

The development and the educational stratification of women's and men's childcare time in Germany

An update for 2001–2013

✉ florian.schulz@ifb.uni-bamberg.de

Florian Schulz & Henriette Engelhardt

✉ henriette.engelhardt-woelfler@uni-bamberg.de

Contributions

Update of previous knowledge for Germany: Childcare time in the first decade of the 2000s (2001–2013)

- Development:** Separate analysis of total childcare time and six different childcare activities
- Stratification:** Evidence of the education gradient of total and specific childcare time
- Decomposition:** Assessment of the relative contribution of changing demographic distributions versus changes that are statistically independent from population parameters on childcare time

Background

Mothers' and fathers' time for childcare is beneficial for development and well-being of children

Three trends in current research:

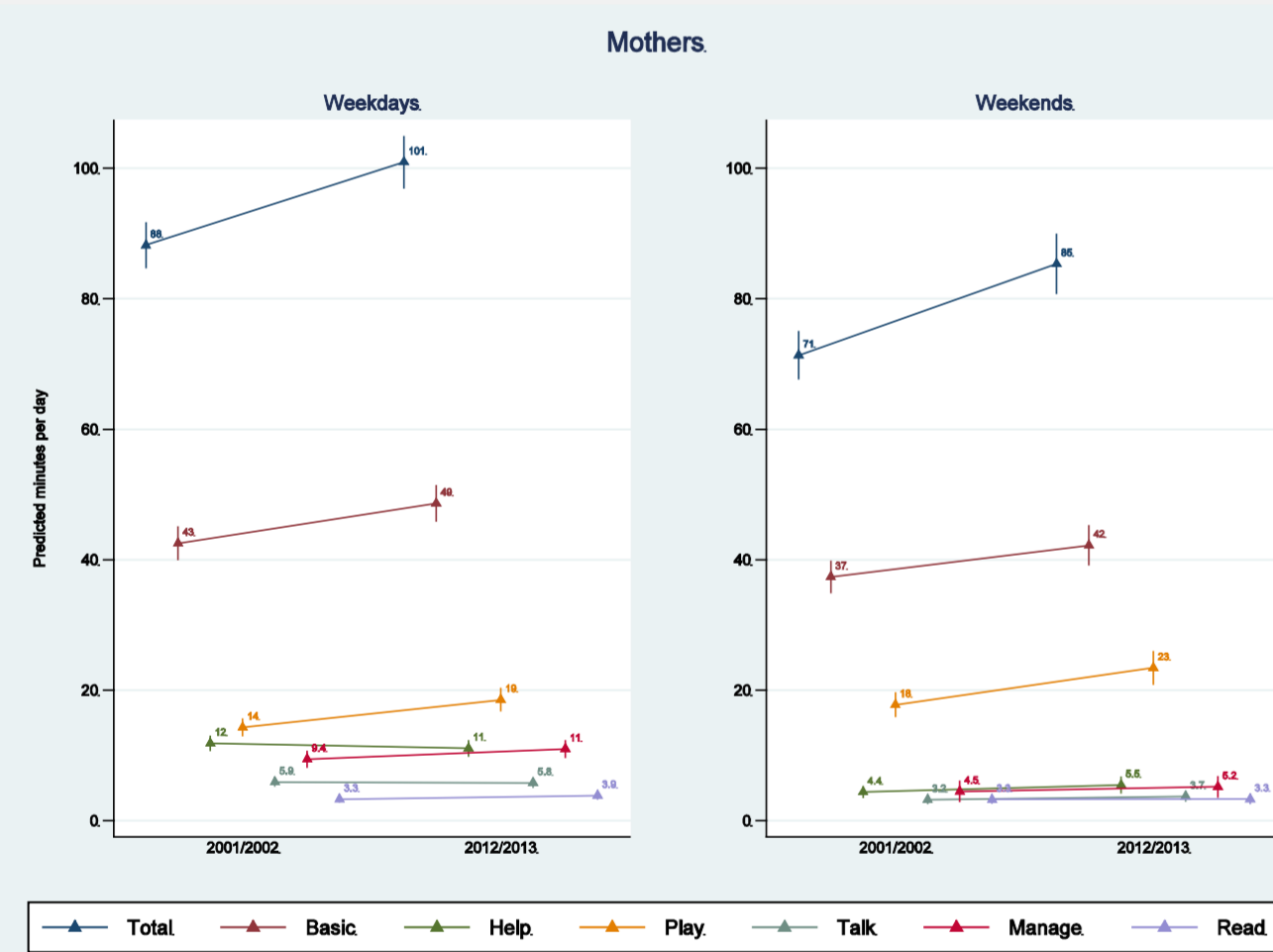
- Development:** Time budgets for childcare have increased over the decades
 - Changing patterns and ideas of parental involvement in children's lives
- Stratification:** Parents' time for children is educationally stratified: "the higher educated, the more time"
 - 'Cultural explanation' of the education gradient ("concerted cultivation" over "natural growth")
- Decomposition:** Change of childcare time is due to behavioral change

Germany

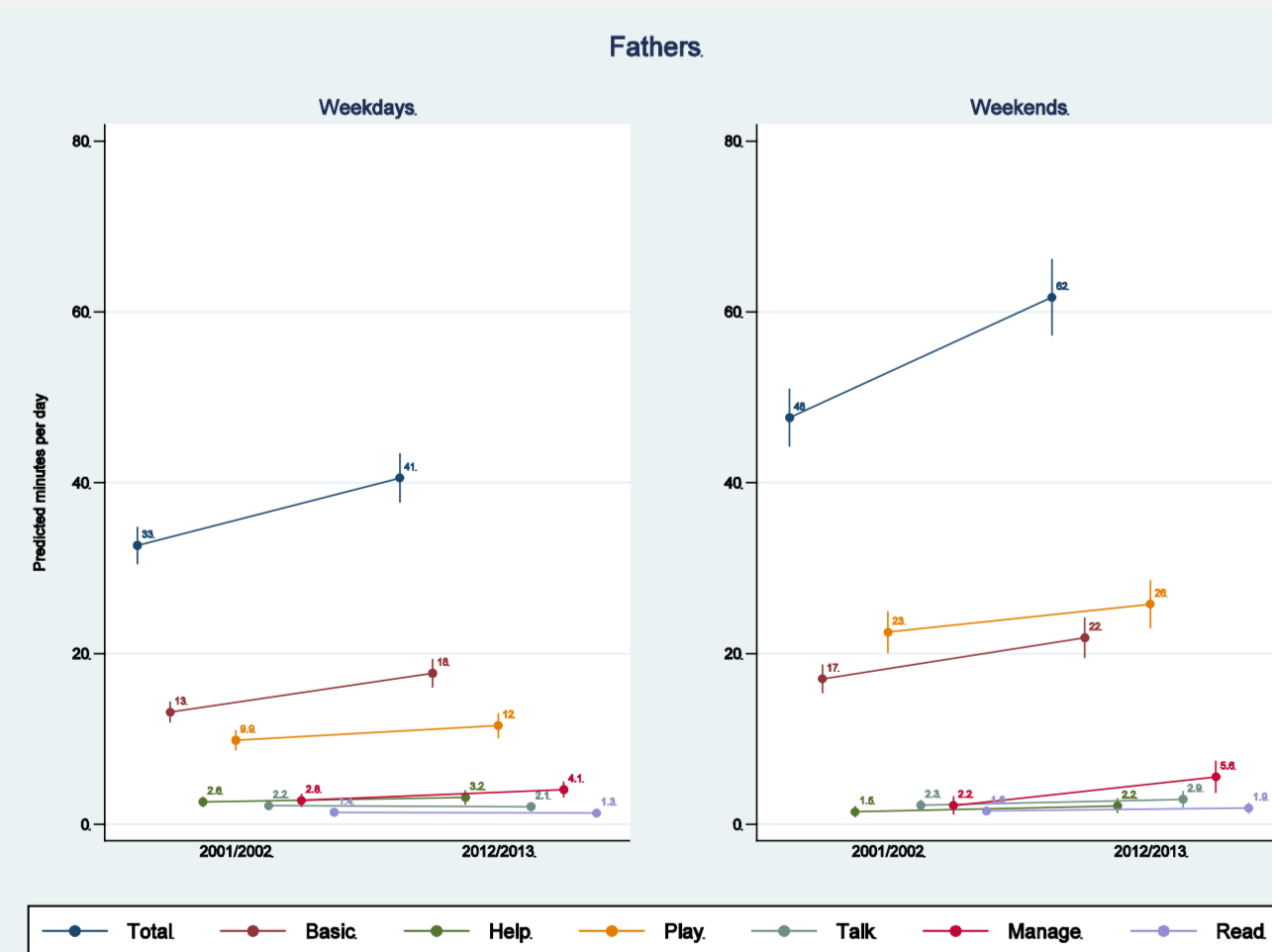
- Conservative welfare regime
- Special importance of the family as a learning environment
- Emergence of ideas/patterns of 'intensive mothering', 'new fatherhood'
- Previous evidence:
 - Development:** Increase of women's and men's childcare time between 1960 and 1990, stability between 1990 and 2000; women spend more time than men
 - Stratification:** Positive/No education gradient for early 1990s, no education gradient for early 2000s
 - Decomposition:** Neither behavioral nor structural changes affected changing time budgets for childcare between 1990 and 2000

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Development of childcare time



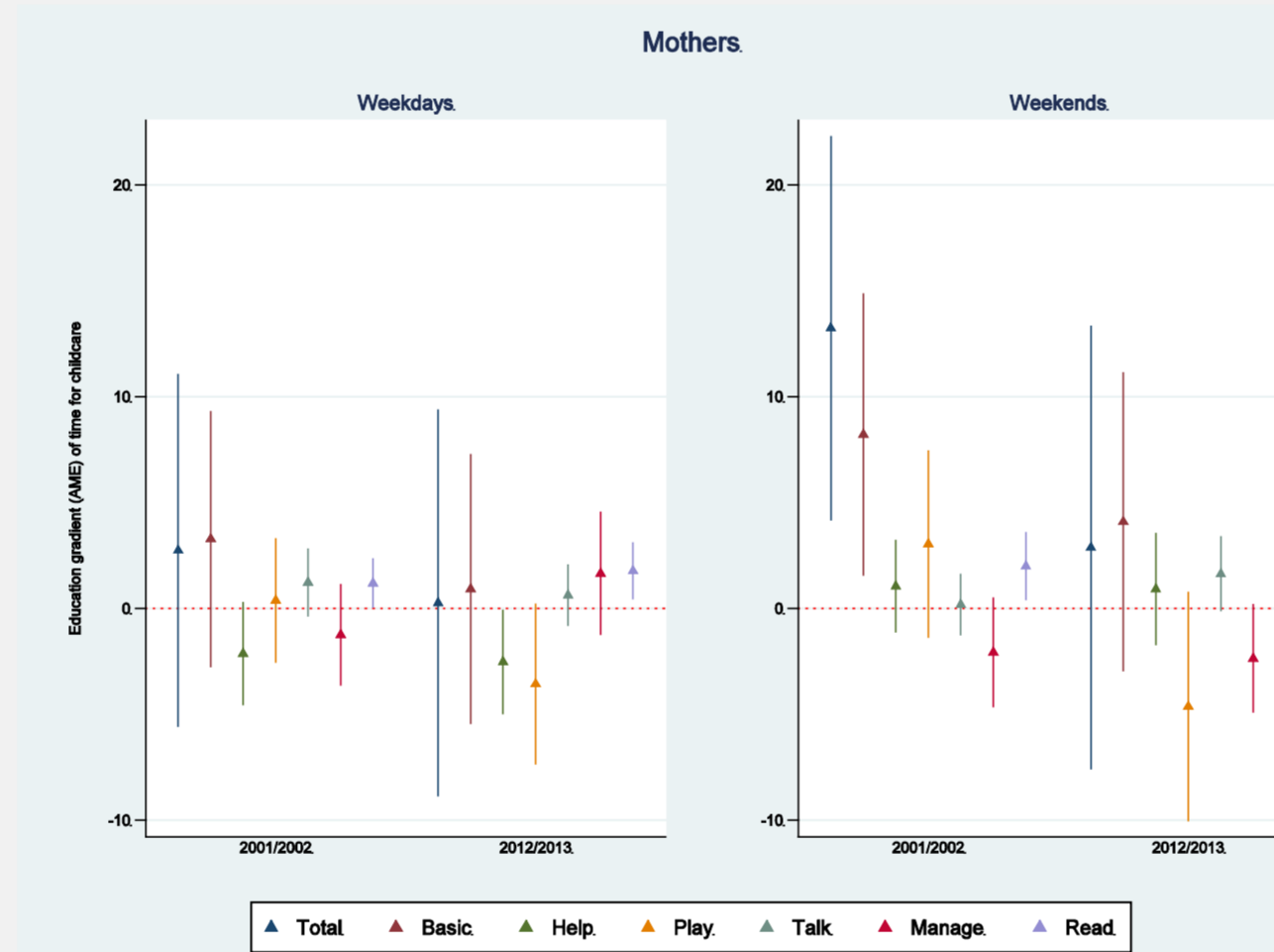
- Total time for childcare has increased on weekdays (13 minutes) and weekends (14 minutes)
- Basic childcare has increased on weekdays
- Playing time with children has increased on weekdays and weekends



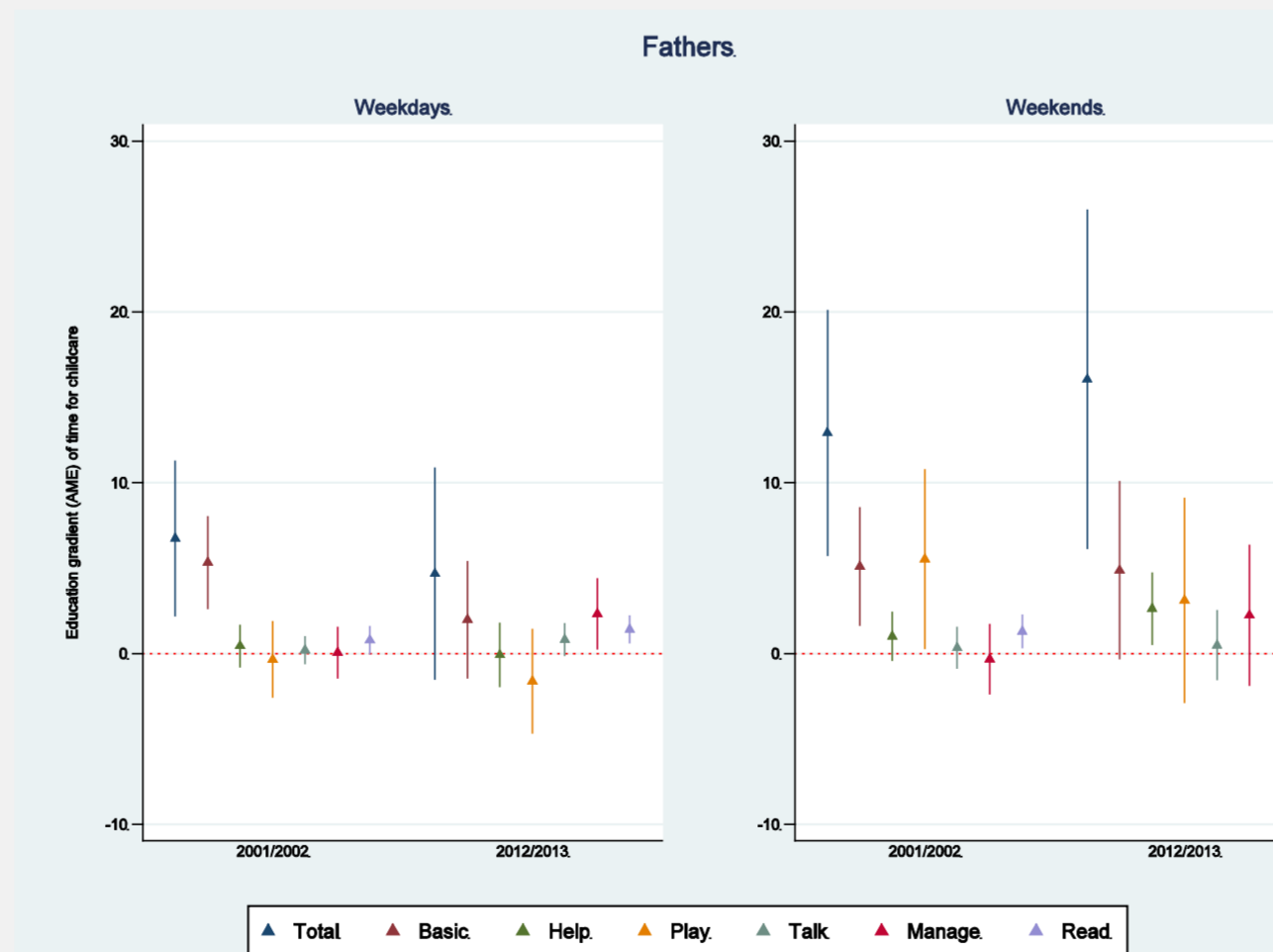
- Total time for childcare has increased on weekdays (8 minutes) and weekends (14 minutes)
- Basic childcare has increased on weekdays and weekends
- Managerial time has increased on weekends

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Stratification of childcare time



- Positive and stable education gradient for reading on weekdays and weekends, in 2001 and in 2013
- Negative education gradient for helping on weekdays in 2013
- Education gradient for total and basic childcare on weekends in 2001 but not in 2013



- Positive and stable education gradient for reading on weekdays and weekends, in 2001 and in 2013
- Positive education gradient for total and basic childcare on weekdays in 2001 but not in 2013
- Positive and enduring education gradient for total childcare on weekends

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Decomposition of childcare time

- If there is a significant change in childcare time between 2001 and 2013, this change can be explained by a change in coefficients and not in terms of changing characteristics
 - No significance of education here, neither for coefficients nor for characteristics
- Supports the explanation of changing time use due to 'behavioral shifts' for mothers and fathers

Data and Methods

- German Time Use Study, time series data
- 2001/2002 and 2012/2013, each sample > 5000 households
- Time diary study, three days for each respondent aged 10+
- Sample: All households with only parents and children and at least one child aged 13 years or younger
- 2793 mothers and 2284 fathers, 5394/4401 diaries on weekdays, 2980/2442 diaries on weekends
- 7 time budgets: total childcare, basic childcare, helping/teaching children, playing with children, talking with children, managerial activities with/for children, reading with children
- Covariates: Education, age, partnership status, number of children, age of youngest child, survey year; separate analysis for gender and part of the week
- Modeling: OLS regression and Oaxaca decomposition

Conclusions

- Increasing parental childcare time after a period of stability
- Change in total childcare is not due to proportional change over all single activities but due to changes in few activities only
- Education gradient only for few activities, but consistent for reading
- Significant change in time budgets is driven by behavioral change rather than changing demographics