



**HUNGARIAN  
CENTRAL  
STATISTICAL  
OFFICE**



# **CHILDREN – AS RESPONDENTS IN TIME USE SURVEY**



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# CHANGE OF CHILDREN'S IMAGE IN THE HISTORY

*“Children portraits are a reflection of how a society thinks about their kids!”*

(Trond Waage, ombudsman of the former Norwegian Children Centre)

## Children in the Middle Ages (12-13th century):

ugly, old-looking babies, infant Jesus as principal image



## 16-17th century:

Miniature adults

## 18-19th century:

children as part of the development of society;  
future-makers; autonomous beings; children's rights;  
Industrial Revolution – realistic presentation



## 20th century:

Impressionists placed childhood center stage;

Modern art: happy, playful, self-conscious but childish appearance



# MAIN METHODS USED IN TIME-USE-SURVEYS

- **Quantitative methods:** many cases but exploring only on the surface
- **Qualitative methods:** limited in size but deep-digging the problems

## OBSERVATION METHODS

Full or Spot Sampling

## INTERVIEWS

Questionnaire or Guidelines



## SELF-REPORTING METHODS

Diary: concurrent or retrospective,  
Experience Sampling



## CREATIVE METHODS

Drawing, story-telling, index cards to  
select/ order/ rank activities





# GOALS AND EXPECTATIONS OF THE HUNGARIAN TESTING PROGRAMME



EUROPEAN COMMISSION  
EUROSTAT  
Directorate F: Social statistics

EUROSTAT GRANT FOR 2016

EUROSTAT UNIT: F.4

OBJECTIVE: 07.1.41 – Household budget surveys and time use survey

TITLE: Preparatory work to revise the harmonised European Time Use survey for the implementation in the round 2020

**Main goal of the Hungarian pilot study: to find the specialities of the target group (children 8-15 years) for the development of the 2020 Time Use Survey**

- To get more information about **special children activities** + how they **call** it
- To create a **child-specific activity coding list** and questionnaire + **new activities**
- Can children be **primer respondents**?
- Can they precisely **remember and chronologically recall/ report** the daily events?
- To test the distinction between **online/offline** activities
- How do they express their **feelings**? The **subjective evaluation** (well-being)

# METHODS USED IN THE HUNGARIAN PILOT TESTING PROGRAMME

## 2 methods for 60 participants:

- 20 Personal interviews in the Library of HCSO  
Parental presence in some interviews
- 5 Focus groups in schools (x 8 participants)
- Both combined: completing the **diary**  
+ **exercises**, playful tasks

## 2 ways to answer and fill out the diary:

- administered by an interviewer or
- by themselves:
  - using a paper-diary or
  - online application on tablet/smart phone.



# TECHNIQUES USED IN THE HUNGARIAN PILOT TESTING PROGRAMME (1.)

- to draw the favourite activities on a blank paper (only for little children)
- to select from pictures of activities – (good assistance tool to support retrospective memory)
- to tell about the **most desired activities**: “*What would you do on a free day that is to your taste?*” – (good warming up exercise!)
- “secret box” – to drop in activities they don’t want to tell other people – (not often used)



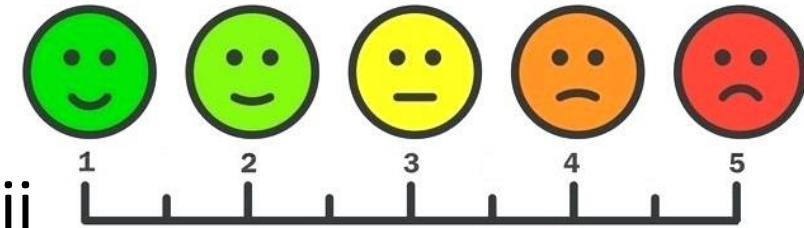


# TECHNIQUES USED IN THE HUNGARIAN PILOT TESTING PROGRAMME (2.)

- **traditional “diary table”** – to log in chronology yesterday’s activities – (most **boring, exhausting** task!)
- **selection** technique: to identify the **longest/shortest activities** in minute – (better than scheduling the day)
- **“well-being ruler”** (5 and 11 scale) with coloured emoji to grade their feeling – (**easy** exercise!)
- **ranking exercise**: to put in order the activities beginning from the **most favourite** – finishing with the **least preferred** one (made **fun**, better than monotonous grading).



Date	Start Time	SYN
07-15-2017	9:00 AM	



# MAIN FINDINGS:

## WHICH DATA COLLECTION METHOD FIT CHILDREN? (1.)

### 1. Traditional diary logging system or other approach?

- **Findings:** Difficult for younger children. Tiring, boring, exhausting. Many activities forgotten and later corrected.
- **Suggestions:** important activities (routines) should be asked separately, **thematically** (when and how often?)



### 2. Traditional questionnaire: question/answer or other techniques?

- **Findings:** Monotonous, tiring, lost concentration, but worked
- **Suggestions:** to apply a **variety of methods** (fun tasks, visual aids, imaginative questions). To use softer, attractive, qualitative methods e.g. **deep interviews** only by guidelines and with funny tasks.



# MAIN FINDINGS:

## WHICH DATA COLLECTION METHOD FIT CHILDREN? (2.)

### 3. Self-reporting or interviewing method?

- **Findings:** Only younger children had difficulties to fill the diary alone.  
Older could, but preferred to respond an interviewer.
- **Suggestions:** For younger children need for interviewer assistance.  
For older: opportunity to choose (self-reporting or interview)



### 4. Paper based diary or electronic application?

- **Findings:** Older children recorded faster the electronic diary on tablet, but found monotonous, preferred paper diary (clear, easy to handle).  
Younger not able to handle application.
- **Suggestions:** to develop easy usable **application**.  
Older children should choose.



# MAIN FINDINGS:

## PERCEPTION AND INTERPRETATION OF TIME

### How do children think about time? Can they think in chronology?



- Findings:
  - Could **follow** the flow of the day, but not always able to give the **accurate starting/finishing** time; **slipped** in time
  - Think not in time-structure but in **event-structure**, recalled the **most interesting things** of the day (*"Yesterday we went to church...celebrated mom's birthday...."*)
  - **Subjective dimension of time perception**: forgot/underestimated length of dull, routine act. (eating, learning, hygiene), overestimated pleasant activities (friends, computer, pets)
- Suggestions:
  - to ask **along a thematic timeline**, thematic questions:  
*When and how often did you eat yesterday? What did you do after school?*
  - **separate** group of questions related to: **routine/ unpleasant activities**
  - to **motivate** memory by **visual means** (pictures, figures)



# MAIN FINDINGS: SPECIAL ACTIVITIES – NEED FOR SPECIAL WORDING?

## Can children use the traditional activity list?

- **Findings:** some activities **not to find** in the activity list (examples):
  - They don't identify **household duties** with “work”.  
Instead: “**help at home, help the parents, support, assistance**”.
  - Special language (**jargon**, slang) for **computer and other electronic devices**:  
„to chat, viber, FB, twit, insta, movie, compute, mail, game, phone,”
  - **Favorite activities** troublesome to generalize and find in the **multistep category list**: dog care, computer games, out of school activities
- **Suggestions:**
  - **favorite activities to directly name** instead of multistep category system : “pet care, dog walking, feeding, computering, chatting, playing outside/inside....”
  - separate category for „**Computer/electronic activities and games**” with child jargon





# MAIN FINDINGS: SUBJECTIVE EVALUATION OF ACTIVITIES

How do children feel and how they express it?

- Findings:

- “well-being ruler” with emoji was a popular tool (easy, quick)
- 5-scale worked better than more scaled rulers (7, 11)
- Textual evaluation precise but long, unfamiliar
- They often feel bad during school activities

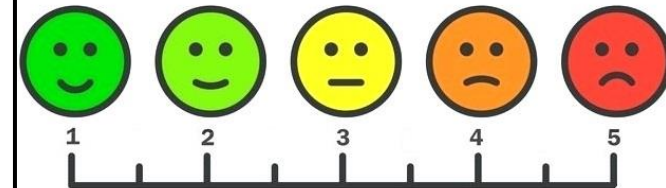
- Suggestions:

- use 5-scale evaluation with figures + visual aids
- explore more detailed school activities and
- highlight the background of + – feelings



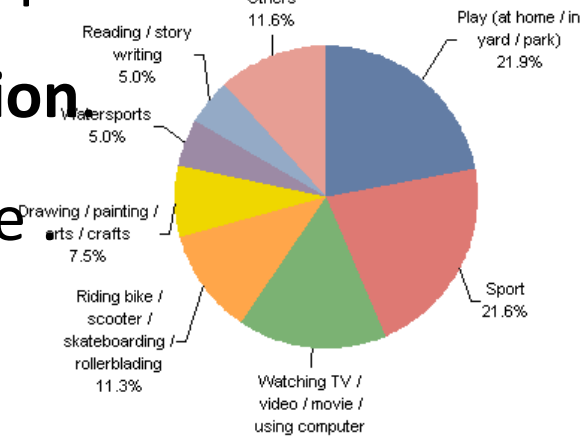
How did you feel?

1. Tired
2. Afraid
3. Nervous, jitter
4. Anxious
5. Angry,
6. Sad, bad-mood
7. Stressed
8. Uncertain, puzzled
9. Disgusted, disliked
10. Ashamed, embarrass
11. Felt nothing special
12. Bored, apthetic
13. Happy, marry, cheerful
14. Enthusiastic, passionate
15. Other feeling:.....



# MAIN CONCLUSIONS

- Children can be **direct respondents** – parents as proxy would cause inaccurate data.
- ***“Time diaries as a method on their own are not adequate to capture the complexities of children’s time use”***: combination of quantitative + qualitative approaches
- Children are **aware of time** – but make **mistakes in order and duration**.
- **Thematic approach** brings more result than **chronological technique**
- **Special language**, expressions (jargon) should be used.
- To motivate, attract children's' attention and keep concentration:
  - **variety of questioning** (funny, interesting, playful tasks, )
  - A big **variety of visual aids, demonstration tools** should be used (progress chart, outcomes, interactive charts...)



**CHILD OF THE NEW CENTURY AGE 14 SURVEY**

**TIME-USE NOTEBOOK**

**WHAT DID YOU DO TODAY?**

Day ☐ Day (Mon-Sun) ☐ DO MM YYYY

This notebook is for you to use to write down what you are doing on the day written above. This will help you remember what you were doing when you fill in your time-use record.

**HOW TO USE THIS NOTEBOOK**

Please write down what you do - from waking up to going to sleep - along with the time you started doing it, like this:

Time	What did you do?
8:00	Had a shower
8:45	Got dressed
8:50	Had breakfast
9:20	Went to the bus stop

The best way to complete this notebook is to carry it with you and fill it in throughout the day.

Remember to include things like getting dressed, eating and drinking, travelling, and waiting around or doing nothing.

If you feel something is too personal to write down, just write 'personal'.

If it's a school day, you should write in the times that you were in class but you don't need to write in what you did in class.

You should also write in all the times you were eating and drinking during the day.

There is a list of activities on the back page of this notebook, which also appears in the fill-in your time-use record. When you fill in your time-use record, you will need to decide which of the activities on the list best describes what you were doing.

**THANK YOU!**

Ipsos MORI



**Children's research should use quite different approaches!  
Let's start to apply a big variety of them!**

**The Hungarian interactive chart with the results of the last TUS in 2009-10**

[http://www.ksh.hu/interaktiv/idomerleg/animacio.html#?lang=en&colors=act&dataset=FULL\\_POPULATION](http://www.ksh.hu/interaktiv/idomerleg/animacio.html#?lang=en&colors=act&dataset=FULL_POPULATION)



**Thanks for your kind attention!**

**Eszter Virágh, from the Hungarian Central Statistical Office**





