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Ethnic differences in female part-time employment in the Netherlands and the United Kingdom

A capability approach to assess the opportunity of women to adjust their working hours

MSc Social Policy and Public Health
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Abstract

The differences between ethnic minority women and native majority women in the labor market are often neglected in research. This lack is problematic because women from an ethnic minority background face a multitude of challenges not experienced by native majority women. Not uncovering the reasons behind these challenges can increase the likelihood of ethnic minority women being confined to lower socio-economic levels, adds to growing income disparities and increases chances of a lower overall quality of life. One of these gaps in research concerns the lesser prevalence of ethnic minority women working part-time and the reasoning behind this.

This exploratory study examines whether ethnic minority women have differing abilities to work part-time and whether they value doing so differently. By applying the Sen's Capability Approach, it aims to answer to what extent do ethnic minority women differ from native-born women in their likelihood to work part-time and to what extent these differences are explained by the value placed on adjusting working hours and the capabilities to do so?

The study worked with a non-probability post-hoc representative sample collected as part of the ERC CAPABLE Project to examine secondary survey data from respondents in the Netherlands and the United Kingdom. A linear probability model was used for examination. The results show that ethnic minority women are significantly less likely to be working part-time than native women. The value placed on adjusting working hours and capabilities to do so ultimately did not mediate this effect, however, offered insights into other human capital characteristics which predict the value that women place on adjusting working hours. Policies built on these findings could help uncover the target groups who effectively want to adjust their working hours, ultimately improving employment policies. The policy recommendations in this thesis aim to address goals beyond financial advantages by including dimensions of well-being such as the value individuals place on certain outcomes.

Introduction

Women from an ethnic minority background face a multitude of challenges in the labor market not experienced by native majority women. For example, ethnic minority women (EMW) are significantly more likely to be unemployed than native women (Eurostats, 2020). Once in employment, they face difficulties both based on their gender and their ethnicity, such as stereotyping, discrimination and the lack of the same financial compensation (Fearfull and Kamenou, 2006). Further, EMW face difficulties attaining education and accessing human capital resources needed for the labor market. Human capital in general, but education particularly, is a strong determinant of occupational status (Warren, 2000).

The lack of research that considers these differences is problematic because ethnic inequalities in women's labor market patterns can lead to income disparities and confinement to lower socio-economic levels (Khoudja, 2018). Disadvantages in the labor market make EMW more vulnerable to social risks in relation to income, career prospects, and social security in old age (Bardasi and Gornick, 2008). Beyond financial risks, labor market disadvantages lead to degraded health and decreased overall quality of life for these individuals (Väänänen et al., 2005).

One area in which labor market differences between EMW and native women are understudied is part-time work. Part-time work is widely regarded as a gendered phenomenon (Kjeldstad and Nymoen 2009). Once employed, women are subjected to the double-burden of paid and unpaid work to a higher extent than men (Väänänen et al., 2005). Many women work part-time as a means of trying to combat this double-burden, among other reasons (Smith, Fagan and Rubery, 2002). However, the scarce literature available suggests that for EMW, part-time work is not the inevitable outcome of combining domestic care and employment (Dale and Holdsworth, 1998, p.77). Even when accounting for life stage and level of qualification, EMW are less likely to work part-time than native women (Dale and Holdsworth, 1998, p. 84).

Beyond neglecting the lesser prevalence of EMW in part-time work, past research has additionally not considered whether EMW value working part-time in the same manner as native women do (Hobson, 2014). The needs, constraints and values of EMW effectively differ from those of the native majority (Khoudja, 2018; Pfau-Effinger, 1998). The assumption that women value working part-time as a means to reduce their double-burden is largely based on native working women and has not been empirically researched while considering differences in ethnicity.

Another reason why EMW work less part-time might be that not all women have the same access and ability to adjust working hours. Differing norms on gender and work affect the ability of EMW to work part-time. For instance, EMW being subject to more traditional

gender role norms, where men are expected to take on labor market work and women take on domestic work. This can particularly impact the number of working hours (Khoudja, 2018). This study contributes to the literature regarding the neglected dimension of ethnicity in part-time work by examining whether potential differences exist between EMW and native women concerning working hours and whether this reflects potential differences in what women value in paid work or what they are capable of achieving.

Part-time work and the Capability Approach

Part-time work is defined in relation to existing full-time work norms which make legal and statistical definitions vary greatly[1]. In this paper, part-time work refers to less than 35 hours per week (CBS, 2022). Part-time work is further correlated with relationship status, children and the age of the children (Manning and Petrongolo, 2008). This suggests that partnership and motherhood are important factors. Further, educational level is an important determinant for whether women work part-time and what type of part-time work they are in (Warren, 2000). Even though a part of the difference in part-time work is explained by these aforementioned factors, there are still residual differences between EMW and native women that remain unaccounted for (Khoudja and Platt, 2017).

To assess these residual differences, part-time work should be examined in a contextual manner. Depending on a multitude of factors, part-time work could present either as an asset or a liability to women's lives. On the one hand part-time work offers families in general, but women especially, an opportunity to reconcile work and domestic care (Nicolaisen, Kavli and Jensen, 2019). In some cases, working part-time comes with higher flexibility and work-life balance (Lyonette, 2015). Furthermore, with the implementation of the ILO Part-time work convention 1994 (No. 175), part-time workers are ought to have the same protection, working conditions and social security as full-time workers.

On the other hand, the labor market norm in most of the industrialized welfare states is male, full-time employment (Smith, Fagan and Rubery, 1998). Any deviation from that typically comes with increased social risks like differing wages, rates, social protection, and insurance (Palier, 2010). The quality of part-time employment is additionally dependent on the specific country's context. National responses to the uprising of this non-standard form of employment, and the implementation and internalization of policies regarding part-time employment all vary (Rubery et al, 2018). In some contexts, part-time work is a highly unstable, marginalized, and gendered phenomenon, making it less

[1] The ILO Part-Time Work Convention, 1994 (No. 175) defines a "part-time worker" as an employed person whose normal hours of work are fewer than those of comparable full-time workers (ILO, 2022).

desirable (Smith, Fagan and Rubery, 1998). Thus, an approach that examines part-time work beyond its basic availability to individuals is needed.

The capability approach (CA) is particularly suitable to examine part-time work contextually and elucidate whether it is as valuable and accessible to EMW as it is to native women. (Sen, 1992). The CA states that individuals have differing abilities to translate resources into real outcomes (Abma et al., 2016). Further, it takes into account that people have reason to value different things in life (Yerkes et al. 2020). By applying the CA, it is possible to consider whether EMW have differing capabilities to work part-time and whether they value doing so differently. This requires taking a deeper look into the factors that influence working hours itself and whether the surroundings the women are situated in hinder or facilitate part-time work.

Value placed on adjusting working hours

The differences between ethnicities in labor market behavior could reflect differing values placed on working hours, such as whether the individuals find part-time work valuable. These values also reflect predominant values in the environments of the women which concern the gendered division of labor and family (Pfau-Effinger 1993; O'Reilly 1996; Khoudja and Fleischmann, 2017). Normative expectations and values placed on gendered labor division affect an individual's choices, for example the prioritization of time between labor market working hours and domestic care hours (Hobson, 2014).

Values placed on gendered labor division differ across cultures, social groups, and on an individual level. Cross-national comparative work also addresses historical differences, the interplay between institutional policies and labor market conditions, and cultural expectations about women's roles being associated with different levels of part-time work (Dale and Holdsworth, 1998, p.77; Pfau-Effinger, 2002). This means that even if EMW and native women live in the same countries, they are oftentimes not socialized in the same manner when it comes to values that influence working hours (i.e., social expectations of work-time allocation after motherhood) (Khoudja, 2017).

The countries examined here are the Netherlands and the United Kingdom due to their high rates of feminized part-time work and examinable ethnic differences in the allocation of working hours between the labor market and domestic care. In the UK, for example, EMW remain in full-time work more after having children than their native counterparts do (Fagan and Rubery, 1997). More specifically, for Black-Caribbean women in the UK, full-time motherhood was never dominant because of the necessity to work full-time to support their families (Duncan and Irwin, 2004, p.9). Figures in 2010 suggested that up

to 77% of Black-Caribbean women in the UK were engaged in full-time work (Duncan and Irwin, 2004). In comparison to native women with a child under the age of five, Black-Caribbean women have particularly high economic activity and weekly working hours (Dale and Holdsworth, 1998, p.83).

EMW might also not see it as equally valuable to decrease their double-burden because they are situated in contexts that emphasize the importance of traditional labor division[2], as is the case for second-generation Pakistani and Bangladeshi women in the UK or Turkish and Moroccan women in the Netherlands (Fagan and O'Reilly, 2002). In contrast, some countries transitioned to an egalitarian gender division of labor, as was the case in the Netherlands in the 1950s (Pfau-Effinger, 2002). The questioning of men as the sole breadwinners, and women entering the labor market is at the center of this arrangement. In these cases, part-time work might have served as an accessible mechanism to enter the labor market and still reconcile domestic and care work duties (Lyonette, 2015).

The CA explicitly mentions the role of institutions around an individual, may it be formal or informal ones (i.e., government and family), in the facilitation of value formation through social interaction (Sen, 1999, p. 253). Values influence individuals through the social approval or disapproval of certain behaviors (Hitlin and Piliavin 2004). Studies show that part-time work in the Netherlands is socially valued, that native women appreciate the higher flexibility that part-time offers and associate part-time work with high levels of job satisfaction (Booth & Van Ours, 2013). In other words, women are influenced by the values they themselves and additionally their environments place on adjusting working hours. Seeing as EMW are socialized in different contexts, they have reason to have different values placed on adjusting working hours than native-born women.

Capabilities to adjust working hours

Aside from considering how women's values placed on adjusting working hours influence their substantive ability to do so, the CA also suggests taking into consideration the actual ability of the individuals to translate these resources into outcomes (Yerkes and Javornik, 2019). For example, two women might share the desire to adjust their working hours, only one of them might be able to do so because her surroundings lack affordable childcare facilities, and therefore has to adapt her working hours to caring responsibilities. The Dutch welfare system does particularly badly in comparison to other countries in affordable childcare services (SZW, 2000). In this case, it is necessary to look at whether women are effectively able to adjust their working hours and whether it is a valuable outcome for them (Hobson, 2013; 2011). Even if both EMW and native women would

[2] These contexts elevate the importance of women taking on domestic and care duties.

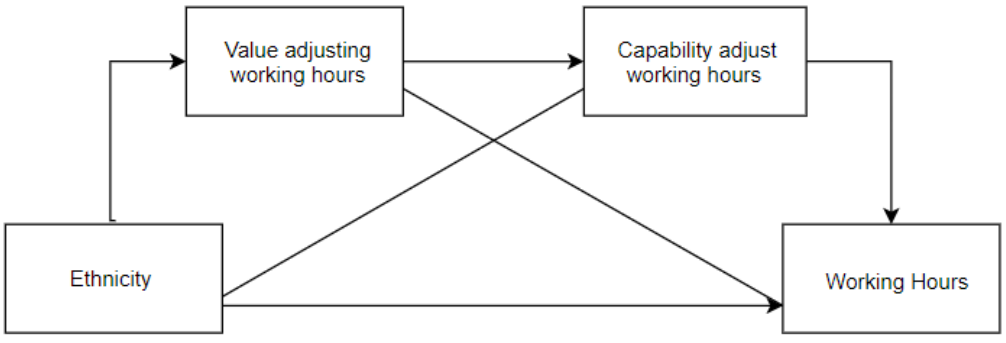
have access to the resources that enable part-time work, the outcome does not necessarily have to be working part-time.

To exemplify, the resources that could factor in the ability to adjust working hours would be formal education, childcare services, whether or not the women have a partner to share domestic care load with, the financial household means (Smith, Fagan and Rubery, 2002). Their *capability* would be whether women can actively make use of the resources. The presence of a partner, for example, does not necessarily mean that they will share domestic care responsibilities with them. Research shows that women's working time capability is dramatically reduced in the presence of the traditional gender division of childcare and domestic work, which disproportionally affects EMW (Lee and Mccan, 2006). Therefore, there are reasons to believe that the capability to adjust working hours differs between EMW and native-born women, more specifically that EMW have fewer capabilities to adjust their working hours.

Current Study

This paper examines the question: To what extent do ethnic minority women differ from native-born women in their likelihood to work part-time and to what extent are these differences explained by the value they place on adjusting working hours and their capabilities to do so?

Figure 1: Proposed conceptual model



Based on the theoretical background, values on adjusting working hours and capabilities to do so are presumed to be the mediating factors in the relationship between ethnicity and working hours. Capabilities assess whether women are effectively able to adjust their working hours. Values on adjusting working hours influence these capabilities.

Because EMW have less formal access to part-time work, are more often situated in contexts that restrict part-time work, and are socialized in a context where values and normative beliefs about labor division that disfavor part-time work it is expected that: EMW are less likely to be working part-time than native women (H1). The value EMW place on adjusting working hours differs from native women (H2). The capability to adjust working hours will be lower for EMW than for native women (H3). The value placed on adjusting working hours will be positively correlated with the capability to adjust working hours (H4).

Methods

Design and Procedure

The study worked with secondary survey data taken from a non-probability post-hoc representative sample collected as part of the ERC CAPABLE Project. The countries included in the sample were the Netherlands, Slovenia, Spain, and the UK. The data was collected from an online web-based panel managed by Kantar Public. Data was collected via computer-assisted web interviewing in a single online questionnaire (CAWI). Both the recruitment of the participants and the collection of the data were done externally via Kantar Public.

This study tests the variance between two groups, EMW and native women, in their working hours. A quantitative approach is most suitable for such studies (Fields, 2013). The study is partially exploratory, due to the use of the capability items, *value* and *capability* that were not studied before. Capability items are operationalized variables derived from the aforementioned capabilities approach.

Participants and Sampling

The original sample size was 4161 respondents. A representative sample of the population was selected and stratified based on population ratios for gender and age. The participants responded with a rate of 62% in the UK, 47% in the Netherlands, 66% in Slovenia, and 48% in Spain. The population sample was filtered to include women (n=2276). The sample was sorted by country to include the Netherlands and the United Kingdom (n=1225). Further, those respondents who worked an hour or more per week were incorporated (n=802). Afterward, 10 participants with missing data for education were deleted (n=792). Lastly,12 participants with missing data regarding the mediators, value and capability on adjusting working hours, were dropped (Table 1).

The final sample included 780 respondents. Descriptive statistics can be found in Appendix A. The number of respondents is relatively balanced out between the two sample countries. On average, these women were 44 years old with a range from 20 to 65 years old. The majority (90%) were native-born women. Women in the analytic sample worked an average of 30 hours per week and most (78%) had a permanent contract. The majority (53%) had children, whereby 2 children was the average. The majority shares a household with their partner (68%).

Table 1. Sample selection

Justification and Steps	Sample size
All respondents	4161
Female respondents	2276
Female respondents living in the Netherlands and the United Kingdom	1225
Female respondents living in the Netherlands and the United Kingdom who are employed	802
Sample after dropping missing values for education	792
Sample after dropping missing values for value and capability on adjusting working hours	780

Instruments

Dependent Variable

Working hours. Whether women work part-time or full-time was assessed through the question “Regardless of your basic or contracted hours, how many hours do you normally work in an average week (in your main job), including any paid or unpaid overtime?”. The answering option was open-ended. A dichotomous variable was formed with the categories: 1- 34 hours per week as part-time employment and 35+ hours as full-time employment (CBS, 2009). The latter was used as a reference category.

Independent Variable

Ethnicity. Ethnicity is operationalized as a dichotomous variable with two categories: ethnic minority women if they were born outside of the Netherlands or the United Kingdom and native women if they were born in the respective countries (CBS, 2000; den Heeten and Verweij 1993). Native women served as a reference category.

Mediators

Capabilities reflect both what one values and having sufficient opportunity to realize what one values (Abma et al 2016; Yerkes et al., forthcoming). The measurement partially builds on the aforementioned capability items by Abma and colleagues (2016). These two concepts are measured using 2 cognitively pre-tested survey items:

Values adjusting working hours. The mediator measures the value placed on adjusting working hours via the statement: “I think it is important to be able to decide how many total hours I work per week”. The respondents could answer on a five-point Likert scale ranging from ‘strongly agree’ to ‘strongly disagree’.

Capabilities adjusting working hours. While capabilities are conceptualized as the actual ability of the individuals to translate resources into outcomes, measuring capabilities is complex. In this thesis, capabilities are measured by the respondent's answer to the following statement: "I actually manage to decide how many total hours I work per week”. The respondents could answer on a five-point Likert scale ranging from ‘strongly agree’ to ‘strongly disagree’. This measurement was used in hopes of capturing as closely as possible the real opportunity for women to adjust their working hours.

Controls

Age of children. As care responsibility differs with the age of dependent children in the household, this was added as a control variable (Popham and Mitchell, 2006). The age groups were recoded into four categories. The categorization is based on the findings that having children, particularly young ones, influences women’s working hours (Manning and Petrongolo, 2008). Further, the domestic care burden lessens with the availability of childcare services including formal education and after-school activities. Therefore, the categorization was done as following: children from 0 to 6 years old as young children, children from 7 to 18 as school-age children, 18+ as adult children and no children (reference category). While examining the data it became clear that multiple answers were improbable. Therefore, a fifth category age uncertain was coded for a sensitivity analysis (Appendix B, Table 13). This category included answers for respondents who at the age of birth of their child were 15 years or younger or 50 years

or older. If the age of the youngest child was over 50, they were included in the uncertain category too.

Partnership. Whether or not the women are coupled with a partner and share a household can influence the working hours by increasing/decreasing their domestic care responsibilities (Manning and Petrongolo, 2008). Partnership was controlled for via the question “Do you have a spouse or steady partner, and, if yes, do you share the same household?”. The respondents could choose three options, partner, no partner and partner and sharing household (reference category).

Education. Educational level is one of the main factors influencing employment status and was therefore included as a control variable (Warren, 2000). Educational attainment was measured with the question "What is the highest level of education you have successfully completed?". Originally, participants could answer with eight answering options, which mirrored country-specific levels. Because these country-specific levels were not needed, they were re-grouped into low, middle, and higher education based on the classification of International Standard Classification of Education (ISCED) implemented in 2014. Higher education served as a reference category.

Data Analysis Approach

A mediation model was employed because the main relationship was assumed to be explained by two mediators (Hayes, 2013). This was done in accordance with Baron and Kenny's "Causal Steps Approach", in which the total effect of all the possible pathways in the model is estimated through multiple regression analyses. This includes establishing whether relationships exist between ethnicity and working hours, and ethnicity and the value placed on adjusting working hours before testing whether the former relationship is mediated by the value placed on adjusting working hours. The same was done with capability to adjust working hours. Finally, a full mediation model with both mediators was employed.

The estimation and testing of indirect effects for statistical significance are done via a Sobel test. Additionally, the model was run in PROCESS 6 to check whether the Causal Step Approach missed statistically significant indirect effects (Hayes, 2013). The linear probability model (LPM) was used since the dependent variable is a binary one. LPM models are preferable to logistic regression because they allow for an intuitive interpretation of linear measures as differences in probabilities (Caudill, 1988). The violation of homoscedasticity assumptions has little practical importance (Hellevik, 2009).

LPM offers estimates of a variable's average effect on the probability that the outcome will take place[3].

The data was tested to ensure the quality by checking the statistical assumptions and cleaning the data (Field, 2013). Outliers and missing values were examined[4]. Two outliers for the variable working hours were significantly higher than average weekly working hours among individuals in the Netherlands and the United Kingdom. Seeing that the study aims at capturing the actual working hours of women and mirroring their realities as closely as possible, they were kept. The missing values for education and both the mediators were removed from the sample since they concerned only 2.7% of the sample (Fields, 2013). The dependent variable is dichotomous and the independent variable is categorical, fulfilling the basic criteria for a LPM. The observations are independent and the categories are both mutually exclusive and exhaustive. The homoscedasticity assumption was violated, as was expected using a LPM. As mentioned before, this yields no practical importance, which is why this was disregarded.

Results

The mediation analysis was performed in the aforementioned separate linear regressions (Tables 2 through 8), following the Causal Steps approach (Baron and Kenny, 1986)[5]. The mediation analysis revealed a significant effect of ethnicity on working hours (B= -0.229, CI [-0.345, -0.113]), confirming hypothesis 1. This means that ethnic minority women are 23 percentage points less likely to be working part-time than native-born women in the Netherlands and the United Kingdom.

Ethnicity has no effect on value placed on adjusting working hours (B= .038, CI [-.143, .220]), nor capability to adjust working hours (B=-.156, CI [-.452, .141]). This means both presumed mediators do not have an effect on the relationship between ethnicity and working hours, rejecting both hypotheses 2 and 3. Confirming hypothesis 4, value placed on adjusting working hours positively predicts the capability to adjust working hours with the likelihood of 32 percentage points (B= .324, CI [.213, .436]).

Additionally, two other predictors, education and partnership, have a significant effect on the value placed on adjusting working hours. Middle education revealed significant results (B=-.196, CI [-.206, .186]). This means that middle-educated women are 20 percentage points less likely to value being able to decide working hours compared to higher

[3] It should be noted that using LPM, results are reported in percentage points (ibid).
[4] Values were regarded as outliers when they were more than three times the standard deviation from the mean.
[5] Running the model with PROCESS (6) offered very similar results which is why this was disregarded.

educated ones. Having no partner also revealed significant results for the value placed on adjusting working hours (-.192, CI [-.321, -.063]). Women without a partner are 19 percentage points less likely to value being able to adjust their working hours than those who have a partner whom they share a household with. None of the controls have a direct effect on the capability to adjust working hours.

In the full model value placed on adjusting working hours (B= .062, CI [.017, .106]) and capability to adjust working hours (B= .033, CI [.006, .060]) remain significant for the likelihood of working part-time. The smaller likelihood of EMW to be in part-time stayed relatively stable when adding the predictors to the model by increasing to 25 percentage points (B= -0.245, CI [-0.357, -0.132]).Other predictors that offer significant results when testing for the relationship with working hours are education and the age of the youngest child. Having young children has the highest effect on part-time work (B=.233, CI [.139, .328]). Women with young children are 23 percentage points more likely to be working part-time than those without children. Women with children of school age and adult children (18+) are also 16 percentage points more likely to be working part-time than women with no children (B=.155, CI [.070, .240]; B=.157, CI [.043, .272]). Education, and especially lower education is a strong predictor of part-time employment. Compared to women that have a higher education, women with lower education are 26 percentage points more likely to be working part-time (B=.258, CI [.136, .379]). Women with middle education are also 14 percentage points more likely to be working part-time (B=.137, CI [.066, .207]). Partnership did not reveal any significant results in the full model.

Figure 2: Conceptual model with regression coefficients

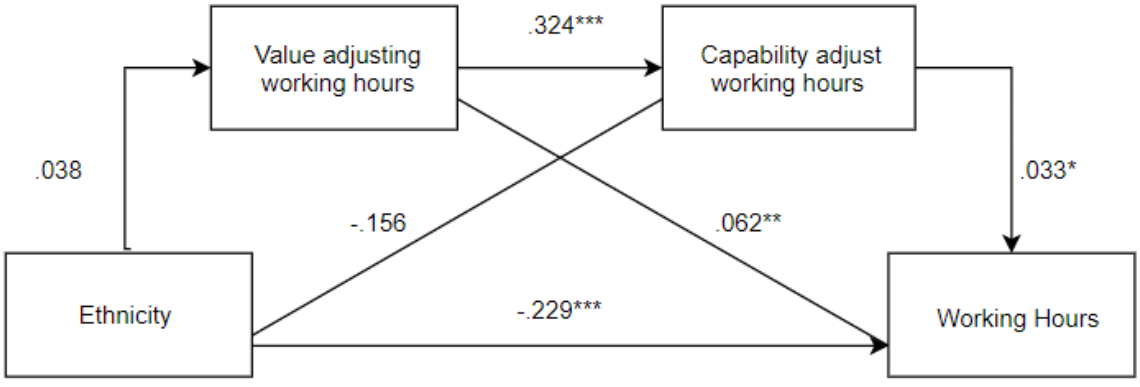


Table 2. Model testing the direct effect of ethnicity on working hours

Predictor	***B***	***se***	***t***
constant	.616***	.018	33.555
Ethnicity			
Native women (ref)			
Ethnic minority women	-.229***[6]	.059	-3.869
F = 14.973*** N = 780 R squared = .019			

Table 2a. Model testing the direct effect of ethnicity on working hours including controls

Predictor	***B***	***se***	***t***
constant	.456***	.035	13.030
Ethnicity			
Native women (ref)			
Ethnic minority women	-.247***	.058	- 4.287
Education			
Higher education (ref)			
Lower education	.254***	.062	4.082
Middle education	.123***	.036	3.398
Age of Children			
No children (ref)			
Young children (0-6 years)	.243***	.049	4.989
School children (7-18 years)	.155***	.044	3.564
Adult children (18+ years)	.150*	.059	2.555
Partnership			

[6] Note: p<.05=*, p<.01=**, p<.001=***.

Partner shared household (ref)			
Partner no shared household	.002	.071	.023
No Partner	-.047	.041	-1.135
F = 9.482*** N = 780 R squared = .299			

Table 3. Model testing the effect of value placed on adjusting working hours on capability to adjust working hours

Predictor	***B***	***se***	***t***
constant	1.747***	.236	7.405
Value adjusting working hours	.324***	.057	5.710
F = 32.608 *** N = 780 R squared = .040			

Table 4. Model testing the effect of ethnicity on value placed on adjusting working hours

Predictor	***B***	***se***	***t***
constant	4.227***	.056	75.564
Ethnicity			
Native women (ref)			
Ethnic minority women	.038	.092	.416
Education			
Higher education (ref)			
Lower education	-.010	.100	-.102
Middle education	-1.96***	.058	-3.391
Age of Children			
No children (ref)			
Young children	.059	.078	.760

(0-6 years)			
School children (7-18 years)	-.068	.070	-.981
Adult children (18+ years)	-.061	.094	-.653
Partnership			
Partner shared household (ref)			
Partner no shared household	-.027	.114	-.233
No Partner	-.192**	.066	.004
F = 3.558*** N = 780 R squared = .036			

Table 5. Model testing the effect of ethnicity on working hours via the mediator value placed on adjusting working hours[7]

Predictor	***B***	***se***	***t***
constant	.150	.101	1.4487
Ethnicity			
Native women (ref)			
Ethnic minority women	-.250***	.057	-4.361
Mediator			
Value adjusting working hours	.072**	.022	3.233
Education			
Higher education (ref)			
Lower education	.255***	.062	4.119
Middle education	.137***	.036	3.786
Age of children			
No children (ref)			

[7] Note that value placed on adjusting working hours and capability to adjust working hours ultimately did not have mediating effects. Nonetheless, all steps that were elucidated in the "Data Analysis Approach" were carried out and reported.

Young children (0-6 years)	.238***	.048	4.929
School children (7-18 years)	.160***	.043	3.698
Adult Children (18+ years)	.154**	.058	2.645
Partnership			
Partner shared household (ref)			
Partner no shared household	.004	.071	.050
No partner	-.033	.041	-.798
F = 9.693*** N = 780 R squared = .102			

Table 6. Model testing the effect of ethnicity on capability to adjust working hours

Predictor	***B***	***se***	***t***
constant	3.116***	.092	34.047
Ethnicity			
Native women (ref)			
Ethnic minority women	-.156	.151	-1.031
Education			
Higher education (ref)			
Lower education	-.081	.163	-.493
Middle education	-.061	.094	-.642
Age of Children			
No children (ref)			
Young children (0-6 years)	.171	.127	1.340
School children (7-18 years)	.127	.114	1.112
Adult children	-.116	.154	-.755

(18+ years)			
Partnership			
Partner shared household (ref)			
Partner no shared household	-.153	.187	-.820
No partner	-.147	.108	-1.362
F = 1.249 N = 780 R squared = .113			

Table 7. Model testing the effect of ethnicity on working hours via the mediator capability to adjust working hours[8]

Predictor	***B***	***se***	***t***
constant	.330***	.055	5.992
Ethnicity			
Native women (ref)			
Ethnic minority women	-.241***	.057	-4.196
Mediator			
Capability adjusting working hours	.040**	.140	2.948
Education			
Higher education (ref)			
Lower education	.258***	.062	4.154
Middle education	.125***	.036	3.482
Age of children			
No children (ref)			
Young children (0-6 years)	.236***	.048	4.866
School children (7-18 years)	.150***	.043	3.461

[8] Note that value placed on adjusting working hours and capability to adjust working hours ultimately did not have mediating effects. Nonetheless, all steps that were elucidated in the "Data Analysis Approach" were carried out and reported.

Adult Children (18+ years)	.154**	.058	2.646
Partnership			
Partner shared household (ref)			
Partner no shared household	.008	.071	.110
No partner	-.041	.041	-.995
F = 9.479*** N = 780 R squared = .316			

Table 8. Model testing the effect of all predictors on working hours including the presumed mediators

Predictor	***B***	***se***	***t***
constant	.091	.103	-4.273
Ethnicity			
Native women (ref)			
Ethnic minority women	-.245***	.057	-4.273
Mediator			
Value adjusting working hours	.062**	.023	2.719
Capability adjusting working hours	.033*	.014	2.375
Education			
Higher education (ref)			
Lower education	.258***	.062	4.172
Middle education	.137***	.036	3.795
Age of children			
No children (ref)			
Young children (0-6 years)	.233***	.048	4.836

School children (7-18 years)	.155***	.043	3.592
Adult Children (18+ years)	.157**	.058	2.707
Partnership			
Partner shared household (ref)			
Partner no shared household	.008	.071	.118
No partner	-.030	.041	-.731
F = 9.341*** N = 780 R squared =.329			

Discussion

Differences regarding ethnic minority women in the labor market remain severely understudied. This lack of research increases the chances of EMW occupying a disadvantaged labor market position, making them more vulnerable to a host of social risks concerning their careers, income, health, and overall quality of life (Khoudja, 2018; Bardasi and Gornick, 2008; Väänänen et al., 2005). This paper worked towards closing this academic gap by looking at the research questions: “To what extent do ethnic minority women differ from native-born women in their likelihood to work part-time and are these differences explained by the value they put on adjusting working hours and their capabilities to do so?”. The findings show that EMW are significantly less likely to be working part-time than their native-born counterparts. Even when controlling for education and prevalent household conditions that influence employment status, EMW are less likely to be working part-time than native women (Dale and Holdsworth, 1998; Khoudja and Platt, 2017; Smith, Fagan and Rubery, 2002). However, the reasons for this are to some extent unclear.

Internal Validity

The way ethnicity is conceptualized could be a reason why the findings cannot offer further insights into what mediates the relationship between ethnicity and part-time work. The conceptualization of ethnicity via birthplace can be mentioned as a general limitation to the internal validity of this study. There may be enough women born in the respective

countries that identify as an ethnic minority. Especially with second-generation immigrants, this can be the case (Alders, 2001). A self-identification question was available, however, very few respondents answered. Nonetheless, this paper followed a common way to operationalize ethnic minorities (CBS, 2000; den Heeten and Verweij 1993). Future research should concentrate on crafting better questions for identification, especially regarding the complex dimension that is ethnic identity (Stronks, Kulu-Glasgow and Agyemang, 2009).

The results regarding the variable age of children need to be examined with caution due to the answers that fall under *age uncertain*. This category is believed to have been misunderstood by the respondents due to the way the question is worded (Appendix C.). The decision to disregard the additional category and keep the original answers scattered across the dummy variables was made, mainly because it cannot be concluded with absolute certainty why the respondents answered the way they did.

External Validity

As mentioned before, part-time work is hard to generalize because it is defined against country-specific norms of full-time work. As an attempt to solve this issue, actual working hours were recoded into part-time work with the cut-off at 35 hours weekly (CBS, 2022). The use of actual working hours rather than contractual ones, which were also available, was a conscious decision to try to capture the reality of the working hours and add to the generalizability of the study. However, research shows ambiguities in reporting employment between working days, hours, and self-assessment, especially for working mothers (Stovell and Besamusca, 2022). Self-reported data is always prone to bias and recent findings suggest that to get a more accurate picture of employment status, household and workplace context should be integrated into the assessment questions (Stovell and Besamusca, 2022).

Further, the presumed mediators have little variety in their answers and thus limit the external validity of this study. A small number of respondents had answered with strongly disagree, disagree and neutral, and most were concentrated in the categories agree and strongly agree (Appendix A., Table 11). To counteract possible problems with heteroskedasticity the variables were collapsed into dichotomous ones, encompassing only agree and disagree as categories. This did not significantly change the results and the decision to keep the original variable was made (Appendix B., Table 15 and 16). However, when examining overlooked groups of population on which data is generally scarce, this is a foreseeable risk.

Ecological Validity

Even though hypotheses 2 and 3 were rejected, this does not necessarily mean that EMW do not effectively have differing values and capabilities regarding the allocation between domestic care hours and employment. There are profound differences in working hours *between* ethnicities which are not examined in this paper. In the UK, Black-Caribbean women have high rates of full-time working hours, Pakistani and Bangladeshi women have low working hours whereas in the Netherlands Surinamese women have a high prevalence of what can be categorized as part-time working hours (Dale, Lindley and Dex, 2006; Khoudja and Fleischmann, 2015). Since the data available only allowed for a categorization between native-born women and EMW, some variation has been lost. This includes possibly their differences in value and capabilities to adjust working hours, failing thus to truly reflect the differences between ethnicities.

Implications and Conclusion

Despite its limitations, this study's scientific and societal value is two-fold. First, the results point to the differences in working hours between ethnicities. Future research should concentrate on shining light on the differing experiences of EMW and how these potentially lead to different outcomes in regards to working hours. Research suggests that specifying identity categories as survey questions rather than employing broad ones (Black, White, Asian) is a step toward unmasking the hidden identities that are oftentimes overlooked, especially in quantitative research (Garland, Spalek and Chakraborti, 2006). Generally, self-identification questions offer better and more accurate results (Stronks, Kulu-Glasgow and Agyemang, 2009). A step further would be a mixed-methods approach, seeing that qualitative research has more appropriate tools to access the experiences of minority groups like ethnographic case studies and interviews (Harper, 2011; Shariff-Marco et al, 2009; Garland, Spalek and Chakraborti, 2006).

Another implication that can be drawn from the results is that the capability items are a fruitful way to integrate a more contextual foundation into quantitative research and ultimately policy-making. Despite the exploratory nature of the capability items, they incorporate what individuals value in life, which is an advantage most theoretical frameworks do not allow. The results hint toward differences in educational level and partnership conditions being predictors for the value placed on adjusting working hours. This can be used to identify which workers actually value and prefer working more/less hours, thus targeting an immanent problem in work policies, namely the mismatch of working hours (Van Echtelt, Glebbeek and Lindenberg, 2006). A policy that targets lower educated women and incorporates their preferences on the adjustment of working hours would be fruitful, seeing that those women are also highly disadvantaged in the labor market (OECD,2022). If employment policies manage reaching the desired target groups it could vastly improve labor market efficiency. For example, research shows that one

more extra hour of work per week by women in health and education would solve the shortages in these sectors in the Netherlands (Het Potentieel Pakken, 2022).

Beyond the aforementioned economic advantage that the capability items offer for interventions and policies, more refined policies additionally decrease the disproportional accumulation of individual-level risks upon certain groups. This ultimately benefits areas of health, finances, and security on a national level (Alpek, Tesits and Hoványi, 2018). Considering group differences whilst emphasizing the value and quality of life is a good first step toward a more ecological and sustainable policy-making, which could be fruitful, especially in light of the Sustainable Development Goals of Agenda 2030 (UNDP, 2022). Ultimately, this study offers a nuanced starting point towards trying to broaden the goals of policy-making beyond financial ones and GDP growth by including dimensions of well-being such as the value individuals place on certain outcomes (Coscieme et a., 2010).

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Appendix A. Descriptive Statistics

Table 9. Distribution of the respondents across countries in frequencies and percentages[9]

Variable	Value	Frequency	Percentage
Country	The Netherlands	384	47.9
	United Kingdom	341	42.5
	Other	77	9.6

Table 10. Frequencies and percentages for the categorical variables

Variable	Value	Frequency	Percentage
Ethnicity	Native women	705	90.4
	Ethnic minority women	75	9.6
Working hours	Full-time	317	40.6
	Part-time	463	59.4
Education	Lower education	69	8.8
	Middle education	338	43.3
	Higher education	373	47.8
Age Children	Young children (0-6 years)	143	18.3
	School children (7-18 years)	190	24.4
	Adult children (18+ years)	82	10.5
	No children	365	46.8
Partnership	Partner and shared household	531	68.1
	Partner, no shared household	49	6.3
	No Partner	200	25.6

[9] Note that these concern the number of respondents before dropping missing values.

Table 11. Frequencies and percentages for the nominal variables

Variable	Value	Frequency	Percentage
Value on adjusting working hours	Strongly disagree	4	0.5
	Disagree	17	2.2
	Neutral	123	15.8
	Agree	403	51.7
	Strongly agree	233	29.9
Capability to adjust working hours	Strongly disagree	87	11.2
	Disagree	206	26.4
	Neutral	154	19.7
	Agree	231	29.6
	Strongly agree	102	13.1

Table 12. Mean, standard deviation and range of nominal variables.

Variable	Mean	Range	SD
Value on adjusting working hours	4.08	From 1 to 5	0.764
Capability to adjust working hours	3.07	From 1 to 5	1.236

Appendix B. Sensitivity Analyses

A sensitivity analysis including the category age uncertain significantly changed the results. EMW were 34 percentage points less likely to work part-time hours (B=-.339, CI [-.482, -.196). Furthermore, controls that significantly predicted the likelihood to work part-time (Age of children) lost their statistical power at the $p<0.001$ level. See the distribution of children with an uncertain age in Table 14. Ultimately, the decision to disregard this category was made due to the impossibility of knowing why the respondents answered the way they did.

Table 13. Sensitivity analysis including the children whose age is uncertain

Predictor	***B***	***se***	***t***
constant	.418**[10]	.135	3.089
Ethnicity			
Native women (ref)			
Ethnic minority women	-.339***	.073	-4.661
Mediators			
Value adjusting working hours	.045	.030	1.523
Capability adjusting working hours	.007	.019	0.368
Education			
Higher education (ref)			
Lower education	.220**	.083	2.664
Middle education	.097*	.049	1.999
Age child			
No children (ref)			
Young children (0-6 years)	.083	.052	1.587
Adult Children (18+ years)	.003	.060	.045
Age children uncertain	-.202	.212	-.951
Partnership			
Partner shared household (ref)			
Partner no shared household	-.049	.116	-.425
No partner	.055	.065	.843
F = 3.639***			
N = 780			
R squared = .083			

[10] Note: p<.05=*, p<.01=**, p<.001=***.

Table 14. Distribution of children with an uncertain age among EMW and native women

	Native women	Ethnic minority women	Total
Else	366	44	410
Age uncertain	3	2	5
Total	369	46	415

Recoding Mediators

The presumed mediators, value placed on adjusting working hours and capability to adjust working hours were operationalized as linear variables. There was little variety in their answers meaning a small number of respondents had answered with strongly disagree, disagree and neutral, and most were concentrated in the categories agree and strongly agree. A sensitivity analysis was run where the variables were recoded to be dichotomous and only encompass the categories ‘agree’ and ‘disagree’. This offered no significant results and was disregarded.

Table 15. Testing the effect of ethnicity on the value placed on adjusting working hours as a binary variable with collapsed categories

Predictor	***B***	***se***	***t***
constant	.814***	.015	55.650
Ethnicity			
Native women (ref)			
Ethnic minority women	.012	.047	.265
F = .070 N = 780 R squared = .000			

Table 16. Testing the effect of ethnicity on the value placed on adjusting working hours as a binary variable with collapsed categories

Predictor	***B***	***se***	***t***
constant	.435***	.019	23.378
Ethnicity			
Native women (ref)			
Ethnic minority women	-.089	.060	-1.478
F = 2.185 N = 780 R squared = .003			

Appendix C. Instruments

Sample Selection

Working women

I am:

1 A woman

2 A man

3 Non-binary

996 Other, namely

997 Prefer not to answer

Which one of the following **best** represents your current employment status?

1 Employee

2 Self-employed

3 Working in own family business

996 Other, namely…

Independent Variable

Ethnicity

In which country were you born?

1 The Netherlands

2 Slovenia

3 Spain

4 United Kingdom

996 Other, namely

997 Prefer not to answer

Dependent Variable

Working hours

Regardless of your basic or contracted hours, how many hours do you normally work in an average week (in your main job), **including** any paid or unpaid overtime?

Mediators

We would now like you to respond to some statements about your weekly working hours.
- Statement A is about how **important** it is to you to be able to determine the total number of hours you work per week.
- Statement B refers to the **opportunities** you feel you have to do this.
- Statement C refers to the extent you actually **manage** to do this.

Please indicate to what extent you agree or disagree with the following statement:

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

Don't know

Controls

Age of youngest child

We would now like to ask you some questions about your child(ren).

How old is your youngest child that lives with you in the household?

Please answer in years, children under 1 can be marked 0.

Education

What is the highest level of education you have successfully completed?

998 No (official) education completed

1 Primary education

2 Lower secondary education (First stage of secondary education building on primary education, typically with a more subject-oriented curriculum).

3 Upper secondary education (Second/final stage of secondary education preparing for tertiary education and/or providing skills relevant to employment. Usually with an increased range of subject options and streams).

4 Post-secondary non-tertiary education (Programs providing learning experiences that build on secondary education and prepare for labor market entry and/or tertiary education. The content is broader than secondary but not as complex as tertiary education).

5 Short-cycle tertiary education (Short first tertiary programs that are typically practically-based, occupationally-specific and prepare for labor market entry. These programs may also provide a pathway to other tertiary programs).

6 Bachelor or equivalent (Programs designed to provide intermediate academic and/or professional knowledge, skills and competencies leading to a first tertiary degree or equivalent education).

7 Master or equivalent (Programs designed to provide advanced academic and/or professional knowledge, skills, and competencies leading to a second tertiary degree or equivalent qualification.)

8 Doctoral or equivalent

Partnership

Do you have a spouse or a steady partner and, if yes, do you share the same household?

1 Yes, I have a spouse/partner and we share the same household

2 Yes, I have a spouse/partner and we don't share the same household

3 No, I don't have a spouse/partner

Appendix D. Syntax

```
* Filtering for women only
N= 4161

FILTER OFF.
USE ALL.
SELECT IF (V1200  = 1).
EXECUTE.
DATASET ACTIVATE  DataSet1.

 * Filtering for women living in the Netherlands and the United Kingdom only
N=2276

FILTER OFF.
USE ALL.
SELECT IF (V1190  = 1 or V1190=4 or V1190= 996).
EXECUTE.
DATASET ACTIVATE  DataSet1.

 * Filtering for women who work more than 1 hour weekly
N=802

FILTER OFF.
USE ALL.
SELECT IF (V360=1 or V360= 2 or V360=3).
EXECUTE.
DATASET ACTIVATE  DataSet1.
```

```
* Renaming variables

RENAME VARIABLES V1190 =  Ethnicity.

RENAME VARIABLES V1420_1 = ValueWH.

RENAME VARIABLES V1420_3 = CapabilitiesWH.

RENAME VARIABLES V1210 = Education.

RENAME VARIABLES V50 = Partnership.

RENAME VARIABLES V40 = NumberChildren.

RENAME VARIABLES V320 = AgeYoungestChild.

RENAME VARIABLES V510 = ActualWH.

RENAME VARIABLES V500 = ContractualWH.

RENAME VARIABLES V370 = ContractType.

RENAME VARIABLES V530 = IdealWH.

*Dropped 10 missing values for Education
*Dropped 12 missing values for ValueWH and CapabilitiesWH
N= 780

*Creating fitting values for independent variable Ethnicity
 Recoding foreign-born women into EMW and women born in NL&UK as native-born and
```

```
Checking frequencies

RECODE Ethnicity (1=1) (4=1) (996=2).
EXECUTE.
DATASET ACTIVATE DataSet1.

FREQUENCIES VARIABLES=Ethnicity
  /ORDER=ANALYSIS.

 * Creating fitting values for dependent variable Working hours
Recoding actual working hours into part-time/full-time with the cut off at 35 hours weekly
Checking frequencies

RECODE ActualWH (Lowest thru 34=1) (35 thru Highest=0) INTO WorkingHours.
EXECUTE.

FREQUENCIES VARIABLES=WorkingHours
  /ORDER=ANALYSIS.

 *Creating fitting values for control variable AgeYoungestChild
Recoding Age of the youngest child into young children, school-age children and adult children
Checking frequencies

RECODE AgeYoungestChild (lowest thru 6=1) (7 thru 18=2) (8 thru highest=3) INTO AgeChild.
 EXECUTE.

FREQUENCIES VARIABLES=AgeYoungestChild
  /ORDER=ANALYSIS.

* Creating fitting values into
```

Recoding country specific levels of education into the ISCED categories low, middle and high and Checking frequencies

```
RECODE Education (26=1) (28=1) (29=1) (27=2) (41 thru 44=1) (45 thru 51=2) (52 thru 58=3) (1 thru
    3=1) (4 thru 6=2) (7 thru 13=3) (14 thru 22=1) (23 thru 25=2) (30 thru 34=2) (35 thru 40=3) (59
    thru 61=1) (62 thru 63=2) (64 thru 67=3) INTO EducationalLevel.
EXECUTE.

FREQUENCIES VARIABLES=EducationalLevel
  /ORDER=ANALYSIS.
```

* Descriptive statistics

```
FREQUENCIES VARIABLES=EducationalLevel
  /ORDER=ANALYSIS.

FREQUENCIES VARIABLES=ValueWH CapabilitiesWH
  /ORDER=ANALYSIS.

FREQUENCIES VARIABLES=WorkingHours
  /ORDER=ANALYSIS.

FREQUENCIES VARIABLES=Partnership
  /ORDER=ANALYSIS.

FREQUENCIES VARIABLES=AgeChild
  /ORDER=ANALYSIS.

FREQUENCIES VARIABLES=WorkingHours
```

```
  /ORDER=ANALYSIS.

FREQUENCIES VARIABLES=ActualWH
  /ORDER=ANALYSIS.

* Descriptive statistics
Checking for outliers
Cleaning data

CROSSTABS
  /TABLES=COUNTRY BY Ethnicity
  /FORMAT=AVALUE TABLES
  /CELLS=COUNT
  /COUNT ROUND CELL.

EXAMINE VARIABLES=ActualWH
  /COMPARE VARIABLE
  /PLOT=BOXPLOT
  /STATISTICS=NONE
  /NOTOTAL
  /MISSING=LISTWISE.

DATASET ACTIVATE DataSet1.
FREQUENCIES VARIABLES=CapabilitiesWH ValueWH
  /ORDER=ANALYSIS.

FREQUENCIES VARIABLES=ActualWH
  /STATISTICS=STDDEV MEAN
  /ORDER=ANALYSIS.
```

```
EXAMINE VARIABLES=AgeYoungestChild
  /COMPARE VARIABLE
  /PLOT=BOXPLOT
  /STATISTICS=NONE
  /NOTOTAL
  /MISSING=LISTWISE.
```

* Creating dummy variables for covariates

Actual Working Hours

1-34 → Part time work

35+ → Full-time work

Country born in

NL and UK → Native women

Not NL and UK → Ethnic minority women

Education

Low

Middle

High

Age Children

0 to 6 years old → young children

7 to 18 → school children

18+ → adult children

```
RECODE EducationalLevel (1=1) (ELSE=0) INTO EducationLow.
EXECUTE.

FREQUENCIES VARIABLES=EducationLow
```

```
  /STATISTICS=STDDEV MEAN
  /ORDER=ANALYSIS.

RECODE EducationalLevel (2=1) (ELSE=0) INTO EducationMiddle.
EXECUTE.

FREQUENCIES VARIABLES = EducationMiddle.

RECODE AgeYoungestChild (lowest thru 6=1) (7 thru 18=2) (8 thru highest=3) (Missing = 4)
INTO AgeChildren.
 EXECUTE.

FREQUENCIES VARIABLES=AgeChildren
  /ORDER=ANALYSIS.

RECODE AgeChildren (1=1) (ELSE=0) INTO YoungChildren.
EXECUTE.

FREQUENCIES VARIABLES=YoungChildren
  /ORDER=ANALYSIS.

Recode AgeChildren (2=1) (ELSE=0) INTO SchoolChildren.
EXECUTE.

FREQUENCIES VARIABLES=SchoolChildren
  /ORDER=ANALYSIS.

Recode AgeChildren (3=1) (ELSE=0) INTO AdultChildren.
EXECUTE.
```

```
FREQUENCIES VARIABLES=AdultChildren
  /ORDER=ANALYSIS.

RECODE Partnership (2=1) (ELSE=0) INTO PartnershipNotSharedHousehold.
EXECUTE.

RECODE Partnership (3=1) (ELSE=0) INTO NoPartner.
EXECUTE.

FREQUENCIES VARIABLES=Partnership
  /ORDER=ANALYSIS.

FREQUENCIES VARIABLES=PartnershipNotSharedHousehold NoPartner
  /ORDER=ANALYSIS.

*Added values 996, 997 and 999 to missing values
996= Other, namely…
997= Prefer not to answer
999= Don’t know

*Checking whether all reference categories have the value 0

*Running Causal Step Approach

DATASET ACTIVATE DataSet1.
REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
```

```
  /DEPENDENT WorkingHours
  /METHOD=ENTER Ethnicity.
```

```
* Testing the effect between Ethnicity and ValueWH

REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT ValueWH
  /METHOD=ENTER Ethnicity.
```

```
* Multiple regression to estimate effect between Ethnicity and Working hours & ValueWH and Working hours

REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT WorkingHours
  /METHOD=ENTER Ethnicity ValueWH.
```

```
* Testing the effect between Ethnicity and CapabilitiesWH

REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA
```

```
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT CapabilitiesWH
  /METHOD=ENTER Ethnicity.
```

```
 * Multiple regression to estimate the effect between and Ethnicity and Working hours & Capabilities and Working hours
```

```
REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT WorkingHours
  /METHOD=ENTER Ethnicity CapabilitiesWH.
```

```
 * Multiple regression to estimate the effect of Ethnicity, ValueWH and Capabilities WH on Working hours
```

```
REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT WorkingHours
  /METHOD=ENTER Ethnicity CapabilitiesWH ValueWH.
```

```
*Ran Process Model 6
```

```
PROCESS
  y=EmploymentStatus
  /x=Ethnicityrec
```

```
  /m=Value Capability
  /cov=Educationlow Educationmiddle Partnership_differenthousehold Partnership_nopartner
Youngchild
    Pubertychildren
  /total=1
  /decimals=F10.4
  /moments=1
  /boot=5000
   /conf=95
  /model=6.
* Sensitivity analysis
Recoding Value and Capability into dichotomous variables

FREQUENCIES VARIABLES=ValueWH CapabilitiesWH
  /ORDER=ANALYSIS.

RECODE ValueWH (1=0) (2=0) (3=0) (4=1) (5=1) INTO ValueBinary.
VARIABLE LABELS  ValueBinary 'Value on adjusting WH recoded from a likert scale to a binary
'+
    'variable (disagree and agree)'.
EXECUTE.
FREQUENCIES VARIABLES= ValueBinary.

RECODE CapabilitiesWH (1=0) (2=0) (3=0) (4=1) (5=1) INTO CapabilitiesBinary.
VARIABLE LABELS  CapabilitiesBinary 'Capability to adjusting WH recoded from a likert scale
to a '+
    'binary variable (disagree and agree)'.
EXECUTE.

FREQUENCIES VARIABLES= CapabilitiesBinary.
```

*Sensitivity Analysis

Re-running mediation analysis with recoded mediators as dichotomous vairables

```
DATASET ACTIVATE DataSet1.
REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT WorkingHours
  /METHOD=ENTER Ethnicity.

REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT ValueBinary
  /METHOD=ENTER Ethnicity.

REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT WorkingHours
  /METHOD=ENTER Ethnicity ValueBinary EducationLow EducationMiddle YoungChildren
SchoolChildren
    AdultChildren PartnershipNotSharedHousehold NoPartner.
```

```
REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT CapabilitiesBinary
  /METHOD=ENTER Ethnicity.

REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT WorkingHours
  /METHOD=ENTER Ethnicity CapabilitiesBinary EducationLow EducationMiddle
YoungChildren
    SchoolChildren AdultChildren PartnershipNotSharedHousehold NoPartner.

REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT WorkingHours
  /METHOD=ENTER Ethnicity CapabilitiesBinary EducationLow EducationMiddle
YoungChildren
    SchoolChildren AdultChildren PartnershipNotSharedHousehold NoPartner ValueBinary.
```

* Checking for correlation between mediators

Pearson-chi-square test

```
CORRELATIONS
  /VARIABLES=ValueBinary CapabilitiesBinary
  /PRINT=TWOTAIL NOSIG FULL
  /MISSING=PAIRWISE.
CORRELATIONS
  /VARIABLES=ValueWH CapabilitiesWH
  /PRINT=TWOTAIL NOSIG FULL
  /MISSING=PAIRWISE.

CROSSTABS
  /TABLES=Ethnicity BY ValueBinary CapabilitiesBinary
  /FORMAT=AVALUE TABLES
  /STATISTICS=CHISQ
  /CELLS=COUNT
  /COUNT ROUND CELL.
```

*Sensitivity Analysis for respondents who have a child whose age is uncertain

Selected conditions for 'uncertain'

- Age child: 50 years or older
- Age parent at birth: 15 years or younger (or negative)
- Age parent at birth: 50 years or older

*Renamed AgeYoungestChild to AGE_YOUNGEST

Age_YOUNGEST = 0-6 years

Age_Middle = 7-18 years

Age_Old -= 18+

Else = Age_child_uncertain

```
COMPUTE AGE=2021 - V1180.
```

```
EXECUTE.

COMPUTE Age_Birth=AGE - AGE_YOUNGEST.

EXECUTE.

FREQUENCIES VARIABLES=AGE_YOUNGEST

/ORDER=ANALYSIS.

FREQUENCIES VARIABLES=Age_Birth

/ORDER=ANALYSIS

COMPUTE Age_child_uncertain=Age_Birth >= 50 | Age_Birth <= 15.

EXECUTE.

CROSSTABS

/TABLES=Age_Birth BY Age_child_uncertain

/FORMAT=AVALUE TABLES

/CELLS=COUNT

/COUNT ROUND CELL.

DO IF (Age_child_uncertain = 0).
```

```
RECODE AGE_YOUNGEST (0 thru 6=1) (ELSE=0) INTO Age_Young.

END IF.

EXECUTE.

DO IF (Age_child_uncertain = 0).

RECODE AGE_YOUNGEST (7 thru 17=1) (ELSE=0) INTO Age_Middle.

END IF.

EXECUTE.

DO IF (Age_child_uncertain = 0).

RECODE AGE_YOUNGEST (18 thru Highest=1) (ELSE=0) INTO Age_Old.

END IF.

EXECUTE.

RECODE Age_Young (SYSMIS=0) (0=0) (1=1).

EXECUTE.

RECODE Age_Middle (SYSMIS=0) (0=0) (1=1).

EXECUTE.
```

```
RECODE Age_Old (SYSMIS=0) (0=0) (1=1).

EXECUTE.

FREQUENCIES VARIABLES=Age_child_uncertain Age_Young Age_Middle Age_Old

/ORDER=ANALYSIS.

* Recoding Value and Capability into binary variables for sensitivity analysis

FREQUENCIES VARIABLES=ValueWH CapabilitiesWH
  /ORDER=ANALYSIS.

RECODE ValueWH (1=0) (2=0) (3=0) (4=1) (5=1) INTO ValueBinary.
VARIABLE LABELS  ValueBinary 'Value on adjusting WH recoded from a likert scale to a binary
'+
    'variable (disagree and agree)'.
EXECUTE.

FREQUENCIES VARIABLES= ValueBinary.

RECODE CapabilitiesWH (1=0) (2=0) (3=0) (4=1) (5=1) INTO CapabilitiesBinary.
VARIABLE LABELS  CapabilitiesBinary 'Capability to adjusting WH recoded from a likert scale
to a '+
    'binary variable (disagree and agree)'.
EXECUTE.

FREQUENCIES VARIABLES= CapabilitiesBinary.
```

```
*Running linear regressions to test the effect of ethnicity on presumed mediators after collapsing mediators into binary variables (Sensitivity Analsysis)

REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT ValueBinary
  /METHOD=ENTER Ethnicity.

REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT CapabilitiesBinary
  /METHOD=ENTER Ethnicity.

* Re-running model with age uncertain for children for sensitivity analysis

REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS CI(95) R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT WorkingHours
  /METHOD=ENTER Ethnicity ValueWH EducationLow EducationMiddle Age_child_uncertain
Age_Young Age_Middle Age_Old PartnershipNotSharedHousehold NoPartner.

REGRESSION
  /MISSING LISTWISE
```

```
  /STATISTICS COEFF OUTS CI(95) R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT WorkingHours
  /METHOD=ENTER Ethnicity EducationLow EducationMiddle Age_child_uncertain Age_Young
Age_Middle Age_Old
    PartnershipNotSharedHousehold NoPartner CapabilitiesWH.

REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS CI(95) R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT WorkingHours
  /METHOD=ENTER Ethnicity EducationLow EducationMiddle Age_child_uncertain Age_Young
Age_Middle Age_Old
    PartnershipNotSharedHousehold NoPartner CapabilitiesWH ValueWH.

* Re-running model with original variable after sensitivity analyses

REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT ValueWH
  /METHOD=ENTER Ethnicity.

REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA
```

```
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT WorkingHours
  /METHOD=ENTER Ethnicity ValueWH EducationLow EducationMiddle YoungChildren
SchoolChildren
    AdultChildren PartnershipNotSharedHousehold NoPartner.

REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT CapabilitiesWH
  /METHOD=ENTER Ethnicity.

REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT WorkingHours
  /METHOD=ENTER Ethnicity CapabilitiesWH EducationLow EducationMiddle YoungChildren
    SchoolChildren AdultChildren PartnershipNotSharedHousehold NoPartner.

REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT WorkingHours
```

```
  /METHOD=ENTER Ethnicity CapabilitiesWH EducationLow EducationMiddle YoungChildren
    SchoolChildren AdultChildren PartnershipNotSharedHousehold NoPartner ValueWH.

* Re-reunning mediation model with confidence intervals

DATASET ACTIVATE DataSet1.
REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS CI(95) R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT WorkingHours
  /METHOD=ENTER Ethnicity.

REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS CI(95) R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT ValueWH
  /METHOD=ENTER Ethnicity.

REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS CI(95) R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT CapabilitiesWH
  /METHOD=ENTER Ethnicity.
```

```
REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS CI(95) R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT WorkingHours
  /METHOD=ENTER Ethnicity ValueWH EducationLow EducationMiddle YoungChildren
SchoolChildren
    AdultChildren PartnershipNotSharedHousehold NoPartner.

REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS CI(95) R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT WorkingHours
  /METHOD=ENTER Ethnicity EducationLow EducationMiddle YoungChildren SchoolChildren
AdultChildren
    PartnershipNotSharedHousehold NoPartner CapabilitiesWH.

REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS CI(95) R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT WorkingHours
  /METHOD=ENTER Ethnicity EducationLow EducationMiddle YoungChildren SchoolChildren
AdultChildren
    PartnershipNotSharedHousehold NoPartner CapabilitiesWH ValueWH.
```

```
* Demographic descriptive statistics

DATASET ACTIVATE DataSet1.
CROSSTABS
  /TABLES=Ethnicity BY AGE
  /FORMAT=AVALUE TABLES
  /CELLS=COUNT
  /COUNT ROUND CELL.

CROSSTABS
  /TABLES=Ethnicity BY COUNTRY
  /FORMAT=AVALUE TABLES
  /CELLS=COUNT
  /COUNT ROUND CELL.


DATASET ACTIVATE DataSet1.
CROSSTABS
  /TABLES=Age_child_uncertain BY Ethnicity
  /FORMAT=AVALUE TABLES
  /CELLS=COUNT
  /COUNT ROUND CELL.
```