

The Quality of Time Spent with Children among Mexican Immigrants

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**Perspectives on Time Use in the U.S. Conference,
Washington , D.C.
June 23-24, 2014,**

Motivation

- Parental care is a form of investment that affects the child's cognitive and non-cognitive skills, socio-emotional development, and educational outcomes.
- It constitutes an important mechanism underlying the intergenerational transmission of economic status (Hill and Stafford, 1985 and Guryan et al., 2008).
- There are very few studies in the literature that focus on the parental care habits immigrants.

Motivation

- Immigrants face significant challenges regarding the provision of childcare:
- Children of immigrants are more likely to have two parents at home, generally poorer, in worse health, and more likely to experience food insecurity and crowded housing conditions (Reardon-Anderson et al., 2002)
- Immigrant families tend to make less use of non-parental care than natives, even accounting for other demographics. (Brandon, 2004).

Motivation

- Children of immigrants represent a large and growing share of the US population.
- Fortuny et al. (2009) reports that in 2007:
 - 16.4 million children (about one in five) had at least one immigrant parent.
 - 41% of children of immigrants had parents from Mexico.

Question

- What is the effect of duration of residence in the U.S. on the amount and quality of time Mexican immigrant parents spend with their children ?

Data

- **American Time Use Survey Data Extract Builder (ATUS-X) 2003-2010:***
- **The sample includes** adults aged 19 to 65 with at least one child under the age 18 living in the household.
 - ***First generation Immigrants:*** Mexicans who migrated to the U.S. at age 16 or older: *1,618 obs*
 - ***Three comparison groups:***
 - Non-Hispanic Whites: 22,284 obs
 - Non-Hispanic Blacks: 1,580 obs
 - Mexican Americans: 1,740 obs

* Katharine G. Abraham, Sarah M. Flood, Matthew Sobek, and Betsy Thorn. 2008. *American Time Use Survey Data Extract System: Version 1.0 [Machine-readable database]*. Maryland Population Research Center, University of Maryland, College Park, Maryland, and Minnesota Population Center, University of Minnesota, Minneapolis, Minnesota.

Childcare Habits

I. Primary Care: Child under 18 is the primary target.

Stafford and Yeung (2005)

- **Developmental :**

Physical care, reading, playing sports, doing arts and crafts, talking with or listening to children, education related activities, organizing and planning for children, and attending children events.

- **Non-Developmental**

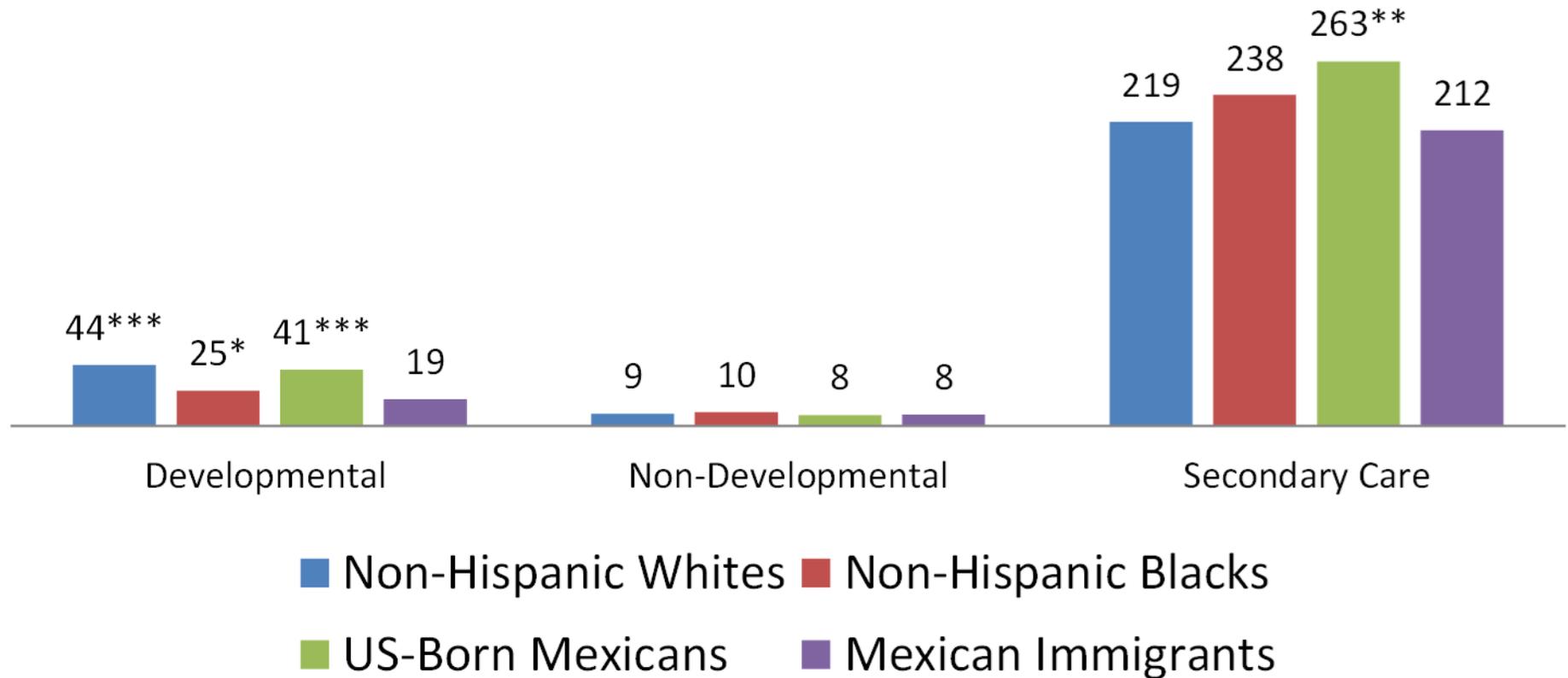
Looking after children, waiting for children, picking up or dropping off children, travel time related to childcare activities, and health related activities

II. Secondary Care: another non-childcare activity is the main task being performed while a child under 13 is present in the room.

Childcare Habits by Race/Ethnicity and Immigration Status

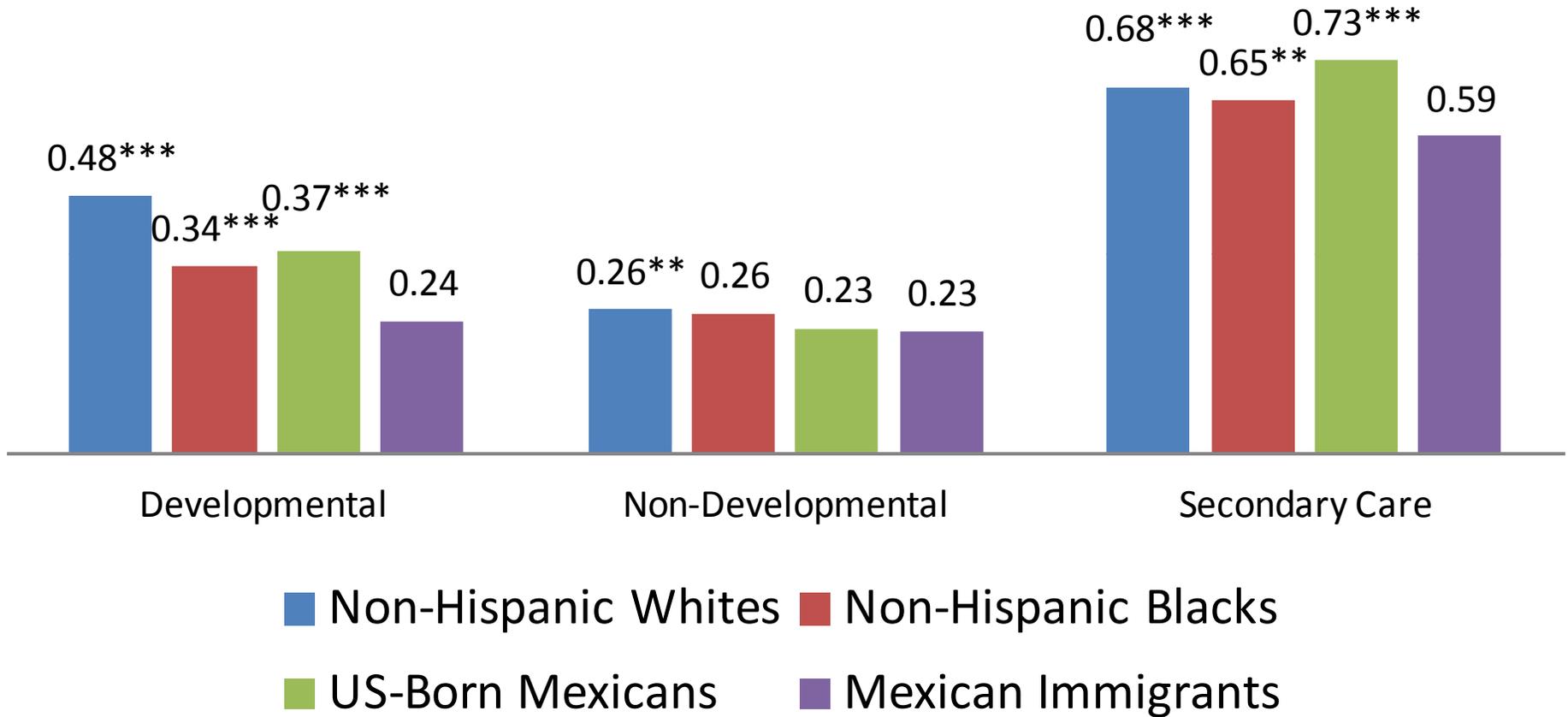
Minutes per Day

Fathers



Asterisks denote significance of the immigrant-native differences on the time spent on the childcare activity: * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Childcare Habits by Race/Ethnicity and Immigration Status Probability of Engaging in the Activity Fathers

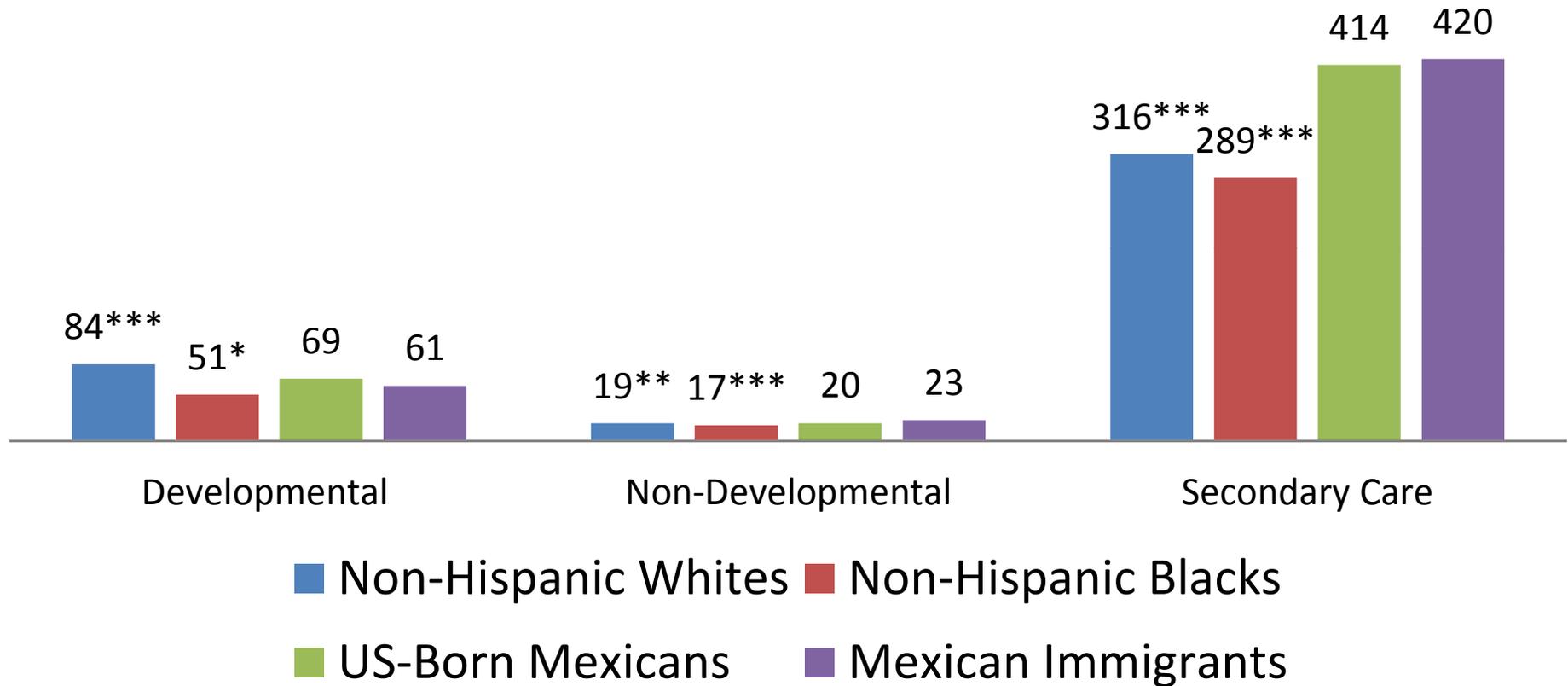


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Childcare Habits by Race/Ethnicity and Immigration Status

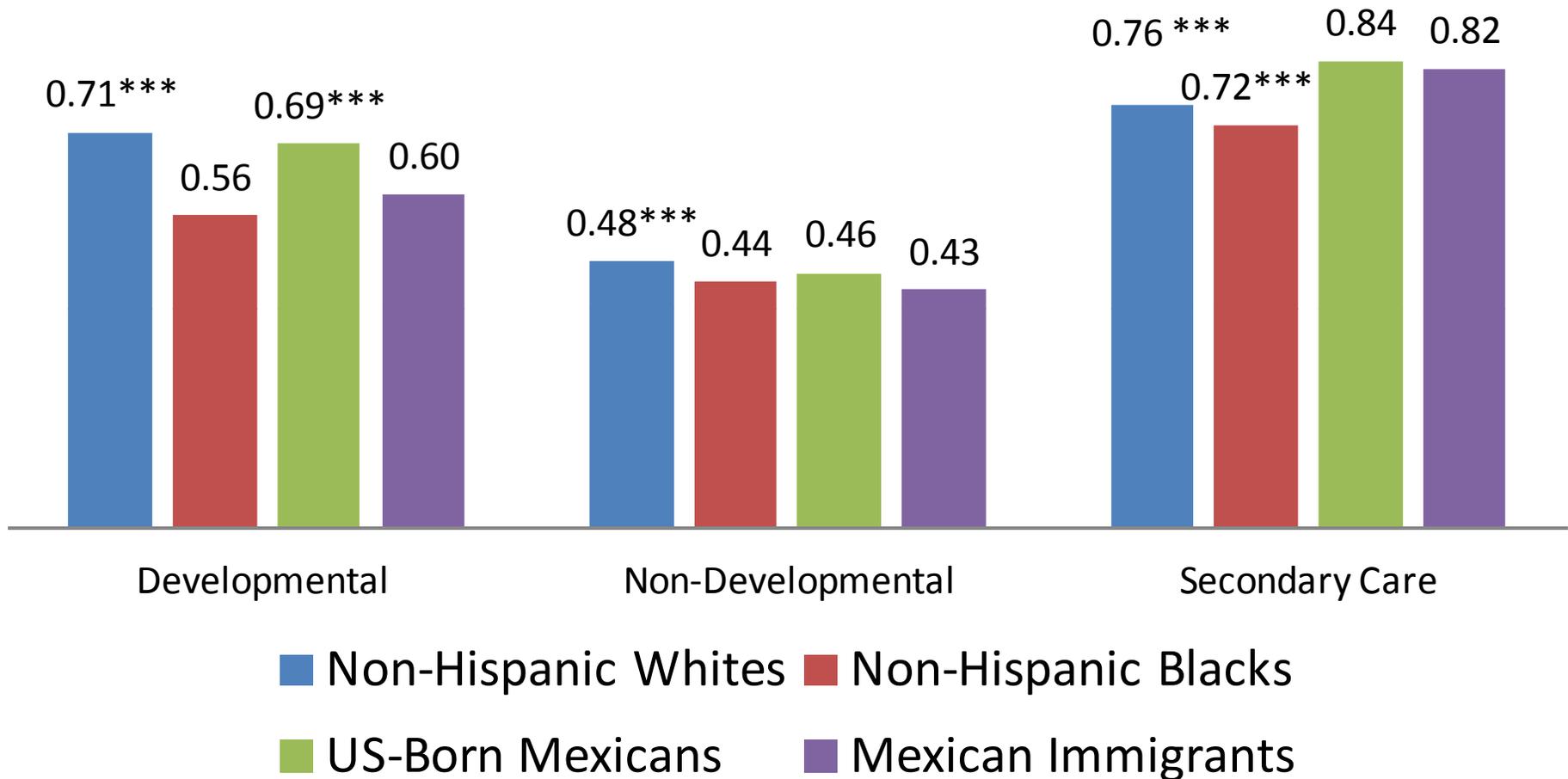
Minutes per Day

Mothers



Asterisks denote significance of the immigrant-native differences on the time spent on the childcare activity: * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Childcare Habits by Race/Ethnicity and Immigration Status Probability of Engaging in the Activity Mothers



Asterisks denote significance of the immigrant-native differences on the time spent on the childcare activity: * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Demographic Characteristics by Race/Ethnicity and Immigration Status

		Fathers				Mothers			
		Non-Hispanic		Mexicans		Non-Hispanic		Mexicans	
		Whites	Blacks	US-born	Immigrants	Whites	Blacks	US-born	Immigrants
Age	Years	40.3	41.1	34.3	38.5	38.2	38.4	32.3	36.3
Married	Proportion	94.2%	82.8%	89.4%	92.8%	92.9%	86.2%	88.1%	93.2%
No High School	Proportion	5.1%	12.1%	37.1%	63.8%	4.5%	8.7%	33.6%	64.6%
Employed	Proportion	92.4%	78.7%	90.2%	93.5%	70.9%	72.7%	51.3%	36.8%
Weekly Work	Hours	43.7	35.4	39.2	39.7	25.2	28.9	18.4	12.5
Num. of Adults	Mean	2.25	2.34	2.53	2.53	2.25	2.38	2.55	2.66
Num. of Children	Mean	1.9	1.9	2.2	2.3	1.9	1.9	2.2	2.4
Children < 5 years	Proportion	43.3%	37.6%	61.7%	53.9%	43.4%	37.5%	60.7%	50.8%

Source: Authors' computations, ATUS-X, 2003-2010

Estimation Strategy

$$T_{it} = \beta'X_{it} + \alpha_1M_{it} + \alpha_2(Img_i) + \alpha_3YSM_{it} + \alpha_4YSMSQ_{it} + \alpha_5(YSM_{it} * M_{it}) \\ + \alpha_6(YSMSQ_{it} * M_{it}) + \alpha_7(Img_i * M_{it}) + K_t + \varepsilon_{it}$$

Where for individual i in year t :

T: Minutes per day spent on the childcare activity

X: age, age square, education of both parents, usual hours of work, real hourly wage, occupation, family income level, number of adults in the household, number of children in the household, dummies for the presence of children for age groups 0-2, 3-5, and 6-12, , MSA size, and census region.

M: Indicator for Married

Img: First generation immigrant indicator

YSM, YSMSQ: years since migration (equal to 0 for natives)

k: year fixed effect.

Estimation Strategy

- I use ordinary least squares for minutes per day spent on a particular activity. Stewart (2009) and Foster and Kalenkoski (2013).
- I use logistic regressions for the binary indicators of whether the person engages in a particular activity.
- Given that equations for each childcare activity have the same regressors, OLS equation by equation gives the same result as the estimation of the SUR (Bhattacharya 2004; Greene 2012).
- Standard errors are computed by Successive Difference Replication methods using 2006 ATUS weights.

Immigrant-Native Differences in Child Care at the Time of Arrival: Married Fathers

		Non-Hispanic Whites	Blacks	Mexican Americans
A. Fathers				
Developmental	Coeff	-30.28 ***	-6.02	-18.07
	Std. Err	8.45	7.84	11.36
Non Developmental	Coeff	2.40	7.28	3.49
	Std. Err	5.40	6.76	5.33
Secondary	Coeff	4.58	-9.50	30.28
	Std. Err	49.22	56.79	50.81

Asterisks denote significance of the immigrant-native differences on the time spent on the childcare activity: * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

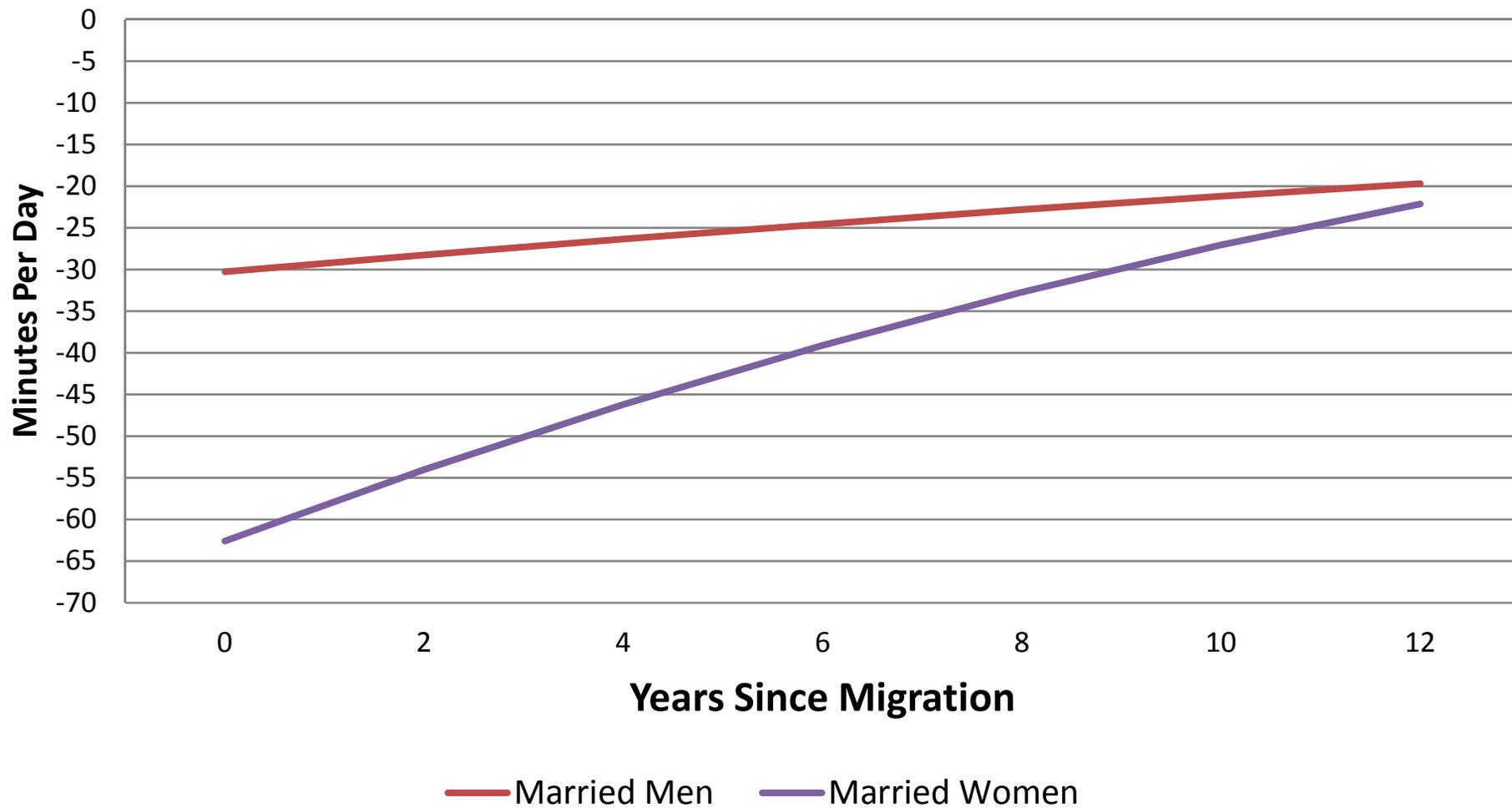
Immigrant-Native Differences in Child Care at the Time of Arrival: Married Mothers

		Non-Hispanic		Mexican
		Whites	Blacks	Americans
B. Mothers				
Develomental	Coeff	-62.61 ***	-25.33 ***	-24.86 ***
	Std. Err	10.50	12.93	10.28
Non Developmental	Coeff	-3.27	-4.49	-1.59
	Std. Err	4.74	5.61	4.80
Secondary	Coeff	70.05 *	110.76 **	50.66
	Std. Err	42.95	45.44	38.40

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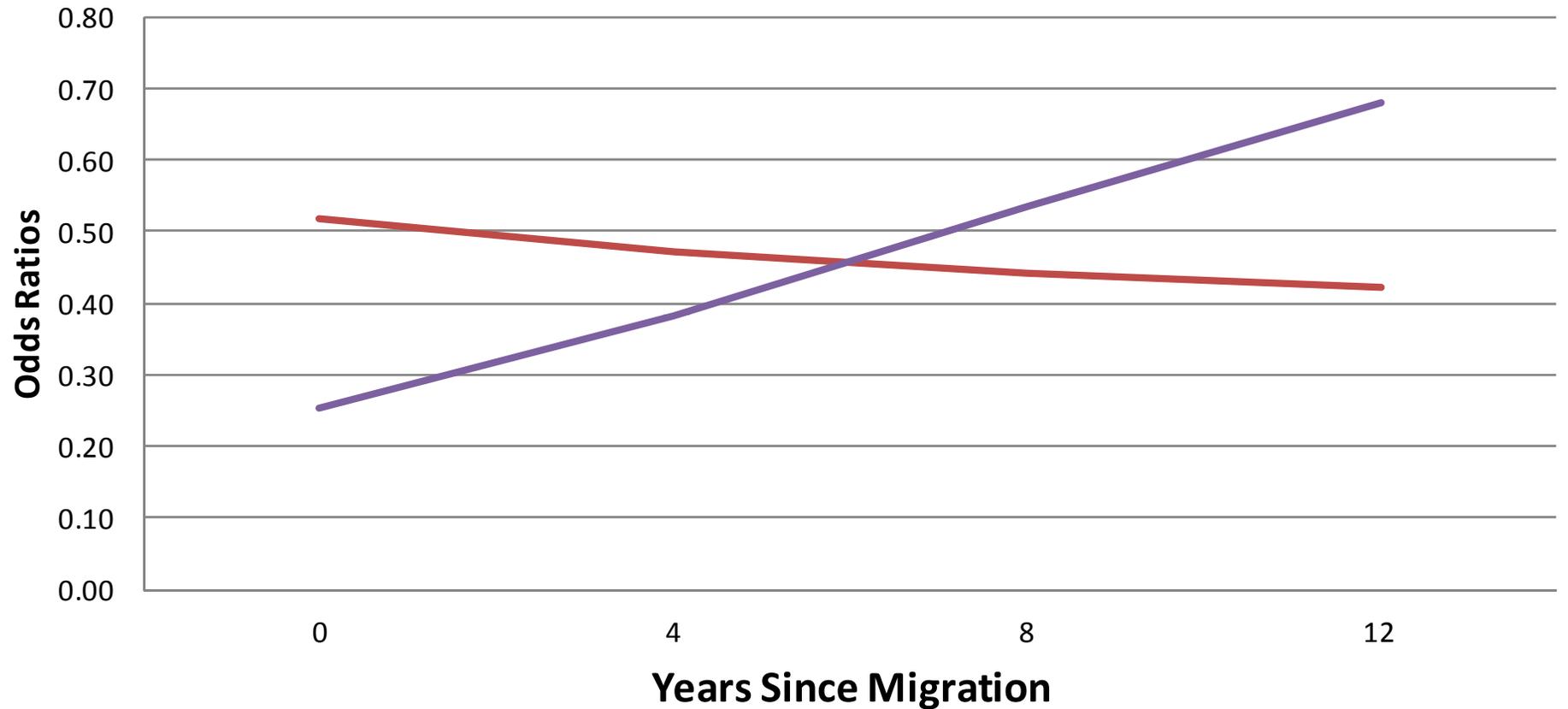
Immigrant-Native Differences in Developmental Care

Reference group: Non-Hispanic Whites



Immigrant-Native Differences in the Odds of Engaging in Developmental Care

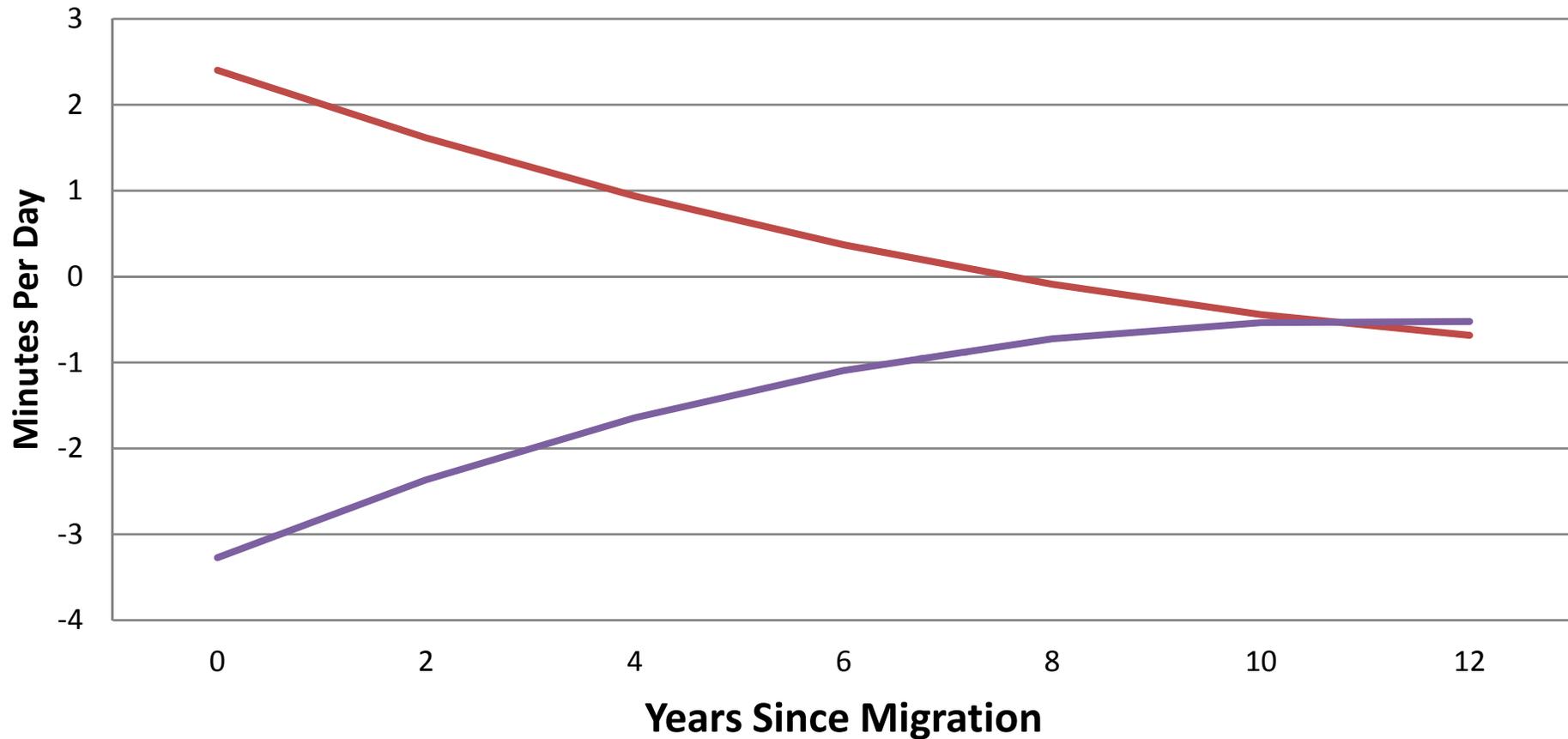
Reference group: Non-Hispanic Whites



— Married Men — Married Women

Immigrant-Native Differences in Non-Developmental Care

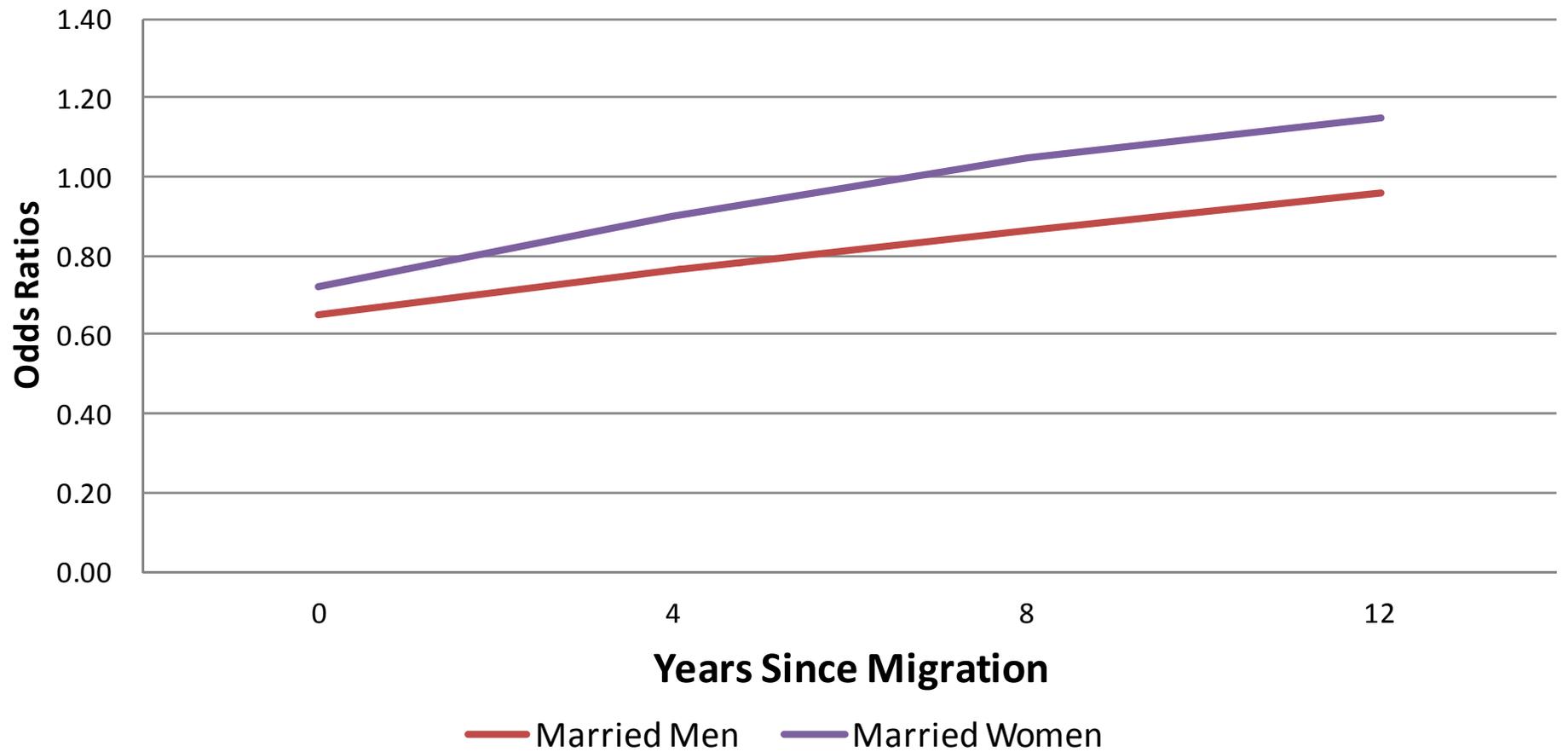
Reference group: Non-Hispanic Whites



— Married Men — Married Women

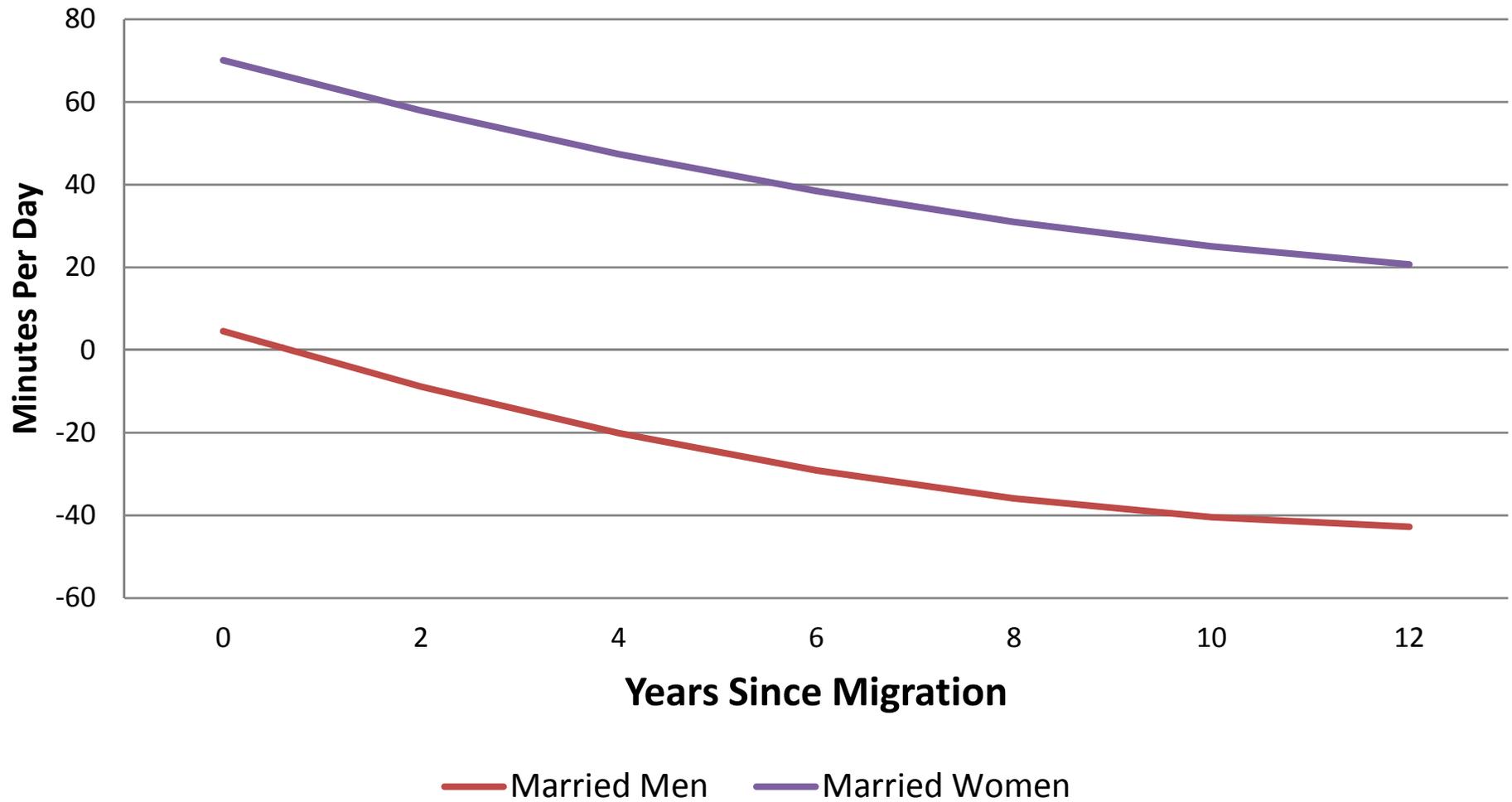
Immigrant-Native Differences in the Odds of Engaging in Non-Developmental Care

Reference group: Non-Hispanic Whites



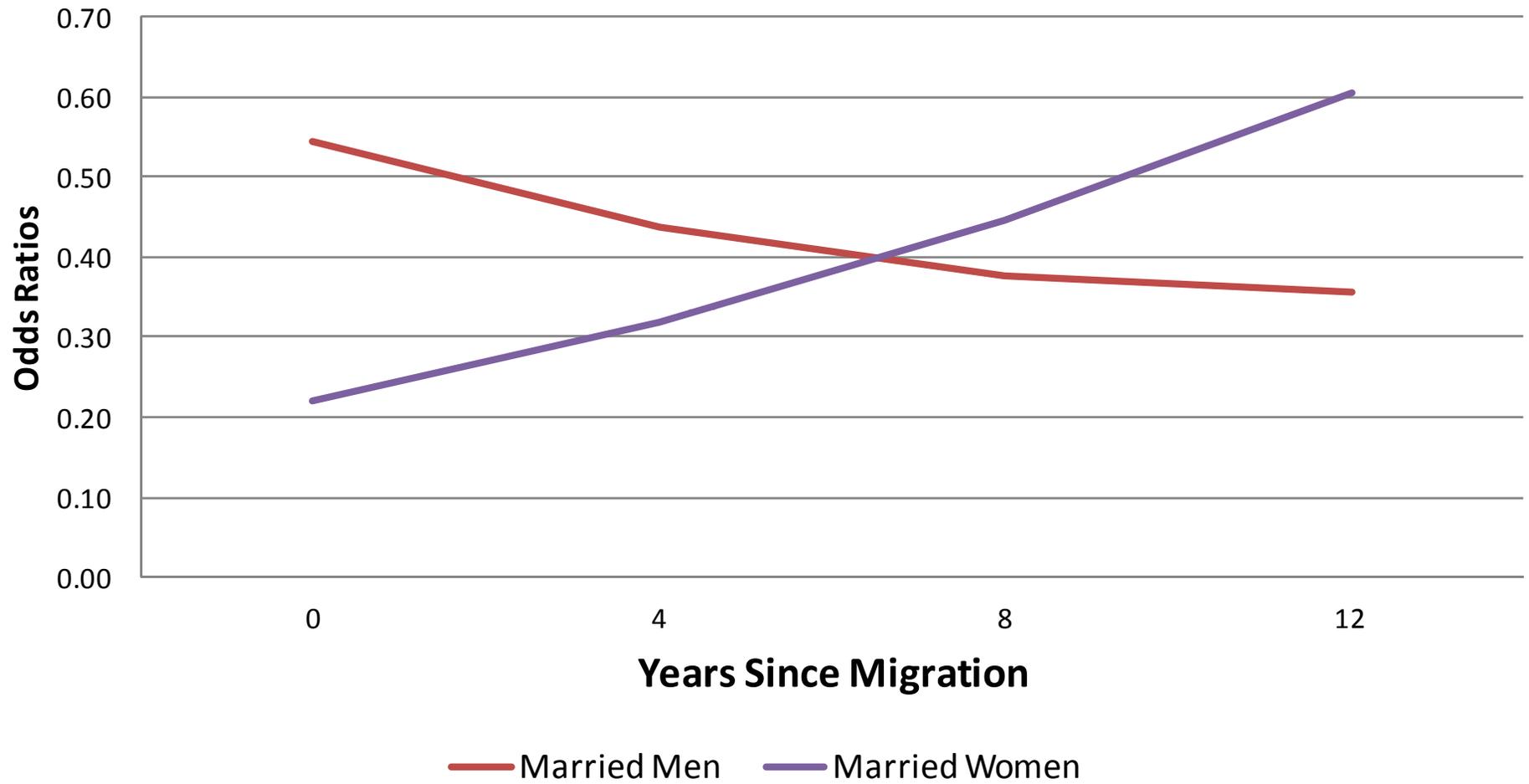
Immigrant-Native Differences in Secondary Care

Reference group: Non-Hispanic Whites



Immigrant-Native Differences in the Odds of Engaging in Secondary Care

Reference group: Non-Hispanic Whites



Conclusions

- Differences in Childcare at Arrival:
- Married immigrant fathers spend less time on developmental care than NH whites but the same time as comparable NH blacks and US-born Mexicans.
- Married immigrant mothers spend less time on developmental childcare and more time on secondary care than comparable US-born natives.
- Immigrant fathers and mothers are less likely to engage in developmental and secondary care than NH whites, but as likely as comparable NH blacks and US-born Mexicans
- There are not significant differences in non-developmental primary care.

Conclusions

- Overall evidence that duration or residence is associated with an improvement of the childcare behaviors of Mexican immigrants.
- Mexican immigrant parents increase their allocations of time to high quality care and decrease their allocation of time to low quality care as their duration of residence in the US increases.
- The gaps in developmental care still remain 12 years after migration to the US.
- Recently arrived Mexican immigrant parents constitute an at-risk group that should be targeted by early childhood education programs.

Thank You!