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Relationship between family background, teens' time use, academic performance and well-being

Research problem

Researchers, educators and parents agree that parental support is an important determinant of adolescent development, academic performance, and well-being. Relationships between family characteristics and teens' time use have been examined, however, to a considerably lesser degree. Since time use research has identified differences in the way parents spend their time based on household composition, education, and employment status (Bianchi, Robinson & Milkie, 2006), it stands to reason that their children may differ in their use of time as well and that this may have implications for development and future opportunities. This paper explores the effects of parental characteristics on time use and well-being of Canadian adolescents aged 12 to 18. Specifically, it investigates the effects of family background characteristics including family composition (single or dual parent), parental employment status, parents' education, parental 'busyness' and perceived work-family balance on adolescent time use, academic performance and well-being. The effects of parental attention to children's concerns and the extent of their communication with them are also examined.

Background to the study

Parental relationships with adolescents are important contributors to teens' development, behaviour and well-being (Roth & Brooks-Gunn, 2000). As Collins and Laursen note, “. . . adolescent development, like many other putatively individual changes, can be understood more fully in the context of relationships with significant others and relationships with parents remain central to these contexts” (2004, p.354). In the North American cultural context, where greater parental involvement with children is increasingly valued (Cabrera, Tamis-Lemonda, Bradley, Hofferth & LambWarner, 2005; Warner, 2005) busy schedules and long work weeks may restrict the amount of time parents can spend with their children. Analyses of Canadian General Social Surveys (GSS) from 1986 through 1998 indicated that parents' contact time with children had increased overall, but it was evident that the youngest children were benefiting from more time with parents than the oldest. Time parents spent with adolescents was lower overall, as might be expected from a developmental point of view; however, it had decreased disproportionately from 1986 to 1998 (Zuzanek, 2000). This raises concerns about guidance, support and the consequences for well-being when time with parents is increasingly limited, especially when considering the important developmental challenges that arise during adolescence.

The 2006 census shows that Canadian families are undergoing significant transformations. Among family households, there are more childless couples (43%) than couples with children (41%), and 16% of family households are headed by single parents (Statistics Canada, 2007). Despite ongoing concerns about how living in a single parent

household may disadvantage children due to parents' decreased financial and temporal resources, the literature is not clear on how this may influence teens' use of time.

In analyses of time use patterns of adolescents age 15 and older from the Current Population Surveys (CPS), the American Use of Time Survey (ATUS), and Monitoring the Future (MTF) surveys, Porterfield and Winkler (2007) found very little difference between teens from single or dual-parent families in the way they allocated their time. Rather, time use varied more substantially by gender, ethnicity, school enrolment status, and parents' education. Bianchi et al. (2006) reported similar results for American children ages 5 to 18 using data from the 2002 Panel Study of Income Dynamics Child Development Supplement. Although the authors caution that the results were “not dramatic” (p. 149), children from single parent families spent more time sleeping and watching television but less time in more developmentally positive activities such as doing homework, playing sports, reading or doing art activities. Younger children may show more substantial differences in time use based on household composition. In an analysis of American children less than 13 years old, Hofferth and Sandberg (2001) found that individuals from single-female parent headed families spent less time reading, participating in privately sponsored clubs and programs, and in unstructured play activities at home when their mother was employed. Results varied, however, by race/ethnicity and size of the family. In Canada, the 2005 GSS shows that time spent working by students age 15 to 19 years old is virtually the same for single and intact dual parent families. Teens that live in dual parent blended families (parent plus step-parent) spend fewer hours in paid employment but are much more likely to help around the house than teens from other family types (Marshall, 2007).

In terms of parent-child relationships, Bianchi et al. (2006) note that married parents are able to give more time to children which, presumably, would strengthen relationships. Nevertheless, Collins and Laursen (2004) have found that quantity of time does not always translate into closeness in the relationship. While there is more conflict between adolescents and their parents shortly after a divorce, often the mother-daughter dyad develops into a closer relationship and mothers often expect greater assistance with household tasks than married mothers.

There are long-standing debates concerning how parents' employment status may influence children's well-being and whether maternal employment in particular has a negative effect on time with children. As dual-earner families become increasingly common, differences between employed and non-employed mothers may be diminishing so that it is not simply the mother's employment status but whether she is satisfied with her job that has a greater impact (Collins & Laursen, 2005). Nevertheless, there are some differences in time use between children in dual and single-earner families. Hofferth and Sandberg (2001) found that in traditional breadwinner/homemaker families where only one parent is employed, children spent more time sleeping, reading, watching television, socializing and participating in privately sponsored clubs and organizations than single-parent or dual-earner households. Additionally, they devoted more time to religious activities. For the children in their study, mother's employment status was the strongest determinant of how children spent their time which is not particularly surprising

considering the younger age group of children. Bianchi et al. (2006) included teens in their analyses and found similar trends between single and dual-earner families, particularly in the areas of reading and sleeping but felt that differences were not large and therefore, should be interpreted with caution. Therefore, more research is needed to determine whether, as children get older, differences in time use may diminish between single and dual-earner households.

Parents' education seems to have a greater influence on teens' time use patterns than household composition. Because parental education is relatively stable over time and provides a defined set of cut-off points that stratify the population, it is increasingly used in place of income to determine socio-economic status (Porterfield & Winkler, 2007). Moreover, in a knowledge-based economy, the effects of parental education may be even more far-reaching. As Brooks asserts, "Educated parents not only pass down economic resources to their children, they pass down expectations, habits, knowledge and cognitive abilities" (2005, p.11). Parental education does appear to affect teens' use of time. In the United States, teens in less educated families spend less time reading and doing homework and more time working for pay compared to adolescents with a more highly educated background. Furthermore, a larger portion of teens with lower educated parents work more than 20 hours per week (Porterfield & Winkler, 2007). Among Canadian youth, children of university educated parents spend more time doing homework and less time working for pay than children whose parents have a high school education or less (Marshall, 2007). Similarly Hofferth & Sandberg (2001) report that children of highly educated families read more and watch less television. Maier (2005) notes that adolescents' educational values are affected by parents' occupational status, particularly when mothers have careers in math and science-related fields. Teenagers in these families had higher levels of academic achievement, greater aspirations for graduate school, and both girls and boys received equal support and encouragement.

Other qualities of parents' jobs can affect teens' sense of well-being, academic aspirations, and their use of time. The life strains model of parental stress was used by Galambos, Sears, Almeida and Kolaric (1995) to assess whether work overload was related to problem behaviour for grade 6 students. They found that conflict between young adolescents and their parents was highest when parents had higher amounts of work-related stress. By examining the relationship between parents' work hours, excessive involvement in community activities, and the parent-teen relationship in dual earner families, an association was found between parents' negative work spill-over and problem behaviour and lower grades for adolescents between the ages of 10 to 17. Additionally, for teens in this study mothers' nurturing behaviour was related to higher academic achievement although the actual time spent with teens was not (Voyandoff, 2004). The effect of work stress and lack of autonomy on the job can have an effect on marital quality and relationships between parents and children (Westman, Etzion & Danon, 2001). Emotional transmission or the way feelings of one family member affect the emotional state of another were observed between parents and adolescents in The 500 Family Study. Upon returning home from work, emotions related to happiness, anger or anxiety are transmitted to adolescents, and the effect was especially pronounced in the mother-adolescent dyad (Matjuasko & Feldman, 2005).

Hofferth and Sandberg (2001) have noted further effects related to parental communication patterns. When parents spend more time with adolescents, their grades go up and problem behaviour decreases. Voyandoff (2004) found that mothers' nurturing behaviours were associated with academic achievement and harsh parenting practices were related to poorer academic performance. She comments that the effect of time pressure is not as important as subjective perceptions of job characteristics (e.g., autonomy, job satisfaction) and family organization. In general, sensitive and responsible treatment of adolescents encourages positive emotional bonds that enhance the likelihood of teens adopting parents' values and behaviours (Collins & Laursen, 2005). In summary then, the current literature shows that nurturing parental behaviour is associated with positive developmental outcomes for adolescents, but there is some evidence that stressors related to job characteristics may have a negative influence.

Most of the literature cited thus far is based on research conducted in the United States. There is a lack of time use research on Canadian youth, especially for younger adolescents. Information that may be useful to families, educators and policy makers is usually derived from American studies and set in a 'North American' context (Larson & Verma, 1999). Therefore, a contribution of this study is that it does provide information that is specifically Canadian and may be more relevant to researchers interested in Canadian family studies, adolescent development, and time use issue patterns as well as the generalizability of U.S. patterns. Furthermore, it addresses a gap in the literature where adolescents younger than age 15 have been largely excluded from Canadian time use studies altogether.

Method

Analyses in this paper are based on data from the Ontario Adolescent Time Use Study (OATUS), examining the impact of changes in the nature of work, family life and leisure on adolescent time use, sense of time pressure, academic performance, health and psychological well-being. Data were collected in two phases from a stratified sample of schools representative of Ontario's population. During the first phase of the research, students were given a survey questionnaire which they completed during 30 to 45 minutes of regular class time. Data were collected from March 2001 to June 2003. As part of the questionnaire, a time diary was used to collect time use data based on student's recollections of how they had spent the previous day. Fridays and Saturdays were omitted from the study because of the concern about teens' ability to accurately reconstruct time use for more distant days than the day preceding the survey.

The purpose of the questionnaire was to examine adolescents' perceptions of their: (1) school experience; (2) parents' workloads, and interactions with them; (3) use of time, including time outside the classroom for leisure, part-time work and volunteer activities; (4) health and psychological well-being; and, (5) the possible influence of the adolescents' family circumstances, time use and well-being on their experience of school. Along with demographic information such as age, gender, and household structure, students were asked about parental employment status and work arrangements, details of their own part-time employment and volunteer activities, leisure activities, and questions

related to academic interests, achievement and future aspirations. To measure time pressure, a composite index was developed ($\alpha = .75$) that included measures of students' perceptions of how busy they were, pressure from school work, whether they wished for more hours in a day, and how often they felt that they had more things to do than what they had time for. Scores could range from 2 to 20. A higher score indicated higher levels of time pressure whereas a score of less than 10 suggested very little time pressure was experienced. The survey also included questions about physical health and emotional well-being such as how often they felt lonely, depressed, and how frequently they were bullied by other students in school. For each of these questions, 1 was *never* and 5, *quite often*. Closeness of parental and other family relationships was determined by asking whether students talked with family members including their mother, father, siblings and/or step-parents about personal matters. In addition, students were asked to report how frequently they communicated with their parents about important life issues. This was coded on a scale of 1 to 5, where one was '*rarely or never*' and 5, '*every or almost every day*'.

A total of 2,154 students enrolled in grades 7 to 12, as well as Ontario Academic Credit (OAC) courses, participated in the first phase of the study. Of these students, 51.8% were female and 48.2% were male. The average was 14.2 years. Coding conventions used by statistical agencies were used to organize time use data into main activity categories.

The second phase of data collection took place four to six months following the completion of the survey questionnaire. A subset of the students ($n = 219$) and one of their parents participated in an Experience Sampling Method (ESM) study where they wore pre-programmed wrist watches and were beeped randomly 8 times a day for a one-week period. When signalled, students filled out an experience sampling form where they answered questions about current activity, social situation, moods, and physical and psychological well-being. Teens had a 79.3% response rate, with 9,731 response forms completed. Of these students, 45% were male and 55% female. Like the larger sample of questionnaire respondents, their average age was 14.2 years old. For those living in a dual-parent household, the most common arrangements included: parents who were both employed full-time (45% of participants), one parent who worked full-time and the other part-time (26% of participants), and one parent working full-time and the other parent at home (19% of participants). As part of the ESM phase, each student and parent completed an additional in-depth questionnaire about family relationships, employment, the work-family interface, leisure activities, health and well-being.

Findings

Results of tests are grouped according to five sub-categories based on how family and parental characteristics influence adolescent time use: family composition, parents' employment status, parents' educational background, and parents' level of busyness. Additionally, the effects of parental attention to children's concerns and the extent of their communication with them are examined using data from survey questionnaires and adolescents' ESM reports. Findings reported in this paper are based on the analyses of means, bi-variate correlations and regressions.

Family composition.

For the time diary portion of the study, 19% of the students reported living with one parent. Living with two parents correlates with more time spent at school, more time doing homework, less free time and less time socialising with friends (see Table 1). The significance of bi-variate correlations is sustained in linear regressions controlling for teens' age, gender and parental 'busyness'. Other time use differences are less pronounced, although teens from single parent families seem to spend somewhat more time helping around the house but less time in extra-curricular activities.

Parents' employment status

Having both parents employed full time reduces the amount of time spent by teens in class and doing homework (see Table 2). It is also associated with more time working for pay and helping around the house. Teens growing up in families with only one parent working full time allocate greater amounts of time to school work but seem to have a bit less free time than adolescents from families with two full time employed parents (the latter difference, however, is not statistically significant). There are few differences in teens' use of free time on school days that can be attributed to the employment situation of their parents, but on Sundays teens from families with full-time employed parents seem to spend more time socialising with the family, less time surfing the web and more time playing computer games. Virtually all statistically significant bi-variate correlations reported in Table 2 are sustained in regressions controlling for teens' gender and age. Negative effects of dual career employment on the amount of time allocated by teens to doing homework (and lower grade averages as seen in Table 5) may be associated with the exposure of dual career families to greater "time crunch" pressures.

Parents' educational background

Parental education was reported only by parents participating in the ESM portion of the study who completed the questionnaire ($n = 216$). There were only 17 students reporting Sunday time use whose parental education level could be identified. Table 3, therefore, focuses on the effects of parental education on teens' time use only for school days. The small size of compared parental groups ($n = 61$ and $n = 50$ respectively) may account for the relatively low number of statistically significant relationships. It seems that students whose parents are more highly educated spend somewhat more time in classes but not doing homework. They sleep less but the main difference from students whose parents have a lower education background is the distribution of free time. Consistent with the literature, children of highly educated parents watch less television, socialise less with friends, spend less time playing computer and video games, but spend more time surfing the web, reading books, engaging in extra-curricular activities and sports. Clearly, such use of free time is more structured and carries greater developmental benefits. Similar to previous tables all statistically significant correlations in Table 3 are supported by regressions controlling for teens' gender and age (betas for watching TV and sports are $\beta = -0.18$ and $\beta = 0.25$ respectively; $p < .05$).

Parents' 'busyness'

Analyses in this section are based on students' assessment of the 'busyness' of their mothers and fathers. A composite variable for parents' busyness was created by combining scores for each parent when asked, on a scale of 1 to 5, where 1 stands for 'not busy at all' and 5 for 'extremely busy', *Compared to other people you know, how busy is your mother/father/guardian?* Students' assessments corresponded, by and large, with parents' own self-assessments of their 'busyness'. Correlation between students' and parents' assessments is $r = 0.18, p < .005$. Generally, parental 'busyness' does not negatively affect students' time use (see Table 4). Teens from families with very busy parents spend more time in classes as well as doing homework. Students from busy families sleep a little less than students from less busy families on school days and have somewhat less free time, but this is accounted for mostly by curtailing television viewing. The amount of time spent on physically active and extra-curricular activities is about the same for students from very busy and less busy families.

The effect of parental characteristics on teen's well-being, academic performance and feelings of time pressure (questionnaire results).

Table 5 shows that growing up in dual parent families carries positive emotional outcomes for most teens. Having both parents employed full-time as opposed to one parent working full-time and the other staying at home reduces feelings of time pressure but negatively affects teens' academic performance and expectations of a bright future. After controlling the effects of two parents' employment for teens' gender and age, the betas for academic performance and expectations of a bright future are $\beta = -.18, p < .005$ and $\beta = -.05, p < .07$. Parents' education strongly affects teens' performance at school and expectations of a bright future and seems to contribute to their emotional well-being as well. Parents' 'busyness' adds to teens' feelings of time pressure, but apart from this, has mostly positive effects. Teens from very busy families perform slightly better at school, feel happier, expect a brighter future and feel more physically fit than students from less busy families. The most positive academic and emotional effects, however, are associated with parents' ability to maintain contact and communicate with their children. Talking to teens about personal matters or important life issues contributes to better academic performance, feelings of happiness, brighter expectations of the future, greater physical fitness, and lower levels of boredom and loneliness. The only aspect of well-being that deviates from the typical constellation of well-being effects is the feeling of time pressure. Feelings of time pressure correlated among surveyed teens positively with their grade average ($r = .26$), expectations of bright future ($r = .15$), sense of physical fitness ($r = .10$), and negatively with boredom ($r = -.17$). The only negative outcome of teens' time pressure was their greater sense of loneliness ($r = .16$).

The effect of parental characteristics on teen's well-being, academic performance and feelings of time pressure (ESM results).

Analyses of teens' experience sampling self-reports, filled in when they were beeped, support most of the findings reported in Table 5. Living with two parents correlates

positively with affect and negatively with feelings of anxiety, boredom, loneliness and stress. Having both parents employed full-time as opposed to the traditional model of one of parent staying at home and the other working full-time is associated with mostly negative emotional outcomes. According to teens' ESM self-reports, parents' higher education has a rather moderate effect on teens' emotional well-being, but contributes to their feelings of time pressure and stress. The effects of parental 'busyness' on teens' well-being, obtained from ESM self-reports, are more ambiguous than those reported in Table 5. Parental busyness is associated with higher levels of affect, yet also with higher levels of boredom and stress. Similar to findings reported in Table 5 highly positive emotional effects are associated with parents' ability to reach out and communicate with their children, as well as perceived balance of their work and family roles.

Discussion:

The findings support much of the previous research on the contribution of family and parental characteristics to adolescent well-being but extend the literature by providing new information about how these qualities relate to teen's use of time. In the Canadian context where adolescents' workloads rival those of adults (Zuzanek, 2005), it is particularly important to understand how students' family backgrounds may influence successful emotional and academic outcomes as they cope with higher workloads and levels of subjective time pressure than ever before.

A question is often raised on how living in a single-parent household affects teens' academic development and well-being. Data reported in this paper show that in spite of single parents' efforts to accommodate the needs of their children, they may lack financial and time resources needed to meet this goal as effectively as it can be done in two parent families. Symptomatically, lone parents' household income was approximately 25 per cent lower than the income of two parent families and their reported levels of stress and time pressure were higher than in two-parent families (not reported in Tables).

Parents' employment status also had a significant effect in some domains of time use. Economic and social imperatives (i.e., financial needs and gender equality) make dual career families a prevailing and, in a way, indispensable model of family life in advanced industrial societies. The lingering question is, can this arrangement be effectively reconciled with the developmental and emotional needs of children? Findings reported in this paper do not pretend to provide a definite answer to this question, because many factors moderating effects of parental employment remained outside of the OATUS inquiry (labour legislation, provision of childcare assistance and services, etc.). Based on the data reported in Table 2, however, it appears that Canadian society does not yet provide families with two full-time employed parents with sufficient means to match material and temporal resources available to families with one parent staying at home. A comparison of financial and time resources of dual and single career families in OATUS shows that families where both spouses were employed full time had lower household incomes and worried much more about not spending enough time with the family than among families where one parent stayed at home (not reported in Tables). These issues

need to be addressed not only by researchers but by policy makers as well. Furthermore, the effect of the neo-traditional model of one parent working full-time and the other part-time on teens' time use and well-being merits further exploration since this is a more prevalent arrangement than the traditional homemaker/breadwinner model and may have different implications for adolescent development.

Findings about the developmental and emotional effects of parents' higher education on teens' time use and well-being reported in Tables 3, 5 and 6 are not entirely new. Higher parental education is associated with more structured use of teens' free time, teens' better academic performance and expectations of a brighter future. There may be a price tag, however, attached to growing up in families with more highly educated parents. The ESM data indicate that teens whose parents have a higher level of education experience greater levels of both time pressure and stress. Nevertheless, the importance of academic achievement in high school, which opens the door to post-secondary education, may have greater benefits down the road. In a knowledge-based economy, higher education acts as an important social stratifier and allows access to higher paying jobs and greater job autonomy. This can potentially alleviate some stress in adulthood although professional and managerial positions have been associated with longer work hours and greater subjective time pressure, particularly among women (Mattingly & Sayer, 2006).

Clearly the role of perceived time pressure in the lives of adolescents - whether of themselves or their parents - deserves additional research attention. Emotional and developmental problems experienced by today's teens are often attributed to the "time crunch" pressures experienced by their parents. In this context findings reported in Tables 4 and 5 appear somewhat surprising. Parental 'busyness' as perceived by the teens or the parents themselves (the latter is not reported in the Tables) correlate with a number of developmentally and emotionally positive outcomes (more time spent doing homework, higher grade average, higher expectations of the future, greater sense of happiness). Additional analyses of the relationships between time pressure and well-being (not reported in the Tables) suggest that well-being effects of perceived 'busyness' and time pressure should be distinguished from the effects of perceived stress. If feelings of being "busy" or "pressed for time" often correlate with positive developmental outcomes, the opposite is true of the effects of perceived stress. In a way, the findings reported in this paper support the traditional view that busy hands, or rather busy brains, may help teens to stay the right course, and stay away from trouble or mischief.

Findings reported in Tables 5 and 6 suggest that life-style factors may influence teens' development and well-being more strongly than their family or socio-occupational circumstances. Parents' ability to talk with their kids about personal matters or important life issues, as well as perceived work-family balance in the family, are consistently associated with positive academic, emotional, and health outcomes. This is good news, telling us that teens' well-being is to a certain degree within their parents' reach, rather than in the confines of hard to change and at times unavoidable circumstances.

Table 1: Effects of family composition on teens' time use
(minutes per day)

	School Days			Sundays		
	Single parent	Two parents	Sig	Single parent	Two parents	Sig
<i>N</i> =	201	964		157	655	
Classes, time at school	374	389	**	n/a	n/a	
Homework	76	95	**	63	101	**
Paid work	23	20		26	29	
Domestic work	28	26		52	42	
Sleep	470	470		614	610	
Eating at home	36	40	*	76	79	
Personal care	49	46		35	33	
Religious & voluntary activities	4	7		30	26	
Free time	331	303	**	519	500	
Watching TV	89	80	/	131	135	
Computer & video games	24	20		46	41	
Internet	35	36		55	62	
Reading books	15	16		25	27	
Socialising with friends	87	62	**	137	116	/
Socialising with family	20	19		14	18	
Physically active leisure	34	36		58	61	
Extracurricular activities	10	15	/	12	14	/
Rest, relaxation	10	12		32	21	*

* $p < .05$

** $p < .005$

/ Time use differences approach but do not reach significance levels.

Table 2: Effects of parental employment status on teens' time use

(minutes per day)

	School Days			Sundays		
	One f/t -one homemaker	Both f/t employed	Sig	One f/t -one homemaker	Both f/t employed	Sig
<i>N</i> =	190	477		179	394	
Classes, time at school	408	382	**	n/a	n/a	
Homework	108	95	/	140	100	**
Paid work	8	22	*	13	33	*
Domestic work	22	28	/	31	45	*
Sleep	451	466	*	612	597	
Eating at home	44	40	*	81	79	
Personal care	52	48	/	32	33	
Religious & voluntary act.	6	8		14	27	*
Free time	299	304		490	511	
Watching TV	70	73		125	134	
Computer & video games	21	23		25	42	*
Internet	43	36		81	64	*
Reading books	14	15		23	27	
Socialising with friends	67	75		135	125	
Socialising with family	21	18		8	21	**
Physically active leisure	38	35		50	58	
Extracurricular activities	17	16		19	12	/
Rest, relaxation	10	10		21	20	

* $p < .05$

** $p < .005$

/ Time use differences approach but do not reach significance levels.

Table 3: Effects of parental education on teens' time use on school days

(minutes per day)

	Parents' level of education		Sig
	High school or less	University or more	
<i>N</i> =	61	50	
Classes, time at school	374	387	
Homework	81	78	
Paid work	25	28	
Domestic work	33	33	
Sleep	498	476	/
Eating at home	40	37	
Personal care	50	54	
Religious & voluntary activities	10	17	
Free time	279	280	
Watching TV	84	55	*
Computer & video games	23	11	
Internet	26	32	
Reading books	18	23	
Socialising with friends	67	54	
Socialising with family	17	16	
Physically active leisure	26	50	*
Extracurricular activities	9	21	
Rest, relaxation	10	9	

* $p < .05$

** $p < .005$

/ Time use differences approach but do not reach significance levels.

Table 4: Effects of parental 'busyness' on teens' time use

(minutes per day)

	School Days			Sundays		
	Not busy	Very busy	Sig	Not busy	Very busy	Sig
<i>N</i> =	391	242		268	176	
Classes, time at school	384	400	*			
Homework	92	104		90	140	**
Paid work	20	21		35	15	*
Domestic work	24	24		44	41	
Sleep	469	457	/	610	614	
Eating at home	40	39		77	80	
Personal care	45	48		35	35	
Religious & voluntary activities	5	7		23	28	
Free time	314	295	/	505	467	*
Watching TV	82	75		136	111	*
Computer & video games	22	25		47	35	
Internet	37	33		72	59	
Reading books	17	13		27	23	
Socialising with friends	66	62		122	130	
Socialising with family	18	20		16	13	
Physically active leisure	38	38		53	50	
Extracurricular activities	13	15		9	15	/
Rest, relaxation	14	12		18	22	

* $p < .05$

** $p < .005$

/ Time use differences approach but do not reach significance levels.

Table 5: Effects of family composition, parental employment, education, ‘busyness’, perceived work-family balance, and emotional contact with children on teens’ feelings of time pressure, academic performance and well-being

(Pearson r)

	Two parent family ¹	Both parents employed full time ²	Parents' education ³	Parents very busy ⁴	Parents satisfied with work-family balance ⁵	Teens talk with family about personal matters ⁶	Teens talk with parents about important life issues ⁷
Time pressure (index)	0.1	-0.1		0.17	0.16	0.12	0.14
Grade average	0.17	-0.19	0.37	0.06	<i>0.11</i>	0.15	0.11
Feeling lonely			<i>-0.13</i>		-0.15	-0.08	
Feeling bored	-0.09				-0.18	-0.11	-0.11
Feeling happy	0.15		<i>0.13</i>	0.06		0.12	0.12
Expecting a bright future	0.12	-0.06	0.21	0.07	0.16	0.15	0.23
Feeling physically fit	0.09			0.06		0.09	0.1

¹ Two parent as opposed to single-parent families.

² Both parents employed full time as opposed to one employed full time and the other a homemaker.

³ Parents with university education and more as opposed to parents with high school education or less. Italicised correlations $<.09$.

⁴ Parents assessed by teens as most busy (top 20 per cent of the sample) as opposed to parents assessed as least busy (30 per cent of the sample)

⁵ Parents who stated that they were satisfied or very satisfied with their work family balance (51 per cent of the sample) as opposed to those who were very unsatisfied, unsatisfied or somewhat satisfied (49 per cent of the sample)

⁶ Teens talk with family members about personal matters (sum of talks with mom, dad, siblings; range 0 to 3)

⁷ How often do you and your parents talk about important life issues (from ‘rarely or never’ to ‘every or almost every day’).

Table 6: Effects of family composition, parental employment, ‘busyness’, perceived work-family balance, and emotional contact with children on teens’ feelings reported in experience sampling self-reports

(Pearson r)

	Two parent family ¹	Both parents employed full time ²	Parent's education	Parents very busy ³	Parents satisfied with work-family balance ⁴	Teens talk with parents about personal matters ⁵	Teens talk with parents about important life issues ⁶
Affect ⁷	0.03	-0.09	0.03	0.04	0.14	0.22	0.13
Anxiety ⁸	-0.05	0.09		-0.03	-0.09	-0.17	-0.16
Depressed	-0.15	0.11			-0.16	-0.08	-0.14
Lonely	-0.09			-0.03	-0.06		-0.12
Pressed for time	0.06	-0.09	0.12		0.11	-0.1	
Stressed	-0.17	0.04	0.08	0.05	-0.05	-0.03	-0.07

¹ Two parent as opposed to single-parent families.

² Both parents employed full time as opposed to one employed full time and the other homemaker.

³ Teens' summed up assessment of mother's and father's busyness.

⁴ Parents' satisfaction with their work-family balance (5-point scale).

⁵ Teens talk with family members about personal matters (sum of talks with mother, father, and siblings where 0 is 'no' and 1 is 'yes'; range 0 to 3).

⁶ How often do you and your parents talk about important life issues (from 'rarely or never' to 'every or almost every day').

⁷ Affect is defined as a composite of feeling good, happy and cheerful ($\alpha = .83$).

⁸ Anxiety is defined as a composite of feeling worried, upset and tense ($\alpha = .83$).

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