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Clustering households by time use patterns ; an empirical investigation using the German Time Use Survey 2001/2002

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Clustering Households by Time Use Patterns

An empirical investigation using the German Time Use Survey
2001/2002

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Stéphanie Grossmann

Summary

Clustering individuals or households on the basis of socio-economic variables has become a widespread practice in German social research over the past few decades. This paper is part of a research project that explores results which may be obtained when time use patterns are chosen as the basis of numerical classification. Over the past few years, results relating to single households were published by the authors. The present paper extends the analysis to families.

The investigation uses data from the German Time Use Survey 2001/2002. It is shown that the clustering process fulfils the criteria required by stochastic and qualitative social science. Furthermore, evidence is provided that including cluster memberships as dummy variables into a regressor set increases the predictive capabilities of a common multivariate analysis of correlations between socio-economic variables. Especially concerning health, meaningful interconnections between household styles and health state are detected.

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1. Introduction

In Germany, for about thirty years, the social sciences have used clustering techniques to identify and define different types of social behavior and status. The clusters found through such research are entitled lifestyle (“Lebensstil”, “Milieu”).¹ The variables used to define distances between individuals or households are generally the usual socio-economic and socio-demographic ones, and further variables are attitudes, actions and some which describe socio-esthetic expression. This paper is part of a series of investigations that concentrate on actions. In particular, we use the information given by the Scientific Use File of the German Time Use Survey (SUF), and we cluster households only by their actions, i.e. the activities reported for three days of the week. That reliable and valid results can be achieved through this method has been shown by Hufnagel (2004) and Grossmann (2007) for the case of single households. The present paper shows corresponding results for the case of men and women living together as a couple, married or unmarried and either with or without children.

¹ For an overview see e.g. Geißler (2006, p. 193-120).

Clustering individuals into types or lifestyles is not always possible. There are technical criteria, given by stochastics, which mean that the fusion process is not statistically sound. The remaining handful of clusters must permit a meaningful and understandable description or characterization. If a researcher is successful in this stage of analysis, he can be regarded as having made a contribution to descriptive social science.

The proper criterion for success, however, is whether the work also makes a contribution to explicative social science. The decisive point is whether the fact that a certain individual is member of a certain cluster, facilitates more accurate predictions of the usual socio-economic variables than merely relying on a multivariate analysis, using only the usual variables.

We have succeeded in making a contribution for the case of singles, as mentioned above. The clusters we yield by using only time use activities as a basis for the clustering process are referred to as “household styles”. The present paper reports that this approach also applies to couples.

We proceed as follows. The second section gives a description of the data set on which the present analysis is based. The method (cluster analysis) is then explained in more detail in the third section, after which, the results are presented. It can be shown that the cluster analysis leads to well-defined types of different household styles for the persons under investigation. The resulting clusters are characterised by their time use and socio-demographic parameters, and in addition, their modal day-courses are displayed.

Section 4 reports the results of discriminant analysis. Firstly, this is explained briefly and secondly, the analysis is applied to the clusters identified by the cluster analysis. The results, especially the discriminatory force of the variables, and the cluster-averages for the discriminatory variables, are documented in the form of tables and diagrams.

The question of whether the cluster affiliation provides an autonomous explanatory contribution for socioeconomic variables is tested in Section 5. In this manner evidence is provided that the cluster analytical approach increases the predictive power of socioeconomic theory in comparison to the exclusive use of conventional multivariate analysis. Section 6 concludes and outlines the need for further research.

2. Description of the data used for the investigation

Our investigation is based on the Time Use Survey 2001/2002 of the Statistisches Bundesamt Deutschland (German National Office of Statistics)². We use the 95% Scientific Use File (SUF) which has been available from the Statistisches Bundesamt since 2005. The sample size is approximately 5500 households comprising about 14500 people. Data was collected by means of the following methods:

- household questionnaires (one per household)
- personal questionnaires (to be completed by all household members older than 10 years)
- time diaries (also to be completed by all household members older than 10 years).

The usual socio-economic and socio-demographic data were collected for households and their members. In particular, data is available for household composition, income, living conditions, profession and education, health and satisfaction (with work and leisure-time activities). Based on the time diaries, a computer file was constructed that indicates how much time was used for which activity each day.³ The list of activities comprises 272 items. The activities are classified hierarchically by subject. For example, we have Activity Number 312 “baking” that belongs to Activity Group Number 31 “preparing meals”. Again, Activity Group Number 31 is subsumed under Activity Field 3 “housekeeping”.

Time use is documented in a file which shows, for each individual older than 10 years, which activities had been conducted in 10-minute intervals. Normally, such information is available with respect to the activities conducted in three days by each person.

In this investigation, we used a sample of 1996 couples with children and 990 couples without children.⁴ Tables 1 to 4 show the sample means of the variables that we use later on to characterise the detected clusters.

² For a detailed description of these activities, see the handbook from the SUF of the Statistisches Bundesamt.

³ See Gershuny (1990), p.23

⁴ Homosexual couples were not included, but no distinctions were made between adopted children, stepchildren and legitimate children.

Table 1: Variables and their means for the sample of parents – individual characteristics

| Variable | Description | Mean fathers | Mean mothers |
|-------------------------------------|--|---------------------|---------------------|
| ALTER | Age | 43,8 | 41,8 |
| SEX | 0=male, 1=female | 0 | 1 |
| HPW | Weekly working hours | 41 | 14,2 |
| SPONTAN ⁵ | Degree of spontaneity of time use | -0,09 | -0,15 |
| GESUND ⁶ | Self-estimated state of health | 2,85 | 2,88 |
| OSA | No graduation | 0,01 | 0,01 |
| HS | Extended primary school is highest level of education attained | 0,28 | 0,2 |
| RS | “Realschule” is highest level of education obtained | 0,29 | 0,45 |
| ABI | University-entrance diploma | 0,42 | 0,34 |
| LEHRE | Vocational training completed | 0,62 | 0,67 |
| SG | Student | 0,01 | 0,07 |
| MEISTER | Extended vocational training completed | 0,13 | 0,03 |
| UNI | University degree | 0,37 | 0,21 |
| ERWERBSSTAT ⁷ | Employment | 1,21 | 3,7 |
| HAUPTERWERBS-EINKOMMEN ⁸ | Salary | 8,2 | 2,3 |
| STAT ⁹ | Social rank | 3,79 | 6,53 |
| QUANTFREI ¹⁰ | Contentment with amount of leisure time | 1,34 | 1,35 |
| QUANTBER ¹¹ | Contentment with amount of working time | 2,40 | 2,54 |
| QUANTEHR ¹² | Contentment with amount of time for volunteering | 3,10 | 3,16 |
| QUANTFREU ¹³ | Contentment with amount of time for friends | 1,50 | 1,44 |
| QUANTHAUS ¹⁴ | Contentment with amount of time for household | 1,90 | 2,11 |
| QUANTPARTNER ¹⁵ | Contentment with amount of time for partner | 1,38 | 1,48 |
| SATBER ¹⁶ | Contentment with working time | 3,73 | 3,28 |

⁵ 1 = not spontaneous, 2 = spontaneous, 3 = differing

⁶ Range from 0 (very bad) to 4 (very good)

⁷ Range from 1 (full-time work) to 7 (unemployed)

⁸ Income classes from 0 - 13

⁹ 1=farmer/self-employed, 2=family workers, 3= public servant, 4=salaried employee, 5=worker, 6= commercial and technical apprentices, 7=industrial apprentices, 8=military/civilian service, 9=pupils, younger than 15 years, 10= pupils, 15 and older, 11=students, 12=retiree, 13=registered unemployed, 14=other non-workers

¹⁰ 1= too little, 2=right, 3=too much, 4=n/a

¹¹ See above

¹² See above

¹³ See above

¹⁴ See above

¹⁵ See above

¹⁶ Range from 1(very content) to 7(very discontent)

Tab. 2: Variables and their means for the sample of couples without children– individual characteristics

| Variable | Description | Mean men | Mean women |
|------------------------|--|-----------------|-------------------|
| ALTER | Age | 58,7 | 56 |
| SEX | 0=male, 1=female | 0 | 1 |
| HPW | Weekly working hours | 17,7 | 12,6 |
| SPONTAN | Degree of spontaneity of time use | -0,03 | -0,06 |
| GESUN | Self-estimated state of health | 2,73 | 2,59 |
| OSA | No graduation | 0,01 | 0,01 |
| HS | Extended primary school is highest level of education attained | 0,45 | 0,41 |
| RS | “Realschule” is highest level of education obtained | 0,26 | 0,37 |
| ABI | University-entrance diploma | 0,28 | 0,21 |
| LEHRE | Vocational training completed | 0,72 | 0,63 |
| SG | Student | 0 | 0,05 |
| MEISTER | Extended vocational training completed | 0,18 | 0,03 |
| UNI | University degree | 0,29 | 0,17 |
| ERWERBSSTAT | Full-/part-time work | 4,16 | 4,65 |
| HAUPTERWERBS-EINKOMMEN | Salary | 3,5 | 2,1 |
| STAT | Social rank | 7,61 | 8,56 |
| QUANTFREI | Contentment with amount of leisure time | 1,69 | 1,61 |
| QUANTBER | Contentment with amount of working time | 1,65 | 1,64 |
| QUANTEHR | Contentment with amount of time for volunteering | 2,08 | 3,3 |
| QUANTFREU | Contentment with amount of time for friends | 3,23 | 3,45 |
| QUANTHAUS | Contentment with amount of time for household | 2 | 2 |
| QUANTPARTNER | Contentment with amount of time for partner | 3,51 | 3,55 |
| SATBER | Contentment with working time | 3,04 | 3,12 |

Tab. 3: Variables and their means for the sample of parents –household characteristics

| Variable | Description | Mean |
|---------------------------|--------------------------------|-------------|
| HILFE ¹⁷ | Help received from others | 0,61 |
| SOZIALHILFE | Welfare aid | 0,01 |
| STUETZE | Unemployment compensation | 0,1 |
| HHEINKOMMEN ¹⁸ | Household net income (class) | 5,0 |
| WOHNFLÄCHE | Living space [m ²] | 124 |
| PKW | Number of cars | 1,56 |
| PC | Number of personal computers | 1,45 |
| VIDEO | Number of video recorders | 1,23 |
| LAVADORA | Number of dishwashers | 0,87 |
| MIKRO | Number of microwaves | 0,77 |
| RAD | Number of bicycles | 3,64 |
| TELE | Number of telephones | 1,34 |
| HGROESSE | Number of members of household | 3,91 |
| OSTWEST ¹⁹ | Old /new federal states | 1,19 |
| TV | Number of TV sets | 1,98 |

Tab. 4: Variables and their means for the sample of couples without children–household characteristics

| Variable | Description | Mean |
|-----------------|--------------------------------|-------------|
| HILFE | Help received from others | 0,3 |
| SOZIALHILFE | Welfare aid | 0,003 |
| STUETZE | Unemployment compensation | 0,1 |
| HHEINKOMMEN | Household net income (class) | 4,46 |
| WOHNFLÄCHE | Living space [m ²] | 105 |
| PKW | Number of cars | 1,16 |
| PC | Number of personal computers | 0,7 |
| VIDEO | Number of video recorders | 0,93 |
| LAVADORA | Number of dishwashers | 0,66 |
| MIKRO | Number of microwaves | 0,67 |
| RAD | Number of bicycles | 1,86 |
| TELE | Number of telephones | 1,15 |
| HGROESSE | Number of members of household | 2 |
| OSTWEST | Old /new federal states | 1,19 |
| TV | Number of TV sets | 1,62 |

Couples without children have an average age greater than that of parents. This fact results from the selected definitions of parents, and for couples without children. Parents are defined as couples whose children are younger than 18 and still living in the same household. Couples without children are those couples who either do not have children or whose children no

¹⁷ Number of different forms of support

¹⁸ Income classes from 1-7

¹⁹ 1=former West Germany, 2=East Germany

longer live in the same household as their parents. For this definition, childless couples apparently must be older than the parents.

3. Classification

Cluster analysis is an attempt to identify homogeneous subgroups of cases in a population. That is, cluster analysis tries to identify a set of groups which both minimize within-group variation and maximize between-group variation. The simultaneous consultation of all known properties of the objects is one of the main characteristics of cluster analysis.²⁰ The specific property of the present investigation is that we use only the sequence of daily activities as individual properties. A distance between two individuals, must, therefore, be defined as dissimilarity between time use sequences. This is described in the following section.

3.1 Calculation of a distance matrix

Hierarchical clustering allows users to select a definition of distance, and then to select a linking method for forming clusters, and after that, to determine how many clusters best suit the data. The first step in cluster analysis is the definition and calculation of the similarity or distance matrix. This matrix is a table in which both rows and the columns are the units of analysis. The cell entries are a measure of similarity or distance for any pair of cases. The distance or dissimilarity function measures the degree of difference between data elements. Identical pairs have zero distance or dissimilarity and all others have a positive distance or dissimilarity.

The documented time use of each individual (with number i) formally constitutes a 288-dimensional vector for each of the documented weekdays (Monday – Friday).

$$z^{(i)} = (a_1^{(i)}, \dots, a_{288}^{(i)}).$$

The coordinates assume qualitative values that are the activities from the list of the Statistisches Bundesamt.²¹ This list implies a certain hierarchy and thus information about the distance. For instance, Activity 012 (to lay the table) is more similar to Activity 013 (to clean the dishes) than to Activity 021 (care and cleaning of clothes and leather). Yet, the latter is still more similar to Activity 012 and 013 than activities from Group 6 (contacts, talks and

²⁰ See to this Backhaus et al (2006), p. 12

²¹ See Table E (Appendix)

sociability) are. Due to these facts, the distance d_t between two objects i and j in a given 10-minute-pulse t is defined as follows:

$$(1) d_t = \begin{cases} 0 & \text{if } a_t^{(i)} = a_t^{(j)} \\ 1 & \text{if } a_t^{(i)} \text{ and } a_t^{(j)} \text{ only differ in ones columns.} \\ 2 & \text{if } a_t^{(i)} \text{ and } a_t^{(j)} \text{ differ in decades but not in hundreds.} \\ 3 & \text{if } a_t^{(i)} \text{ and } a_t^{(j)} \text{ differ in hundreds.} \end{cases}$$

Using (1), the distance between two days can be defined as:

$$(2) d(z^{(i)}, z^{(j)}) = \sum_{t=1}^T d_t.$$

The distance for the whole day is therefore defined as the sum of the pulse distances. For each person, three weekdays are documented.

Firstly $D_{p,q}^{(i,j)}$, the distance between object i 's p^{th} weekday and object j 's q^{th} weekday is defined as follows:

$$(3) D_{p,q}^{(i,j)} = \begin{cases} \infty & \text{if } i\text{'s } p^{\text{th}} \text{ weekday or } j\text{'s } q^{\text{th}} \text{ weekday is not documented} \\ d(\text{weekday}(p, i), \text{weekday}(q, j)) & \text{otherwise} \end{cases}$$

For all $p, q \in \{1, 2\}$.

The distance between the objects i and j can now be defined as minimum of the weekday distances:

$$(4) \tilde{D}^{(i,j)} = \underset{p, q \in \{1, 2\}}{\text{MIN}} (D_{p,q}^{(i,j)}).$$

Because the distance defined in this manner did not differentiate clearly enough between the objects within the cluster analysis, Formula (4) had to be modified. The following definition leads to a clearer distinction of the objects:

$$(5) D^{(i,j)} = (\tilde{D}^{(i,j)} - \tilde{D}_{\min})$$

with

$$(6) \tilde{D}_{\min} = \underset{i,j \in \{1, \dots, z\}}{\text{MIN}}(D^{(i,j)})$$

($z = 1996$ for the case of parents and $z = 990$ for the childless couples).

The modification consists of sub-ducting the smallest weekday distance from the minima of the weekday distances $\tilde{D}^{(i,j)}$ determined in (4). For the following cluster analysis, the distance matrices were calculated by means of (5).

3.2 The cluster analysis

As the average-linkage method used in the present investigation, hierarchic agglomerative techniques starts with treating every object as an own cluster. The various hierarchic methods only differ as to the formula that is used to recalculate the distances to the new cluster resulting from fusion.²²

They commence with each member of the set in a cluster of its own and then fusing the nearest clusters according to the chosen distance. Then, in each subsequent step, the two most similar clusters are merged. That is, in hierarchical clustering, larger clusters created at later stages may contain smaller clusters created at earlier stages of agglomeration. Each agglomeration occurs at a greater distance between clusters than the previous agglomeration, and the researcher can decide to stop clustering either when the clusters are too far apart to be merged (distance criterion), when all clusters are combined into one single cluster or when there is a sufficiently small number of clusters according to a predetermined quantity (number criterion). Another possibility that was used in this present analysis entails stopping the process of cluster agglomeration on the basis of a specified criterion when a certain number of clusters has been formed. These various hierarchic methods only differ as to the formula that is used to recalculate the distances to the new cluster resulting from fusion.²³

²² See to this Steinhausen (1977), p. 76 f

²³ See to this Steinhausen (1977), p. 76 f

3.3 Results

The analysis is conducted through the SAS-procedure CLUSTER.²⁴ “Average” was selected from the numerous methods of clustering objects. A local maximum of the pseudo-F value at n , simultaneously with a local maximum of the t^2 -value at $n+1$, serves as the termination condition.²⁵ Using the distance matrices of the 1996 mothers and fathers and the 990 couples without children, the analysis yielded different numbers of clusters for each of the investigated group of people, because of multiple local maxima. The decision on the number of clusters was reached by considering the contextual criteria.

Finally the analysis yielded 36 clusters for the mothers, 43 for the fathers, 27 for the female side of the couples without children and 35 for the male side. Using these numbers, the students or apprentices constitute their own clusters, just as the retirees and employees.

In Tables 5 to 8, the larger clusters of each investigated group are described. The short characterisations are specified in more detail below.

The clusters resulting from this analysis show that the process delivers a classification in terms of students/apprentices, employees and retirees. Especially for the retirees and employees, different housekeeping styles are identified. All withstand a check of plausibility.

3.3.1 Parents

Using the distance matrix of the 1996 mothers and the abovementioned termination condition, the results of the cluster analysis are presented in Table 5. While the cluster analysis yields 36 clusters for the mothers, only 20 of the 36 clusters have 20 or more members, and the remaining ones cannot be allocated to the larger clusters.

²⁴ SAS-Institute (2003), p. 834 ff

²⁵ SAS-Institute (2003), p. 840

Tab. 5 Clusters of mothers

| Cluster No. | Number of members | Description |
|-------------|-------------------|---|
| 1 | 110 | Full-time employees |
| 2 | 157 | Full-time employees, get up earlier than Cluster 1 and need longer for personal hygiene |
| 3 | 120 | Part-time employees, shift workers |
| 4 | 76 | Full-time employees, early shift |
| 5 | 91 | Part-time employees, working predominantly in afternoons and evenings |
| 6 | 31 | Apprentices |
| 7 | 175 | Part-time employees, working in the mornings |
| 8 | 126 | Part-time employees, working predominantly in the morning, but less hours than Cluster 7 and earning less |
| 10 | 82 | Working regularly, but less than 18 hours, sleep long hours, strollers |
| 11 | 29 | Pupils/students, spend a lot of time preparing for school/lectures |
| 12 | 151 | Pupils/students, watch a lot of TV |
| 13 | 115 | Working regularly, but less than 18 hours, spend a lot of time for shopping |
| 14 | 53 | Occasional employees, homely |
| 15 | 221 | Scholars |
| 17 | 123 | Unemployed |
| 18 | 122 | Occasional employees, are younger, sleep earlier and get up earlier than cluster 14 |
| 19 | 22 | Unemployed, honorary engagement |
| 20 | 22 | Occasional employees, partygoers |
| 21 | 119 | Occasional employees with young children |
| 22 | 20 | Employees working only few hours |

Regarding the 1996 fathers and their distance matrix, the cluster analysis yields 43 clusters, of which 19 have 25 or more members. With regard to women, some objects cannot be classified into the large clusters. Table 6 shows the 19 large clusters of fathers.

Tab. 6: Clusters of fathers

| Cluster No. | Number of members | Description |
|-------------|-------------------|--|
| 1 | 246 | Full-time employees, normal shift |
| 2 | 57 | Full-time employees, early shift |
| 3 | 141 | Full-time employees, early or normal shift, working longer than cluster 1 and 2 |
| 4 | 83 | Full-time employees, late shift, working more than 10 hours a week |
| 5 | 181 | Full-time employees, get up later than cluster 7 and having a shorter distance to work |
| 7 | 273 | Full-time employees, early riser, long distance to work |
| 8 | 128 | Full-time employees, early shift, long distance to work |
| 9 | 49 | Full-time employees, work from noon onwards |
| 10 | 36 | Full-time employees, late shift, partner also works |
| 11 | 37 | Full-time employees, normal shift, socialise in the evening |
| 12 | 87 | Full-time employees, only work in the morning |
| 14 | 69 | Apprentices, have plants at home and keep pets |
| 15 | 65 | Part-time employees, homemaker |
| 17 | 31 | Full-time employees, public servant |
| 20 | 25 | Part-time employees, hobbyists, voluntary workers |
| 22 | 63 | Part-time working employees, higher income than cluster 20 |
| 24 | 79 | Apprentices |
| 26 | 63 | Apprentices, part-time employees, partner earns about the same amount |
| 28 | 33 | Apprentices, homemaker |

3.3.2 Couples without children

With regard to women who are part of a couple and do not have a child living in the household, the cluster analysis yields 27 clusters, of which 17 include more than 20 observations. These are documented in Table 7. The smaller clusters are disregarded.

Table 7: Clusters of childless women

| Cluster No. | Quantity of members | Description |
|-------------|---------------------|--|
| 1 | 81 | Full-time employees, normal shift |
| 2 | 83 | Part-time employees |
| 3 | 60 | Full-time employees, early shift |
| 4 | 113 | Retirees/older unemployed, long break at noon |
| 6 | 41 | Apprentices |
| 7 | 88 | Unemployed |
| 8 | 68 | Retirees |
| 9 | 26 | Part-time employees, housework in the morning, paid work from afternoon until evening |
| 10 | 74 | Retirees |
| 11 | 25 | Occasional employees, invalids |
| 13 | 86 | Unemployed, spend a lot of time at home |
| 15 | 22 | Retirees, housework in the morning, socialise in the afternoon |
| 16 | 45 | Occasional employees, cleaning the home in the morning, washing clothes and dishes in the afternoon |
| 17 | 32 | Retirees and older unemployed, housework in the morning, gardening in the afternoon |
| 18 | 27 | Retirees, spend much time at home, washing in the afternoon |
| 19 | 27 | Occasional employees, housework in the morning, shopping and ironing from late afternoon until evening |
| 21 | 24 | Occasional employees, go to bed early, early riser, spend much time at home |

The cluster analysis for the corresponding men yields 16 clusters with 20 or more members, as shown in Table 8.

Tab. 8 Clusters of childless men

| Cluster No. | Quantity of members | Description |
|-------------|---------------------|---|
| 1 | 141 | Full-time employees, normal shift |
| 2 | 115 | Full-time employees, normal shift, longer commute to work, early riser |
| 3 | 24 | Full-time employees, late shift |
| 4 | 30 | Part-time employees |
| 5 | 45 | Occasional employees, very homely, late riser |
| 7 | 41 | Retirees, go shopping in the morning and socialise with friends in the afternoon |
| 8 | 64 | Retirees or older unemployed, watch TV in the afternoons |
| 11 | 27 | Retirees, work in the garden, especially in the morning |
| 15 | 28 | Occasional working employees, spend a lot of time looking after their plants |
| 17 | 37 | Occasional employees, work in the morning, take a long break at noon at watch lots of TV in the evening |
| 18 | 76 | Apprentices / pupils |
| 19 | 32 | Occasional employees, spend very much time at home, long break at noon |
| 20 | 50 | Older retirees, long break at noon |
| 21 | 63 | Retirees, spend very much time at home, early riser |
| 25 | 26 | Retirees or older unemployed, go shopping in the morning, stay at home in the afternoon |
| 28 | 34 | Occasional employees, voluntary work in the morning, socialise in the afternoon |

3.4 Modal day-courses

To demonstrate which day-courses were joined to a cluster, Figures 1-5 show the modal day-courses exemplarily for some of the mothers' clusters. The modal day-courses were created by determining the modal activity, which means the activity most cluster members do, for each of the 144 daily pulses. For this reason, the daily courses show the most frequently performed activity for each point of time and can hence be characterized as representative or typical. However, it would be misunderstanding to see them as really existing day-courses in the observed sample. The visualization of the day-courses is not easy. While the two-dimensional form is better arranged as the three-dimensional, it contains less information. The three-dimensional form does not only show the modal activity, but also all the other activities performed at each point of time. Additionally, it informs about the percentage of cluster-members that are doing the different activities. Figure 1 exemplarily shows the modal day-course for cluster 1 of the mothers in three-dimensional view and demonstrates that always a high percentage of the cluster-members perform the modal activity except during the changes between two activities. This fact is valid for all the clusters of mothers, fathers and childless

women and men. The day-courses of cluster 2-5 are shown two-dimensional because of the better arrangement. ²⁶

Figure 1: Modal day-course of cluster 1- three-dimensional view (mothers)

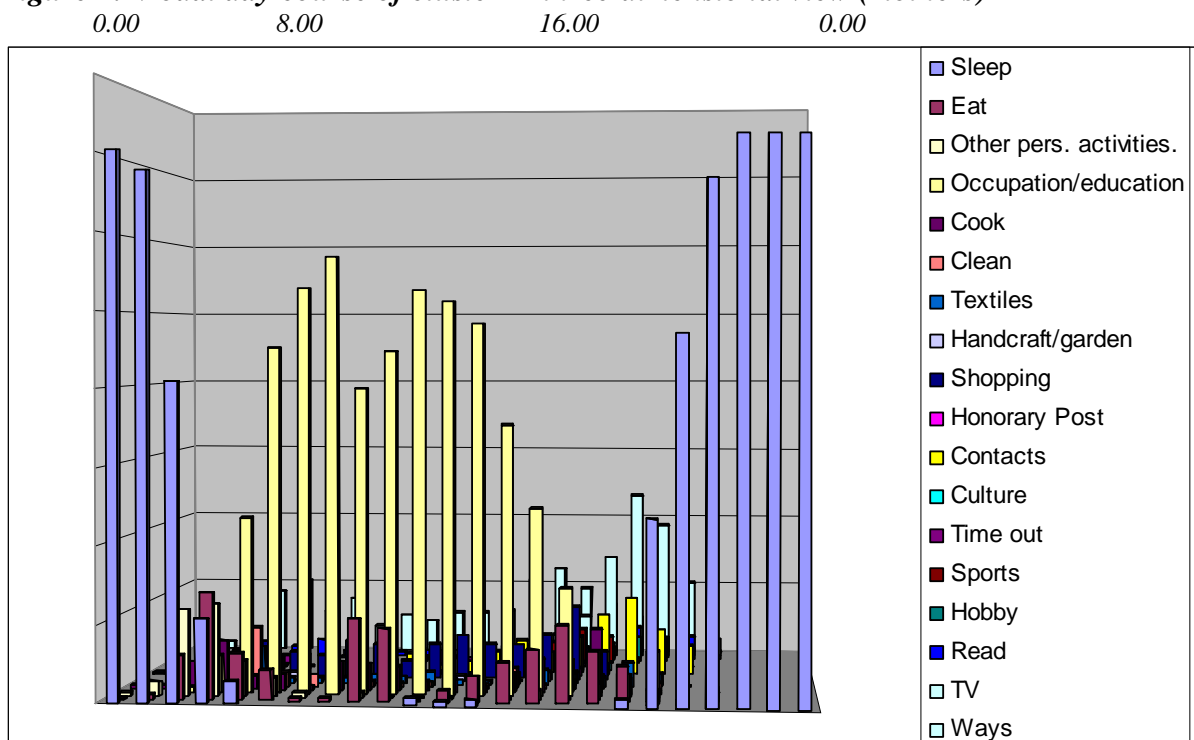
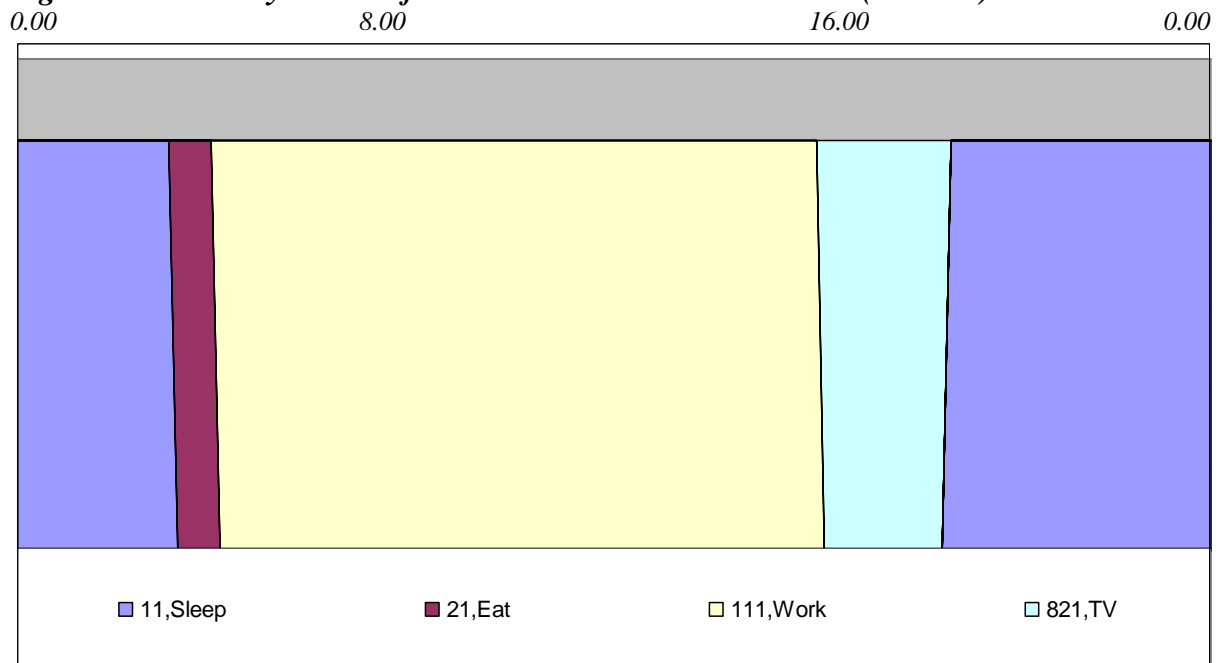


Figure 2: Modal day-course of cluster 1 – two-dimensional view (mothers)



| | | | | |
|-----------|-----------|------------|-------------|------------|
| 0:00-7:10 | 7:10-8:00 | 8:00-20:00 | 20:00-22:30 | 22:30-0:00 |
| Sleep | Eat | Work | TV | Sleep |

²⁶ For more information about the difficulties of visualization see Ellegård and Cooper (2004), p.38ff

Some group assignments must be known before carrying out the discriminant analysis. Such group assignments, or labelling, may be conducted in a number of different ways. Hence, discriminant analysis can be used as an effective supplement to cluster analysis (in order to evaluate the results of the latter). The linear discriminant analysis (LDA), historically the oldest method, forms the basis of all the statistic program packages. It leads to dissociating classes (clusters) by means of multiple attributes.

In this paper, discriminant analysis is used to decide which of the variables summarised in Tables 1 to 4 are best suited for dissociating the clusters. Furthermore, the method is used to determine whether the clusters differ significantly from one another and how the differences between the clusters can be explained. The stepwise LDA was selected for the actual investigation. It is usually the appropriate method when the discriminatory contribution of the variables is of interest.²⁸ The principle behind this method is that of initially running the discriminant analysis with one variable only, then with two variables and so on. In each step, the variable that optimises a certain quality factor or selection criterion, in combination with the previously used variable, is included. Consequently, the admission order of the variables gives an indication of their relevance. An F-test (Wilks' lambda) is used to test if the discriminant model as a whole is significant.²⁹

4.2 Results

The SAS-Procedure STEPDISC was applied to the described clusters by setting the level of significance at 5%. Tables 9 to 12 contain the resulting variables for the couples with and without children and demonstrate how the clusters differ regarding the averages of these variables. The coefficients of determination (R-squared), obtained through the discriminant analysis, form the first line of each table, while the second line includes the levels of significance. All the lines below describe the average of the variables in the clusters indicated on the left margin given in the heading.

4.2.1 Parents

As shown in the first two lines of Tables 9 and 10, the working hours per week have the strongest discriminatory power for both mothers and fathers. This is also evident regarding the canonical projection which is demonstrated for the mothers in Figure 1 in the next section. Social status takes second place for the mothers and third place for the fathers.

²⁸ See, for instance, Erb (1990), p. 1 onwards

²⁹ See SAS-Institute (2003), p. 3171

Tab. 9 Cluster averages of the discriminating variables (mothers)

| | HPW | STAT | OSTWEST | HHGROESSE | HAUPTERWERBS EINKOMMEN | TV | HS | STUETZE | QUANTFREI | HHEINKOMMEN | WOHNFLAECHE | SG | QUANTHAUS | INTERNET | HIFI |
|-------------------------|-------------|-------------|-------------|-------------|---------------------------|-------------|-------------|------------|------------|-------------|-------------|------------|------------|------------|------------|
| Part-R ² [%] | 43 | 12 | 7 | 6 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| α [%] | 0,01 | 0,01 | 0,01 | 0,01 | 0,01 | 0,03 | 0,08 | 0,1 | 0,9 | 0,9 | 0,9 | 1,5 | 2,1 | 3,4 | 1,9 |
| CL1 | 28 | 4 | 1,3 | 3,7 | 5 | 2 | 0,2 | 0,04 | 1,3 | 5,3 | 120 | 0,03 | 1,8 | 0,8 | 1,7 |
| CL2 | 32 | 4 | 1,4 | 3,7 | 5 | 2,1 | 0,1 | 0,03 | 1,2 | 5,2 | 117 | 0,07 | 2 | 0,7 | 1,8 |
| CL3 | 17 | 4 | 1 | 3,9 | 3 | 1,9 | 0,2 | 0,03 | 1,3 | 5,1 | 126 | 0,03 | 2 | 0,8 | 2 |
| CL4 | 36 | 4 | 1,6 | 3,5 | 5 | 1,9 | 0,1 | 0,08 | 1,1 | 4,9 | 111 | 0,17 | 1,9 | 0,6 | 1,5 |
| CL5 | 23 | 4 | 1,2 | 3,9 | 3 | 2,2 | 0,2 | 0,03 | 1,3 | 4,9 | 121 | 0,04 | 2,1 | 0,7 | 1,8 |
| CL6 | 15 | 6 | 1,2 | 4 | 3 | 1,8 | 0,2 | 0,08 | 1,4 | 5 | 144 | 0,08 | 2,3 | 0,7 | 1,9 |
| CL7 | 23 | 4 | 1,1 | 3,9 | 4 | 2 | 0,2 | 0,05 | 1,3 | 5,1 | 125 | 0,09 | 2,1 | 0,6 | 1,9 |
| CL8 | 20 | 4 | 1,1 | 3,7 | 3 | 2,2 | 0,2 | 0,02 | 1,3 | 5,1 | 116 | 0,03 | 2,2 | 0,9 | 1,9 |
| CL10 | 9 | 8 | 1,2 | 4,1 | 2 | 1,9 | 0,2 | 0,24 | 1,4 | 4,5 | 120 | 0,11 | 2,2 | 0,7 | 1,8 |
| CL11 | 7 | 8 | 1,3 | 3,8 | 1 | 1,8 | 0 | 0,26 | 1,2 | 5 | 120 | 0,11 | 2 | 0,7 | 1,6 |
| CL12 | 5 | 9 | 1,1 | 4 | 1 | 2 | 0,2 | 0,16 | 1,4 | 4,8 | 119 | 0,05 | 2,2 | 0,8 | 1,8 |
| CL13 | 8 | 8 | 1,3 | 3,6 | 1 | 2 | 0,1 | 0,15 | 1,4 | 4,6 | 116 | 0,06 | 2,1 | 0,7 | 1,5 |
| CL14 | 5 | 8 | 1,2 | 3,7 | 1 | 2,5 | 0,3 | 0,21 | 1,7 | 4,9 | 115 | 0,07 | 2,2 | 0,7 | 2 |
| CL15 | 2 | 10 | 1,2 | 3,9 | 0 | 1,9 | 0,4 | 0,19 | 1,6 | 4,5 | 122 | 0,05 | 2,1 | 0,5 | 1,7 |
| CL17 | 1 | 10 | 1,1 | 4,4 | 0 | 1,9 | 0,2 | 0,06 | 1,3 | 4,6 | 137 | 0,12 | 2,2 | 0,6 | 1,5 |
| CL18 | 7 | 9 | 1,1 | 3,9 | 1 | 1,5 | 0,2 | 0,09 | 1,3 | 4,8 | 118 | 0,05 | 2,3 | 0,6 | 1,6 |
| CL19 | 8 | 3 | 1 | 4,3 | 1 | 1,9 | 0,3 | 0 | 1,5 | 5,1 | 126 | 0 | 2,1 | 0,8 | 1,5 |
| CL20 | 11 | 8 | 1,2 | 3,6 | 2 | 2,1 | 0,3 | 0,16 | 1,5 | 5,2 | 125 | 0,05 | 2,2 | 0,6 | 1,7 |
| CL21 | 7 | 8 | 1,1 | 4,1 | 1 | 1,7 | 0,1 | 0,07 | 1,4 | 5,1 | 137 | 0,11 | 2,2 | 0,9 | 1,6 |
| CL22 | 16 | 6 | 1,1 | 4,3 | 3 | 2,1 | 0,3 | 0 | 1,1 | 5,3 | 146 | 0,29 | 1,9 | 0,6 | 2,6 |

Tab. 10: Cluster averages of the discriminating variables (fathers)

| | HPW | UNI | STAT | HAUPTWERBBS EINKOMMEN | OSTWEST | HS | WOHNFLAECHE | SOZIALHILFE | STUETZE | OSA | HHEINKOMMEN | GESUND |
|----------------------------|-------------|-------------|-------------|--------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Part-R ² [%] | 24 | 11 | 8 | 6 | 6 | 3 | 3 | 3 | 2 | 2 | 2 | 2 |
| α [%] | 0,01 | 0,01 | 0,01 | 0,01 | 0,01 | 0,01 | 0,02 | 0,11 | 0,82 | 1,27 | 1,95 | 4,57 |
| CL1 | 46 | 0,6 | 2,7 | 10 | 1,1 | 0,1 | 133 | 0 | 0,04 | 0 | 5,4 | 2,9 |
| CL2 | 36 | 0,2 | 4,2 | 8 | 1,1 | 0,5 | 116 | 0,02 | 0,09 | 0 | 5 | 2,9 |
| CL3 | 50 | 0,3 | 3,1 | 8 | 1,2 | 0,3 | 131 | 0 | 0,07 | 0,01 | 4,8 | 2,8 |
| CL5 | 43 | 0,5 | 3,5 | 9 | 1,1 | 0,2 | 126 | 0,01 | 0,04 | 0 | 5,1 | 2,9 |
| CL7 | 40 | 0,3 | 4 | 9 | 1,2 | 0,3 | 122 | 0 | 0,03 | 0,1 | 4,9 | 2,9 |
| CL8 | 39 | 0,2 | 4,4 | 8 | 1,4 | 0,4 | 115 | 0,01 | 0,06 | 0,01 | 4,8 | 2,8 |
| CL9 | 38 | 0,1 | 4,8 | 8 | 1,3 | 0,4 | 111 | 0 | 0,04 | 0,06 | 4,7 | 2,9 |
| CL10 | 38 | 0,3 | 3,4 | 8 | 1,1 | 0,3 | 118 | 0 | 0 | 0,03 | 4,8 | 2,7 |
| CL11 | 39 | 0,5 | 3,3 | 10 | 1,1 | 0,2 | 129 | 0,03 | 0,05 | 0 | 5,3 | 2,8 |
| CL12 | 39 | 0,02 | 4,7 | 8 | 1,2 | 0,6 | 112 | 0 | 0,07 | 0,02 | 4,6 | 2,7 |
| CL14 | 12 | 0,2 | 9,1 | 2 | 1,3 | 0,5 | 119 | 0,01 | 0,28 | 0,01 | 4,6 | 2,4 |
| CL15 | 23 | 0,3 | 7,2 | 5 | 1,2 | 0,3 | 114 | 0,08 | 0,15 | 0,03 | 4,6 | 2,4 |
| CL17 | 39 | 0,5 | 3,4 | 9 | 1,1 | 0,2 | 128 | 0 | 0,03 | 0 | 5,3 | 2,9 |
| CL20 | 29 | 0,2 | 6,2 | 5 | 1,3 | 0,3 | 108 | 0,04 | 0,28 | 0 | 4,3 | 2,8 |
| CL22 | 17 | 0,2 | 8,4 | 4 | 1,2 | 0,5 | 111 | 0 | 0,33 | 0,02 | 4,6 | 2,2 |
| CL24 | 14 | 0,3 | 8,1 | 3 | 1,3 | 0,3 | 113 | 0,01 | 0,35 | 0,04 | 4,3 | 2,6 |
| CL26 | 20 | 0,4 | 7,1 | 5 | 1,1 | 0,3 | 138 | 0 | 0,14 | 0,03 | 4,7 | 2,6 |
| CL28 | 15 | 0,2 | 8,2 | 3 | 1,1 | 0,4 | 131 | 0,06 | 0,27 | 0,09 | 4,5 | 2,6 |

4.2.1 Couples without children

As shown in the first two lines of Tables 11 and 12, working hours per week, social status and age have the highest discriminatory power with respect to women without children. For childless men, the same variables appear in the analysis. Clearly, the variables concerning schooling are significant, especially for men (with and without children)

Tab. 11 Cluster averages of the discriminating variables (childless women)

| | HPW | STAT | ALTER | OSTWEST | ABI | QUANTBER | QUANTEHR | SAT | STUETZE | CAM | INTERNET |
|-------------------------|------|------|-------|---------|------|----------|----------|-----|---------|-----|----------|
| Part-R ² [%] | 67 | 20 | 8 | 6 | 5 | 5 | 5 | 4 | 4 | 4 | 4 |
| α [%] | 0,01 | 0,01 | 0,01 | 0,01 | 0,04 | 0,09 | 0,3 | 1,3 | 1,4 | 2,3 | 2,5 |
| CL1 | 32 | 4 | 45 | 1,3 | 0,4 | 2,5 | 3,4 | 0,4 | 0,1 | 0,3 | 0,6 |
| CL2 | 35 | 4 | 43 | 1,2 | 0,4 | 2,5 | 3,4 | 0,3 | 0,04 | 0,2 | 0,6 |
| CL3 | 34 | 4 | 47 | 0,5 | 0,1 | 2,4 | 3,5 | 0,5 | 0,1 | 0,3 | 0,4 |
| CL4 | 2 | 11 | 62 | 0,4 | 0,1 | 3,6 | 3,5 | 0,3 | 0,1 | 0,2 | 0,2 |
| CL6 | 18 | 4 | 51 | 1,1 | 0,3 | 2,2 | 2,7 | 0,3 | 0,1 | 0,2 | 0,6 |
| CL7 | 2 | 11 | 64 | 1,3 | 0,2 | 3,7 | 3,7 | 0,4 | 0,1 | 0,2 | 0,2 |
| CL8 | 1,2 | 12 | 66 | 1,3 | 0,2 | 3,8 | 3,3 | 0,5 | 0,05 | 0,1 | 0,2 |
| CL9 | 22 | 4 | 52 | 1,2 | 0,1 | 2,4 | 3,3 | 0,4 | 0,03 | 0,2 | 0,3 |
| CL10 | 2 | 11 | 63 | 1,2 | 0,2 | 3,8 | 3,4 | 0,4 | 0,1 | 0,1 | 0,3 |
| CL11 | 10 | 10 | 56 | 1,3 | 0,2 | 3,3 | 3,6 | 0,3 | 0,1 | 0,1 | 0,4 |
| CL13 | 5 | 11 | 59 | 1 | 0,2 | 3,4 | 3,2 | 0,4 | 0,02 | 0,3 | 0,4 |
| CL15 | 4 | 11 | 61 | 1,3 | 0,05 | 3,7 | 2,9 | 0,2 | 0,1 | 0,2 | 0,2 |
| CL16 | 3 | 11 | 60 | 1,1 | 0,2 | 3,4 | 3,5 | 0,5 | 0,2 | 0,4 | 0,2 |
| CL17 | 2 | 11 | 61 | 1,1 | 0,3 | 3,5 | 1,9 | 0,3 | 0,2 | 0,3 | 0,3 |
| CL18 | 0 | 12 | 64 | 1,2 | 0,1 | 3,9 | 3 | 0,6 | 0 | 0,1 | 0,1 |
| CL19 | 10 | 10 | 53 | 1,1 | 0,2 | 3,6 | 3 | 0,6 | 0,2 | 0,4 | 0,5 |
| CL21 | 2 | 10 | 60 | 1,3 | 0,2 | 3,5 | 3,1 | 0,4 | 0,05 | 0,1 | 0,4 |

Table 12: Cluster averages of the discriminating variables (childless men)

| | HPW | ALTER | HS | STAT | OSTWEST | OSA | QUANTEHR |
|----------------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------|
| Part-R ² [%] | 70 | 8 | 7 | 6 | 6 | 5 | 4 |
| α [%] | 0,01 | 0,01 | 0,01 | 0,02 | 0,04 | 0,3 | 2,2 |
| CL1 | 42 | 50 | 0,2 | 3 | 1,2 | 0 | 3,1 |
| CL2 | 39 | 49 | 0,5 | 4 | 1,2 | 0,01 | 3,3 |
| CL3 | 45 | 46 | 0,4 | 4 | 1,2 | 0 | 3,5 |
| CL4 | 33 | 53 | 0,6 | 5 | 1,2 | 0,1 | 3,3 |
| CL5 | 6 | 59 | 0,6 | 9 | 1 | 0 | 3,4 |
| CL7 | 3 | 64 | 0,5 | 11 | 1,1 | 0,03 | 3 |
| CL8 | 2 | 67 | 0,5 | 11 | 1,6 | 0,03 | 3,3 |
| CL11 | 3 | 67 | 0,5 | 11 | 1,1 | 0,08 | 3,5 |
| CL15 | 3 | 66 | 0,5 | 10 | 1,2 | 0 | 2,9 |
| CL17 | 8 | 60 | 0,7 | 9 | 1,3 | 0,03 | 3,3 |
| CL18 | 3 | 63 | 0,5 | 10 | 1,4 | 0 | 3,4 |
| CL19 | 11 | 64 | 0,3 | 9 | 1 | 0 | 3,9 |
| CL20 | 2 | 69 | 0,6 | 11 | 1,2 | 0 | 3,2 |
| CL21 | 1 | 68 | 0,5 | 11 | 1,3 | 0 | 3,2 |
| CL25 | 4 | 66 | 0,5 | 10 | 1,3 | 0 | 3,5 |
| CL28 | 6 | 62 | 0,3 | 9 | 1,1 | 0,03 | 2,9 |

4.3 The canonical analysis

Canonical analysis is a statistical model for studying relationships between groups of variables in a data set. Hence, it serves to control the discrimination criteria. The data set is split into two groups or matrices. For the present investigation, Clusters 1 – 17 build the first matrix $(x_1 \dots x_m)$, while the second matrix $(y_1 \dots y_m)$ consists of the discriminating variables. All the variables are scaled metrically. In the canonical analysis, one of the matrices is constrained by the other and both are examined simultaneously. The emphasis is on the question of whether there is a correlation between the groups of variables.

The SAS-procedure CANDISC is run stepwise: it works by finding the linear combination of x variables (x_1, x_2) etc. and linear combinations of y variables (y_1, y_2) etc.:

$$a_1 = c_{11}x_1 + \dots + c_{1m}x_m$$

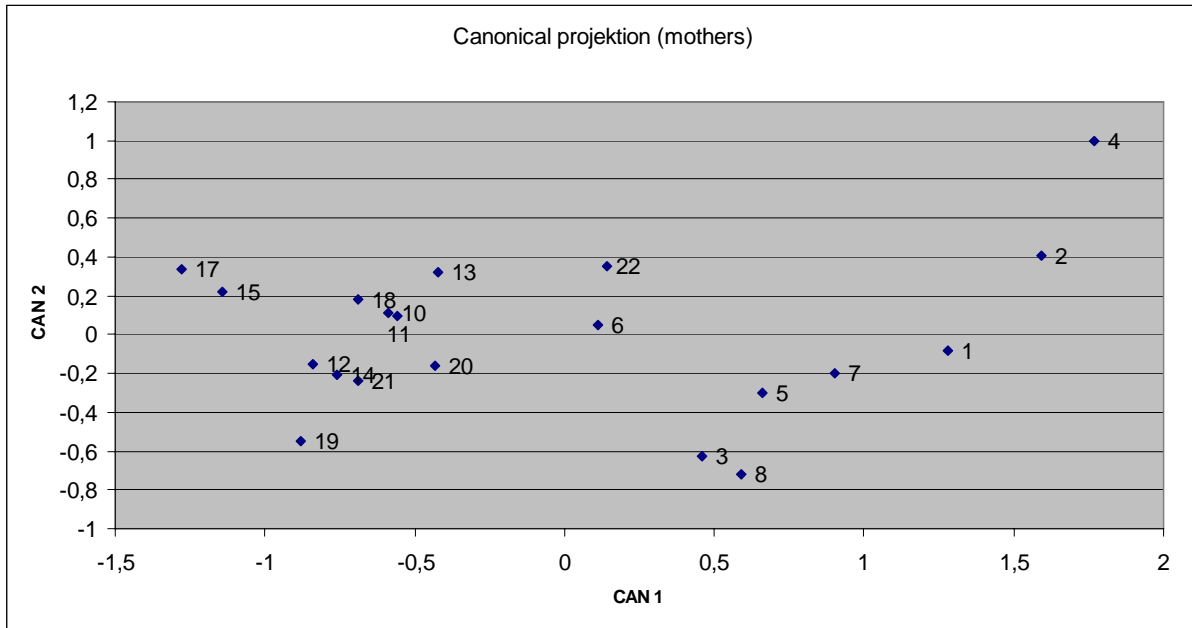
$$b_1 = d_{11}y_1 + \dots + d_{1m}y_m$$

which are most highly correlated ($r_{a_1 b_1} \rightarrow \text{Max}$). This combination is known as the "first canonical variates", which are usually denoted α and β , with the pair of α_1 and β_1 being referred to as a "canonical function". The next canonical functions, α_2 and β_2 , are then restricted so that they are uncorrelated with α_1 and β_1 : $r_{a_1 a_2} = 0, r_{b_1 b_2} = 0, r_{a_1 b_2} = 0, r_{a_1 a_2} = 0$ und $r_{b_1 a_2} = 0$.

All variables are scaled, so that the variance equals 1.

In Figure 1, the first canonical variant is labelled CAN1 and the second CAN2. The planar presentation of CAN1 and CAN2 is called canonical projection. In Figure 1, we show – as an example – the canonical projection for the clusters consisting of mothers.

Fig. 7 Canonical projection (mothers)



The clusters of all the full-time employees (1, 2, 4) are located in the north-east of the projection, while the part-time employees (Cluster 3, 5, 7, 8) lie in the south-east. In the middle of the figure, all the employees that work only a few hours and the apprentices can be found. In the west the unemployed and the scholars are located.

5. Explanatory power of cluster-affiliations in a socio-economic context

In this section, it is shown that the cluster affiliation has the potential to forecast socio-economic dimensions. Some dimensions selected as examples will be analysed randomly for that purpose. The set of variables in the tables is enlarged by means of dummy variables that can only take the values 1 or 0 and describe the affiliation to a cluster. This means that 20 dummy variables were added for the mothers, 19 for fathers, 17 for childless women and 16 for childless men.

At any time, one of the variables from Tables 1 to 4 was chosen as the dependent variable, while the cluster affiliations and all other variables were chosen as explanatory variables. A multiple linear regression was run. As expected, not all the regressors turned out to be significant (a level of 10 % was selected). The “Forward Selection-option” of the SAS-Procedure REG³⁰ was used in order to eliminate the non-significant variables. If any cluster-affiliations (dummy variables) persist in the remaining set of variables, the cluster-affiliation must be considered as a significant variable in the analysis. Because it does not seem meaningful to

³⁰ See SAS-Institute (2003), p. 2947

demonstrate all regressions at this point, as an example, a short overview is provided in Tables 13 to 16. Plus and minus signs marked by a “ * ” indicate that the cluster affiliations are even significant at a level of significance of 5%. Plus signs mean that the corresponding dummy variable has a positive influence on the dependant variable; a minus sign means that the corresponding dummy variable has a negative influence on the dependant variable.

The variables declared as independent are located in the first line. An entry for this variable in the table means that the cluster-affiliation, located in the first column, is a significant variable in the analysis, besides other socioeconomic variables. A plus sign signals a positive coefficient and vice versa.

Tables 13 to 16 show that cluster affiliations compete with other socioeconomic variables, while indicating that the variables in the heading are dependent. According to the results given in Tables 13 to 16, it can be assumed that affiliation to a certain household style must be regarded as an autonomous category for analysis. This enables an improvement in the proportion of explained variance and predictive power.

5.1 Parents

The variables age, working hours per week, health state and number of internet connections are regarded as examples of dependent variables. As can be seen in Tables 13 and 14, cluster affiliations remain in the linear regression at a level of significance of 10%, in some cases even at a level of significance of 5%. While the tables mentioned above only demonstrate examples, the complete regressions are shown in Table A and B (in the appendix).

Tab. 13 Cluster affiliations as significant regressors (mothers)

| CLUSTER | CHARACTERISATION | ALTER | HPW | GESUND | INTERNET |
|---------|---|-------|-----|--------|----------|
| 1 | Full-time employees | | +* | | |
| 2 | Full-time employees, get up earlier than Cluster 1 and need longer for personal hygiene | | +* | | |
| 3 | Part-time employees, shift workers | | +* | +* | |
| 4 | Full-time employees, early shift | | +* | | |
| 5 | Part-time employees, working predominantly in afternoons and evenings | | +* | | |
| 6 | Apprentices | | | +* | |
| 7 | Part-time employees, working in the mornings | | +* | | .* |
| 8 | Part-time employees, working predominantly in the morning, but less hours than Cluster 7 and earning less | | +* | | +* |
| 10 | Working regularly, but less than 18 hours, sleep long hours, strollers | | | | |
| 11 | Pupils/students, spend a lot of time preparing for school/lectures | | | | |
| 12 | Pupils/students, watch a lot of TV | | | .* | |
| 13 | Working regularly, but less than 18 hours, spend a lot of time for shopping | | | .* | |
| 14 | Occasional employees, homely | | | | |
| 15 | Scholars | | | | |
| 17 | Unemployed | | | | |
| 18 | Occasional employees, are younger, sleep earlier and get up earlier than cluster 14 | | | | |
| 19 | Unemployed, honorary engagement | | | | |
| 20 | Occasional employees, partygoers | | | | |
| 21 | Occasional employees with young children | | | | |
| 22 | Employees working only few hours | +* | | | |

Tab. 14 Cluster affiliations as significant regressors (fathers)

| CLUSTER | CHARACTERISATION | ALTER | HPW | GESUND | INTERNET |
|---------|--|-------|-----|--------|----------|
| 1 | Full-time employees, normal shift | | +* | | |
| 2 | Full-time employees, early shift | | | | |
| 3 | Full-time employees, early or normal shift, working longer than cluster 1 and 2 | | +* | | |
| 4 | Full-time employees, late shift, working more than 10 hours a week | | +* | | |
| 5 | Full-time employees, get up later than cluster 7 and having a shorter distance to work | | +* | | |
| 7 | Full-time employees, early riser, long distance to work | | +* | | |
| 8 | Full-time employees, early shift, long distance to work | | +* | | |
| 9 | Full-time employees, work from noon onwards | | | | |
| 10 | Full-time employees, late shift, partner also works | | +* | | |
| 11 | Full-time employees, normal shift, socialise in the evening | | | | .* |
| 12 | Full-time employees, only work in the morning | | +* | - | |
| 14 | Apprentices, have plants at home and keep pets | +* | | | .* |
| 15 | Part-time employees, homemaker | | | | |
| 17 | Full-time employees, public servant | | | | |
| 20 | Part-time employees, hobbyists, voluntary workers | | | | |
| 22 | Part-time working employees, higher income than cluster 20 | | | .* | |
| 24 | Apprentices | | - | | |
| 26 | Apprentices, part-time employees, partner earns about the same amount | | | | |
| 28 | Apprentices, homemaker | | | | |

5.2 Couples without children

The same examples were used with regard to childless couples. For childless women and men, cluster affiliations also remain in the linear regression analysis at a level of significance of 10% (Tables 15 and 16). The complete regressions for the childless couples are listed in Table C and D in the appendix.

Tab. 15 Cluster affiliations as significant regressors (childless women)

| CLUSTER | CHARACTERISATION | ALTER | HPW | GESUND | INTERNET |
|---------|--|-------|-----|--------|----------|
| 1 | Full-time employees, normal shift | .* | +* | | |
| 2 | Part-time employees | .* | +* | | .* |
| 3 | Full-time employees, early shift | .* | +* | | - |
| 4 | Retirees/older unemployed, long break at noon | | | | |
| 6 | Apprentices | | + | | |
| 7 | Unemployed | | | .* | |
| 8 | Retirees | | | | |
| 9 | Part-time employees, housework in the morning, paid work from afternoon until evening | | +* | | |
| 10 | Retirees | | | | |
| 11 | Occasional employees, invalids | | | | |
| 13 | Unemployed, spend a lot of time at home | | | | |
| 15 | Retirees, housework in the morning, socialise in the afternoon | | | +* | |
| 16 | Occasional employees, cleaning the home in the morning, washing clothes and dishes in the afternoon | | | - | - |
| 17 | Retirees and older unemployed, housework in the morning, gardening in the afternoon | | | | |
| 18 | Retirees, spend much time at home, washing in the afternoon | | | | |
| 19 | Occasional employees, housework in the morning, shopping and ironing from late afternoon until evening | .* | | | |
| 21 | Occasional employees, go to bed early, early riser, spend much time at home | | | | |

Tab. 16 Cluster affiliations as significant regressors (childless men)

| CLUSTER | CHARACTERISATION | ALTER | HPW | GESUND | INTERNET |
|---------|---|-------|-----|--------|----------|
| 1 | Full-time employees, normal shift | | +* | | |
| 2 | Full-time employees, normal shift, longer commute to work, early riser | | +* | | |
| 3 | Full-time employees, late shift | | +* | +* | .* |
| 4 | Part-time employees | | +* | | |
| 5 | Occasional employees, very homely, late riser | | | | |
| 7 | Retirees, go shopping in the morning and socialise with friends in the afternoon | | | | |
| 8 | Retirees or older unemployed, watch TV in the afternoons | + | | | |
| 11 | Retirees, work in the garden, especially in the morning | | | | |
| 15 | Occasional working employees, spend a lot of time looking after their plants | | | | |
| 17 | Occasional employees, work in the morning, take a long break at noon at watch lots of TV in the evening | | | | |
| 18 | Apprentices / pupils | | | | |
| 19 | Occasional employees, spend very much time at home, long break at noon | | | | |
| 20 | Older retirees, long break at noon | +* | | | |
| 21 | Retirees, spend very much time at home, early riser | + | | | |
| 25 | Retirees or older unemployed, go shopping in the morning, stay at home in the afternoon | | | | |
| 28 | Occasional employees, voluntary work in the morning, socialise in the afternoon | | | | |

In conclusion, one can say that cluster affiliations, used as examples of variables, are significant in addition to other socioeconomic variables for all the investigated variables introduced as dependent variables. Therefore, cluster affiliations must be regarded as an independent category for analysis. They increase the explained variance and our ability to forecast socio-economic variables.

6. Conclusions and future research

The aim of the present investigation was to demonstrate the potential to identify household styles by means of cluster analysis on the basis of individual time-use patterns. This aim was indeed achieved with respect to the analysed groups - couples with and without children. The emerging clusters are clearly differentiated and withstand a plausibility check. A comparison of the results of the procedure STEPDISC has shown that there are several similarities between singles, couples with children and childless couples. The variable HPW (working hours per week) has the greatest discriminatory strength for all investigated groups of persons. It is hence best suited for discriminating between the clusters.

Furthermore, it could be demonstrated that the cluster analysis approach raises the predictive strength of socioeconomic theory, compared to the exclusive use of more conventional multivariate analysis, given that the cluster affiliation provides an autonomous explanation of the socioeconomic dimensions to be defined or specified.

The results from Hufnagel (2004) and Grossmann (2007) concerning single households could successfully be extended to the case of couples.

From a practical point of view, the most useful result seems to be the connection of cluster affiliations with the state of health. Further in-depth investigation is required to determine in which way certain household styles influence individual health.

Regarding to the results of the present analysis, which was limited to couples with and without children, the investigation should be extended to multi-person households. The results allow for the assumption that the clusters can be differentiated even more distinctly from one another by including not only the time pulses, but also those socioeconomic variables which contribute to differentiating the clusters with a high level of significance. Hence, it is necessary to test whether both groups of variables can be linked in calculating the distances, so as to form the most differentiated clusters possible.

Finally, the calculation of distance matrices needs to be varied. For example, the definition of distances could be softened by allowing time lags between the daily courses of the analysed persons. Furthermore distances between households must be defined so that, using the concept of Minkowski norms, they aggregate the individual distances of household members.

Finally, Minkowski-like distances must be compared to genom-distance-like concepts, which were suggested for time-use comparisons by Wilson (1999).

Appendix

Table A: Cluster affiliations as significant regressors (mothers)

| | CLUS1 | CLUS2 | CLUS3 | CLUS4 | CLUS5 | CLUS6 | CLUS7 | CLUS8 | CLUS1 0 | CLUS1 1 | CLUS1 2 | CLUS1 3 | CLUS1 4 | CLUS1 5 | CLUS1 7 | CLUS1 8 | CLUS1 9 | CLUS2 0 | CLUS2 1 | CLUS2 2 | |
|------------------|-------|-------|-------|-------|-------|-------|-------|-------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|---|
| OSA | - | | + | | | | | | + | | - | | + | | | | | | | | |
| HS | - | | | | | | | | | | - | | | | | | | | | | |
| RS | - | | | | | | | | | | - | | | | | | | | | | |
| ABI | - | | | | | | | | | | - | | | | | | | | | | |
| LEHRE | | | | | | | | | | | - | | | - | | + | | | | | + |
| UNI | | | | | | | | | | | | | | - | | | | | | | |
| SPONTAN | | | | | | | | | | | | | + | | | | | | | | |
| HEE | | + | | | | | | | | | | | | | | | | | | | |
| SATHAUS | | | | | | | | | | | | | | - | | + | | | | | |
| QUANTFER EI | | | | - | | | | | | - | | | + | | | | | | | | |
| QUANT- HAUS | | | | | | | | | | - | | | | | | | | | | | |
| EKK | | | | | | - | | | | | | | | | | | | | | | |
| SOZIAL- HILFE | | | | | | | | | + | + | | | | | | | | | | | |
| STUETZE | | | | | - | | | | | | | | | | | | | | | | |
| PKW | | | | | | | | | | + | | | | | | | | | | | - |
| LAVADOR A | | | | | | | | | | | | | | | | | | | | - | |
| MIKRO | | | | | | | | + | | | | | | | | | | | | | |
| S | | | | | | + | | | + | | | | | | | | | | | | |
| OSTWEST | | | - | | | | - | - | | | | | | | | | | | | | |
| SAT | + | | | | | | | | | | | + | | | | | | | | | |
| PAYTV | | | | | | | | | + | | | | | | | | | | | | |
| HIFI | | | | | + | | | | | | | | | | - | | - | | | | |
| PC | | | | | | | | | | | | | + | | | | | | | | |
| VIDEO | | | | | | | | | | | | | | | + | | | | | | |
| DVD | + | | | | | | | | - | | | | | | | | | | | | |
| CAM | + | | + | | | | | | | | | | | + | | | | | | | |

Table B: Cluster affiliations as significant regressors (fathers)

| | CLUS1 | CLUS2 | CLUS3 | CLUS4 | CLUS5 | CLUS7 | CLUS8 | CLUS9 | CLUS10 | CLUS11 | CLUS12 | CLUS13 | CLUS14 | CLUS15 | CLUS17 | CLUS20 | CLUS22 | CLUS24 | CLUS26 | CLUS28 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| OSA | | - | | | | | | + | | | | | | | | | | | - | |
| HS | | - | | | | | | + | | | | | | + | | | | | - | |
| RS | | - | | | | | + | + | | | | | | + | | | | | | |
| ABI | | - | | | | | | + | | | | | | + | | | | | | |
| LEHRE | | | | - | | | | | | | | | | | | | | | | |
| UNI | + | | | | | | | | | | | | | | | | | | + | |
| SPONTAN | | | - | | | | | | | | | | - | - | | | | - | | |
| HEE | | + | | - | + | + | | + | | + | + | | - | | | | | | | |
| SATHAUS | | | | | | | | | | | | | | | | | | - | - | |
| QUANTFREI | | | | | | | | | | | | | | | | | + | | | |
| QUANTHAUS | | + | | - | | | | | + | | | | | | | | | | | |
| EKK | | | | + | | | | | - | | | | | | | | | | | |
| SOZIALHILFE | | | | | | | | | | | | | | + | | | | | | |
| STUETZE | | | | | | | | - | | | - | | | | | | | | | |
| PKW | + | | | | | + | | | | + | | | | | | | | + | | |
| LAVADORA | | | - | | | | | | - | | | | | | | | | | | |
| MIKRO | | | | | | | | | + | | - | | | | | | | | | |
| RAD | | | | | | | | | | | - | | | | | | | | - | |
| S | | | | | | | | | | | | | - | | | | | | | |
| OSTWEST | | | | | | | + | | | | | | | | | | | | - | |
| SAT | | | | | | | | | | | | | | | | | - | + | - | |
| PAYTV | | | | | | | | | | | | | | | | | + | | | |
| HIFI | | | | | | | - | | | | + | | | | | | | | - | |
| PC | | + | | | | - | | | | | | | | | | | - | | | |
| VIDEO | + | | | | | | + | | | | | | | | | | + | | | |
| DVD | | | | + | | | | | | | | | | + | | | | | | |
| CAM | | | | | | | | | - | | | | | | | | + | | | |

Table C: Cluster affiliations as significant regressors (childless women)

| | CLUS1 | CLUS2 | CLUS3 | CLUS4 | CLUS6 | CLUS7 | CLUS8 | CLUS9 | CLUS10 | CLUS11 | CLUS12 | CLUS13 | CLUS14 | CLUS15 | CLUS16 | CLUS17 | CLUS18 | CLUS19 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| OSA | | | | | + | | | | | | | | | | | | | |
| HS | | | | | | | + | - | | | | | | | | | | |
| RS | | | | | | | + | - | | | | | | | | | | |
| ABI | | | | | | | + | - | | | | | | | | | | |
| LEHRE | | | | | | | | | | | | | | | | | | |
| UNI | - | | | | | | | | | | | | | | | | | |
| SPONTAN | | | | + | | | | | | + | | | | | | | | |
| HEE | | + | | | + | | | | | | | | | | | | | |
| SATHAUS | | | - | | | | | | | | | | | | | | | |
| QUANTFREI | | - | | | | | | | | | | | | | | | | |
| QUANTHAUS | - | - | | | - | | | + | | | | | + | | | | | |
| SATFREI | | + | | | | | | | | | | | | | | | | |
| EKK | | | | | | | | | | | + | | | | | | | |
| SOZIALHILFE | | | | | | | | | | | + | | | | | | | |
| STUETZE | | | | | | | - | | | | | | + | + | - | | | |
| HH-EK | | | | | | | | | | | + | | | | | | | |
| PKW | | | | | | | | | | | | + | | | | | | |
| LAVADORA | | | | | | - | | | | | | | | | | | | |
| MIKRO | | | | | - | | | | - | | | | | | | | - | |
| RAD | | | | | | | | | | | | | | | | | | |
| S | | | | | | | | + | | - | | + | + | | | | | |
| OSTWEST | | | + | | | + | + | | | | | + | | | | | | + |
| SAT | | | | - | | | | | | | | | | | | | | |
| KABEL | | | | | | | | | | | | | - | | | | | - |
| PAYTV | | | + | | | | | | | | | + | | | | | + | |
| HIFI | | | - | | + | | - | - | | | | | + | | | | | |
| PC | | | | | | | - | | | | | | | | | | | |
| VIDEO | | | | | | | | | + | | - | | | | | | + | |
| DVD | | + | | | | | | | | | | | | | | | | + |
| CAM | | | | | | | | | | | + | | + | | | | + | |

Table D: Cluster affiliations as significant regressors (childless men)

| | CLUS1 | CLUS2 | CLUS3 | CLUS4 | CLUS5 | CLUS7 | CLUS8 | CLUS11 | CLUS15 | CLUS17 | CLUS18 | CLUS19 | CLUS20 | CLUS21 | CLUS25 | CLUS28 |
|-------------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| OSA | | | | + | | | + | | | | | | | | | + |
| HS | | | | | | | + | | | | - | | | + | | |
| RS | | | | | | | + | | | | | | | + | | |
| ABI | | | | | | | + | | | | | | | + | | |
| LEHRE | | | | | | | | | | + | + | | | | + | |
| UNI | + | | | | | | | + | | | | + | | | + | |
| SPONTAN | - | | | | | | | + | | | | | | - | | |
| HEE | + | + | + | + | | | | | | | | + | | | | |
| SATHAUS | | | | | | | | | | + | | | | | | |
| QUANTFREI | | + | | + | | | | | | | | | | | | |
| QUANTHAUS | + | | | | | | | | | | | | | | | |
| EKK | | | + | | | | | | + | | | | | | | |
| SOZIALHILFE | | | | | | + | | | | + | | | | | | |
| STUETZE | | | | | | + | | | | | | | | | | |
| HH-EK | | | + | | | | | | + | | | | | | | |
| PKW | - | | | | | | | | + | | | | | | | |
| LAVADORA | | | - | | | | | | | | | | | | | |
| MIKRO | | | | | + | - | + | | | | | | | | | |
| S | | | | | + | | | | | | | | | | | |
| OSTWEST | | | | | | | | | + | + | + | | | + | | |
| SAT | | | | | | | | | | | | | | | | - |
| KABEL | - | | | | | | + | | | | | | + | | | - |
| PAYTV | | | + | | | | | | | | | | | | | |
| HIFI | | | | | | | + | + | | | | + | | | | |
| PC | | | | | | | | | | | | - | | | | |
| VIDEO | | | | | | | - | | | | | | | | | |
| DVD | + | | | | | | | | | | | | | | | |
| CAM | | | + | | | | | | | | | | | - | | |

Table E: List of activities

0. Hauswirtschaftliche Tätigkeiten

01. Beköstigung

- 011 Zubereitung von Mahlzeiten
- 012 Tisch auf- und abdecken
- 013 Geschirreinigung
- 014 Haltbarmachen/Konservieren von Lebensmitteln
- 015 Lebensmittel einräumen
- 019 Nicht genau zuteilbare Tätigkeiten im Bereich 01.

02. Wäschepflege

- 021 Pflege und Reinigung von Leder, Textilien und Bekleidung
- 022 Herstellung und Reparatur von Leder, Textilien und Bekleidung
- 029 Nicht zuteilbare Tätigkeiten im Bereich 02.

03. Pflege und Reinigung von Haus und Wohnung

- 031 Pflege und Reinigung innerhalb von Haus und Wohnung
- 032 Pflege und Reinigung außerhalb von Haus und Wohnung
- 039 Nicht genau zuteilbare Tätigkeiten im Bereich 03.

04. Pflanzen- und Tierpflege

- 041 Zier- und Nutzpflanzenpflege
- 042 Zierpflanzenpflege
- 043 Nutzpflanzenpflege
- 044 Haus- und Nutztierpflege
- 045 Haustierpflege
- 046 Nutztierpflege
- 049 Nicht genau zuteilbare Tätigkeiten im Bereich 04.
- 050 Einkäufe überwiegend für den hauswirtschaftlichen Bereich

06. Behördengänge, organisatorische und dispositive Dinge des Haushalts

- 061 Planung und Organisation von eigenen Leistungen des Haushalts
- 062 Inanspruchnahme von Fremdleistungen im Bereich Planung und Organisation für den Haushalt
- 063 Reisevorbereitungen
- 069 Nicht genau zuteilbare Tätigkeiten im Bereich 06.
- 070 Rüstzeiten für hauswirtschaftliche Tätigkeiten

08. Wegezeiten für familiale/hauswirtschaftliche Tätigkeiten

- 081 zu Fuß
- 082 mit dem Fahrrad
- 083 mit dem Kraftrad (Moped, Mofa, Motorrad etc.)
- 084 mit dem Auto (auch Mitfahren im Auto, aber nicht Taxi)
- 085 mit öffentlichen Verkehrsmitteln
- 086 Sonstiges (Taxi, Flugzeug, Schiff etc.)
- 087 ohne Angabe des Verkehrsmittels

09. Wegezeiten für organisatorische und dispositive Dinge des Haushalts (Wegezeiten für die Signiernummern 06.)

- 091 zu Fuß
- 092 mit dem Fahrrad 183 mit dem Kraftrad (Moped, Mofa, Motorrad etc.)
- 093 mit dem Kraftrad (Moped, Mofa, Motorrad etc.)
- 094 mit dem Auto (auch Mitfahren im Auto, aber nicht Taxi)
- 095 mit öffentlichen Verkehrsmitteln
- 096 Sonstiges (Taxi, Flugzeug, Schiff etc.) 097 ohne Angabe des Verkehrsmittels
- 099 Sonstige nicht zuteilbare Tätigkeiten im Bereich 0..

233 Unbezahlte Arbeiten von abhängig Erwerbstätigen

1.. Handwerkliche Tätigkeiten

110 Fahrzeugreparatur und -pflege (Auto, Fahrrad, Motorrad usw.)

12. Reparatur und Herstellung von Gebrauchsgütern

- 121 Reparatur und Herstellung von Gebrauchsgütern für den Haushalt
- 122 Reparatur und Herstellung von Gebrauchsgütern für Freizeitaktivitäten
- 123 Reparatur und Herstellung von Möbeln 124 Kunsthandwerk
- 125 Reparatur und Herstellung von sonstigen Gebrauchsgütern
- 129 Nicht genau zuteilbare Tätigkeiten im Bereich 12.

13. Bauen und Renovieren

- 131 Hausbau
- 132 An- und Umbau
- 133 Ausbau und Renovieren
- 139 Nicht genau zuteilbare Tätigkeiten im Bereich 13.
- 140 Sonstige Arbeiten im handwerklichen Bereich
- 150 Einkäufe überwiegend für den handwerklichen Bereich

16. Planung und Organisation im handwerklichen Bereich

- 161 Planung und Organisation von eigenen Leistungen im handwerklichen Bereich
- 162 Inanspruchnahme von Fremdleistungen für den Haushalt im Bereich Handwerk
- 169 Nicht genau zuteilbare Tätigkeiten im Bereich 16.
- 170 Rüstzeiten für handwerkliche Tätigkeiten

18. Wegezeiten für den handwerklichen Bereich im Zusammenhang mit handwerklichen Tätigkeiten (ohne Wegezeiten für Signiernummer 16.)

- 181 zu Fuß
- 182 mit dem Fahrrad 196 Sonstiges (Taxi, Flugzeug, Schiff etc.)
- 184 mit dem Auto (auch Mitfahren im Auto, aber nicht Taxi)
- 185 mit öffentlichen Verkehrsmitteln
- 186 Sonstiges (Taxi, Flugzeug, Schiff etc.)
- 187 ohne Angabe des Verkehrsmittels

19. Wegezeiten für den handwerklichen Bereich für Planung und Organisation von eigenen und fremden Leistungen (Wegezeiten für Signiernummer 16.)

- 191 zu Fuß
- 192 mit dem Fahrrad
- 193 mit dem Kraftrad (Moped, Mofa, Motorrad etc.)
- 194 mit dem Auto (auch Mitfahren im Auto, aber nicht Taxi)
- 195 mit öffentlichen Verkehrsmitteln
- 197 ohne Angabe des Verkehrsmittels
- 199 Sonstige nicht zuteilbare Tätigkeiten im Bereich 1..

2. Erwerbstätigkeit/Arbeitssuche

21. Erste Erwerbstätigkeit

- 211 Zeit am Arbeitsplatz, Dienstreise, Dienstgang
- 212 Praktikum
- 213 Interne Fort- und Weiterbildung während der Arbeitszeit
- 219 Nicht genau zuteilbare Tätigkeiten im Bereich 21.
- 220 **Zweite Erwerbstätigkeit /Nebenerwerbstätigkeit**
- 23. **Unbezahlte Arbeiten für den Erwerbsbereich (außerhalb der Arbeitszeit)**
- 231 Direkte Gespräche/Kontakte für den eigenen Erwerbsbereich
- 232 Telefonate für den eigenen Erwerbsbereich (außerhalb der Arbeitszeit)

483 mit dem Kraftrad (Moped, Mofa, Motorrad etc.)

zu Hause für den eigenen Beruf (außerhalb der Arbeitszeit)

234 Unbezahlte Arbeiten von mithelfenden Familienangehörigen im familieneigenen Betrieb

235 Unbezahlte Arbeiten für die Erwerbstätigkeit/Qualifikation anderer Haushaltsmitglieder bzw. Personen

239 Nicht genau zuteilbare Tätigkeiten im Bereich 23.

240 Tätigkeiten im Zusammenhang mit der Arbeitssuche

250 Mittagspause zwischen der Erwerbstätigkeit ohne weitere Angaben

270 Rüstzeiten in Verbindung mit der Erwerbstätigkeit/Arbeitssuche

28. Wegezeiten für die Erwerbstätigkeit/Arbeitssuche

281 zu Fuß

282 mit dem Fahrrad

283 mit dem Kraftrad (Moped, Mofa, Motorrad etc.)

284 mit dem Auto (auch Mitfahren im Auto, aber nicht Taxi)

285 mit öffentlichen Verkehrsmitteln

286 Sonstiges (Taxi, Flugzeug, Schiff etc.)

287 ohne Angabe des Verkehrsmittels

29. Fahrdienste für Erwerbstätige /Arbeitssuchende

291 zu Fuß

292 mit dem Fahrrad

293 mit dem Kraftrad (Moped, Mofa, Motorrad etc.)

294 mit dem Auto (auch Mitfahren im Auto, aber nicht Taxi)

295 mit öffentlichen Verkehrsmitteln

296 Sonstiges (Taxi, Flugzeug, Schiff etc.)

297 ohne Angabe des Verkehrsmittels

299 Sonstige nicht zuteilbare Tätigkeiten im Bereich 2..

3. Ehrenamt/soziale Hilfeleistungen (unbezahlt)

310 Ehrenamtliche Funktionen und Wahrnehmung von Aufgaben

32. Pflege und Betreuung im Rahmen von sozialen Hilfeleistungen

321 Pflege und Betreuung von Personen bei Wohlfahrtsverbänden

322 Pflege und Betreuung von Personen bei kirchlichen und weltanschaulichen Organisationen

323 Pflege und Betreuung von Personen bei Selbsthilfeorganisationen/-gruppen

329 Nicht genau zuteilbare Tätigkeiten im Bereich 32

370 Rüstzeiten für Ehrenämter/soziale Hilfeleistungen

38. Wegezeiten im Zusammenhang mit Ehrenämtern/sozialen Hilfeleistungen

381 zu Fuß

382 mit dem Fahrrad

383 mit dem Kraftrad (Moped, Mofa, Motorrad etc.)

384 mit dem Auto (auch Mitfahren im Auto, aber nicht Taxi)

385 mit öffentlichen Verkehrsmitteln

386 Sonstiges (Taxi, Flugzeug, Schiff etc.)

387 ohne Angabe des Verkehrsmittels

399 Sonstige nicht zuteilbare Tätigkeiten im Bereich 3.

4. Qualifikation/Bildung

410 Schule/Studium

420 Fort- und Weiterbildung für die Berufstätigkeit (außerhalb der Arbeitszeit für die Berufstätigkeit)

430 Qualifikation für Haushalt und Familie

440 Qualifikation aus persönlichen Gründen

450 Mittagspause von Schülern und Studenten ohne weitere Angaben

470 Rüstzeiten für Qualifikation und Bildung

48. Wegezeiten für die Qualifikation/Bildung

481 zu Fuß

482 mit dem Fahrrad

721 Sport

722 Spaziergehen

484 mit dem Auto (auch Mitfahren im Auto, aber nicht Taxi)

485 mit öffentlichen Verkehrsmitteln

486 Sonstiges (Taxi, Flugzeug, Schiff)

487 ohne Angabe des Verkehrsmittels

499 sonstige nicht zuteilbare Tätigkeiten im Bereich 4.

5. Persönlicher Bereich physiologische Regeneration

51. Schlafen/Ausruhen

511 Schlafen

512 Ausruhen/Nichtstun

519 Nicht genau zuteilbare Tätigkeiten im Bereich 51.

52. Körperpflege

521 Allgemeine Körperpflege

522 Erledigungen in persönlichen Angelegenheiten

529 Nicht genau zuteilbare Tätigkeiten im Bereich 52.

53. Essen

531 Essen zu Hause

532 Essen im Restaurant/öffentlichem Gastgewerbe

533 Essen in der Kantine

539 Essen, sonstiges

570 Rüstzeiten für den persönlichen Bereich/die physiologische Regeneration

58. Wegezeiten für den persönlichen Bereich/die physiologische Regeneration

581 zu Fuß

584 mit dem Auto (auch Mitfahren im Auto, nicht Taxi)

585 mit öffentlichen Verkehrsmitteln

586 Sonstiges (Taxi, Flugzeug, Schiff etc.)

587 ohne Angabe des Verkehrsmittels

599 Sonstige nicht zuteilbare Tätigkeiten im Bereich 5

6. Kontakte/Gespräche/Geselligkeit

61. Direkte Gespräche/Kontakte

611 Gespräche persönlichen Inhalts

619 Nicht genau inhaltliche zuteilbare Gespräche

62. Telefonate

621 Telefonate persönlichen Inhalts

629 Nicht genau inhaltlich zuteilbare Gespräche

63. Geselligkeit

631 Zu Besuch/Besuch empfangen

632 Familienfestlichkeiten

633 Ausgehen

639 Nicht genau zuteilbare Tätigkeiten im Bereich 63.

640 Ausflüge

670 Rüstzeiten für Kontakte/Gespräche/Geselligkeit

68. Wegezeiten für Kontakte/Gespräche/Geselligkeit

681 zu Fuß

682 mit dem Fahrrad

683 mit dem Kraftrad (Moped, Mofa, Motorrad etc.)

684 mit dem Auto (auch Mitfahren im Auto, aber nicht Taxi)

685 mit öffentlichen Verkehrsmitteln

686 Sonstiges (Taxi, Flugzeug, Schiff etc.)

687 ohne Angabe des Verkehrsmittels

699 Sonstige nicht zuteilbare Tätigkeiten im Bereich 6.

7. Mediennutzung/Freizeitaktivitäten

71. Mediennutzung

711 Fernsehen/Video

712 Radio hören

713 Musik hören (Platte, CD, Kassette)

714 Bücher lesen

715 Tageszeitungen lesen

716 Zeitschriften lesen

717 Sonstiges Lesen

718 Tätigkeiten am Computer

719 Nicht genau zuteilbare Tätigkeiten im Bereich 71.

72. Spiel und Sport

970 Nicht zuteilbare Rüstzeiten

98. Nicht zuteilbare Wegezeiten/Fahrdienste

723 Spielen
724 Besuch von Freizeitveranstaltungen in Schulen/Jugendzentren/ Gemeinden für Kinder/Jugendliche
729 Nicht genau zuteilbare Tätigkeiten im Bereich 72.
73. Musik und Kultur
731 Musizieren
732 Besuch von politischen/religiösen/kulturellen/sportlichen Veranstaltungen
733 Besuch von Ausstellungen/Museen/Theater/Kino/Kabarett
739 Nicht genau zuteilbare Tätigkeiten im Bereich 73.
740 Sonstige Freizeitaktivitäten
770 Rüstzeiten für Mediennutzung/Freizeitaktivitäten
78. Wegezeiten für Freizeitaktivitäten
781 zu Fuß
782 mit dem Fahrrad
783 mit dem Kraftrad (Moped, Mofa, Motorrad etc.)
784 mit dem Auto (auch Mitfahren im Auto, aber nicht Taxi)
785 mit öffentlichen Verkehrsmitteln
786 Sonstiges (Taxi, Flugzeug, Schiff etc.)
787 ohne Angabe des Verkehrsmittels
799 Sonstige nicht zuteilbare Tätigkeiten im Bereich 7.

8. Pflege und Betreuung von Personen

81. Kinder (unter 16 Jahren*)
811 Lernen mit Kindern
812 Spielen/Sportausüben/Spaziergehen mit Kindern
813 Betreuung von Kindern im kurzfristigen Krankheitsfall
819 Sonstige Betreuung von Kindern
82. Betreuung von Erwachsenen und Jugendlichen (16 Jahre und älter)
821 Betreuung im kurzfristigen Krankheitsfall
822 Betreuung von längerfristig pflegebedürftigen Personen
823 Sonstige Betreuung von Personen
824 Betreuung von Kindern, die dauernd pflegebedürftig sind
870 Rüstzeiten für die Kinderbetreuung
875 Rüstzeiten für die Erwachsenen- und Jugendlicherbetreuung
88. Fahrdienste/Wegezeiten für die Betreuung von Kindern (unter 16 Jahren)
881 zu Fuß
882 mit dem Fahrrad
883 mit dem Kraftrad (Moped, Mofa, Motorrad etc.)
884 mit dem Auto (auch Mitfahren im Auto, aber nicht Taxi)
885 mit öffentlichen Verkehrsmitteln
886 Sonstiges (Taxi, Flugzeug, Schiff etc.)
887 ohne Angabe des Verkehrsmittels
89. Fahrdienste/Wegezeiten für die Betreuung von Erwachsenen und Jugendlichen (16 Jahre und älter)
891 zu Fuß
892 mit dem Fahrrad
893 mit dem Kraftrad (Moped, Mofa, Motorrad etc.)
894 mit dem Auto (auch Mitfahren im Auto, nicht Taxi)
895 mit öffentlichen Verkehrsmitteln
896 Sonstiges (Taxi, Flugzeug, Schiff etc.)
897 ohne Angabe des Verkehrsmittels
899 Sonstige nicht zuteilbare Tätigkeiten im Bereich 8.

9. Nicht zuteilbare oder zuzuordnende Zeiten

910 Tagebucheintragungen
920 Fehlende Eintragungen

981 zu Fuß
982 mit dem Fahrrad
983 mit dem Kraftrad (Moped, Mofa, Motorrad etc.)
984 mit dem Auto (auch Mitfahren im Auto, aber nicht Taxi)
985 mit öffentlichen Verkehrsmitteln
986 Sonstiges (Taxi, Flugzeug, Schiff etc.)
987 ohne Angabe des Verkehrsmittels

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