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DATA AVAILABLE FROM THE TIME-USE SURVEY, WAVE 2 OF THE CHILD COHORT IN *GROWING UP IN IRELAND*

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1. Introduction

The second wave of the Child Cohort (at 13 years) of the ***Growing Up in Ireland*** study included a one-day 'light' Time-Use Diary. The Time-Use Diary recorded details on the activities of the 13-year-old over a 24-hour period. The purpose of the current document is to outline: which data are available; how these data were collected; the response rate achieved on this component of the project; characteristics of the Time-Use sample; how the data were prepared for dissemination; and how the data should be matched to the main Anonymised Microdata File (AMF) or Researcher Microdata File (RMF) from the second wave of the Child Cohort.

2. Overview of the Time-Use Diary

The Time-Use Diary divided the "Diary Day" into 96 15-minute intervals (time slots). It contained a total of 21 pre-coded activities (as well as space to include up to 4 'other' activities) as follows:

1. SLEEPING / RESTING (including time trying to get to sleep, trying to get up)
2. PERSONAL CARE OR GETTING READY (showering, washing, dressing, brushing teeth or hair, doing make-up, getting changed or ready for school, for training, for going out or for going to bed)
3. EATING (breakfast, lunch, dinner, tea)
4. TRAVELLING (to or from school or elsewhere)
5. AT SCHOOL
6. DOING HOMEWORK OR STUDY
7. JUST HANGING AROUND WITH FRIENDS (outside or inside)
8. SPENDING TIME WITH FAMILY
9. PLAYING WITH OR EXERCISING A PET
10. PLAYING SPORT OR DOING PHYSICAL EXERCISE (training, matches)
11. USING THE INTERNET / EMAILING (including social networking, browsing etc)
12. PLAYING COMPUTER GAMES (e.g. Playstation, PSP, X-Box or Wii)
13. TALKING ON THE PHONE OR TEXTING
14. MUSIC LESSONS (OR PRACTICING MUSIC), DRAMA, CLASSES ETC
15. WATCHING TV, FILMS, VIDEOS OR DVDS
16. LISTENING TO MUSIC
17. READING FOR PLEASURE OR INTEREST (NOT FOR SCHOOL)
18. HOUSEWORK (preparing food, tidying bedroom, feeding pets)
19. HOBBIES AND OTHER LEISURE ACTIVITIES
20. ON AN OUTING (e.g. to the beach, to the mountains, to a shopping centre, to the theatre, to a match etc)
21. OUT SHOPPING TO BUY THINGS (groceries, clothes etc).

A copy of the Diary is included in Appendix A. From this one can see that the Diary was set out as a rectangular matrix of 25 rows (representing the pre-coded and other activities) by 96 columns (each representing a 15-minute time slot in the "Diary Day". The 13-year-old (with the help of parent(s)/guardian(s), if necessary) were asked to include a tick (✓)to indicate

the activities in which theywere principally involved throughout the Diary Day[1].

One of the assumptions underlying the light Time-Use Diary format is that the activity recorded in each time period lasts for the full 15 minutes. This may result in an overestimation of the time spent on some activities. For example, washing hands before meals may be recorded for a 15 minute block under 'personal care' when, in fact, the time actually spent on the activity may be much less.

Up to three activities could be recorded concurrently in the ***Growing Up in Ireland*** Time-Use Diary. For example, a young person may have been eating dinner at the same time as watching TV. Both these activities would have been recorded under the same time slot. In situations where multiple activities were recorded respondents were not asked to prioritise the activities in any way. In reality, the level of multiple activities recorded in the ***Growing Up in Ireland*** Time-Use Diary was actually quite low. The data have been prepared in such a way as to leave it up to the analyst to decide how best to prioritise in such cases.

In addition to the core information on the activities undertaken in the course of the Diary Day by the 13-year-old s/he was also asked to:

(a) describe the Diary Day as:

- A school day
- A holiday or family celebration
- A day when something special was happening in your home (someone was sick, someone was visiting, a family crisis)

(b) indicate when the Diary was complete. Response options given were:

- Now and then during the Diary Day
- At the end of the Diary Day
- The day after the Diary Day
- Later (date specified)

Only one of the above options could be ticked.

[1] The format of Time-Use Diary used in Growing Up in Ireland is referred to in the literature as a "light" Time-Use Diary, requiring the respondent only to enter a tick (✓) in each cell of the 25 by 96 matrix for the Diary Day. This in contrast to a so-called "heavy" Time-Use Diary format which requires the respondent to record their activities as a continuous narrative throughout the day. Either the exact start and finish times are recorded in the "heavy" Time-Use Diary along with the descriptive narrative of activities or the narratives are inserted into 10-20 minute time-slots. Although the "light" Time-Use Diary (such as that used in Growing Up in Ireland) provides less detailed information it is substantially easier or less onerous for the respondent to complete. This was important in the context of an already intensive interview schedule administered to the participants in Growing Up in Ireland.

(c) whether or not the 13-year-old completed the Time-Use Diary:

- By him/herself
- With their Mum / Dad
- With other adult(s)/ older brother or sister

3. Administration of the Time-Use Diary

The Time-Use Diary was included as an integral component of the main interview in the 13-year-old's home. After the main household interview, the interviewer explained a completed sample version of the Time-Use Diary to the respondent and his/her Primary Caregiver. A copy of the completed sample Time-Use Diary was left with the family, along with a pen-and-paper version of the Diary itself for completion and return to the Study Team. Head office pre-selected the day of the week on which the Diary should be completed (the "Diary Day"). This was written on the front of the Diary. This was done to ensure a random allocation of days of the week, including weekend days. A pre-paid return envelope was also left and the Primary Caregiver was asked to post the completed Time-Use Diary directly back to Head Office[2]. To ensure as high a response rate as possible, two reminder mail shots were subsequently issued to those families who had not responded within 4-6 weeks of the main interview.

4. Response Rates

A total of 5,089 Time-Use Diaries were returned from the 7,525 13-year-olds who were interviewed in the main ***Growing Up in Ireland*** Wave 2 study. Unfortunately, 66 of these Diaries were deemed to be unusable. The main reasons for this were: too much missing information (i.e. too many missing time slots) and implausible information given (e.g. a 13-year-old recording no (or very limited) sleep during what was described as an "ordinary day"). This gave a total of 5,023 usable Time-Use Diaries for analysis, representing an effective response rate of 67 per cent of those who participated in the main study, as summarised in Table 1.

Table 1: Summary response rates of Time-Use Diary Survey, Child Cohort at 13 years of age.

	N	Response Rate %
Total children in main study	7525	
Total Time-Use Diaries returned:	5089	68%
Returned unusable:	66	
Usable Time-Use Diaries:	5023	67%

[2] In situations in which the interviewer was returning to the family's home to complete questionnaires with any of the respondents (Young Person, Primary or Secondary Caregiver) the family was given the option of having the completed Time-Use Diary collected by the interviewer at that time.

5. Characteristics of the Sample

5.1 Day of the Week

A perfect randomisation of diaries across the seven days of the week shouldhave resulted in 14.3 per cent of completed diaries for each day. Table 2 showsthat Mondays and Tuesdays were somewhat over-reported (15.1 and 15.2 percent respectively) with Saturdays and Sundays (13.4 and 13.6 per centrespectively) being under-represented. In some cases the respondent completed the Time Use Diary on a day other than was specified by Head Office. This alternative date was recorded on the Diary and is coded on the data file. The reader should note that no attempt has been made in the weight assigned to the Time-Use Diaries to adjust for day of the week on which the Diary was completed.

Table 2: Distribution of completed Time-Use Diaries by day of the week it was completed

Diary Day	N	%
Monday	760	15.1
Tuesday	764	15.2
Wednesday	741	14.8
Thursday	6944	13.8
Friday	706	14.1
Saturday	675	13.4
Sunday	683	13.6
Total	5023	

5.2 Month of the Year

As with the main family-based data collection for Wave 2 of the Child Cohort, the Time-Use data were collected between August 2011 and March 2012.

Given leads and lags of postal reminders issued subsequent to the Time-Use Diary first being left with respondents the month in which it was completed is not spread evenly throughout the year. An increase in returns was noted in the 7-10 days following reminder mail shots. The peak in Diary returns in March 2012 reflects a mail shot to all participants in the main study who had not completed a Time-Use Diary at that time. The analyst should note that this is the case as it may be relevant for some types of analysis. Table 3 presents a summary distribution of the completed and usable Time-Use Diaries by month of completion.

Table 3: Distribution of completed Time-Use Diaries by month of completion

	Household Interviews	Time-Use Diaries
AUG 2011	4.4	2.0
SEP 2011	16.7	13.8
OCT 2011	21.5	19.9
NOV 2011	26.3	21.6
DEC 2011	11.5	12.4
JAN 2012	11.7	8.7
FEB 2012	6.2	7.9
MAR 2012	0.7	11.6
APR 2012	0.9	2.1
Total	100.0	100.0

The reader is again reminded of the differential time lag in some instances between completion of the main family-based questionnaires and the Time-Use Diaries. This is especially so in situations in which the latter were returned in response, for example, to the second reminder mail shot.

5.3 Completion Date

As outlined in Table 4, most diaries (55.2 per cent) were completed on the Diary day, with 22.8 per cent of respondents completing it "now and then during the day" and 32.4 per cent at the "end of the day". It was completed the "day after the Diary Day" by 22.6 per cent of respondents and the remaining 11.2 per cent completed it "on a later date". The day of Diary completion was not recorded in 11.0 per cent of completed diaries.

Table 4: Completed Time-Use Diaries by day on which the Diary was completed

	N	%
Now and then during the Diary day	1143	22.8
End of Diary day	1629	32.4
Day after Diary day	1134	22.6
Other day	563	11.2
Not recorded	554	11.0
Total	5,023	100

5.4 Nature of the Diary Day

Table 5 summarises whether or not the Diary Day was described by participants as: a "school day"; a "holiday or family celebration"; or a "day when something special was happening in your home (someone was sick, someone was visiting, a family crisis)". This indicates that 67.5 per cent of diaries were completed on what was described by the respondent as a "school day". The small percentage (1.4 per cent) who described their day as a "school day" at the weekend may have been attending grinds or additional classes in school at the weekend. Equally, the time in question may have been related to sports activities, or even a voluntary or similar event in the school, such as a book fair or Christmas market. "Holiday or family celebrations" and "a day when something special was happening in your home" were more common at weekends than weekdays.

Table 5: Description by respondent of the Diary Day.

	Weekday	**Weekend**	**All**
School day	90.9	1.4	67.5
Holiday or family celebration	8.3	20.7	11.7
A day when something special was happening in your home (someone was sick, someone was visiting, a family crisis)	3.2	8.9	4.8

6. Characteristics of Time-Use Respondents

Table 1 indicated an overall response rate of 67 per cent for usable Time-Use Diaries among participants in the main study. There was some differential response in terms of the characteristics of Young People and their families who returned a usable Time-Use Diary. Table 6 shows the response rates across a number of Young Person and family characteristics and also the adjusted odds ratios for completion of the Time-Use Diary. Primary Caregiver's Principal Economic Status was significantly related to response rates, response being higher among those not working outside the home or doing so on a part-time basis, relative to those in employment on a full-time basis – most likely reflecting time constraints. However, the opposite was true for Secondary Caregivers Principal Economic Status, with those employed on a full-time basis being more likely to respond compared to those who were not working – most likely reflecting the higher family socio-economic status of the full-time employed. There was also a strong, positive and significant relationship with Primary Caregiver's education, with those with a Primary Degree level of education being almost four times more likely to respond than those with the lowest education level (none or primary). Finally, household tenancy was also found to have a significant effect, with owner occupiers being the most likely to respond.

Table 6: Time-Use Diaries returned broken down by respondent's characteristics

		Response Rate	Logistic regression - Odds Ratio	
Young Person's gender	Boy	68.3%	1.10	
	Girl *(reference)*	65.3%	*1.00*	
Household type	One-Parent 1 or 2 children	55.6%	1.30	
	One-Parent 3+ children *(reference)*	46.9%	*1.00*	
	Two-Parent 1 or 2 children	69.4%	1.31	
	Two-Parent 3+ children	68.2%	1.24	
PCG age category	30 or less *(reference)*	38.7%	*1.00*	
	31-39	55.0%	1.32	
	40-49	69.6%	1.89	
	50+	69.0%	1.90	
PCG principal economic status	Not employed	65.0%	1.30	***
	Part-time hours (<35 hours)	69.9%	1.34	***
	Full-time hours (>=35 hours) *(reference)*	63.8%	*1.00*	
SCG primary economic status	Not employed *(reference)*	56.6%	*1.00*	
	Part-time hours (<35 hours)	64.4%	1.14	
	Full-time hours (>=35 hours)	72.9%	1.61	***
PCG highest level of education	None or primary *(reference)*	30.0%	*1.00*	
	Junior Certificate or equivalent	57.5%	2.89	***
	Leaving Certificate or equivalent	68.0%	3.63	***
	Certificate/Diploma	66.2%	3.17	***
	Degree	71.8%	3.96	***
	Postgrad	69.6%	3.36	***
Household social class	Professional Managers	73.3%	1.13	
	Managerial and Technical	70.0%	1.04	

	Non-manual	67.2%	1.06	
	Skilled manual	61.1%	.90	
	Semi-skilled	57.2%	.81	
	Unskilled *(reference)*	47.6%	*1.00*	
PCG Ethnicity	Irish	67.0%	.90	
	Non-Irish *(reference)*	64.4%	*1.00*	
Household tenancy	Owner occupied (with/without mortgage)	69.7%	1.85	***
	Rented from a Local Authority *(reference)*	41.9%	*1.00*	
	Rented from a Private Landlord	55.9%	1.44	*
	Other	56.6%	1.58	*

*p< 0.05,** , p< 0.01,*** p< 0.001

7. Reweighting the Time-Use Data

The differential response by family background characteristics has implications for the representativeness of the Time-Use Diary data. To ensure that they are representative of the entire population of thirteen-year-olds in Ireland (who were also resident in Ireland when they were 9-years old) a system of statistical weights was generated and included in the archived data file. As with all statistical surveys this is best practice and these weights should be applied in all analysis.

The completed sample of Time-Use Diaries is effectively a subsample of the main sample of 13-year-olds. As noted in Table 1, a total of 5,023 Time-Use Diaries were completed in respect of the 7,525 young people in the main study. Statistically adjusting the data involved re-weighting the Time-Use file to adjust it from a base of 5,023 to 7,525 in such a way as to ensure that the sub-sample of young people in respect of whom Time-Use Diaries had been completed were representative (in terms of the socio-demographic structure) of the full sample of 7,525 young people.

To do this a non-response weight was initially calculated, to account for differential response/non-response in completing the Time-Use Diaries This non-response weight for the Time-Use Diary sub-sample was based on the following controls:

Young Person's gender (girl, boy)

Family type (one-parent, 1-2 children; one-parent, 2+ children; two-parent, 1-2 children; two-parent, 2+ children)

PCG's age group (30 or less yrs; 31-39 yrs; 40-49 yrs; 50+ yrs)

PCG's employment status (not employed; employed part-time; employed full-time)

PCG's education (primary or less; Junior Certificate; Leaving certificate; Certificate/Diploma; Degree)

Family Social Class (Professional; Managerial; Non-manual; Skilled Manual; Semi-skilled manual; Unskilled Manual; Class not assigned)

Country of birth (Irish; Other)

Accommodation

Tenure (Owner occupied; rented from the Local Authority; Private Rental; Other).

The final Time-Use Diary weight was calculated as the product of this Diary non-response weight and the full family weight assigned to the main survey record. This effectively meant that the sub-sample of young people for whom Time-Use Diaries had been completed was re-weighted to the full sample in the main study.

The system used for generating the weights was based on a minimum information loss algorithm which ensured that the distribution of 13-year-olds by their socio-demographic characteristics in the completed Time-Use Diary dataset matched the distribution of all 13-year-olds in the population. The weights themselves were generated using an iterative approach which involved the fitting of column marginals from the completed sample of Time-Use Diaries to those of the population of 13-year-olds as a whole. The program used for generating the weights is known as GROSS. It was developed for the ESRI in 1996 and has been used on all survey work carried out by the Institute since that time. A weighting factor (WGTTIME13YR) and a grossing factor (GROSSTIME13YR) are provided on the Time-Use data file. Both of these will give the same percentage breakdown as the population. WGTTIME13YR has been rescaled from GROSSTIME13YR to yield 5,023 cases (the number of completed and usable Time-Use Diaries). The weighting factor will sum to the total number of relevant cases in the completed sample of Time-Use Diaries. The grossing factor will sum to the total number of cases in the population.

The analyst should use the weighting factor in all analysis except in situations in which the estimated population total is required – e.g. if s/he wished to estimate the number of 13-year olds in Ireland who spend more than 5 hours per day engaged in a particular activity. All such estimated population totals should be rounded, at minimum, to the nearest 100. All the usual issues of confidence limits around sample estimates apply.

As noted, WGTTIME13YR and GROSSTIME13YR statistically adjust the 5,023 respondents in respect of whom a usable Time-Use Diary was returned to provide representative estimates for the population of all 13-year-olds as a whole. Effectively, the weighting and grossing factors in question adjust the 5,023 respondents with a completed Time-Use Diary to the total population of 13-year-olds, just as the weighting and grossing factors do when applied to the full sample of 7,525 respondents in the main AMF and RMF for the 13-year-olds. In other words, the full weighted/grossed AMF/RMF containing 7,525 cases should give the same estimated population breakdown as the weighted/grossed subsample of 5,023 cases which was included in the Time-Use file.

Table 7 compares summary details on the weighted breakdown of the 7,525 cases in the full AMF/RMF data with those from the 5,023 subsample of cases in respect of whom Time-Use Diaries are available.

In interpreting the table it is important to note that the table contains some variables which were included in the re-weighting procedure and some which

were not[3]. The table indicates clearly that there is virtually no difference between the weighted breakdown of the full AMF/RMF (with 7,525 cases) and the subsample for whom usable Time-Use Diaries were returned (5,023 cases).

Table 7: Comparison of weighted breakdowns of 7,525 cases in full AMF/RMF data with those from 5,023 cases in the subsample for whom usable Time-Use Diaries are available.

	weighted wgt_13yr		**weighted wgttime13yr**	
	N	%	N	%
	7,525		**5,023**	
Gender				
Male	3833	50.9	2571	51.2
Female	3692	49.1	2452	48.8
Household Type				
One-Parent 1 or 2 children	968	12.9	639	12.7
One-Parent 3 or more children	482	6.4	290	5.8
Two-Parent 1 or 2 children	3202	42.6	2167	43.1
Two-Parent 3 or more children	2872	38.2	1928	38.4
Primary Caregiver Age Category				
30 or less	58	0.8	41	0.8
31-39	1714	22.8	1138	22.7
40-49	4655	61.9	3124	62.2
50+	1097	14.6	720	14.3
Primary Caregiver Primary Economic Status				
Not employed	3182	42.3	2159	43.0
Part-time hours (<35 hours)	2845	37.8	1867	37.2
Full-time hours (>=35 hours)	1498	19.9	997	19.8
Secondary Caregiver Primary Economic Status				
Not employed	1202	16.0	768	15.3
Part-time hours (<35 hours)	1216	16.2	827	16.5
Full-time hours (>=35 hours)	3656	48.6	2500	49.8
No resident SCG	1450	19.3	928	18.5
Primary caregiver highest level of education				
Primary or less	278	3.7	155	3.1
Junior Certificate	1281	17.0	866	17.2
Leaving Certificate or equivalent	2931	39.0	1979	39.4
Certificate/Diploma	1425	18.9	949	18.9
Degree	963	12.8	669	13.3
Postgrad	647	8.6	403	8.0
Household Social Class				

[3] One would, by definition, expect that the weighted breakdown of the controlled variables in the sub-sample of 5,023 cases from whom Time-Use information is available would correspond exactly with the breakdown from the weighted AMF/RMF file of 7,525 cases.

Professional Managers	830	11.0	55	11.1
Managerial and Technical	2564	34.1	170	33.9
Non-manual	1412	18.8	972	19.3
Skilled manual	1100	14.6	741	14.7
Semi-skilled	757	10.1	51	10.2
Unskilled	136	1.8	72	1.4
Validly no social class	708	9.4	46	9.2
Missing	19	0.2	5	0.1
Primary Caregiver Ethnicity				
Irish	6818	90.6	456	90.8
Non-Irish	707	9.4	46	9.2
Household tenancy				
Owner occupied	5921	78.7	400	79.6
Rented from Local Authority	990	13.2	61	12.3
Rented privately	458	6.1	30	6.0
Other	156	2.1	10	2.0
Young Person's health past year				
Very healthy, no problems	5705	75.8	380	75.7
Healthy, but a few minor problems	1707	22.7	114	22.8
Sometimes quite ill	107	1.4	7	1.5
Almost always unwell	7	0.1	2	0.0
How often do you (PCG) try to lose weight				
Very often	689	9.2	44	8.9
Often	900	12.0	60	12.0
Sometimes	1762	23.4	120	24.0
Rarely	1233	16.4	82	16.3
Never	2942	39.1	194	38.8
Has Young Person been a victim of bullying in the last 3 months				
Yes	779	10.4	501	10.0
No	6742	89.6	452	90.0
Don't know	4	0.0	2	0.0
Would you describe yourself as religious/spiritual				
Not at all	940	12.5	63	12.6
A little	2858	38.0	191	38.2
Quite	2052	27.3	137	27.3
Very much so	1305	17.3	921	18.3
Extremely	259	3.4	16	3.4
Don't know	111	1.9	1	0.2
How often Young Person does to dentist				

At least once a year	5055	67.2	3434	68.4
Once every two years	1257	16.7	791	15.7
Once every three years	186	2.5	112	2.2
Only when there is a problem	966	12.8	642	12.8
Never/almost never	60	0.8	43	0.9
Don't know	2	0.0	1	0.0
Total	**7,525**	**100**	**5,023**	**100**

8. Data Issues

As with all questionnaire-based data there were some data quality issues with the raw Time-Use data returned from the field. These most notably related to missing or implausible data. Some initial data edits were made to the data by the Study Team in preparing the Time-Use data for release. Notwithstanding the initial edits already included in the archived data file, analysts are advised to carry out standard checks on distributions prior to their analysis.

Missing data (missing time-slots) was the main issue in preparing the data. Missing time slots between 12.00am and 6.00am were coded as sleeping time. Other than that it was decided not to try to impute for any missing time. Cases which were missing for 5 or more hours out of the day were dropped from the dataset as it was deemed that these would have been of limited value in analysis and could be better addressed in the statistical adjustment (re-weighting of the data). A total of 49 such cases were dropped from the dataset. The remaining cases with missing time slots have been left unedited. The analyst should decide on how best to handle such cases in the course of analysis – s/he may decide that cases over a specified threshold of missingness may be excluded or some form of data imputation may be applied.

The ***Growing Up in Ireland*** Study Team carried out initial checks on the plausibility of the Time-Use data returned from the field to identify any obvious, systematic errors in completion of the diaries. Checks such as respondents not sleeping during the night-time, sleeping during the day- time, going to school at weekends and so on revealed small numbers of cases in which young people were reported as being involved in an activity pattern which may seem implausible. In many of these situations a plausible explanation could potentially be addressed. Some apparently implausible sleeping patterns[4] could be ascribed to illness, some others to sleep-overs. Attendance at school at weekends could be related to a number of plausible reasons – detention, extra classes or grinds, extra-curricular activities such as sports, drama or music. As there is no way of definitively deciding on the accuracy or otherwise of the small number of cases involved it was decided to retain the data in the dataset as they were recorded by the respondent, with a view to the analyst deciding on their inclusion or otherwise in a given piece of research.

There was also an issue with defining whether or not days were in school term time. In general, schools in Ireland have the same start and end dates for holidays and mid-terms but may use three discretionary days to extend breaks or to make up for time lost due to unforeseen school closures (such as "snow days" etc.). Again, these are issues which the analyst may want to consider when working with the data. The number of cases involved is very small and unlikely to make any substantial difference to results.

[4] This is different to missing data between 12.00am and 6.00am referred to in the previous paragraph.

9. Summary Breakdown of Activities

Table 8 gives a summary breakdown of the activities in which young people were engaged over the course of the Diary day, broken down separately for weekdays and weekends both within term and out of term As young people may have been engaged in more than one activity at a given time, totals add to more than 24 hours / 1,440 minutes.

The reader should note the importance of incorporating weekday/weekend and also in-term and out-of-term time in analysis. It should also be noted that the amount of time 'At School' has been recorded for weekends (both in and out of term time). As noted above, it was decided to leave this information in the data, as recorded by the respondent. The amounts involved are small and it is possible that they may represent time spent (for example) at school on a Saturday for special classes, sports activities or detention. It was decided not to edit the information involved but to leave it to the researcher to decide how the data in question should be treated in their analysis.

Table 8: Summary breakdown of time spent in various activities (measured in minutes) classified by weekday; weekend and also in-term and out-of-term

	In term					
	Weekday		Weekend		Total	
	Minutes	Per Cent	Minutes	Per Cent	Minutes	Per Cent
1. SLEEPING / RESTING	551	36	662	43	580	38
2. PERSONAL CARE OR GETTING READY	43	3	49	3	44	3
3. EATING	51	3	76	5	58	4
4. TRAVELLING	54	4	40	3	50	3
5. AT SCHOOL	407	27	14	1	304	20
6. DOING HOMEWORK OR STUDY	80	5	40	3	70	5
7. JUST HANGING AROUND WITH FRIENDS	33	2	78	5	44	3
8. SPENDING TIME WITH FAMILY	51	3	90	6	61	4
9. PLAYING WITH OR EXERCISING A PET	12	1	20	1	14	1
10. PLAYING SPORT OR DOING PHYSICAL EXERCISE	37	2	64	4	44	3
11. USING THE INTERNET / EMAILING	27	2	35	2	29	2
12. PLAYING COMPUTER GAMES	18	1	35	2	22	1
13. TALKING ON THE PHONE OR TEXTING	23	2	31	2	25	2
14. MUSIC LESSONS (OR PRACTICING MUSIC), DRAMA,	11	1	18	1	13	1
15. WATCHING TV, FILMS, VIDEOS OR DVDS	58	4	115	7	73	5
16. LISTENING TO MUSIC	15	1	21	1	16	1
17. READING FOR PLEASURE OR INTEREST	13	1	20	1	15	1
18. HOUSEWORK	9	1	25	2	13	1
19. HOBBIES AND OTHER LEISURE ACTIVITIES	11	1	25	2	14	1
20. ON AN OUTING	6	0	41	3	15	1
21. OUT SHOPPING TO BUY THINGS	3	0	18	1	7	0
22. Other	2	0	11	1	4	0
Missing	9	1	14	1	11	1
	1523	100	1540	100	1527	100
	Out of term					
	Weekday		**Weekend**		**Total**	
	Minutes	Per Cent	Minutes	Per Cent	Minutes	Per Cent
1. SLEEPING / RESTING	604	39	677	43	625	40
2. PERSONAL CARE OR GETTING READY	44	3	50	3	46	3
3. EATING	61	4	75	5	65	4
4. TRAVELLING	48	3	31	2	43	3
5. AT SCHOOL	232	15	16	1	169	11
6. DOING HOMEWORK OR STUDY	53	3	25	2	45	3
7. JUST HANGING AROUND WITH FRIENDS	58	4	89	6	67	4
8. SPENDING TIME WITH FAMILY	75	5	119	8	88	6
9. PLAYING WITH OR EXERCISING A PET	15	1	20	1	17	1
10. PLAYING SPORT OR DOING PHYSICAL EXERCISE	47	3	64	4	52	3

11. USING THE INTERNET / EMAILING	31	2	30	2	31	2
12. PLAYING COMPUTER GAMES	27	2	43	3	32	2
13. TALKING ON THE PHONE OR TEXTING	31	2	33	2	31	2
14. MUSIC LESSONS (OR PRACTICING MUSIC), DRAMA,	12	1	13	1	12	1
15. WATCHING TV, FILMS, VIDEOS OR DVDS	79	5	111	7	88	6
16. LISTENING TO MUSIC	21	1	22	1	21	1
17. READING FOR PLEASURE OR INTEREST	16	1	14	1	15	1
18. HOUSEWORK	19	1	25	2	20	1
19. HOBBIES AND OTHER LEISURE ACTIVITIES	21	1	26	2	23	1
20. ON AN OUTING	18	1	39	2	24	2
21. OUT SHOPPING TO BUY THINGS	12	1	19	1	14	1
22. Other	4	0	12	1	6	0
Missing	11	1	20	1	14	1
Total	1537	100	1572	100	1547	100

	Total					
	Weekday		**Weekend**		**Total**	
	Minutes	Per Cent	Minutes	Per Cent	Minutes	Per Cent
1. SLEEPING / RESTING	559	37	665	43	587	38
2. PERSONAL CARE OR GETTING READY	43	3	49	3	44	3
3. EATING	53	3	76	5	59	4
4. TRAVELLING	53	3	38	2	49	3
5. AT SCHOOL	379	25	14	1	282	18
6. DOING HOMEWORK OR STUDY	76	5	37	2	66	4
7. JUST HANGING AROUND WITH FRIENDS	37	2	80	5	48	3
8. SPENDING TIME WITH FAMILY	55	4	95	6	66	4
9. PLAYING WITH OR EXERCISING A PET	12	1	20	1	14	1
10. PLAYING SPORT OR DOING PHYSICAL EXERCISE	38	3	64	4	45	3
11. USING THE INTERNET / EMAILING	28	2	34	2	30	2
12. PLAYING COMPUTER GAMES	19	1	36	2	24	2
13. TALKING ON THE PHONE OR TEXTING	24	2	32	2	26	2
14. MUSIC LESSONS (OR PRACTICING MUSIC), DRAMA,	11	1	17	1	13	1
15. WATCHING TV, FILMS, VIDEOS OR DVDS	61	4	114	7	75	5
16. LISTENING TO MUSIC	16	1	21	1	17	1
17. READING FOR PLEASURE OR INTEREST	13	1	19	1	15	1
18. HOUSEWORK	10	1	25	2	14	1
19. HOBBIES AND OTHER LEISURE ACTIVITIES	12	1	25	2	16	1
20. ON AN OUTING	8	1	41	3	17	1
21. OUT SHOPPING TO BUY THINGS	5	0	18	1	8	1
22. Other	2	0	11	1	5	0
Missing	10	1	15	1	11	1
Total	1525	100	1546	100	1530	100

One can see that the level of missingness is quite low, 10-14 minutes between the weekday and weekends.

10. Matching Time-Use data to Main GUI Child Cohort Wave 2 data file

To complete analysis on the Time-Use data, the analyst will have to match it to the AMF/RMF for the Child Cohort at Wave 2. Instructions on how to do this are given below, firstly using SPSS syntax and secondly by using the SPSS drop-down menus.

The reader is reminded that there are 7,525 cases in the second wave of the Child Cohort and 5,023 cases in the Time-Use data. Time-Use analysis can be carried out on the matched subset of cases using the Time-Use weighting variables discussed above (WGTTIME13YR and GROSSTIME13YR).

11. Using SPSS Syntax

The syntax below will open the Wave 2 Child Cohort data file, sort it by the anonymised ID code and match to it the Time-Use data file (using the anonymised ID code). It then saves a matched file with the Wave 2 Child Cohort data and the Time-Use data.

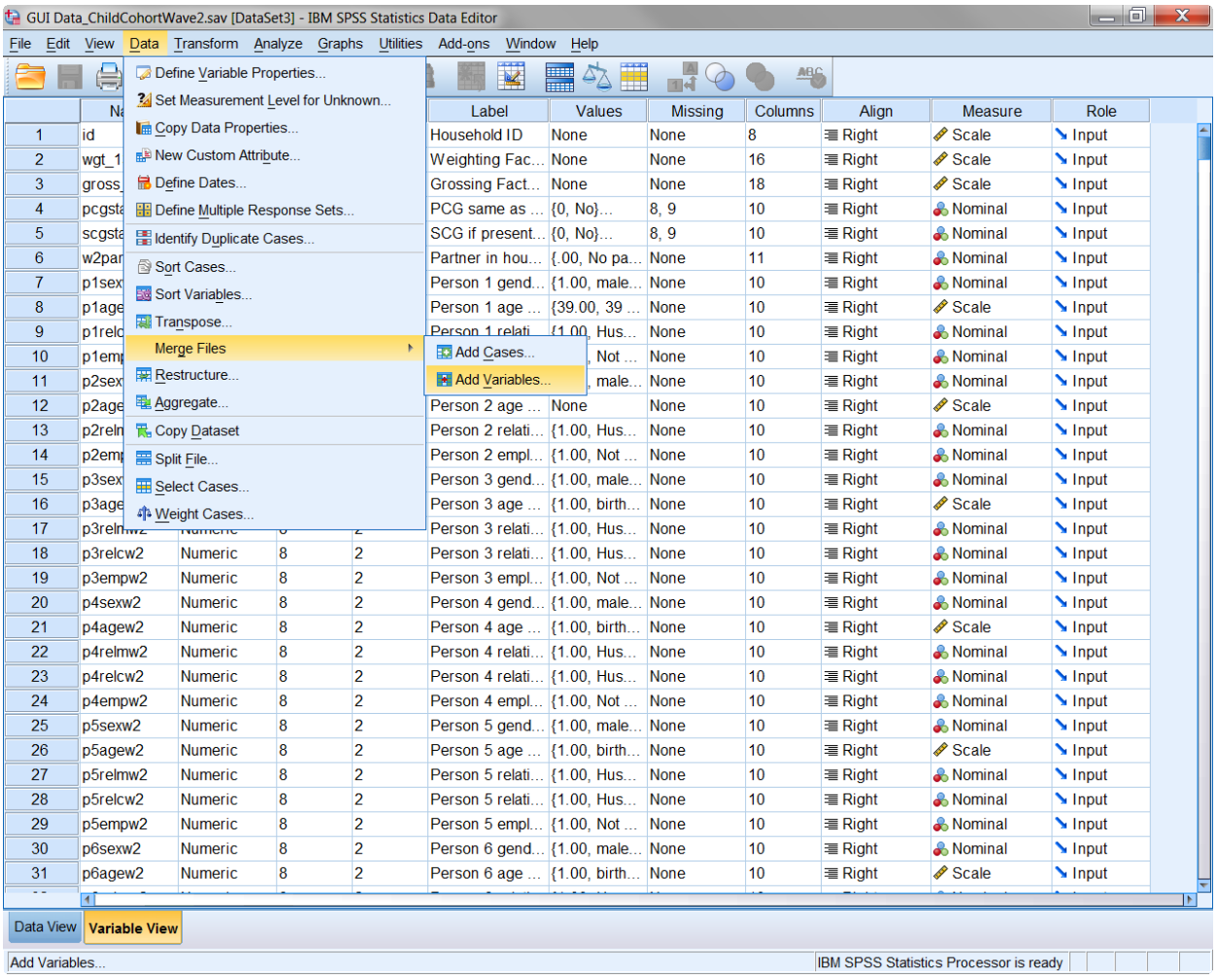
(Note that the analyst will need to change the file handles to the relevant file path indicating where the relevant datasets have been saved).

```
FILE HANDLE wave2 name = "C:\GUI\GUI Data_ChildCohortWave2.sav".
FILE HANDLE time name="C:\GUI\GUI Data_ChildCohortWave2_TimeUse.sav".

FILE HANDLE merged name = " C:\GUI \GUI Data_Wave2andTimeUse.sav".

GET file = wave2.
SORT CASES by ID.
MATCH FILES file = * / file = time / by id / map.

SAVE OUTFILE merged.
```

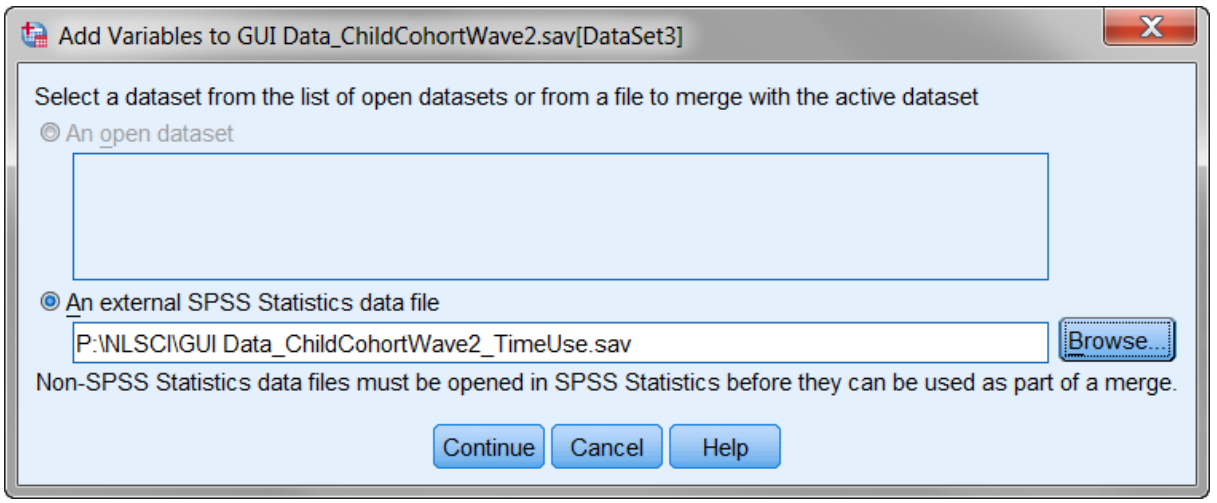
12. Using SPSS Drop Down Menus

To match the second Wave Child Cohort data and the Time-Use data the analyst should follow the steps below:

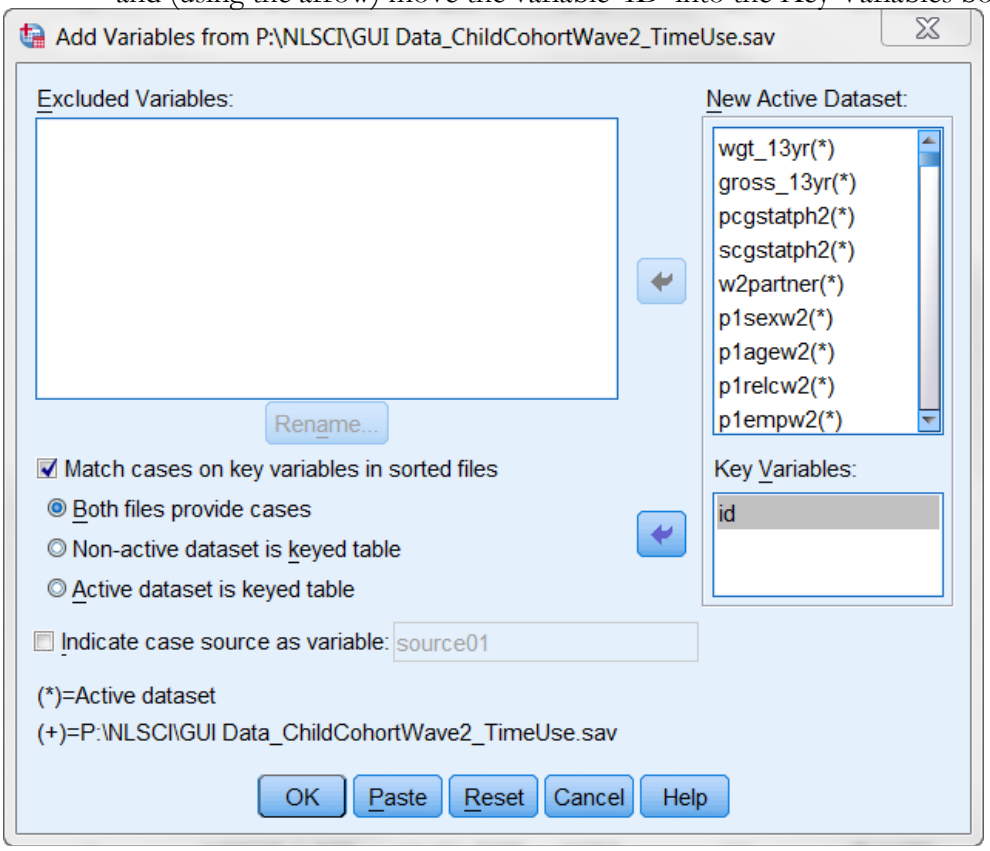
1. Open the second Wave data file - GUI Data_ChildCohortWave2.sav
2. Click Merge → Merge Files → Add variables



3. This will bring up the following dialog box. Click browse and select the location of the Time-Use data file – GUI Data_ChildCohortWave2_TimeUse.sav

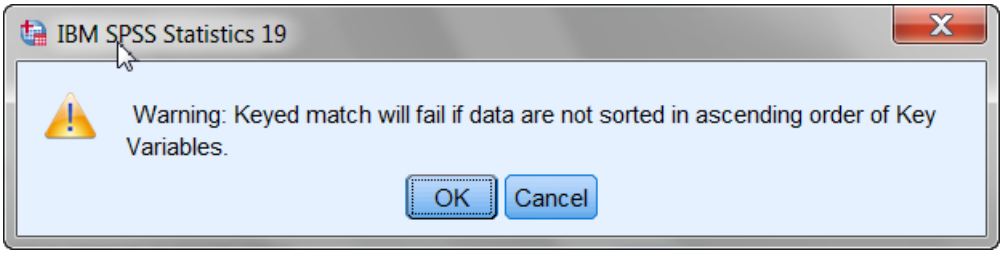


4. In the following dialog box tick 'match cases on key variables in sorted files' and (using the arrow) move the variable 'ID' into the Key Variables box.



xxx

5. The following warning will appear. In order to match the files they both must be pre-sorted by the key variable used for matching – in this case 'id'. Click 'ok'.



6. The matched file will contain 7,525 cases with all the variables from the second Wave Child Cohort data and the Time-Use data. The Time-Use variables will be system missing (sysmis) for any cases which are not included in the Time- Use data file.

7. This matched file should be saved under a new name (for e.g. GUI Data_Wave2andTimeUse.sav). SIMPLY SAVING THE FILE WILL OVERWRITE THE ORIGINAL SECOND WAVE CHILD COHORT FILE.

APPENDIX A – TIME-USE DIARY

T1. Please record the day and date of the Diary Day, i.e. the day the activities relate to:

Day _____ Date _____ (dd) _____ (mm)

T2. Was this:

	Yes	No
A school day	☐1	☐2
A holiday or family celebration	☐1	☐2
A day when something special was happening in your home (someone was sick, someone was visiting, a family crisis)	☐1	☐2

T3. When did you fill in the diary? Please tick (√) one box.

Now and then during the diary day ☐1

At the end of the diary day ☐2

The day after the diary day ☐3

Later ☐4 **T4. About how many days after? _____days after**

T5. Did you (the Young Person) complete the diary (please tick one):

By yourself ☐1

With Mum / Dad ☐2

With other adult / older brother or sister ☐3

PLEASE RETURN THIS COMPLETED TIMEUSE DIARY IN THE ENCLOSED PRE-PAID ENVELOPE TO THE ECONOMIC AND SOCIAL RESEARCH INSTITUTE (ESRI).

THE ASSISTANCE OF YOU AND YOUR FAMILY IN THE *GROWING UP IN IRELAND* PROJECT IS GREATLY APPRECIATED AND WILL HOPEFULLY ASSIST ALL YOUNG PEOPLE IN IRELAND OVER THE COMING YEARS.

ESRI
The Economic and Social Research Institute
Whitaker Square
Sir John Rogerson's Quay
Dublin 2
Ph: 01-863 2000 Fax 01-863 2100

An Roinn Leanaí agus Gnóthaí Óige
Department of Children and Youth Affairs

University of Dublin
Trinity College
College Green
Dublin 2
TRINITY COLLEGE DUBLIN

Area Code ☐☐☐☐ **Household Code** ☐☐☐

GROWING UP IN IRELAND – the national longitudinal study of children

Time Use Diary

STRICTLY CONFIDENTIAL

As part of the **Growing Up in Ireland** project we would like to record details on how 13-year-olds in Ireland spend their time.

We would like you to complete the enclosed time-use diary as shown by the interviewer – your Mum or Dad can help you if you like. Simply mark the booklet to indicate what you were doing for each quarter hour in the day. To do this draw an arrow through the relevant 15 minute slots to indicate what you were doing.

If you were engaged in a number of activities in any given 15-minute time period we would like you to record your MAIN activity – for example if at some time in the course of the day you were watching TV and also eating a snack and if you considered your main activity to have been watching the TV at that time then record this in Line 15 – Watching TV, Films, Videos or DVDs rather than in Line 3 on Eating.

Once again we would like to assure you that all of the information provided will be treated in the strictest confidence and will not be revealed in any way which could be associated with your name or address.

Day on which we would like this diary to be completed:

DAY_____ DATE_____

Activity AM →	00.00 am 15 30 45	01.00 am 15 30 45	02.00 am 15 30 45	03.00 am 15 30 45	04.00 am 15 30 45	05.00 am 15 30 45	06.00 am 15 30 45	07.00 am 15 30 45	08.00 am 15 30 45	09.00 am 15 30 45	10.00 am 15 30 45	11.00 am 15 30 45
1. SLEEPING / RESTING (including time trying to get to sleep, trying to get up)												
2. PERSONAL CARE OR GETTING READY (showering, washing, dressing, brushing teeth or hair, doing make-up, getting changed or ready for school, for training, for going out or for going to bed)												
3. EATING (breakfast, lunch, dinner, tea)												
4. TRAVELLING (to or from school or elsewhere)												
5. AT SCHOOL												
6. DOING HOMEWORK OR STUDY												
7. JUST HANGING AROUND WITH FRIENDS (outside or inside)												
8. SPENDING TIME WITH FAMILY												
9. PLAYING WITH OR EXERCISING A PET												
10. PLAYING SPORT OR DOING PHYSICAL EXERCISE (training, matches)												
11. USING THE INTERNET / EMAILING (including social networking, browsing etc)												
12. PLAYING COMPUTER GAMES (e.g. Playstation, PSP, X-Box or Wii)												
13. TALKING ON THE PHONE OR TEXTING												
14. MUSIC LESSONS (OR PRACTICING MUSIC), DRAMA, CLASSES ETC												
15. WATCHING TV, FILMS, VIDEOS OR DVDS												
16. LISTENING TO MUSIC												
17. READING FOR PLEASURE OR INTEREST (NOT FOR SCHOOL)												
18. HOUSEWORK (preparing food, tidying bedroom, feeding pets)												
19. HOBBIES AND OTHER LEISURE ACTIVITIES												
20. ON AN OUTING (e.g. to the beach, to the mountains, to a shopping centre, to the theatre, to a match etc)												
21. OUT SHOPPING TO BUY THINGS (groceries, clothes etc).												
22. OTHER 1 (SPECIFY)												
23. OTHER 2 (SPECIFY)												
24. OTHER 3 (SPECIFY)												
25. OTHER 4 (SPECIFY)												

Activity PM →	12.00 noon 15 30 45	01.00 pm 15 30 45	02.00 pm 15 30 45	03.00 pm 15 30 45	04.00 pm 15 30 45	05.00 pm 15 30 45	06.00 pm 15 30 45	07.00 pm 15 30 45	08.00 pm 15 30 45	09.00 pm 15 30 45	10.00 pm 15 30 45	11.00 pm 15 30 45
1. SLEEPING / RESTING (including time trying to get to sleep, trying to get up)												
2. PERSONAL CARE OR GETTING READY (showering, washing, dressing, brushing teeth or hair, doing make-up, getting changed or ready for school, for training, for going out or for going to bed)												
3. EATING (breakfast, lunch, dinner, tea)												
4. TRAVELLING (to or from school or elsewhere)												
5. AT SCHOOL												
6. DOING HOMEWORK OR STUDY												
7. JUST HANGING AROUND WITH FRIENDS (outside or inside)												
8. SPENDING TIME WITH FAMILY												
9. PLAYING WITH OR EXERCISING A PET												
10. PLAYING SPORT OR DOING PHYSICAL EXERCISE (training, matches, or with friends)												
11. USING THE INTERNET / EMAILING (including social networking, browsing etc)												
12. PLAYING COMPUTER GAMES (e.g. Playstation, PSP, X-Box or Wii)												
13. TALKING ON THE PHONE OR TEXTING												
14. MUSIC LESSONS (OR PRACTICING MUSIC), DRAMA, CLASSES ETC												
15. WATCHING TV, FILMS, VIDEOS OR DVDS												
16. LISTENING TO MUSIC												
17. READING FOR PLEASURE OR INTEREST (NOT FOR SCHOOL)												
18. HOUSEWORK (preparing food, tidying bedroom, feeding pets)												
19. HOBBIES AND OTHER LEISURE ACTIVITIES												
20. ON AN OUTING (e.g. to the beach, to the mountains, to a shopping centre, to the theatre, to a match etc)												
21. OUT SHOPPING TO BUY THINGS (groceries, clothes etc).												
22. OTHER 1 (SPECIFY)												
23. OTHER 2 (SPECIFY)												
24. OTHER 3 (SPECIFY)												
25. OTHER 4 (SPECIFY)												