

# Principal Earner and Accommodator in Household

—An illustration of gender stratification process  
in contemporary Japan—

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# Objectives

**(1) Formalize  
gender stratification process**

**(2) Assess the current Japanese  
Gender-Equal (G-E) policies**

\* focusing on **a particular kind of  
stratification process**

# Structure

- (1) Formalize stratification theory**
- (2) Formalize gender stratification**
- (3) G-E policy against each step**
- (4) Assess W-F balance policy**
- (5) Assess Family-Friendly policy**
- (6) Policy implication**

# Stratification theory

## Basic concepts:

Ascription

Status

Rewards

# General model of stratification

[Ascription]



[Status]

⋮

[Status]



multiple dimension



[Rewards]

# Plurality of equal societies

[Ascription]



[Status]



[Status]



[Rewards]

[Ascription]



[Status]



[Status]



[Rewards]

[Ascription]



[Status]



[Status]



[Rewards]

# Gender stratification

**Sex**

**[Ascription]**



**Worker type**

**[Status 1]**



**Workforce participation**

**[Status 2]**



**Earnings**

**[Rewards]**

# Worker type

(Obi 1969)

**Principal earner:** charge of earning income, without housework responsibility

→ meets **the normal working hours**

**Accommodator:** double roles of earner and housekeeper

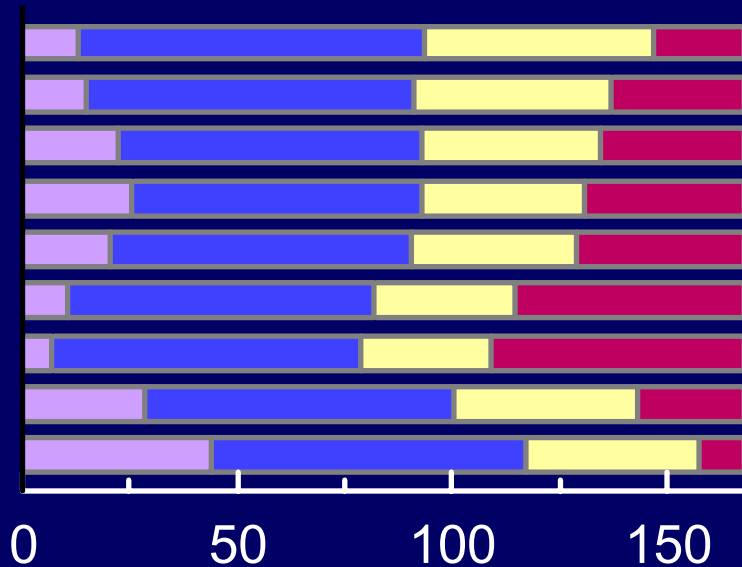
→ works **according to the condition**

# Time use by life stage (hours per week).

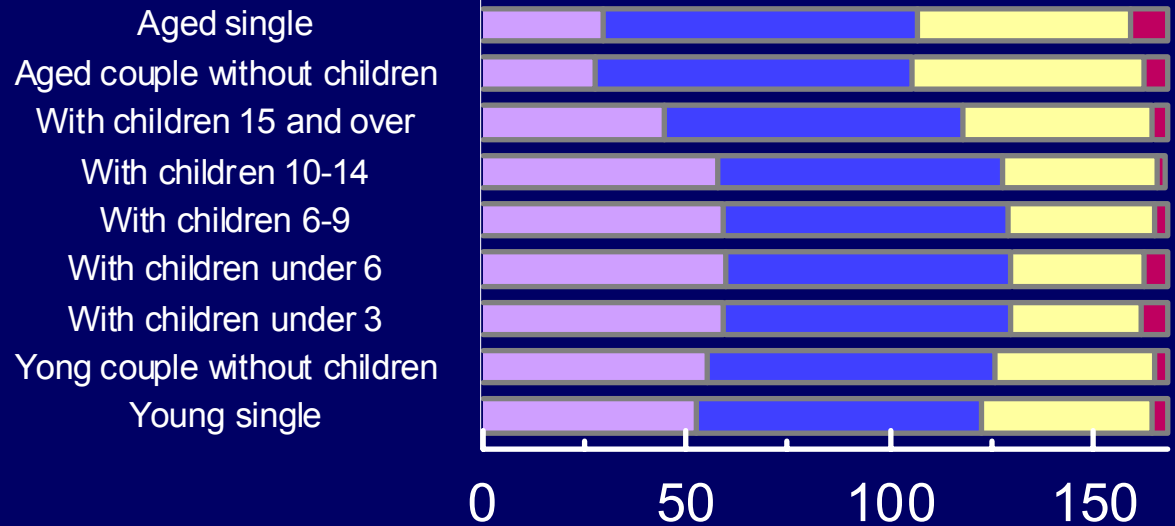
2001 Survey on Time Use and Leisure Activities

<<http://www.stat.go.jp/data/shakai/>>

## Women



## Men



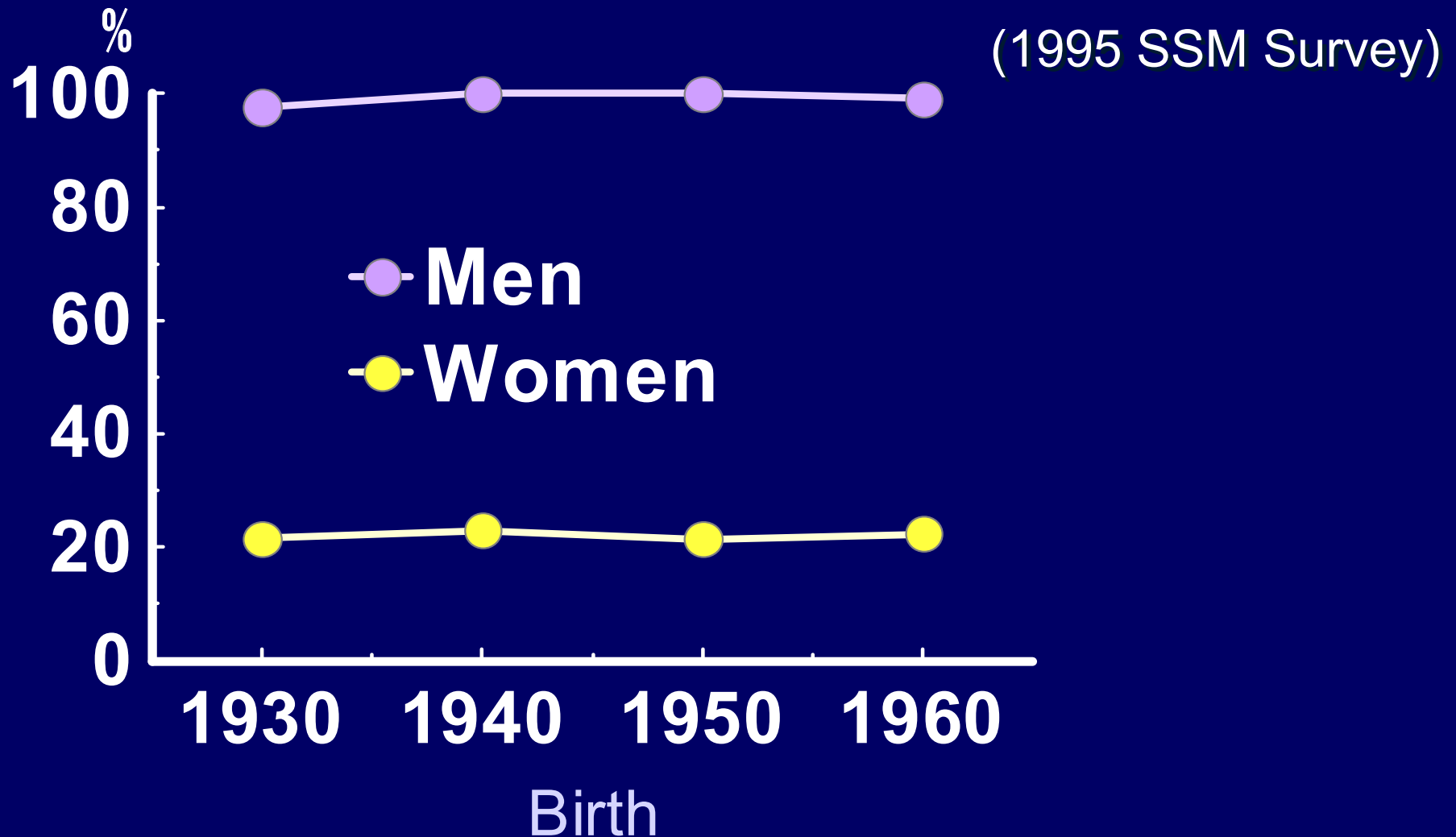
**Work**
 **Primary**
 **Tertiary**
 **Housework**

# Workforce participation

**PE: continuous full-time work**

**AC: continuous / discontinuous,  
full-time / part-time,  
or no participation  
(according to the condition)**

# Continuity Rate of Full-time Employment throughout marriage and childrearing (by birth cohort)



# Determinants of Earnings

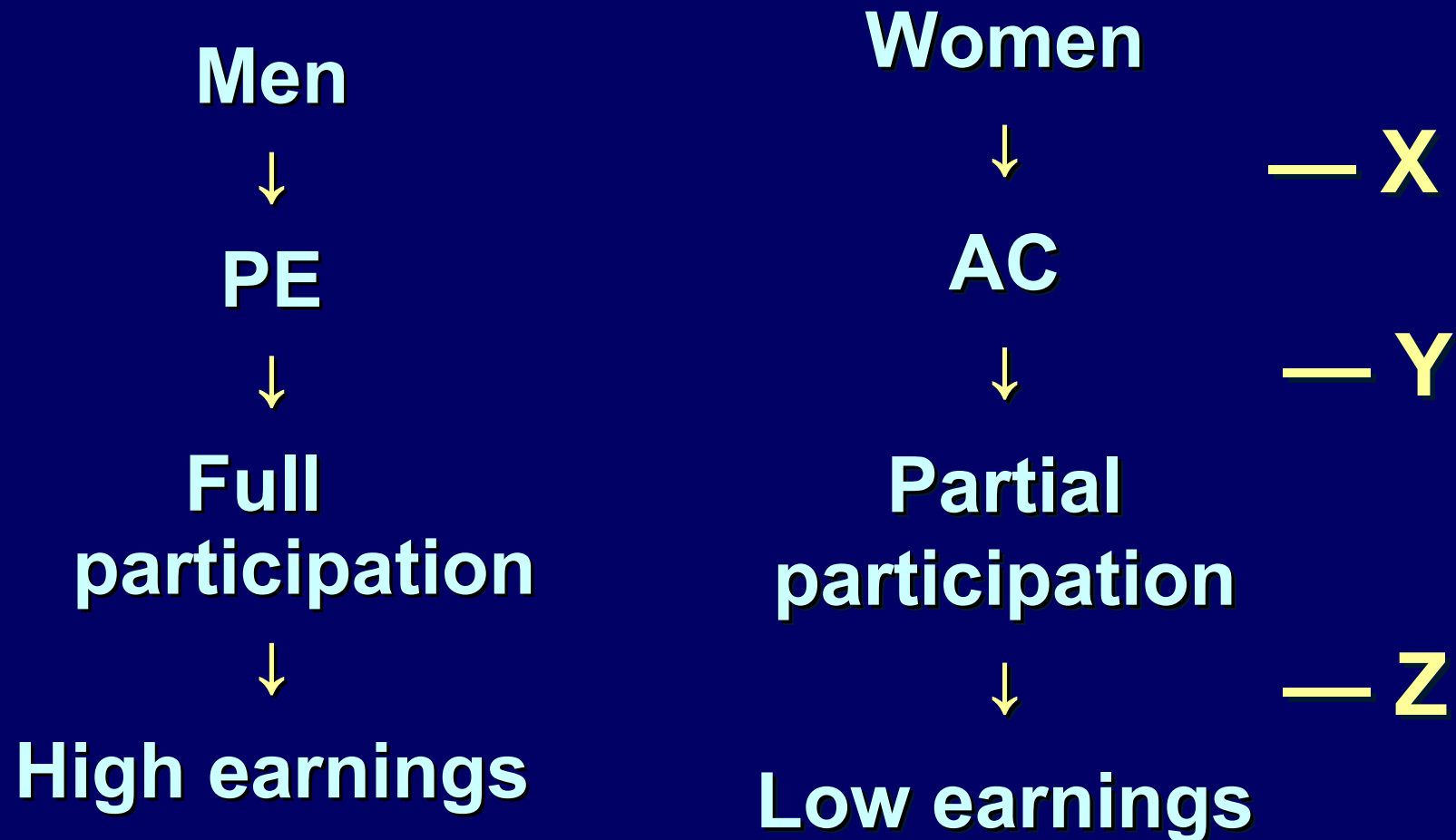
**Quantity of labor supplied:**

the less participation,  
the less earnings

**Wage rate:**

continuous full-time employment  
is advantageous

# Three steps in the gender stratification



# **Japanese G-E Policy**

**1991      Child Care Leave Law**

**1996      Vision for Gender Equality**

**1999      Basic Law for a G-E Society**

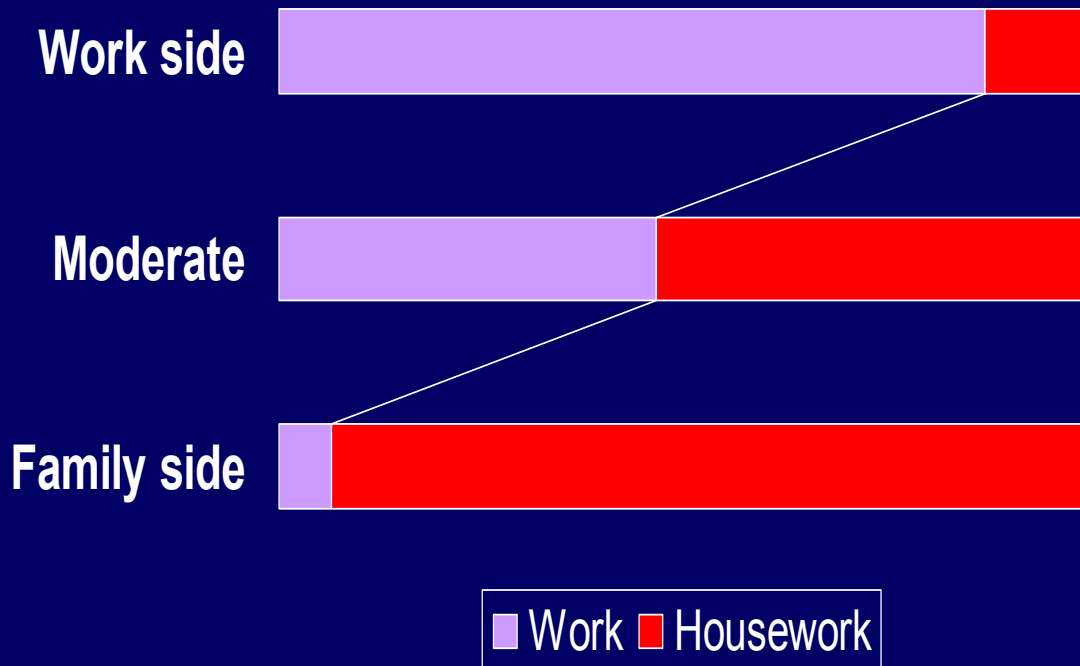
# Policy sub-goals

**Against Step X:  
? (unspecified)**

**Against Step Y:  
Moderate Work-Family Balance**

**Against Step Z:  
Family-Friendly work system**

# Work-Family Balance



Measures:

(1) Reduce working hours

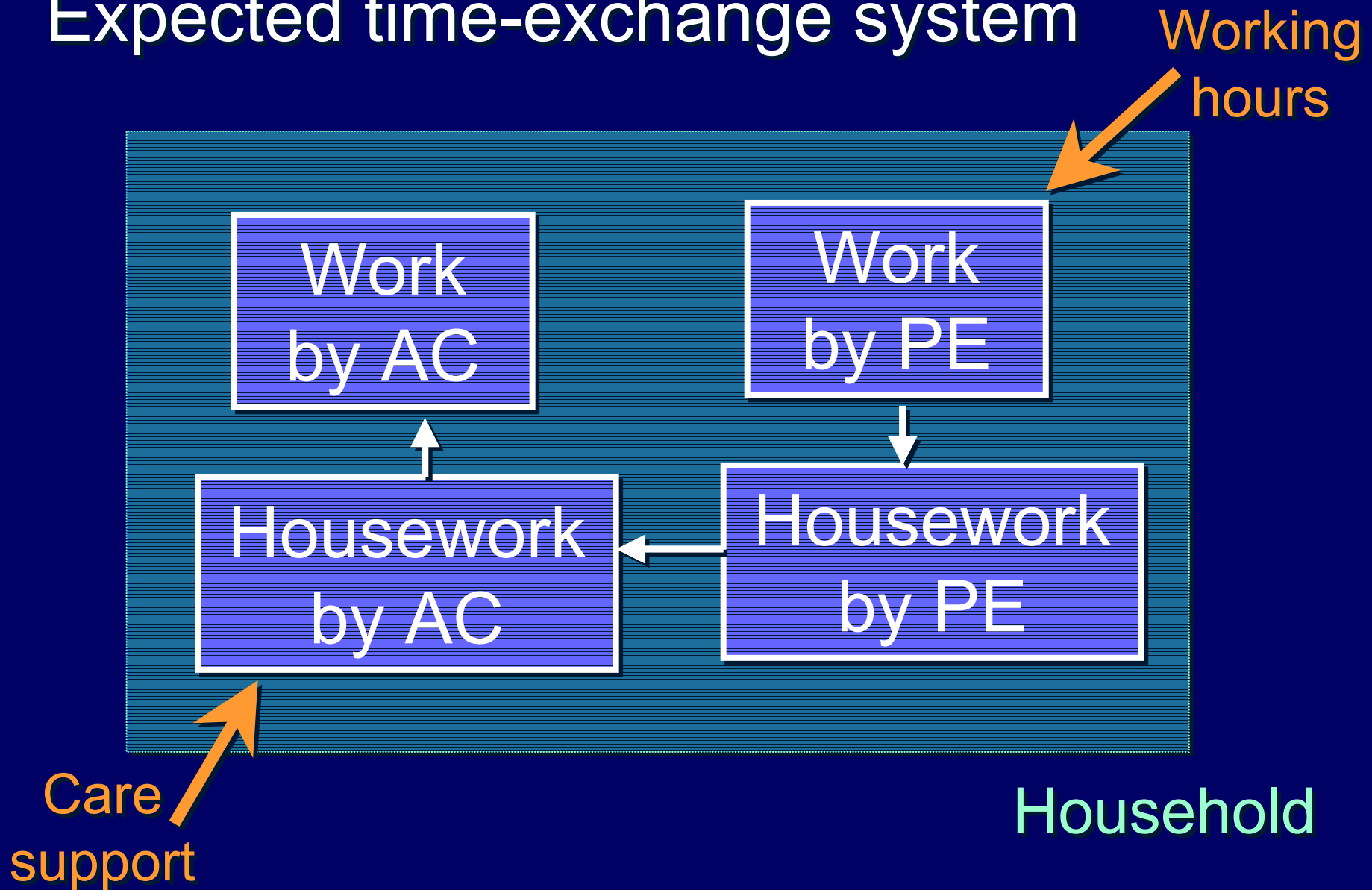
(2) Reduce housework

# Concrete measures

(Council for Gender Equality 1996)

- (1) 1,800 hours of annual labor  
= 8 hours per working day**
- (2) More capacity of day-care centers;  
Various services for  
childcare and family care**

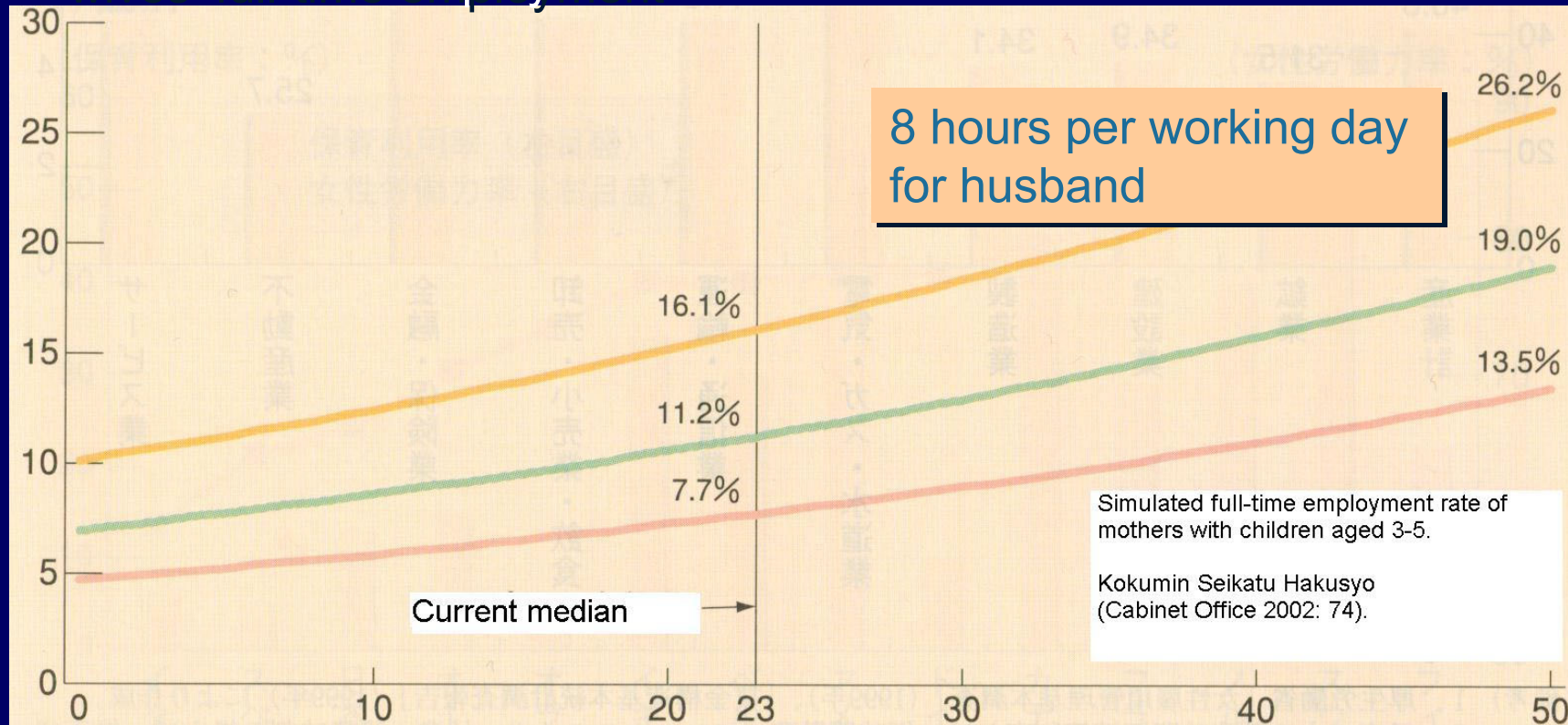
# Expected time-exchange system



# Evidence

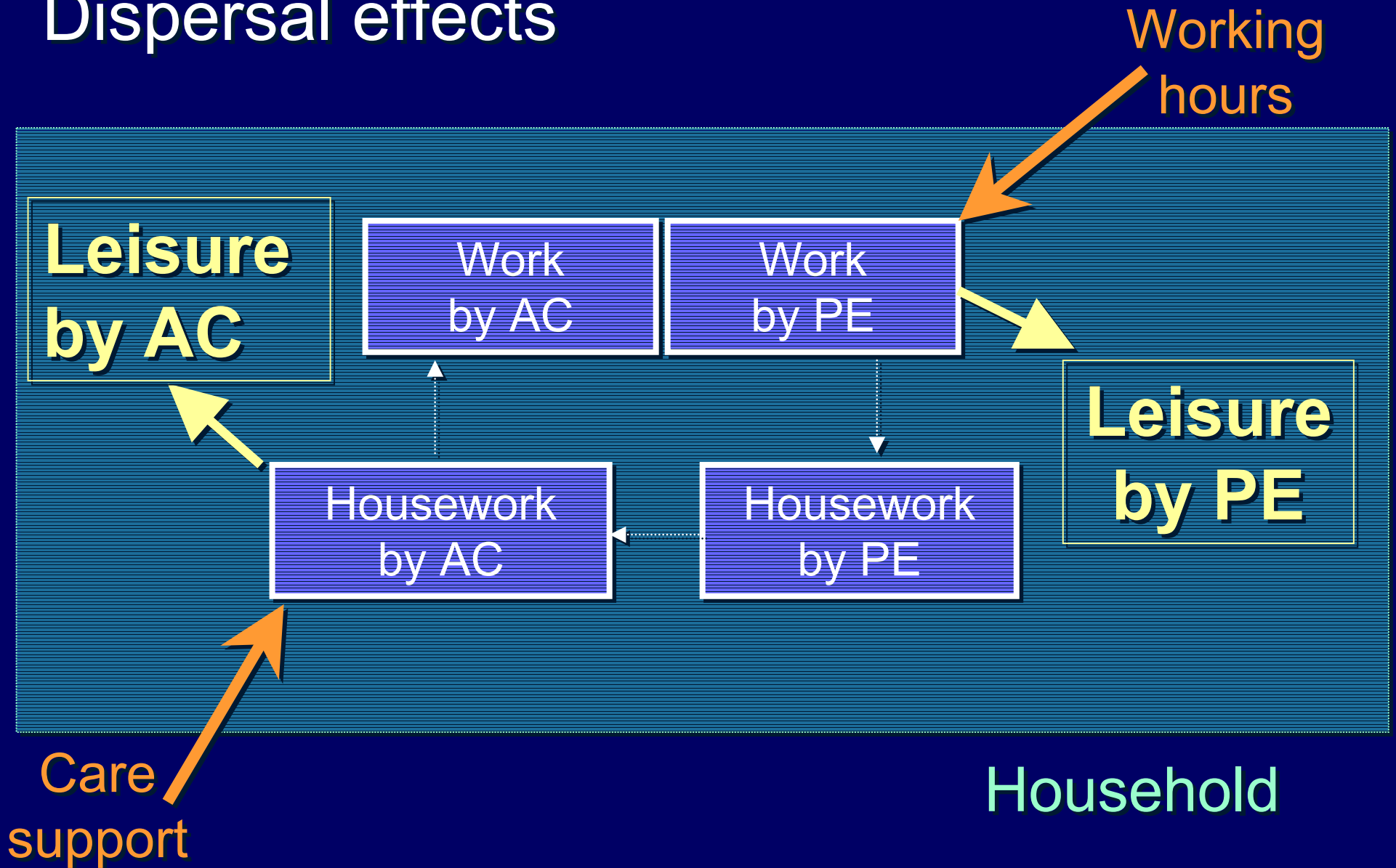
(Cabinet Office 2002: 74)

Simulated percentage of  
wives' full-time employment



Capacity of daycare centers

# Dispersal effects



# Dilemma

**Leisure or W-F Balance?**

**PE**  
↓  
**Full participation**  
↓  
**High earnings**

**AC**  
↓ ~~— Y~~  
**Partial participation**  
↓ — Z  
**Low earnings**

# Family-Friendly Work System

The main measure for equal earnings for different work styles:

## **Parental and Family Care Leave**

Secondary measures:

- (1) Pay equity between full- and part-time
- (2) Seniority-insensitive wage system

# Child Care and Family Care Leave Law (1991, 1995, 1999)

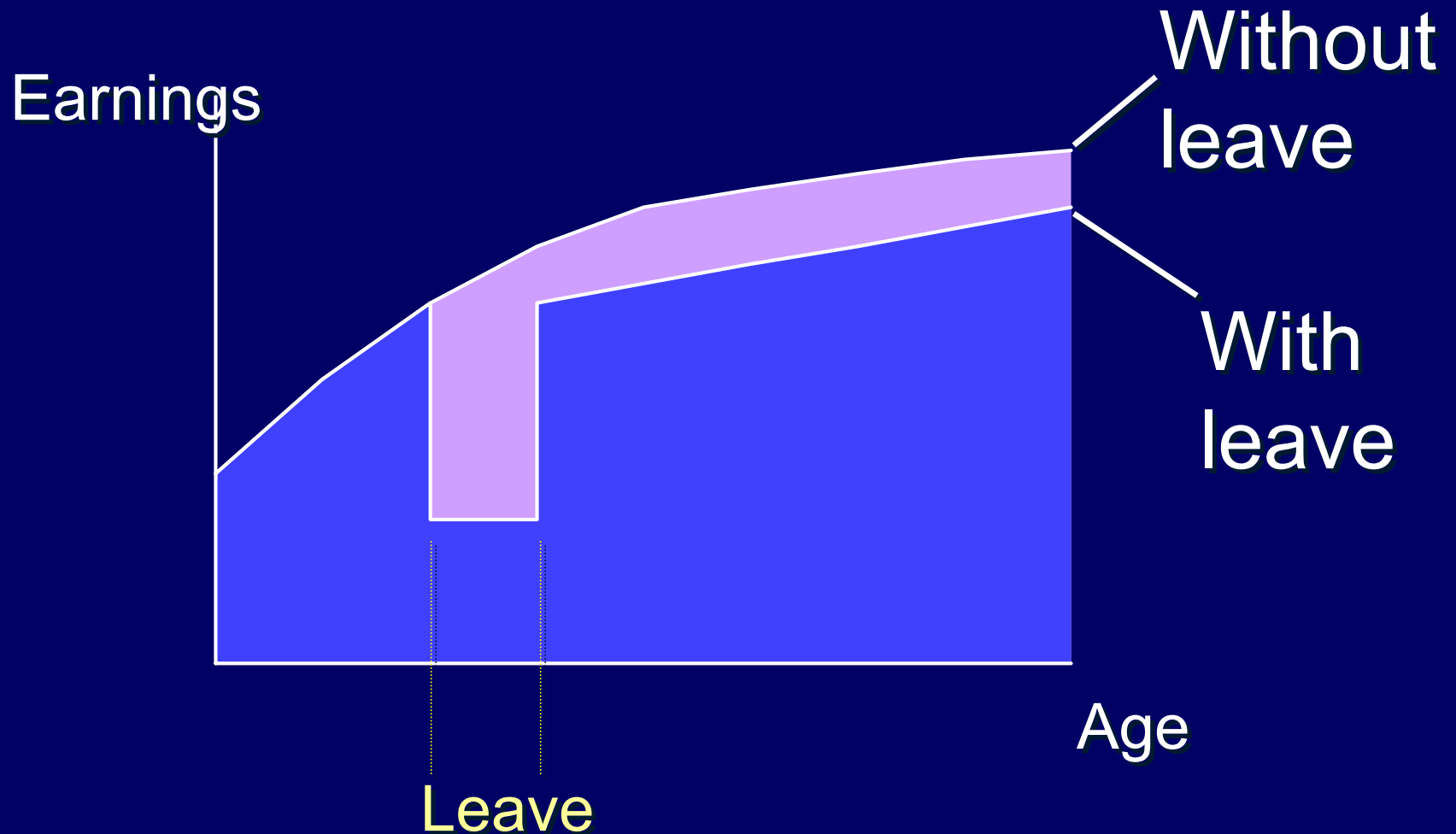
**One year of parental leave and  
three month of family care leave.**

**--- too short**

**40% of earnings is guaranteed  
(since 2001).**

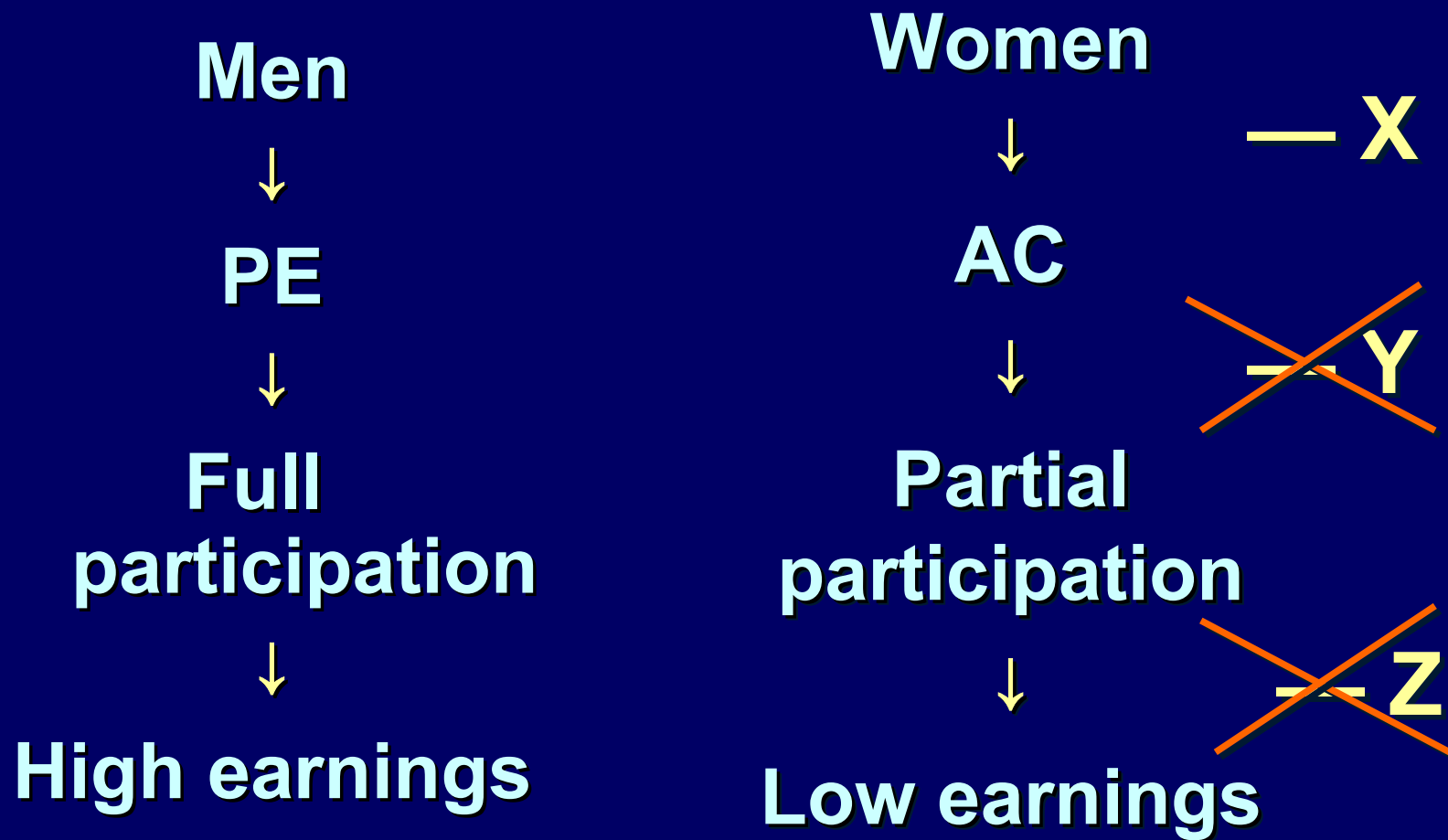
**--- insufficient**

# Opportunity cost of taking leave



# Difficulty

Is full compensation for  
**the long-run disadvantage**  
possible?



# Practicable G-E Society

## Current Society

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	PE	AC
Men	1	0
Women	0	1

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## G-E Society

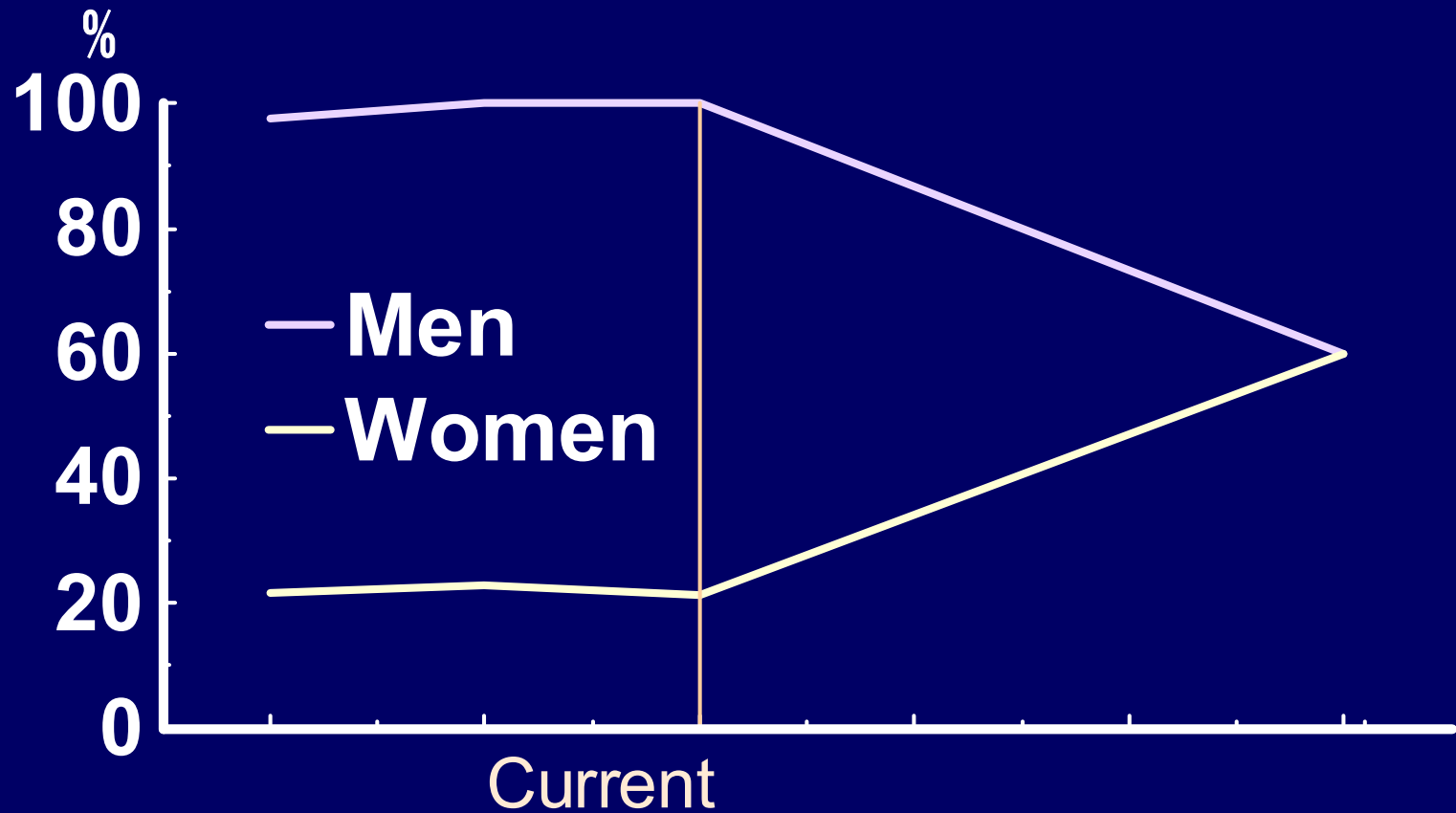
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	PE	AC
Men	$P$	$1 - P$
Women	$P$	$1 - P$

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$(P \leq 0.5)$

# CRFE in future G-E Society



# Research Questions

What determines **men's** work style?

(1) Reality of male AC

(2) Why they become AC

(3) Effect of gender-biased norms

(4) Effect of gender-free education

(5) Alternative division of labor

*Fin*