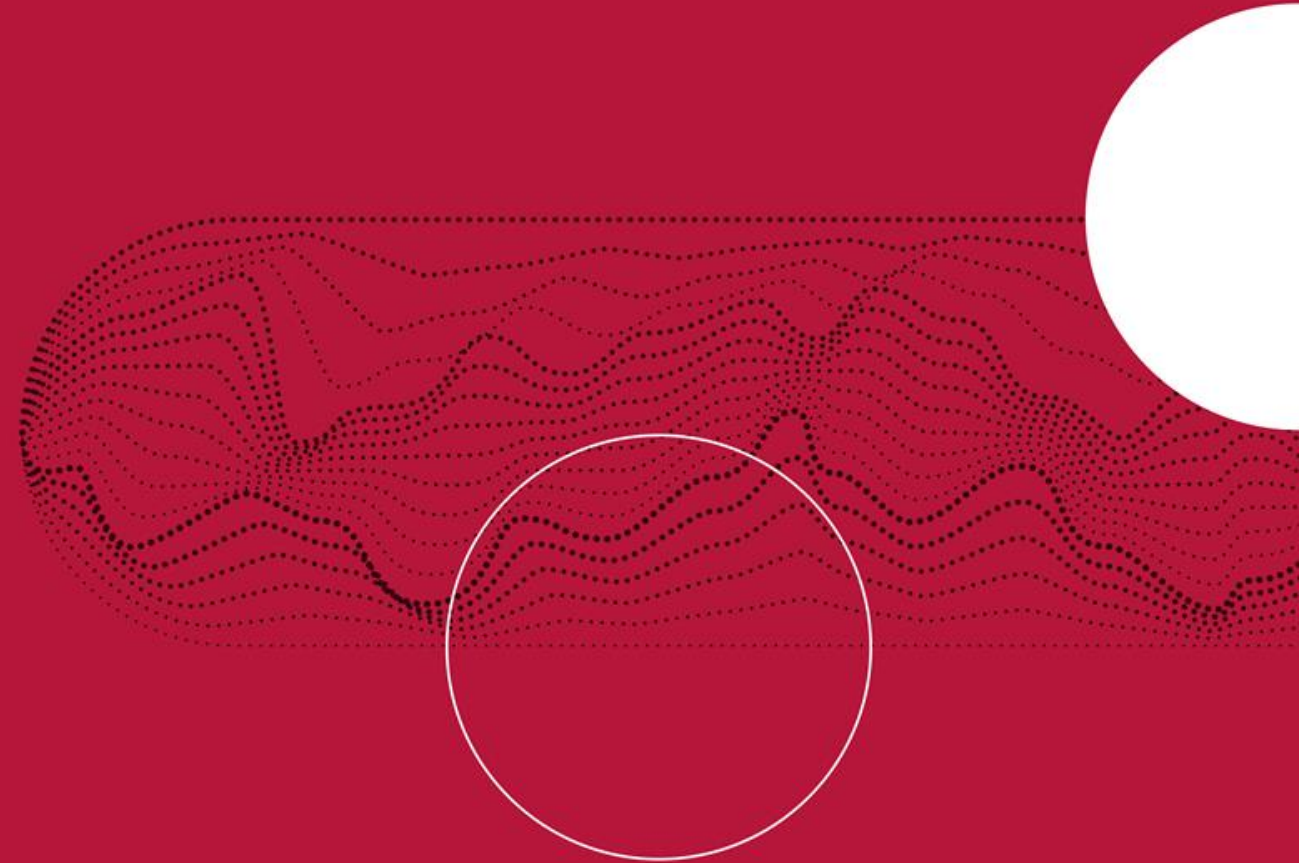


# PARENTAL TIME SPENT WITH CHILDREN AND JOB FLEXIBILITY

Roma Keister, Iga Magda  
2017 WIEM Conference



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# Parental time is crucial for child development

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- **The importance of parental time for child outcomes** (cognitive and cognitive skill formation, adult outcomes such as labour market position and incomes) (Dotti Sani & Treas, 2016; Francesconi, & Heckman, 2016, Carneiro and Ginja, 2015)

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- Parental time **investments into children higher among families with high socio-economic status** (Aizer & Cunha, 2012, Carneiro and Ginja, 2015)
  - Better educated parents spend more time on educational activities with their children
  - Working mothers report higher parental time investments than non-working ones

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Much less is known about job flexibility and parental time

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    - ↘ parental time with children
  - flexibility on the **employee's** side – e.g. possibility of taking an hour off
    - ↗ parental time with children

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- Relationship is not obvious
  - flexibility on the **employer's** side – e.g. work at short notice
  - flexibility on the **employee's** side – e.g. possibility of taking an hour off
- Previous research mostly focused on **long working hours – mixed results** (Baxter 2010; Hoherz 2016)

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# Main questions we ask

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- Do parental time investments differ between working and non-working parents?
- Do differences in levels of education drive the observed patterns?
- Are parental time investments higher for workers with more job flexibility?



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# Data & methods

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- Determinants of Educational Decisions (UDE) data for 2013 (34 000 households), focus on households with children under 15 (7 000)

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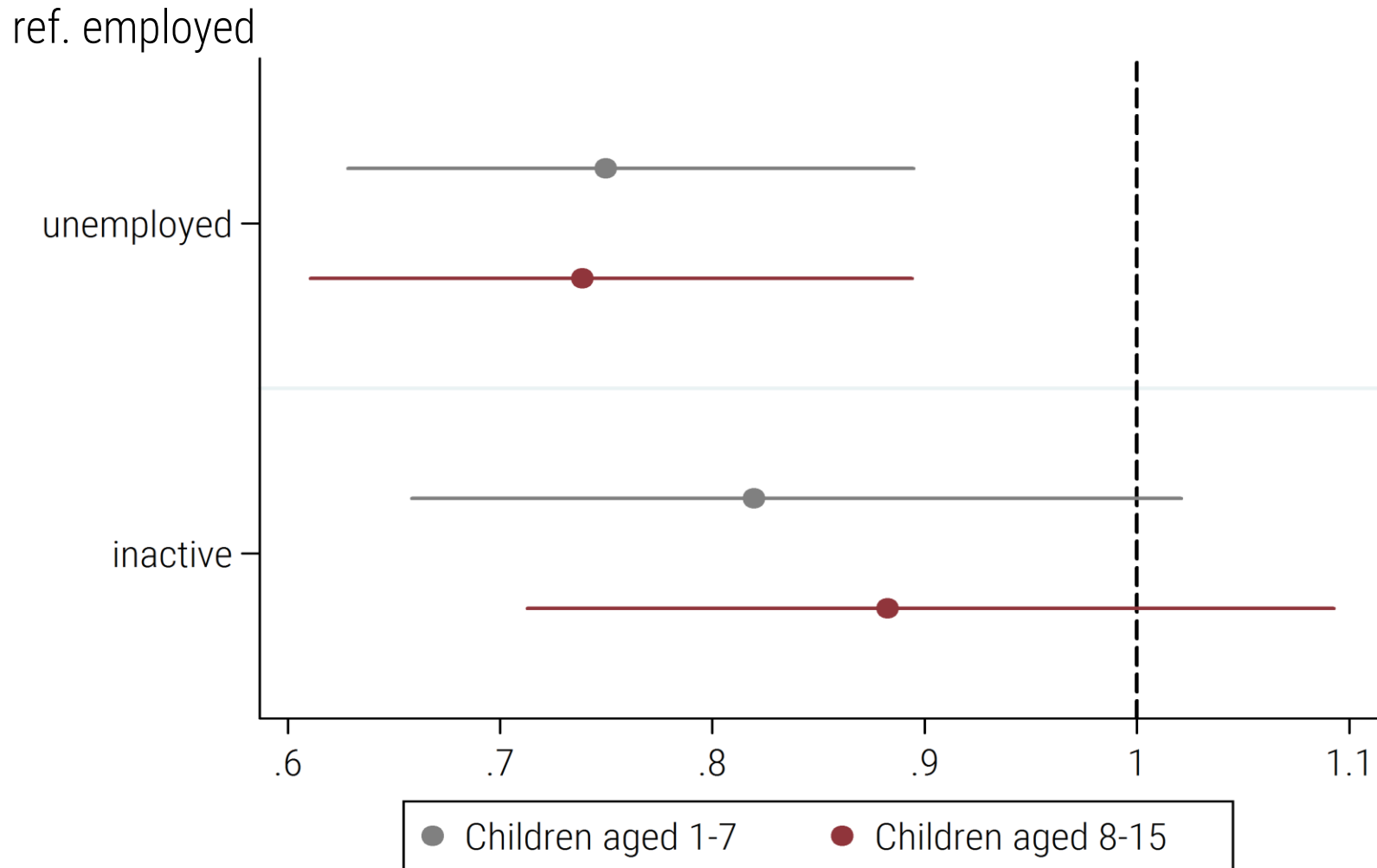
- Determinants of Educational Decisions (UDE) data for 2013 (34 000 households), focus on households with children under 15 (7 000)
- Main variable of interest – **the incidence of time spent with children** on educational and activities (0 – below average intensity of educational activities, 1 otherwise), calculated separately for children aged 1-7 and 8-15

- Determinants of Educational Decisions (UDE) data for 2013 (34 000 households), focus on households with children under 15 (7 000)
- Main variable of interest – the incidence of time spent with children on educational and parenting activities (0 – below average intensity of educational activities, 1 otherwise), calculated separately for children aged 1-7 and 8-15
- **Job flexibility index** (European Working Conditions Survey measures assigned to age-education cells)
  - duration (working long hours, working long days)
  - atypical working time (the incidence of night work, Saturday work, Sunday work, the incidence of shift work),
  - working time arrangements (the flexibility of scheduling, having to work at short notice),
  - flexibility (the possibility of taking the hour-off from work, and having to work free-time)

- We estimate a set of logit models, accounting for:
  - parents' labour market status,
  - parents' educational attainment,
  - degree of urbanisation of the place of residence,
  - age of parents,
  - number of children in the household,
  - presence of children aged less than 3 in the household

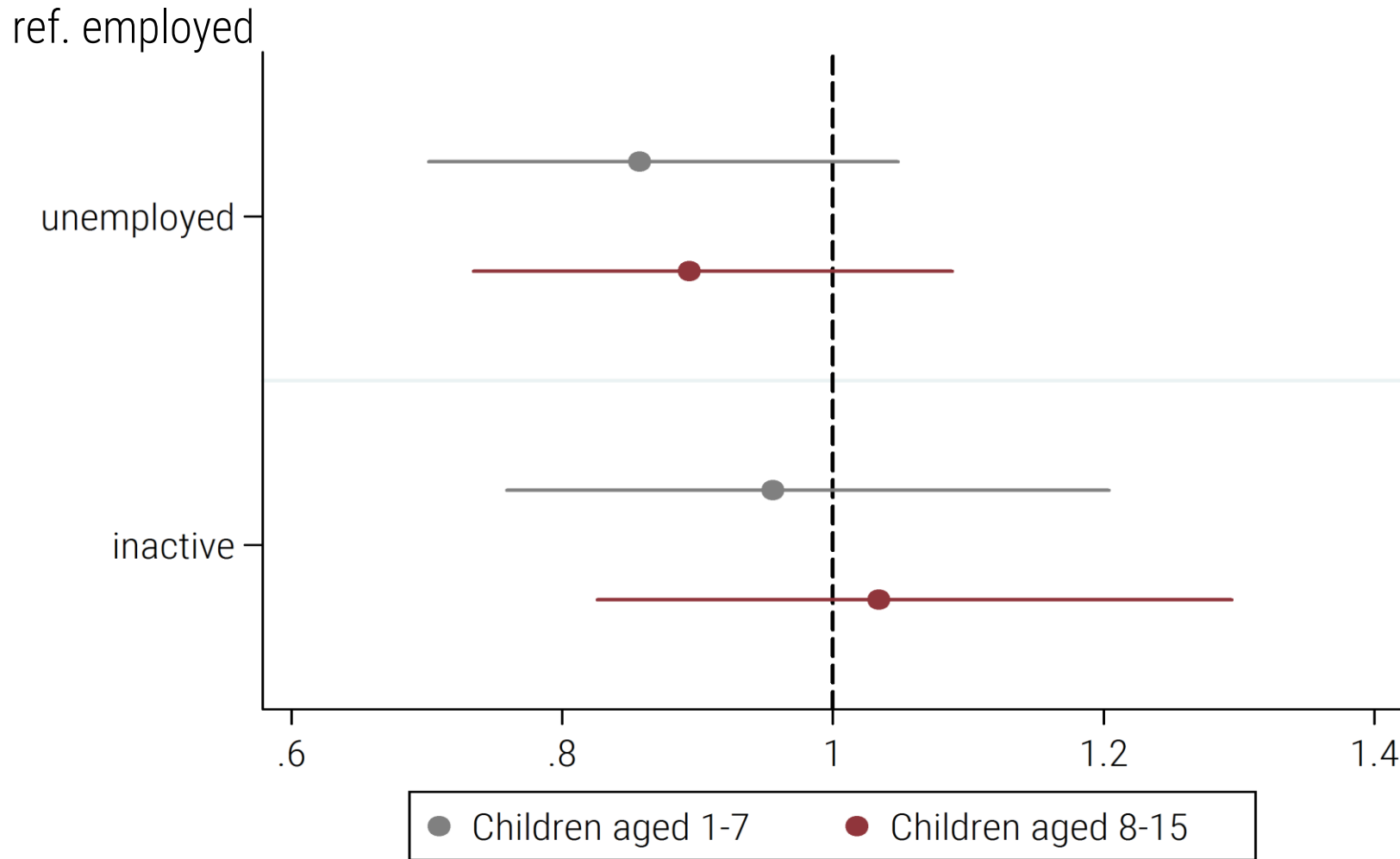
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- intergenerational transmission of norms, values and attitudes

# Labour market status of parents matters...



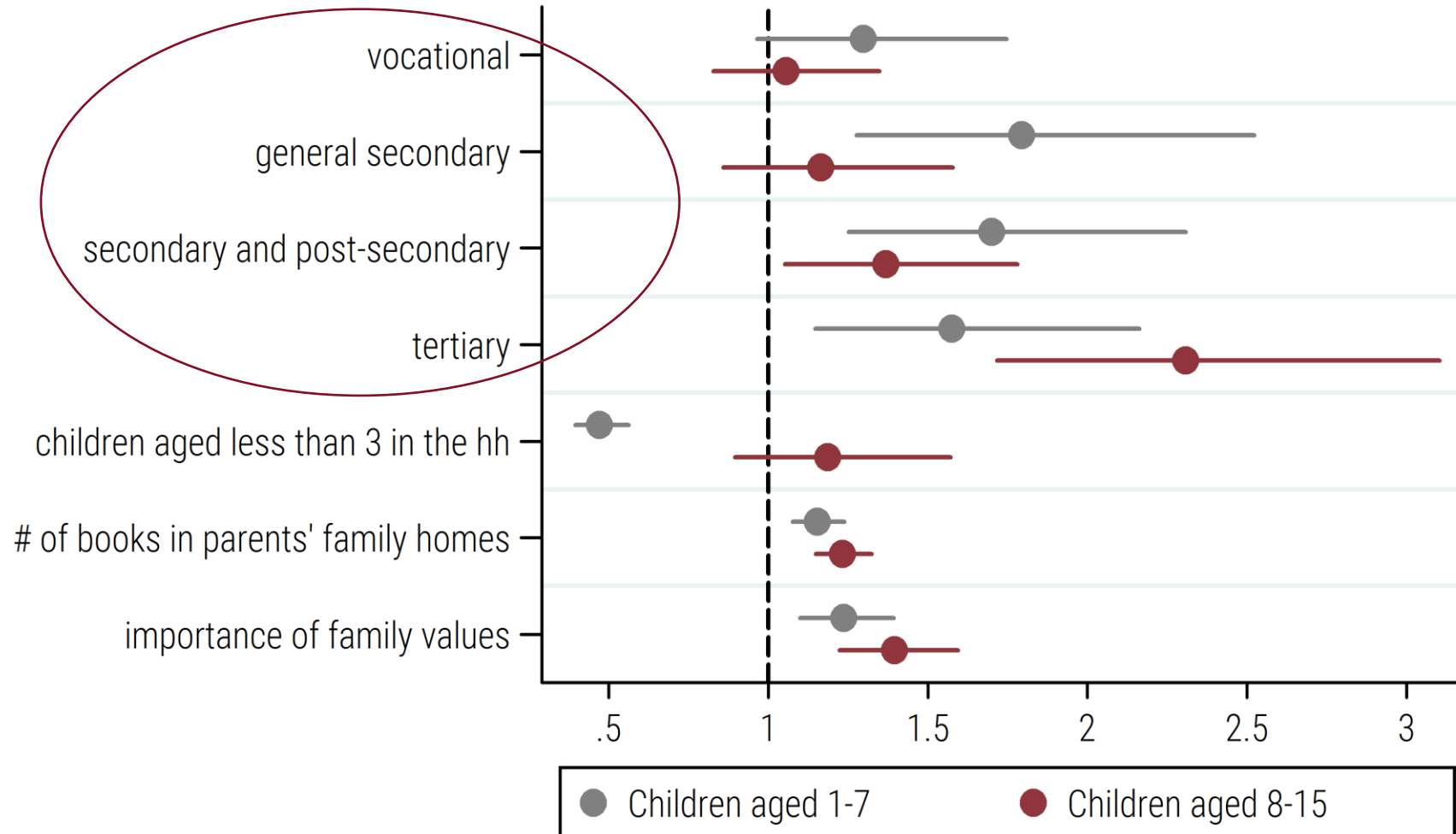
odds ratios, 95% confidence intervals, clustered std. errors

... But once we control for other parents' characteristics, labour market status becomes insignificant



odds ratios, 95% confidence intervals, clustered std. errors

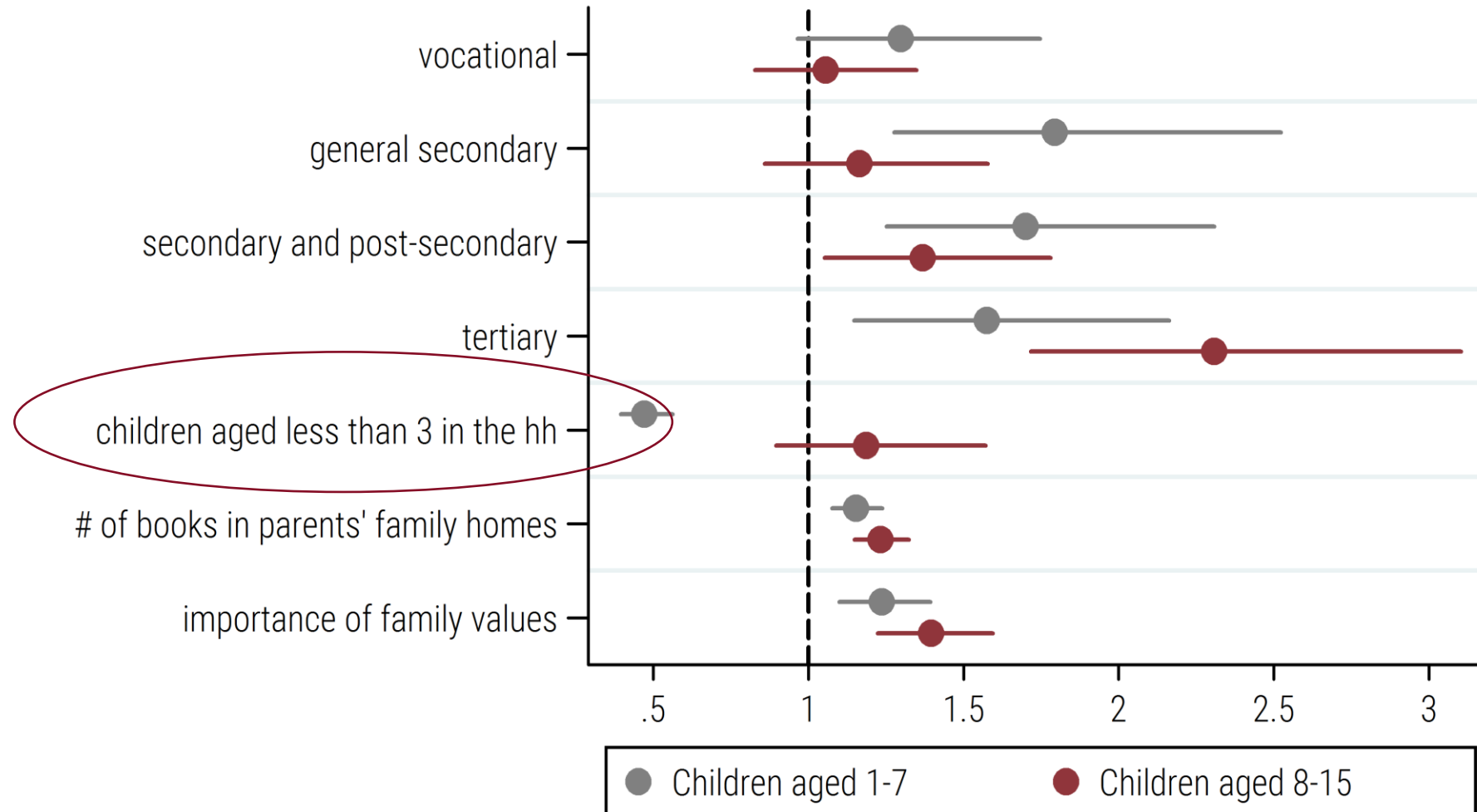
# What matters is parents' educational attainment



odds ratios, 95% confidence intervals, clustered std. errors

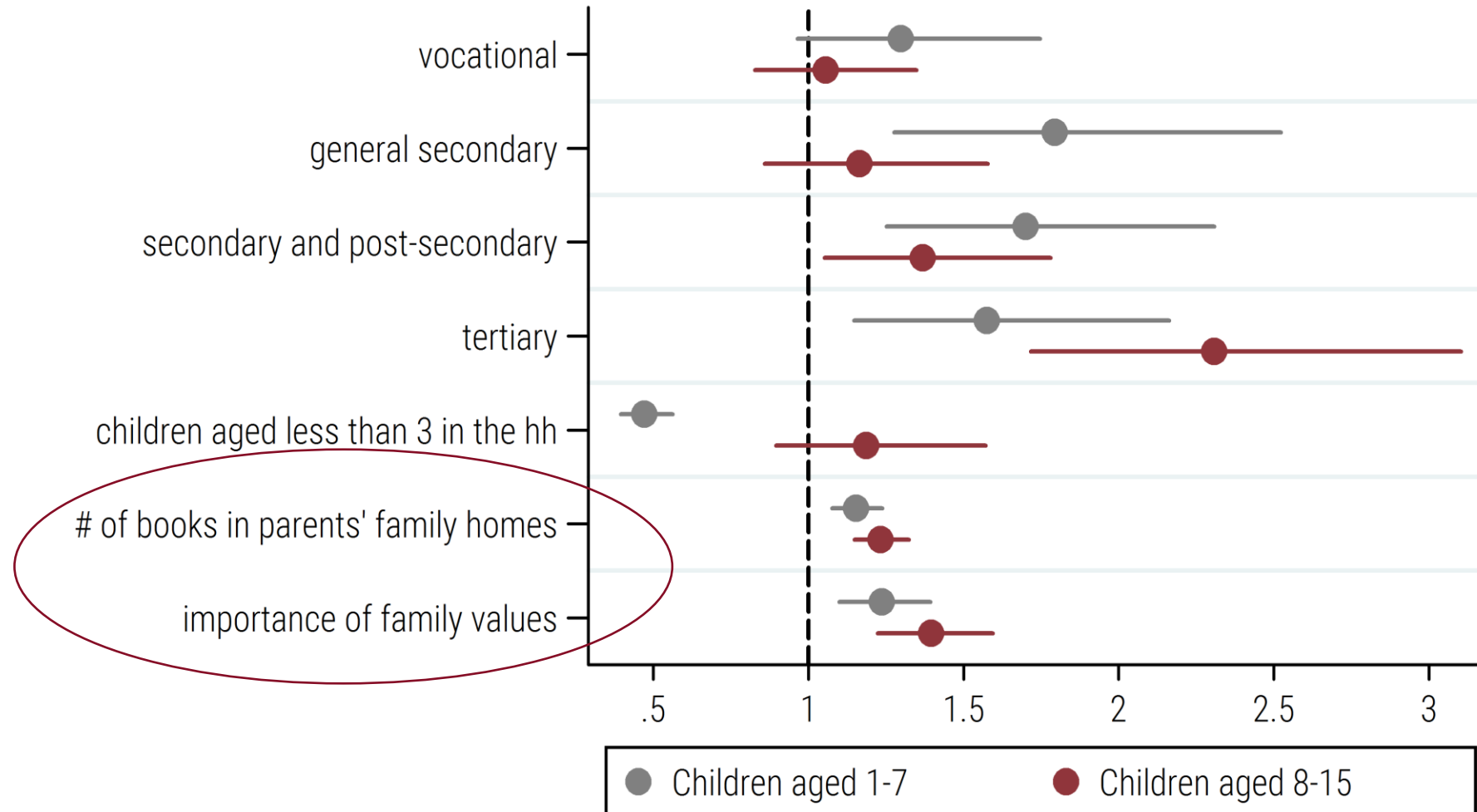


# Presence of **children aged below 3** negatively affects incidence of educational activities with children aged 1-7



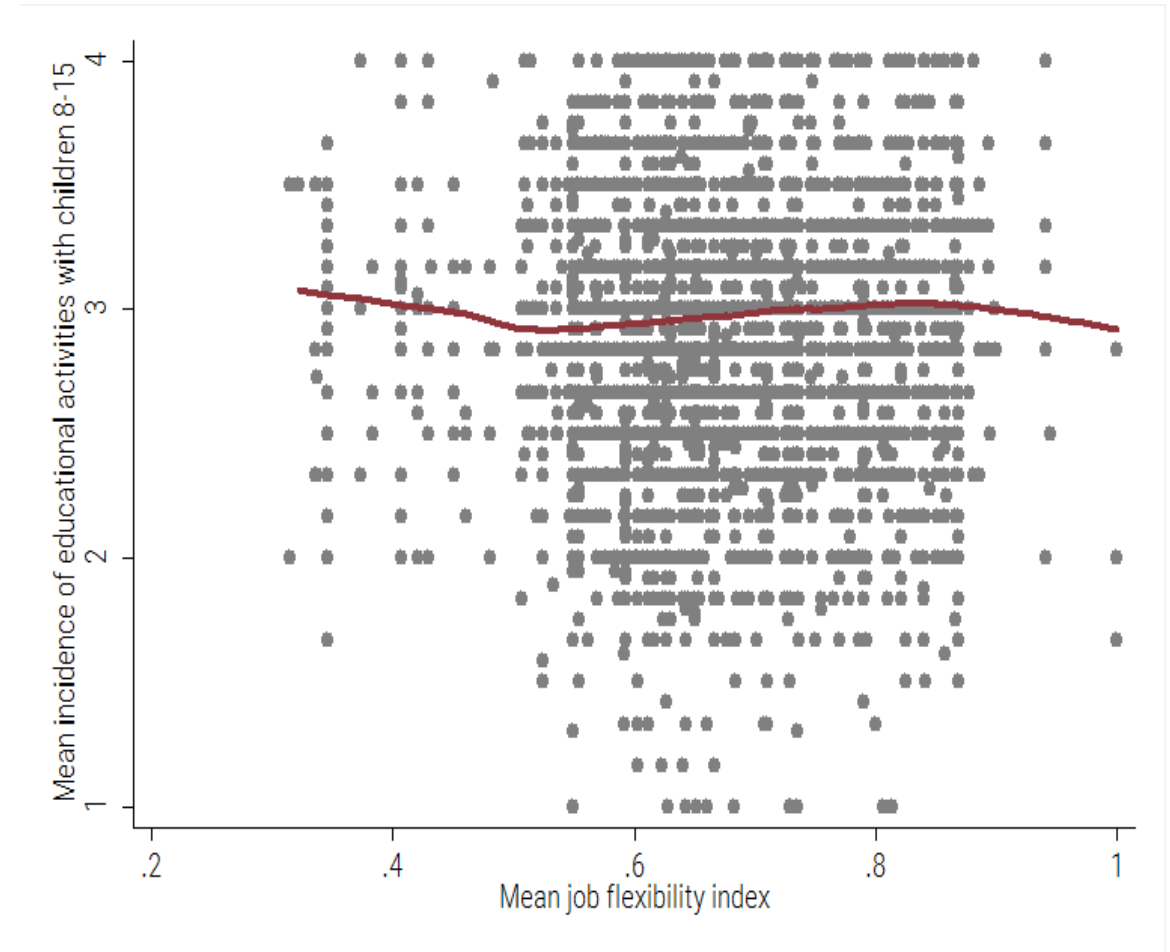
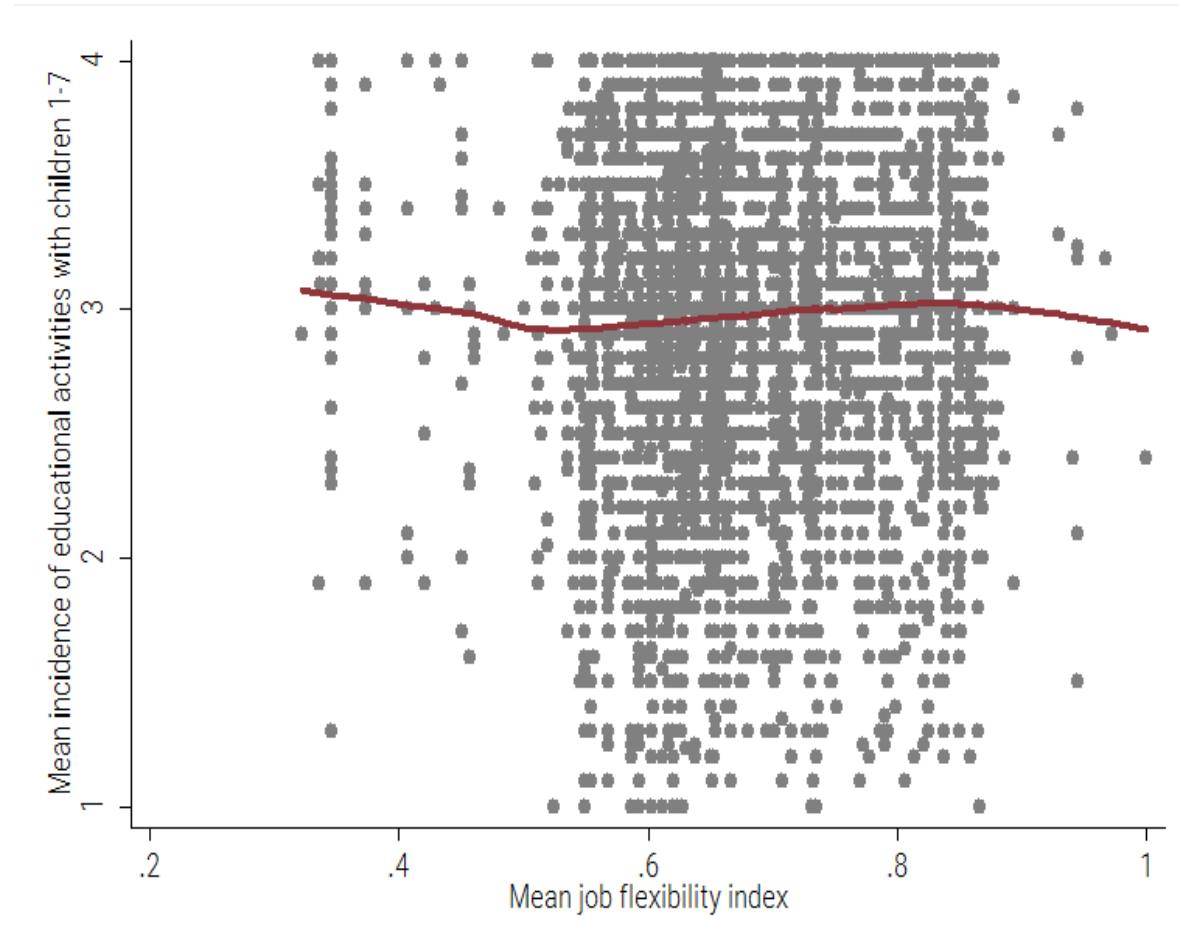
odds ratios, 95% confidence intervals, clustered std. errors

Also parents' own **socio-economic background** and values they share are important



odds ratios, 95% confidence intervals, clustered std. errors

# Job flexibility and parental time – not an easy relationship



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- Odds ratios from the full model with one particular job flexibility dummy at a time (1 if the above-average flexibility, 0 otherwise)

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- Odds ratios from the full model with one particular job flexibility dummy at a time (1 if the above-average flexibility, 0 otherwise)

	long working hours	long working days	night work	Saturday work	Sunday work	shift work	scheduling	short notice	hour off	work free-time
Children aged 1-7	1	1.02	0.89	1.09	0.87	1.03	1.09	0.89	0.99	1.02
Children aged 8-15	0.98	0.99	0.91	1.06	0.97	1.01	0.95	0.91	0.96	0.92

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# What we've learned

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# What we've learned

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- Do parental time investments differ between working and non-working parents?
  - Only if we don't control for other parents' characteristics such as education
- Do differences in levels of education drive the observed patterns?
  - Yes, educational attainments influence parental time investments, so do their parental background, values and attitudes
- Are parental investments higher for workers with more job flexibility?
  - No dimensions of job flexibility appear to influence parenting – further research needed due to data limitations



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# Conclusions & further work

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- Time budget less important than norms, values and parents' „scholar culture”
- However, there are some potential caveats of our study...
  - Self-selection into occupations, not observable heterogeneity, and lack of feasible data on job flexibility



Thank you!  
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