The Second Malaysian Family Life Survey
Survey Instruments

Julie DaVanzo, John G. Haaga, Tey Nai Peng, Ellen H. Starbird, Christine E. Peterson
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The Second Malaysian Family Life Survey

Survey Instruments

Julie DaVanzo, John G. Haaga, Tey Nai Peng, Ellen H. Starbird, Christine E. Peterson, with the Staff of the Population Studies Center of the National Population and Family Development Board of Malaysia

Supported by the National Institute of Child Health and Human Development National Institute on Aging
This document discusses the design and development of the survey instruments for the Second Malaysian Family Life Survey (MFLS-2), which was carried out in Peninsular Malaysia in 1988-1989. It also presents the findings of debriefings with the field staff during and after the fieldwork and contains the actual survey instruments and the Interviewer’s Instruction Manual.

MFLS-2 was a collaborative project between RAND and the National Population and Family Development Board (NPFDB) of Malaysia, with support from the (United States) National Institute of Child Health and Human Development and the National Institute on Aging. Julie DaVanzo and John Haaga were the RAND project directors. Tan Boon Ann and Tey Nai Peng were the NPFDB project directors. Ellen Starbird assisted with the development of the questionnaires and with the interviewer training in Malaysia. Christine Peterson has been the chief programmer for the MFLS-2 data.

MFLS-2 was, in part, a follow-up to the original Malaysian Family Life Survey (MFLS-1), which was fielded in 1976-1977. Both surveys produced household-level retrospective and current data from women and their husbands, covering traditional topics of demographic and household economic research (fertility, nuptiality, migration, mortality, employment, household composition), as well as social, economic, and community-level factors affecting family decisionmaking. MFLS-2 added a sample of older Malaysians (the Senior Sample) to support research on their living standards, health, and intergenerational transfers.

This document should be useful to users of the MFLS-2 data and to those designing their own surveys in Malaysia or in other countries. The discussions regarding instrument development (i.e., why the MFLS-2 asked the questions it did) should be especially valuable to MFLS-2 users who would like to combine MFLS-1 and MFLS-2 data and want to understand the similarities and differences between the two surveys. The interviewer debriefings will help users assess the quality of various parts of the MFLS-2 data.
Other RAND publications essential for users of the MFLS-2 data include:


- **MR-108-NICHD/NIA, The Second Malaysian Family Life Survey: Codebook**, by Christine E. Peterson, Jeffrey Sine, and Deborah Wesley. This document provides descriptions of all variables and locations of the various subfiles that make up the MFLS-2 database.

- **MR-109-NICHD/NIA, The Second Malaysian Family Life Survey: User’s Guide**, by Christine E. Peterson. This document provides descriptions of the MFLS-2 data format and the MFLS-2 data files and presents guidelines regarding how to use the data, with special focus on identifying individuals of interest and linking various types of data.

Another document that may be useful to MFLS-2 users is:

- **MR-110-NICHD (forthcoming), The Second Malaysian Family Life Survey: Quality of Retrospective Data**, by Jeffrey Sine and Christine E. Peterson. This document assesses the quality of the retrospective data for the MFLS-2 New Sample on marital status, fertility, infant and fetal mortality, birthweight, contraception, breastfeeding, and education.

Persons interested in learning more about the 1976-1977 Malaysian Family Life Survey (MFLS-1) or using data from that survey should consult the following RAND publications:


The MFLS-1 data have been reorganized into files that more closely resemble the format of the MFLS-2 data, to make it easier for users to combine the MFLS-1 and MFLS-2 data in analyses. These reformatted MFLS-1 files are described in:

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A number of individuals offered useful suggestions that contributed to the development of the survey instruments used in the Second Malaysian Family Life Survey; it is not possible to acknowledge each of them by name, but we want to thank them all for their suggestions and advice.

Special thanks are due to our colleagues at the National Population and Family Development Board (NPFDB) of Malaysia, with whom we collaborated on all phases of the MFLS-2 survey project. They worked with us on the development of the questionnaires and interviewer instructions, conducted the pilot and pretest interviews, and had a number of useful suggestions for revising the questionnaires. NPFDB staff conducted some of the sessions of the MFLS-2 interviewer training, and they conducted and supervised the fieldwork for the survey. The NPFDB staff who worked on the MFLS-2 project are listed in an appendix of The Second Malaysian Family Life Survey: Overview and Technical Report (MR-106-NICHID/NIA). We want especially to thank NPFDB MFLS-2 project co-director, Dr. Tan Boon Ann, and the former Director General of NPFDB, Dr. Hamid Arshat, for their invaluable assistance and support throughout the MFLS-2 project.

A number of members of RAND’s Survey Research Group helped with the development and production of the MFLS-2 questionnaires and recording forms. We would like to thank Barbara Simon, Ellen Iverson, Diane Schoeff, Linda Daly, Jan Iverson, and Tim Vernier for their help and Diane Akins for typing early drafts of the questionnaire. Gloria Gowan provided valuable support in putting this final document together.

Many colleagues at RAND and other institutions reviewed drafts of the questionnaire and provided useful comments. We also want to thank the users of the first Malaysian Family Life Survey (MFLS-1) who offered many helpful suggestions based on their experiences using the MFLS-1 data. Finally, we thank John Strauss, who reviewed this document and offered constructive advice.
1. INTRODUCTION

The Second Malaysian Family Life Survey (MFLS-2) was a collaborative project between RAND and the National Population and Family Development Board (Lembaga Penduduk dan Pembangunan Keluarga Negara, or LPPKN) of Malaysia, with support from the (United States) National Institute of Child Health and Human Development and the National Institute on Aging. Fieldwork for MFLS-2 began in August 1988 and was completed in January 1989.

MFLS-2 was designed as a follow-up to the first Malaysian Family Life Survey (MFLS-1), which was fielded in three rounds in 1976-1977. The MFLS-2 interviewed a new sample of women of reproductive age in addition to reinterviewing the original MFLS-1 respondents and a selected subset of their adult children. Both surveys produced household-level retrospective and current data from women and their husbands, covering traditional topics of demographic research (fertility, nuptiality, migration, and mortality), as well as social and economic factors affecting family decisionmaking. MFLS-2 also added a sample of older Malaysians, to support research on their living standards, health, and intergenerational transfers.

The overall purpose of the MFLS-2, as with the MFLS-1, was to enable study of household behavior in diverse settings during a period of rapid demographic and socioeconomic change. The linked MFLS-1 and MFLS-2 data allow the study of intergenerational persistence, as well as change, in marriage and fertility norms and behavior and in economic circumstances.

The next section presents a brief description of the MFLS-2 samples and of each of the survey’s instruments. Section 3 then describes the development of the MFLS-2 questionnaires, with emphasis on how the questionnaires compare and contrast with the MFLS-1 questionnaires from 1976. The actual MFLS-2 questionnaires and the Interviewer’s Instruction Manual are included as an appendix to this document.

Section 4 discusses the results of interviewer debriefings during and after fieldwork. This section covers interviewers’ experiences in
locating the original 1976 MFLS-1 respondent households and provides a summary of the interviewers' impressions of how well respondents understood different sections of the questionnaires as well as any difficulties respondents had in answering particular questions. The debriefing results may provide users with some insights into assessing data quality and interpreting analyses.
2. DESCRIPTION OF MFLS-2 SAMPLES AND INSTRUMENTS

Below we briefly describe the four samples and the eight survey instruments used in the MFLS-2 survey.

SAMPLES INTERVIEWED

Four samples of the household population of Peninsular Malaysia were interviewed in MFLS-2: Panel, Children, New, and Senior.

Those eligible for the Panel Sample were the 1,262 women who were the primary respondents to MFLS-1, in 1976. At that time, all had been married and were aged 50 or younger. In MFLS-2, 889 of these Panel respondents completed the Female Life History questionnaire (MF22), a follow-up rate of 72 percent of those eligible.

The Children Sample consisted of the children aged 18 or older of the women interviewed as primary respondents for MFLS-1—that is, sons or daughters of the women eligible for the MFLS-2 Panel Sample. There were interviews with one child, selected at random, still living in the same household with the Panel respondent and as many as two children, selected at random, living elsewhere in Peninsular Malaysia. There were 1,096 primary respondents in the Children Sample, of whom 499 were living in Panel households and 597 were living elsewhere.

The New Sample consisted of women aged 18-49 (selected without regard to their marital status) and ever-married women under age 18. There were 2,184 primary respondents in the New Sample, of whom six were under age 18.

The Senior Sample consisted of 1,357 persons (671 men and 686 women) aged 50 or older. Of these, 633 lived in the same households as members of the New Sample.

There were also interviews with the spouses of all primary respondents in the Panel, Children, and New samples who were married and living together at the time of the interview. There were interviews with 1,642 husbands of women selected for the New Sample, 728 husbands of women eligible for the Panel Sample, and 302 husbands of women selected for the Children Sample, plus 192 wives of men selected for the
Children Sample, for a total of 2,864 spouses. Furthermore, for all four samples, basic demographic and educational information was collected about all members of the primary respondent’s household—23,816 persons in total—and about all of the respondent’s children and parents who lived elsewhere.

The data also included detailed information on each household’s wealth, income, and intergenerational transfers in the year preceding the interview. This information is available for 4,410 households.

For the Panel and Children samples, identifiers permit matching of households and persons to their MFLS-1 observations and to MFLS-2 information on other persons from their MFLS-1 household.

Households for the New and Senior samples were located in 398 Enumeration Blocks (EBs), selected to be representative of Peninsular Malaysia. Households headed by Indians were sampled at twice the rate of other ethnic groups to provide sufficient sample sizes for analyses within each of Malaysia’s major ethnic groups. Community-level data were collected for each of the 398 EBs covered by the New and Senior samples, as well for the 52 Primary Sampling Units (PSUs) of the sample for MFLS-1.

SURVEY INSTRUMENTS

The MFLS-2 data were collected with eight instruments:¹

MF20 (MFLS-1 Roster Update and List of Eligible Children) was administered to the Panel Sample respondents. It collected information on the current location of all persons who lived in MFLS-1 households in 1976 and of all other own children of MFLS-1 primary respondents. MF20 was used to trace those living elsewhere who were eligible for the Children Sample.

MF21 (1988 Household Roster) elicited data on the characteristics of all current members of all MFLS-2 households.

MF22 (Female Life History) was administered to all female primary respondents in the Panel, Children, and New samples, and to the wives of all male primary respondents in the Children Sample. MF22 collected

¹The actual instruments used and the Interviewer’s Instruction Manual are included at the end of this document.
retrospective data on pregnancies and related events (e.g., infant feeding and child survival), marriages, migration, education and training, and work, and it also included data on child care and educational expenses, family background, and transfers of money, goods, and services between the respondent and her parents and between her and her children.

**MF23 (Male Life History)** was administered to all male primary respondents in the Children Sample and to current husbands of all female primary respondents in the Panel, Children, and New samples. Some husbands aged 50 and over of women in the New Sample were selected as respondents for the Senior Sample and were administered MF24 instead of MF23.2 MF23 collected retrospective data on marriages, migration, education and training, and work, and it also included data on family background and on intergenerational transfers between the respondent and his parents.

**MF24 (Senior Life History)** was administered to all respondents in the Senior Sample. It collected retrospective data on marriages, children, migration, and work, and it also included data on family background, intergenerational transfers, and health and functional status.

**MF25 (Household Economy)** was administered to all MFLS-2 households and collected information, for each individual household member, on all sources of income during the 12 months preceding the survey. These sources included jobs, businesses, cottage industry, fishing, farming, interest, dividends, pensions, and transfer payments from the government and from individuals outside the household. Some information on housing, property ownership, and household expenditures was also collected.

**MF26 and MF27 (Community Questionnaires)** collected current and historical information on the characteristics of all MFLS-1 and MFLS-2 sample areas, including data on family planning and health clinics, schools, job markets, water and sanitation, roads, and public

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2There are 129 such cases.
transportation. These data were collected from administrative records and knowledgeable sources.
3. DEVELOPMENT OF THE MFLS-2 SURVEY INSTRUMENTS; DIFFERENCES BETWEEN MFLS-1 AND MFLS-2 QUESTIONNAIRES

The MFLS-2 instruments covered many of the same topics that had been covered in MFLS-1. Where a topic was covered in both surveys, the MFLS-1 items were often re-used, and definitions were adopted whenever possible from the MFLS-1 documentation. But the instruments used in MFLS-2 were not identical to those used in MFLS-1 for several reasons, and a process of developing, testing, and revising was required to produce the final versions. In this section, we discuss the reasons for the major changes and the principles followed in the development of the MFLS-2 instruments, to provide guidance to users of the MFLS-2 data, particularly those linking the MFLS-1 and MFLS-2 data sets.

The main reason for not simply re-using the MFLS-1 instruments was the need to condense the survey. MFLS-1 respondents were visited for interviews on three separate occasions during 1976-1977. By contrast, MFLS-2 was conducted in one round. Also, the LPPKN experience with surveys over the last decade had shown that time pressures, especially for urban respondents, had increased; long interviews pose more of a burden on Malaysian respondents now than in the past. The rationale for MFLS-2, nonetheless, necessitated coverage of a wide variety of topics in the life histories, to allow analysts to link different events in the life cycles of respondents and their families. This need to cover a great deal of territory, combined with the need to reduce the overall amount of time spent in each household, severely limited the depth of coverage of some topics. In some cases, we chose to sacrifice entire topics that had been covered in MFLS-1 rather than to keep traces in the MFLS-2 instruments. In other cases, topics were kept, but the number of items dealing with the topic was reduced.

For topics that were retained, it was often necessary to revise items rather than just incorporate a subset of those that had been in MFLS-1. This was especially true of the questions about incomes and wealth (discussed in more detail below), for which MFLS-1 used exhaustive lists of items covering all sources of income, household
balance sheets, etc. Rather than abbreviate the lists, we adopted a
different approach to approximate the income concepts that had been
measured in detail in MFLS-1.

In MFLS-1, for both the Main Respondents and their husbands, there
were separate instruments covering retrospective life histories (MF2 and
MF3), current time use (MF4 and MF5), income and wealth (MF6), attitudes
and expectations (MF7 and MF8), networks of support (MF9), and male
migration (MF10), as well as a community questionnaire (MF11). (These
instruments are reproduced in Butz, DaVanzo, Fernandez, Jones, and
Spoelstra, 1978.) In each of the three survey rounds, different
combinations of these instruments were either administered for the first
time or updated. In MFLS-2, fewer separate instruments were fielded.
For ease of handling, most of the items to be answered by the female
Main Respondents were grouped into MF22, and most of the items to be
answered by the male respondents were grouped into MF23. MF21 and MF25
were kept distinct because substitute respondents were sought when the
Main Respondent or her husband were not available.

The MFLS-2 goals differed somewhat from those of MFLS-1, placing
different demands on the instruments, in part because of the panel
design—two of the MFLS-2 samples consisted of members of households
previously interviewed or reported on in 1976-1977. To simplify the
fieldwork and data processing, all the items that were unique to the
Panel Sample were placed in a separate instrument, MF20, which had no
MFLS-1 counterpart, while the other MFLS-2 instruments were kept common
for the Panel, Children, and New Sample respondents.

An additional reason for changing the MFLS-2 instruments was that
both the research interests of those collaborating on the survey and the
demographic and economic situation in Malaysia had changed in the 12
years separating the two surveys. For example, the increasing
proportion of older people in the Malaysian population together with
changes in household structure and the economic roles of the younger
adults who provide economic support to most older people are subjects of
great concern now that were tangential to the purposes of MFLS-1. The
changed emphases usually required addition of new items rather than
modification of old ones; this added all the more to the pressures for
concision elsewhere in the survey instruments. These changed research priorities affected the sample design, as well as the content of the survey instruments, in that people aged 50 and older were added to the survey universe (to enable analyses of the older population), as were unmarried women aged 18 and over (to increase the usefulness of the sample for studies of nuptiality and studies of the activities of all women). Women under age 18 who had ever been married were also selected for the MFLS-2 New Sample, so that a subset of the New Sample (i.e., all ever-married women under the age of 50) could be defined to correspond exactly to the MFLS-1 sample.

Lastly, there were several instances in which either the experience of analysts of the MFLS-1 data or of data from other demographic and economic household surveys caused us to sacrifice comparability with MFLS-1 in favor of a new selection of items or new wording that might elicit better data, simplify training and fieldwork, or improve the layout of forms for computerized data entry.

DESIGN AND PRETESTING

As a first step in the process of developing the survey instruments, we discussed research priorities with colleagues at RAND and LPPKN and wrote letters to all those who had used the MFLS-1 data, soliciting their views on priorities for the new survey and reports of problems encountered with the MFLS-1 data.

We made an early decision to try to reduce the length of interviews by pruning the MFLS-1 sections dealing with the household economy (especially farm production), time use, and attitudes and expectations. For the economic items, we undertook several analyses of the MFLS-1 data to search for redundancy and to find small numbers of variables that explained most of the variation in larger constructs.

The question lists were separated from the recording forms for MF21, MF22, MF23, and MF24, as they had been for all of the MFLS-1 instruments, with the question lists printed as a small booklet and the recording forms printed separately. A special clipboard was designed for the survey, which enabled the interviewer to easily use both the question booklet and recording forms at the same time (see Figure 1 for
an illustration). Copies of both of the question lists and recording forms are in this document. The question lists and recording forms were separated in this way for several reasons: because the full text of many items, and skip instructions, could not fit into the spaces at the heads of columns on the recording forms; because the wording of the survey items was still being changed long after the format of the recording forms was set; because the recording forms were being developed using graphics software available on the RAND but not the LPPKN microcomputers; and, most important, because the question lists had to be reproduced in three written languages (Bahasa Malaysia, Chinese characters, and English), while one version of the recording forms (in English) sufficed.

The first drafts of all instruments were produced by April 1988 and circulated for comments to colleagues at RAND and LPPKN and at universities. After a first round of revisions, some of the experienced LPPKN interviewers were given three days of training in the use of English-language drafts of the Household Roster and life history instruments. They then conducted practice interviews in April 1988 with an opportunistically selected, but diverse, sample of relatives, fellow workers, and neighbors. The interviewers then offered comments on the design and contents of the instruments and on the wording of individual items. These, along with comments from potential analysts of the data, were taken into account during the next stage of revision of the English-language drafts.

In June 1988, after more extensive training of 20 experienced interviewers on the permanent LPPKN staff and their supervisors, there were field pretests of all instruments, except MF20 and the community questionnaires, with nearly a hundred households in three sites: rural areas of Kelantan, the town of Seremban in Negri Sembilan state, and the city of Melaka and nearby villages. These pretest sites were chosen because they represented a very wide variety of social and economic settings, including fishing villages, rice farming areas, rubber plantations, and cities. Additional pretests were conducted in subsidized housing estates in Kuala Lumpur. The instruments had all
DESIGN: CLIPBOARD

QUESTIONNAIRE/INTERVIEWERS' MANUAL

SLOTS FOR PENS/PENCILS

POCKET FOR ERASER

POCKET FOR MEASURING RULE

3/4 INCH SPINE - TO ALLOW FOR FOLDING.

RECORDING FORM

145 DEGREES INCLINATION

PAPER CLIP

8 INCHES

POCKET FOR QUESTIONNAIRE

10 INCHES

15 INCHES

Fig. 1--MFLS-2 Survey Instrument Package
been translated into the three main languages used by the survey population (Bahasa Malaysia, written Chinese, and Tamil) so that interviewers could use standardized wording in the field. The two RAND project directors each observed pretests in the field and debriefed the interviewers about the pretests.

As a result of the pretests, the order of topics was changed in some places (for example, in the pregnancy and work histories). In many instances awkward translations and ambiguous wording were corrected. Many more items were pruned, as a last attempt to reduce the length of interviews, particularly for the Senior respondents. Changes were made to both the question lists and the recording forms, in several iterations, and interviewer instructions were clarified. (Some of the specific changes are discussed below in the subsections on each instrument.)

MF21--HOUSEHOLD ROSTER

The definition of the household used in MFLS-2 is the same as that used in MFLS-1, to facilitate comparisons. As in MFLS-1, there was no attempt to designate a “head of the household.” Membership in the household and relationships were defined with reference to the “Main Respondent.” In households with a Panel Sample member, she was designated the Main Respondent. In households with members of the Children Sample but no Panel Sample member, the son or daughter of the Panel Sample member, selected for the Children Sample, was designated the Main Respondent.¹ In households with a New Sample member, she was designated the Main Respondent. In households with a Senior Sample member and no New Sample member, the Senior Sample member was designated the Main Respondent.

The other household members include:

- The Main Respondent’s immediate family members who usually sleep and eat in the same living quarters (LQ).
- Other relatives, by blood or marriage, of the Main Respondent, who usually eat and sleep in the same LQ.

¹If the selected son was married, his wife was made the Main Respondent.
Non-relatives who usually eat or sleep in the same LQ, provided they both share cooking arrangements and contribute in some way to the running of the household of which the Main Respondent is a member.

Persons who do not sleep and eat in the LQ at the time of the interview, but have done so for at least three of the preceding 12 months, and meet one of the preceding criteria.

The Interviewer's Instruction Manual (the appendix to this document) should be consulted for further explanation and examples of borderline cases and how they were handled. In the MFLS-1, household members were assigned identification codes that contained information about the individual member's relationship (by blood, marriage, or adoption) to the Main Respondent. Also, the identification numbers of each person's spouse, mother, and father, if resident in the household, were recorded. In MFLS-2, all sets of spouses and parents and their children in the household were likewise explicitly identified. The person identification number in MFLS-2 was assigned simply on the basis of the order in which names were written down in the roster (the Main Respondent was always first); separate codes for spouses, parents, and relationships to Main Respondent were used to provide information on the relationships among people in the household. For those members of MFLS-2 households who were also members of MFLS-1 households, their MFLS-1 person number was copied from the MF20 form and entered on their MF21 record, so that data from the surveys can be linked for all such individuals, not just the Main Respondents.

The remaining questions in MF21 elicit information about the sex, date of birth, marital status, and ethnicity of each household member. Questions about schooling cover current or previous attendance, highest level attained, and highest certificate attained.

In MFLS-1, ethnicity was based on the head of the household; in MFLS-2, interviewers were instructed to note the ethnicity of each household member and not assume that all were of the same ethnic group. This results in a few "changes" in ethnicity between MFLS-1 and MFLS-2 for individuals covered by both surveys.
MF22--FEMALE LIFE HISTORY

A. Marriage

In MFLS-1, pregnancy questions were asked before the marriage histories, in an attempt to facilitate reporting of premarital pregnancy outcomes without embarrassment. Because premarital births are very rare in Malaysia and because the MFLS-2 interviewers found the reverse order easier to use, in MFLS-2 the marriage history precedes the pregnancy history.

The MFLS-2 marriage history collects a few basic details about each of the respondent’s previous marriages. The information about previous marriages is the same as that collected in the MFLS-1 marriage history, namely, beginning and end dates of each marriage and each previous husband’s occupation.

B. Pregnancy History

The MFLS-2 pregnancy history differs from that used in MFLS-1 in that it begins with "Brass" questions (B1-B6), to elicit the total number of pregnancies before attempting to reconstruct the dating of particular pregnancy outcomes. Though these added to the apparent length of this section, in practice the interviewers found during pretests that this was a useful prelude to the detailed questions and fit well with the request to the respondent to gather identification cards or birth certificates for the children still living at home. Interviewers were instructed to reconcile the number of pregnancy outcomes reported in these summary questions with the numbers reported directly in the subsequent pregnancy history. Thus, the list of pregnancy outcomes and the pregnancy summaries are not independent sources of information (and, therefore, these two types of data do not provide a true comparison of indirect and direct techniques for fertility and mortality estimation).

In the case of a pregnancy ending in a non-live birth, respondents were asked if anyone “did anything to end this pregnancy” (B13). This wording was taken from the 1984–1985 Malaysian Population and Family Survey conducted by LPPKN, which had produced data showing ethnic and maternal age variations in induced abortions that were comparable to
those produced by special studies and data from the health system (Hamid et al., 1988, Ch. VII). In MFLS-1, no attempt had been made to distinguish between spontaneous and induced abortions.

The MFLS-2 contains questions about whether antenatal care was received, the source of antenatal care, and the person who delivered the baby, none of which were contained in the MFLS-1 instrument. In MFLS-2, the place of delivery was ascertained for all births, whereas in MFLS-1 that information was collected only for each woman’s first and most recent births. The list of types of delivery places is slightly more detailed in MFLS-2 than in MFLS-1, distinguishing among different types of hospitals and clinics.

Questions B18/B18a, concerning premature delivery, were modeled on similar questions in the Child Health Supplement to the 1981 National Health Interview Survey in the United States, which had produced plausible distributions of gestational age that could be linked with other information about the child and his or her mother. The pretest versions included whether the baby was born later than expected, as well as earlier, but this proved more difficult to explain and respondents were more likely to seek lengthy clarification; “earlier than expected” appeared to be a more familiar concept, and we expected it to be more important as a proximate determinant of low birthweight and infant mortality. The experimental Demographic and Health Survey in the Dominican Republic contained a question about whether the birth was on time or premature for all births in the five years before the survey. In addition, MFLS-2 also asked how many weeks early and, furthermore, collected these data for all births, rather than just births in the last five years; to our knowledge this had not been tried before in surveys in developing countries.

Items B24-B27 seek information on the education of the respondent’s children no longer living at home, their current place of residence, and when they left the home. These were added so that analysts would have information on all of the woman’s children, not just the selective sample of those still living at home. (Information about the education of children who left home was collected in the Female Attitudes and Expectations Questionnaire [MF7, Q-5] in MFLS-1.) For children who
died, MFLS-2 asked the child’s age at death, which we expected (based on pretests) to be more easily recalled than the date of death, which had been asked in MFLS-1.

The questions about breastfeeding, regular supplementation, and the return of menstruation after pregnancy outcomes were modeled closely on those used in MFLS-1, because of our concern to maintain comparability in any linked studies of these topics or of determinants of birth intervals. The only addition was a probe (B33a) for responses of one month or less for the return of menstruation postpartum; the MFLS-1 data had shown implausibly high percentages of such a short duration of amenorrhea, which may have been due to women reporting irregular bleeding. Based on results in pretests, a longer list of precoded reasons for not breastfeeding, or for stopping breastfeeding, was used for MFLS-2 than had been used in MFLS-1. Also, reasons for stopping were elicited for all children who had been weaned, rather than just those weaned before three months, as in MFLS-1.

The question (B32) about the age at which food or drink was first given to a child on a regular daily basis was intended to differentiate unsupplemented and supplemented breastfeeding. Our concern was with the effect on postpartum amenorrhea via the intensity of suckling, rather than with attempting to characterize the infant’s major sources of nutrients, so anything given to the infant, including water, was to be covered by this question. Water was included in the list of foods and drinks, in part to approximate the time at which infants became regularly exposed to pathogens via the oral route, even though regular drinking of water is not important from the purely nutritional standpoint. This item used the same wording as in MFLS-1 to make estimates of trends possible.

C. Contraceptive Use

Interviewers began the contraceptive history, as with MFLS-1, by showing respondents a card with pictures representing common contraceptive methods. The card used in MFLS-2 differed somewhat from that used in MFLS-1. (See Figure 2 for the MFLS-2 card and Jones and Spoelstra [1978, p. 45] for the MFLS-1 card.) The wording of the basic
Fig. 2--MFLS-2 Contraceptive Method Card
contraceptive use questions (regarding doing “anything that would have reduced your chance of becoming pregnant”) was taken directly from MFLS-1. Because of difficulties in analysis of MFLS-1 data for intervals during which multiple methods were used, questions were added to differentiate the method used longest and to discern whether there was overlap in the times methods were used. If contraception was practiced in an inter-pregnancy interval, the respondent was also asked how long after the pregnancy outcome (or marriage) that began the interval she began to practice contraception. Pretest versions of the instrument sought more precise information on when different methods were used, but this had to be dropped because of conceptual vagueness and respondents’ difficulty in giving answers. MFLS-2 also included questions, for each pregnancy interval in which contraception was used, on where contraceptive supplies were obtained and why contraceptive use was discontinued.

In MFLS-2, interviewers were instructed to include as contraceptive practices breastfeeding and some traditional practices, such as massage and ingestion of herbs, only if the respondent explicitly stated that her purpose was to prevent conception or birth. We were concerned after pretests that some respondents were confused by inclusion of these traditional practices in a list of contraceptives, and reported their use even though it had been for other purposes (infant nutrition for breastfeeding, recovery from labor and delivery in the case of some types of massage, and for general health in the case of jamu, an herb). This emphasis may hinder comparison of use of traditional contraceptive methods in MFLS-1 and MFLS-2, since the definition is likely to have been more restrictive in practice in the second survey than in the first.

Questions about marital separations (C11-C13) were modeled closely on corresponding questions in MFLS-1, as were the prompts for

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5MFLS-1 interviewers were instructed to record breastfeeding as one of the respondent’s contraception methods if the woman breastfed, though this was not always done. In MFLS-2, interviewers were told to code breastfeeding as a contraceptive method only if the woman said she used it for family planning purposes. (Thus, one sees a much higher rate of “breastfeeding for contraception” in MFLS-1 than in MFLS-2.)
unexplained long inter-pregnancy intervals (C14-C15). In MFLS-1, questions about separations had been in the marital history and had proved difficult in analyses to match to the correct pregnancy intervals; for this reason, in MFLS-2, questions about marital separations were placed in the pregnancy and contraception history. MFLS-2 asked only about complete separations of at least three months in duration. MFLS-1 also asked about partial separations (e.g., when the couple saw one another once a week during the period of separation), but such information proved not to be useful in analyses.

D. Menstruation History and Desire for Children

As in MFLS-1, questions are included in MFLS-2 about the timing of menarche and menopause (D1-D2a). Items D4 and D5, concerning whether the respondent and her husband can have more children and whether the respondent wants to have more, were worded exactly as were corresponding items in MFLS-1, to allow comparisons over time and across generations in the same family. However, in MFLS-1 these questions were asked of all women; in MFLS-2 only women who could still bear children (and whose husbands were not sterilized) were asked about desires for more children. Item D7, on whether the woman was trying to become pregnant at the time of the interview, was an experimental one, intended to allow alternate methods of estimating unmet need for contraception.

E. Child Care and Educational Expenses

This section deals with topics that were partially covered in MFLS-1 in the Female Retrospective questionnaire (MF2), the Female Time Budget (MF4), and the Networks of Support questionnaire (MF9). Unlike the MFLS-1 instruments, where child care questions were asked retrospectively about all children, in MFLS-2 the child care questions were asked only of women who currently had young children (aged less than six), but somewhat more detail was obtained.

Educational expenses were chosen as a particular focus because they comprise a significant portion of the direct costs of a family’s investments in children and because similar information was being collected about the respondents’ and their husbands’ own schooling, allowing for studies of generational changes and changes over time. It
was not possible simply to pull out a subset of MFLS-1 items that would adequately cover these topics in the revised formats; so new items were developed for MFLS-2.

F. Education and Training

MFLS-1 contained items in the Household Roster (MF1) on each household member’s ability to read or write in any language. In MFLS-2, these items were asked only of the MF22, MF23, and MF24 respondents, but they were expanded to include each of the languages respondents can speak, read, and write.

This section also contained information on who provided support (finances and housing) for the respondent’s own education. This had been identified as a significant way in which relatives (including grandparents) transfer resources to the younger generations. Schooling is a particularly important part of a Malaysian family’s strategy for emerging from poverty; therefore, the sources of financing for schooling (of the respondents, themselves, in this section, and of the respondents’ own children, in the Educational Expenses section discussed above) received particular attention in MFLS-2.

The questions on job-related training (F7-F12) were included because formal schooling does not fully measure significant investment in human capital formation, either in developed or in developing countries. The Malaysian government in particular has sought to implement its New Economic Policy by providing training in many forms to workers whose skills were not suitable for the modern sectors of the economy. There had been some information about training in MFLS-1 in the Education and Training sections of MF2 and MF3. MFLS-2 added items on who provided and who paid for the training received. We did not find questionnaire items exactly matching our needs in previous Malaysian surveys, and it proved difficult to formulate these items in a way that captured the diverse forms of economically significant training. After the pretests, it was decided to limit the amount of detail by asking about, at most, two instances of training per respondent. We tried various criteria for selecting which two for cases of respondents who had had frequent or even continuous on-the-job training. Choosing the
two longest proved operationally feasible and, in most cases, close to what was meant by "most important." It was difficult to formulate precise wording to bound the concept of "job-related training"; we relied on providing the interviewers with numerous examples of what was meant during their own training. (See the Interviewer's Instruction Manual in the appendix to this document for some examples.)

G. Migration and House Characteristics

These items were similar to corresponding items in MFLS-1 (in MF2 and MF3). Items G2, G3b, and G7 were added in MFLS-2 to produce information on the type of place (village, small town, city, etc.) in which respondents had lived in the past, in addition to the administrative district. Note that these were self-reports, referring to the character of the area at the time the respondent first moved there; interviewers were not given standardized definitions of each term. Respondents did not generally have much difficulty deciding which term best fit their previous places of residence. Type of place (as well as housing characteristics) was coded for each house or apartment; however the place type refers to the character of the place when the respondent first began living in that house or apartment and does not reflect subsequent changes while she continued to live in that same house or apartment. Unlike in MFLS-1, changes in housing characteristics (e.g., the addition of a flush toilet) that occurred while living in the house were not requested in MFLS-2. Only changes of dwelling were recorded in MFLS-2.

In analyses of the MFLS-1 data, the household water supply and sanitation proved to be important correlates of infant mortality, as well as indicators of living standards. In MFLS-2, we added items on main water sources for households lacking piped water and distinguished among usual sources of water for cooking and drinking and for washing.

MFLS-1 had contained items about the ownership, rent, number of rooms, material of outer walls, and bathing facilities in previous residences, which were used in measures of household wealth in the past, and also in studies of infant mortality (e.g., as measures of crowding). These were dropped from MFLS-2, for reasons of space, because they did
not add enough explanatory power in the MFLS-1 analyses to justify their inclusion at the expense of other items.

H. Work History

The MFLS-1 work histories sought detailed information on all previous jobs, including unpaid work in the household, hours worked, and wages, and theoretically included separate entries for each change in any of these variables. Our MFLS-2 pretests suggested that, in practice, the level of detail desired in MFLS-1 was probably too much for respondents to remember or interviewers to handle, and it is likely that only major transitions were recorded in those data.

The MFLS-2 work histories sought similar types of information, but were less ambitious. The MFLS-1 analyses and the MFLS-2 pretests led to a shorter version of the work history questions, seeking fewer of the transitions within occupational categories and less specific information about in-kind earnings (which was difficult for respondents to report retrospectively). For example, there were questions in MF22 about average monthly earnings “when you first started that type of work” (H6) and “when you finished doing that type of work” (H9), rather than earnings at intervals of three years in between. This was considered a reasonable compromise between abandoning retrospective information on work and earnings and seeking so much in theory as to produce unknowable selectivity in practice. In MF22, there was one line or card image in the data for each “type of work” (with beginning and ending dates or ages) rather than one line per transition. The periods of time for different “types of work” can overlap. Work status, occupation, earnings, etc. are all implicitly available for previous years in the MFLS-2 data, but not in the same format as in the MFLS-1 data. Questions about maternity leave and reasons for not working during other periods of time were added in MFLS-2.

I. Family Background

This section of MF22 began with a question about the respondent’s religion, which studies of contraceptive method choice in Malaysia had suggested could prove useful in analyses. Religion had not been included in MFLS-1. MFLS-2 interviewers were allowed considerable
discretion in how they posed this question, since Malays are Muslims by
definition in the Malaysian Constitution, and the question could have
proved offensive to some.

MFLS-1 had included several items on the family background of the
EMW (ever-married woman) respondent: father's and mother's age when the
respondent was born, father's and mother's occupations, father's and
mother's educational attainment, and father's and mother's year of death
if they had died (MF7, items 6b-6g). The same questions were asked in
MFLS-1 of the EMW's current husband (MF8, items 2b-2g). In MFLS-1, both
the EMW and her husband were also asked the number of older brothers,
older sisters, younger brothers, and younger sisters they had at age 10,
and the total number of persons living in their household at age 10.

MF22 repeated some of these items, though parents' education was
recorded in less detail (i.e., in broad categories). The respondent was
asked her parents' current ages (or if the parent had died, how many
years ago the parent had died); from these and the respondent's own age,
alysts can infer the parents' age at the time of the respondent's
birth for parents still alive and respondent's age at the time of the
parent's death for parents no longer alive. Several items were added to
this section of MF22, mainly to inform analyses of transfers of money,
goods, and services between the respondent and her parents and of living
arrangements. (The transfers are covered in Section J.) These included
which family members or others reside with the respondent's parents
(I9); how often the respondent sees her parents (I10); and a simple
question on the parents' health and physical disabilities, with three
responses forming a scale (I11). If either parent had died, the form
and value of the inheritance was asked (I13).

Again because of the interest in current transfers among
generations, the MF22 respondents were asked about how many brothers and
sisters, older and younger, they had at the time of the survey (I2-I5)—
not, as in MFLS-1, the number they had at age 10. These items specify
the number of the respondent's siblings who might live with the
respondent's parents and/or provide money or other support for them.

---For more information about the health question, see the discussion
of Section H of MF24 below.
Note that a study of household and family composition over the generations, using the combined MFLS-1 and MFLS-2 data, could use fairly detailed information about three generations (the MFLS-1 respondents' parents, the respondents themselves, and their adult children in 1988-1989). The Family Background items also permit methodological studies comparing responses given by members of the Children Sample about their parents' occupations, education, and so forth, with the responses given by the Panel Sample members about themselves. Similar methodological analyses would be possible for households in the New and Senior samples when the Senior respondent is the parent or parent-in-law of the Main Respondent for the New Sample.

J. Help for and from Relatives

In MFLS-1, Questionnaire MF9 collected quite extensive data on "Networks of Support," by which was meant transfers of money, help with income-earning activities, help with household chores, and child care, to and from persons in several categories defined by their relationship to the respondent. In addition, other MFLS-1 questionnaires (MF6, MF7, and MF8) contained sections covering the help provided by the respondent to her or his own parents at any time in the past and all gifts or loans of money in the preceding 12 months, and the help received by the EMW and her husband from their own children, other relatives, and non-relatives. The focus in MFLS-2 was on intergenerational transfers among non-coresident family members and was largely restricted to transfers that had taken place in the 12 months preceding the information, though information was collected on how long these transfers had been taking place.

MF22 contained items concerning transfers to and from the respondent's own parents and to and from her non-coresident children. Transfers were categorized broadly as money (or paying bills on behalf of the recipient); providing food or other household goods; performing child care for the recipient's children; doing housework or providing

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7Similarly Panel women's reports about their children's characteristics (in MF20 and MF22) could be compared to the reports about their own characteristics given by those children interviewed for the Children Sample.
personal care; and helping in a business or farm operated by the recipient. For the first two categories, respondents were asked to estimate a total monetary value for help provided in the 12 months preceding the interview; for the last three categories, they were asked for estimates of the total amount of time spent in these forms of help to or from parents or children.

Related items appeared elsewhere in MFLS-2 instruments. Two of the most important forms of transfers among relatives are help with child care and help with paying school fees, which were covered in more detail in Sections E and F of MF22 (see above). For the 12 months before the interview date, MF25 (see below) recorded money received by the household from all sources, including, separately, "money from relatives or other people who live elsewhere" and inheritances, wedding gifts, or dowries. Section I of MF22 and Section E of MF23 included information on inheritances (ever) received from parents who have died.

**MF23--MALE LIFE HISTORY**

Based on LPPKN experience with previous surveys in which working-age men had been interviewed, we had feared that there would be problems with break-offs and numerous complaints about respondent burden if the MF23 interviews were not kept short. The MF23 instrument was accordingly made much shorter than the MF22 instrument, and, as it turned out, the interviewers reported that they had few problems with break-offs and hurried answers.

In MFLS-1, the Male Life History questionnaire (MF3) was administered only to currently married men (the spouses of the MFLS-1 EMW respondents). In MFLS-2 some respondents to the Male Life History questionnaire (MF23) were not currently married--the unmarried sons of Panel women who were selected as respondents for the Children Sample.

Many sections of the MF23 Male Life History contained a subset of the items in the corresponding sections of MF22 described above. Others differed only in the persons to whom the questions refer—for example, the "Help for Parents" and "Help from Parents" sections in MF23 referred to the husband’s parents, while the corresponding sections of MF22 referred to the wife’s parents. The notes in the preceding subsection
of this document on the various sections of MF22 should therefore be consulted by users of the MF23 data. In this subsection, we discuss some of the design considerations and pretest results for parts of the MF23 instrument that differed notably from the MF22 instrument.

MF23 did not include a pregnancy history, because the births of the respondent’s children with the current wife were covered in her pregnancy history, in MF22. The MF23 Marriage History (Section A) did include a question about numbers of living children from each previous marriage.

Unlike MF22, MF23 did not include sections on desires for children or on expenses for child care or children’s education, because much of this information was reported by the wife in MF22.

The Education and Training section in MF23 (Section B) was identical to that in MF22 (Section F).

The MF23 Migration section (Section C) did not include questions about water and toilet sources, because these were covered in the wife’s MF22 for currently married men (or in the mother’s MF22 for sons in the Children Sample who lived with their mothers). Unlike MF22, MF23 respondents were only asked about interdistrict moves since age 15 as opposed to all dwelling changes.

The Work History section in MF23 (Section D) was nearly identical to that in MF22 (Section H), except that it excluded the question about maternity leave.

The Family Background and Help for and from Relatives sections (E and F) in MF23 were identical to those in MF22 (Sections I and J), except that MF23 excluded questions about help to or from children, since this was covered in the wife’s MF22 questionnaire.

MF24—SENIOR LIFE HISTORY

The conditions of life for older people have only recently become a topic of comparative social research in developing countries, so there were few other models on which to base the design of this instrument. (We did consult the ASEAN, ESCAP, and WHO questionnaires that had been used in Malaysia and in some other countries in the region.) In MFLS-1, the oldest female respondents were aged 49 at the time of the survey, so
there was no instrument that could serve directly as a precedent for MF24 (though broad topics and individual items were the same in MF24 as in the instruments for younger respondents).

The data produced by the MF24 were primarily intended to support analyses of the current standard of living of older people, their health status and health care utilization, and patterns of intergenerational support. In general, we were not as concerned as in MF22 and MF23 to obtain complete event histories.

The pretest versions of the MF24 instrument were longer, and contained more items requiring long recall, than the final version. The pretest interviews took too long, and interviews with many of the oldest respondents had to be left incomplete. Because the items that required recall of events long ago seemed to take the most time and pose the greatest burden on the older respondents (and at the same time were least needed for the distinctive purposes of the data from the Senior respondents), they were the first to be cut in each section of MF24.

A. Marriage

MF24 asked how many times the respondent had been married, and how long to the current spouse (or how long the respondent had been widowed, separated, or divorced). No attempt was made, as in MF22 and MF23, to obtain dates for all previous marriages. Women respondents were asked their husband’s occupation (“for most of the time you [have been/were] married”), since other information on their social-economic status would be incomplete in many cases. (Unlike the other three MFLS-2 samples, interviews were not conducted with spouses of Senior respondents.)

B. Children

Only living children who were not residing with a respondent at the time of the interview were asked about in this section. We did not ask about children who died since we did not anticipate using these data for direct estimates of fertility or child mortality. MF24 did not contain questions about children living with the Senior respondent at the time of the interview, because such information should be included in the MF21 (Household Roster) data. MF24 included a few items about the age, sex, and educational attainment and whether in school now for each of
the respondent's children who live away, and how often the respondent was seeing them. In pretests, it proved difficult for respondents to report exact ages and educational attainment of their children, and much easier for them to report in the broad categories used in the final versions of these items.

C. Languages and Literacy

These items were phrased exactly as were the corresponding ones in MF22 and MF23. The respondent’s own educational attainment was covered in MF21; unlike MF22 and MF23, MF24 did not contain any items on how the respondents’ education was financed or on job-related training.

D. Migration and House Characteristics

The Migration history was similar to that contained in MF23. It covered place of birth, place where the respondent lived at age 50 (as opposed to age 15 for MF23), and interdistrict moves since age 50. Items on current water supply and sanitation (D8-D9) were included for respondents in households that did not have an MF22 respondent. (MF22 had already collected this information otherwise.)

E. Work History

MF24 used the same phrasing to define “work” as in MF22 and MF23. Respondents were first asked about current work and how long they have been doing it (E1-E3), then about their main work activities during the whole time they have worked (E7), and how long they have worked altogether (E8). Those not currently working were asked when they stopped and why (E5-E6), before being asked the same items about their three main work activities during the years they worked and how long they worked altogether (E7-E8). Everyone who reported ever working was asked about EPF (Employees' Provident Fund) or pension payments, received or expected (E9-E12). All respondents were asked for an estimate of the time spent doing household chores in a typical week (E13) to permit some assessment of the Senior respondent’s nonmonetary contributions to the running of the household.
F. Family Background

Items F1-F10 were the same as corresponding items in MF22 and MF23. Items F6-F10, about the respondent’s own parents, added at least minimal information about the “oldest old” in Malaysia, who would not be represented in sufficient numbers in the actual sample of Senior respondents (because they constitute such a small proportion of the household population of Malaysia). Unlike MF22 and MF23, MF24 did not include questions about parents’ occupation and education, how long ago they died, or inheritances received because the Senior respondents had great difficulty answering these questions in the pretests.

G. Help for and from Relatives

This section covered the same types of transfers (of money, food and other goods, household or income-producing work) as in the corresponding sections of MF22 and MF23. Unlike the corresponding sections of MF22 and MF23, this section of MF24 did not cover transfers from the respondent’s parents because we expected few transfers in that direction to the few Senior Sample members who had living parents. However, whereas MF22 and MF23 asked only about the respondent’s parents and children, MF24 also included items about transfers to and from other relatives not living with the respondent (G14-G23).

H. Health

This section in MF24 had a much shorter counterpart in MFLS-1. The MF7 (Female Attitudes and Expectations questionnaire) and MF8 (Male Attitudes and Expectations) in MFLS-1 had contained items asking where “people around here” usually go if they are sick and whether the respondent had any current physical illness or disability, and if so, how long it had persisted. In MFLS-2, for the Senior respondents only, more detailed items were included, covering general health, actual health expenditures in the month preceding the interview, and disabilities affecting physical activities. The overall item on health status (H1), like the items in each instrument concerning respondents’ parents, was originally tried as a scale of four responses (excellent, good, fair, poor), but many respondents seemed to feel that a response of “excellent” was tempting fate, so a three-value scale was adopted
instead. The items concerning limitations on physical functioning (H2 and H3) were adapted from those used in the "Medical Outcomes Study" undertaken in the United States by RAND colleagues (Ware et al., 1992).

**MP25--HOUSEHOLD ECONOMY**

A large proportion of interviewing time and questionnaire space in the MFLS-1 was devoted to items to be used for estimation of the standard of living of households, with particular attention to components of income (such as returns to capital owned by farming households) that were measured more cursorily in MFLS-2. MFLS-1 instruments were designed to elicit data that could be combined for estimates of a household's balance sheet of assets and liabilities at four times: 12 months before the first interview date, and each of the three interview dates (4 months apart), for a total span of close to two years. The data measured many types of flows between these dates (wages, gross and net revenues of family farms and other businesses, new borrowings, and repayments). Furthermore, MFLS-1 collected data that could be used for the estimation of agricultural production functions (e.g., Tan and Rosenfeld, 1984).

For MFLS-2, we found it impossible to keep similarly ambitious income and wealth concepts and simply drop items from the lists. Rather, we adopted less ambitious definitions but tried to cover all the major components of the income and wealth aggregates.

MFLS-2 attempted to measure the income, in cash and kind, from all sources, of household members in the 12 months preceding the interview date and household wealth at the time of the interview. Wealth measures were needed partly because they are typically more reliable than income measurement and can be used as a check on, or replacement for, the latter and partly because, for some purposes, wealth may more closely approximate the concept of "permanent income" than does the actual income received in the year of the interview. After early drafts and pretests, we abandoned a plan to elicit detailed expenditure data, and left one overall question about usual household monthly expenses, mainly as a way to assign households to quartiles or quintiles when other income data were missing. We did not collect all the data that would be
required to estimate production or to allocate net revenues of family farms and businesses among returns to the labor of the family, to capital owned, to profits.

The data contained in MFLS-2 should suffice for ranking households by total and per capita incomes and measuring inequality; for distinguishing the total earned and "unearned" income for each household member; for studying labor force participation and labor supply; for imputing wages to those who do not report work for wages; for estimating effects of experience, education, and training on earnings; and for many other topics central to the research purposes of the survey.

MF25 also contained some of the items needed to measure current time use of individuals--and for all members of the household--but the questions were restricted to income-generating activities. In MFLS-1, the Time Budget questionnaires (MF4 and MF5) elicited more detailed data on the non-market time use of the female and male respondents (e.g., time spent on household chores).

In the pretest versions of MF25, there were separate subsections dealing with gross receipts from farming, fishing, family businesses, and other own-account activities, with information on major cost items (costs of fertilizer; rent paid in cash or kind for land, machinery, and equipment; payments to owners of boats; etc.). Unlike in MFLS-1, the goal in MFLS-2 was not to produce an exhaustive list of major inputs, such as would be suitable for estimation of agricultural production functions, but just to calculate net revenues for each enterprise by subtracting costs from receipts for the preceding 12 months. It appeared from the pretest interviews both in fishing and farming villages that it was typically easier for respondents to give us the net income, corresponding to their "take-home pay" from each enterprise, than to calculate the receipts and costs separately. Many respondents seemed to be performing the mental arithmetic we had hoped to avoid, starting from the net income that we actually wanted, adding to it their cost estimates, and working out that way what their receipts must have been. Though it would have been useful to have separate revenue and cost estimates, we ultimately decided to sacrifice a good deal of detail here in the interest of conserving interview time. Also, we found that
differences in the relative importance of various inputs in different parts of the country and different types of farming and the attendant difficulty in drawing up lists, producing definitions, and training interviewers were consuming more time than the additional accuracy of income estimates would likely warrant.

The MF25 instrument was pruned considerably as a result of the pretests. In the final version, respondents were asked first to estimate net receipts from each own-account activity; only if this proved difficult was the interviewer instructed to ask separately about receipts and costs. Instead of standardized items in the questionnaires dealing with many separate types of cost and places to enter the answers for each, we placed lists of typical cost items in the Interviewer's Instruction Manual (see the appendix of this document) to use as prompts, as appropriate, for the activity and the geographical region.

MFLS-1 had items asking about ownership (and time and method of acquisition) of a large number of household amenities and appliances. In preparation for MFLS-2, we performed preliminary analyses of the MFLS-1 data produced by these items, eliminating items from the list that were very rare, or had no intrinsic analytic interest, or the ownership of which did not efficiently distinguish among rich and poor households in a Guttman scale analysis of the MFLS-1 data. We also dropped items that were redundant, leaving a smaller list of items that should be useful in ranking households by wealth. We did add one item, video cassette recorder (introduced since the time of MFLS-1), that we expected to be useful in distinguishing wealthier households.

MF26 AND MF27--COMMUNITY DATA

The community data in MFLS-2 were collected in two different questionnaires, MF26 and MF27. The MF27 questionnaire was fielded at a later date (early 1991) to clarify and add additional detail to the data collected in MF26, which was fielded during the period of the rest of the MFLS-2 fieldwork. The data from MF26 and MF27 are presented separately in the public use data file.

MF26 and MF27 were administered in the 52 Primary Sampling Units (PSUs) that comprised the sample for MFLS-1, as well as in the 398 EBS
that comprised the New and Senior samples for MFLS-2. These questionnaires sought to provide more historical information about facilities than had been collected in MFLS-1.

The respondents to MF26 and MF27 were primarily the village headmen or other community leaders. Clinics and schools in the area were visited if the headman could not provide the necessary information.

MF26 collected data about the location of the community, its transportation and other amenities, family planning and health services and schools in or near the community, water supply and sanitation, development programs, the economic situation in the community, and some district-level data. It collected information on when many local facilities began operations.

In an effort to provide more historical information, MF27 added questions about when each type of contraceptive method began to be offered and about what family planning and health clinics and schools people in the community used before the current ones began operations, and it asked some information about those facilities used earlier. MF27 also included questions about distances to shops or pharmacies that sold oral contraceptives, condoms, or infant formula and about the prices charged. MF27 also repeated many of the family planning and health clinic questions asked in MF26, such as distance, start date, and types of services.

Some sections of MF26 distinguished clinics in the community from those in nearby communities and collected some information about the former but not the latter. In MF27, some of this information was filled in for the clinics not in the community.

MFLS-1 also included a community questionnaire (MF11), which covered many of the same topics as MF26. However, MF11 contained no information on when clinics and schools began their operations or on the services provided by these clinics or the prices they charged.
4. INTERVIEWER DEBRIEFING

In November and December 1988, all three interview teams returned to the Kuala Lumpur metropolitan area to finish the first wave of interviewing in Selangor and Wilayah Persekutuan, K.L. (the Federal District of Kuala Lumpur). They met in small groups with the RAND and LPPKN project directors to provide further feedback on the interviewing process and the quality of the data. This section first describes their experience in tracking the Panel Sample. Next is a summary of the interviewers' general impressions of how well respondents understood different sections of the survey instruments, how difficult it was for respondents to answer particular items, and the like. These are not based on formal checks of internal consistency and external validity (such as those presented in Sine and Peterson, forthcoming) but rather are based both on the interviewers' comments during the debriefing and on the evaluations they filled out for each questionnaire immediately after it was administered. Nonetheless, users of the data may find the interviewers' reactions helpful in assessing data quality and interpreting results. Problems pertaining to only a few cases that were resolved in editing or after callbacks are not discussed here.

TRACKING THE PANEL SAMPLE

When MFLS-1 was fielded, there were no plans to try to interview the respondents at a later date, and, hence, no attempts had been made to collect any information (national identity card numbers, or names and addresses of close relatives) for later use in tracking the respondents. The NFFDB field scouts and interviewers who traced the MFLS-1 respondents relied on names and addresses of respondents as recorded on the cover sheets of the 12-year-old questionnaires, names recorded in the MFLS-1 Household Roster, and the names of respondents' children recorded on Birth History questionnaire pages.

Before fieldwork for MFLS-2 began, a Household Roster Update form (MF20) was created for each MFLS-1 household from its MFLS-1 Household Roster and the MFLS-1 pregnancy history. The MF20 form listed each
member of the household in 1976 and each child of the MFLS-1 female respondent who was still alive in 1976. The form contained each individual’s birth date, sex, and MFLS-1 person identification number. Spaces were provided on these forms for basic information to be collected in MFLS-2 on these individuals, including information on those who had died or moved away in the meantime. The names and addresses of respondents were then copied by hand at LPPKN from the MFLS-1 questionnaires.

Names of Malaysian Chinese respondents were recorded in MFLS-1 only in Roman-letter transcriptions; MFLS-2 field-workers reported that it would have been easier for them if the Chinese characters for names had been available also. Nicknames would have helped for all three ethnic groups. Another suggestion field-workers made for future such attempts was that more information about the respondents (such as their own or their husbands’ occupations) be printed on the forms taken to the field.

The best sources of information for finding respondents who had moved, in both rural and urban areas, were ex-neighbors. One problem that arose fairly often was that these neighbors knew the respondent by a name different from the formal name recorded on the survey forms. In rural areas, especially, the village headmen (ketua kampung), who are part-time officials paid by the state governments, proved to be a useful source of information; many knew where long-time residents had moved. In urban areas, postmen could often remember where respondents had gone. In several cases, the respondent had moved but kept ownership of the house, and the current tenants were able to supply their landlord’s new address.

The most difficult PSUs in the urban areas were those that contained large blocks of railway worker or government staff quarters: the residents move frequently, and people do not know their neighbors as

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8Update information for children age 18 and over (those eligible for the Children Sample) included education, marital status, number of children, current location, district and state of residence if not in current household, date left for those no longer in the household, and date of death for those who died since 1976. For 1976 household members not eligible for the Children Sample, only current location, district/state of residence, and date left or date died were collected.
well as in more established settlements. In one urban PSU, all the street names and addresses had been changed, but field staff consulted old street plans at the district office to figure out the locations. Urban squatter settlements posed a particular problem. One could not be located at all from the MFLS-1 sketch maps; it was eventually found with the aid of an electricity meter reader. Two such settlements had been demolished for slum clearance. In one case, the local office of the Malaysian Chinese Association (a political party) directed the staff to the neighborhood where most had resettled. In the second, in Alor Setar, only a few respondents could be located.

Many of the Malaysian Indian respondents were workers on rubber or oil palm estates. Besides ex-neighbors, the best sources included estate clerks (often a worker had been re-assigned to different quarters on a large estate, or to another estate managed by the same company) and shop owners, some of whom had kept in touch with old customers who still owed them money.

Although the interviewers were instructed not to try to trace children who moved away if the RMW had died, two such children were traced and successfully interviewed in MFLS-2.

The field staff reported enjoying the "detective" aspects of this work, and often expressed disappointment when supervisors decided that it was time to close a case. For more information on the follow-up of the MFLS-1 respondents, including response rates for the Panel and Children samples, see Haaga et al., forthcoming.

**MFLS-1 ROSTER UPDATE**

Panel Sample respondents had little difficulty answering the questions about persons who had been members of their household in 1976, except for the questions about the month that the person had left the household (A3, B3).

In the first few months of the fieldwork, some interviewers thought that children of the Panel respondents who had already left the household before 1976 should not be included in the process of selecting respondents for the MFLS-2 Children Sample; therefore, children who set
up separate households before 1976 may be underrepresented in the Children Sample.

The Panel respondents were often assisted by their children who still lived at home in answering questions about their children who had moved away (A2-A3; B2-B7).

There was some confusion about whether children living in East Malaysia were eligible for the Children Sample. They were not supposed to be, but it appears that some were treated as eligible and selected, and then not interviewed.

**MP21--MFLS-2 HOUSEHOLD ROSTER**

The rules for determining household composition were not always consistently applied. Two teams applied the criteria that were intended only for residents who were not relatives of the respondent (sharing cooking and contributing to running the household) to residents who were relatives of the respondent outside her nuclear family ("Group B") as well. This would affect the household listing mainly for Chinese in the southern and eastern parts of the peninsula.

Persons who lived in the household for at least 3 of the 12 months preceding the interview, but were not residents at the time of the interview ("Group D"), are probably underreported. Some were only mentioned later in the interview, not in response to this question (2-4). Furthermore, although most interviewers appear to have excluded from this group people who had died by the time of the interview, at least one known case exists where a child who recently died is included.

Interviewers did not always fill in the columns for interhousehold relationships (i.e., the identification numbers of household members' spouses and parents). This has been subsequently done during the data cleaning process, whenever possible.

Orang Asli (the indigenous people who predate the arrival of the Malays) were coded as "Other" for question 6-5.
MF22--FEMALE LIFE HISTORY

Sections B-C (Pregnancy and Contraceptive Histories)

Most of the inconsistencies found in data editing were problems in the pregnancy histories: impossibly short intervals between pregnancy outcomes, postpartum amenorrhea lasting into the next pregnancy, and the like. Occasionally, these could be resolved by the interviewer consulting her notes, but some were resolved only after a re-visit (for example, when the husband was interviewed at a different time) or a telephone call.

Respondents had the hardest time recalling precise dates for pregnancy outcomes other than a live birth (for which there were no documents in the household to aid recall).

Most respondents seemed to know the exact birth dates of their children and interviewers found it awkward or embarrassing to ask them to verify these dates with documents. Hence, most of the birth dates are likely to be accurate, even if they were not verified with documents. (Furthermore, unlike MFLS-1, by the time of MFLS-2 such documents were often kept in a bank safety deposit box and were not readily available.)

The question about whether the infant was born earlier than expected was difficult for many respondents, especially when the pregnancy had occurred many years earlier. Women who had received modern health care during their pregnancy were more likely to know (and remember) their due dates and answer this question easily.

The responses about whether a woman had had antenatal care, where she had delivered, and who attended the birth were considered accurate. Sometimes respondents were unsure whether the attendant was a nurse or a government midwife.

When women had large numbers of pregnancies, they tended to anticipate the questions about antenatal care, place of delivery, birth attendant, infant feeding, and postpartum amenorrhea, and to answer "the same" (as the previous pregnancy) to each. This had been anticipated, and interviewers were asked to probe for responses specific to each pregnancy, but respondents still tended to answer each question the same
way for each pregnancy (implausibly, in the opinion of some interviewers).

Regarding methods of fertility regulation, withdrawal, safe time, and abstinence were generally only reported after prompts (i.e., in the case of longer inter-pregnancy intervals). After several weeks of fieldwork, most interviewers automatically prompted for these methods (but women who reported long inter-pregnancy intervals, or who first reported no use of any contraceptive, were most likely to be prompted specifically for these methods).

F. Training

Interviewers felt that respondents were most likely to think of recent training and training for their current job.

G. Migration

Respondents generally remembered ages better than dates for the Migration history.

H. Work History

Some interviewers truncated the history at age 15—that is, they recorded the work as beginning when the respondent was age 15, even if the respondent started doing the work before age 15. Most began the Work history with whatever job the respondent was doing at age 15 and recorded the beginning age or date as reported by the respondent.

I. Family Background

The interviewers did not find that questions about respondents’ parents who had died were sensitive, unless the parents’ deaths were very recent.

It was often difficult for respondents to estimate the amount or value of an inheritance, especially when it was shared by many heirs. Interviewers reported that Chinese respondents were reluctant to discuss inheritances, and that these may be underreported.

J. Help for and from Relatives

Respondents usually did not find it difficult to report how frequently they gave or received support of a particular type, though
there were occasional difficulties choosing the correct code from the list available, for example, when some help was given every day for two weeks (while the respondent’s mother visited) and nothing the rest of the year.

Respondents found it difficult to report values for transfers of food.

Some respondents were embarrassed by talking about help given to parents. (They felt it was something they should do and did not want to appear boastful about it.)

Parents who received support from children were happy to report this. Those that did not receive any were somewhat embarrassed; some who did not receive anything may have reported that they did.

**MF23--MALE LIFE HISTORY**

If the husband of the MF22 respondent in the New Sample was age 50 or older and there were no other household members age 50 or older, he was treated by most interviewers, but not all, as eligible for the Senior Sample and hence may be a respondent to MF24 rather than MF23.

In general, the interviewers’ comments about the data provided by the male respondents were very similar to their comments about data on the same topics provided by the female respondents. (See preceding section, under the subheadings for MF22 sections F, G, H, I, and J.) Most interviewers felt that male respondents were less likely than female respondents to report accurate information about their families of origin (Section E, Family Background).

**MF24--SENIOR LIFE HISTORY**

The oldest respondents had trouble remembering names and ages of children living elsewhere. Some Chinese respondents did not report daughters until prompted (perhaps assuming that they were not to be included as members of the respondent’s family).

The Senior respondents generally felt comfortable in talking about their health problems, and the interviewers had the impression that the data were accurate. In the question list, QH5 (about whether the respondent had seen a health practitioner recently) was mistakenly printed to have a reference period of three months rather than one
month. Interviewers were asked to change their question list; we were told that all of them did this and used the one-month reference period for this question.

A number of respondents did not know the educational attainment of their parents, even in the broad categories used in the final versions of the questionnaire.

**MF25--HOUSEHOLD ECONOMY**

The interviewers felt that incomes were almost never overstated. This may have been due in part to a well-publicized crackdown against tax evasion during the fieldwork. Interviewers felt that some Senior respondents understated their income because they thought interviewers were from the Ministry of Social Welfare, and they may have hoped to qualify for allowances.

Of the various sources of income, wages and salaries were probably reported most accurately, and business income least accurately. Income from irregular sources was probably underreported.

The information about typical household expenditures was thought to be accurate, and the information about household possessions was thought to be very accurate.

It was difficult for respondents with erratic schedules (e.g., lorry drivers) or seasonal jobs to estimate their hours of work.

Interviewers tried to use time units other than a year in recording incomes only if the income was received every week or every month during the year; if income was irregular, they tried to elicit a total for the previous 12 months.

**MF26 AND MF27--COMMUNITY DATA**

The MF26 file first sent to RAND had a number of missing, "don’t know," or out-of-range values. We have written to LPPKN on a number of occasions in an effort to fill in or correct as many of these as possible. Only the MF26 question regarding the water quality index for the community could not be answered in any of the 450 EB/PSUs.

No community data were collected in one EB (No. 200: 609032-000), which was an Orang Asli area and very remote, or for another EB (No. 217: 618105-000), which contained only one sample household.
District-level data were collected as part of MF26. However, LPPKN gathered data only for the 74 districts in which an MFLS-2 EB or an MFLS-1 PSU was located. Success in obtaining data for the other four districts of Peninsular Malaysia has been limited. The four districts are Pulau Langkawi, Tampin, Pekan, and Ulu Kelantan.

The objective of MF27 was to collect some retrospective information on the availability of family planning clinics, general health services, and schools; i.e., where did people go before the current facility was available? In order to establish the status of current facilities so that they could ask about the previous ones, MF27 interviewers recollected much of the same "current" facility information that they had in MF26.

Discrepancies Between MF26 and MF27

Comparison of the responses to the same question in MF26 and MF27 revealed that more completed responses were obtained in MF27. Some discrepancies were also uncovered; i.e., the MF26 response differed from the response to the corresponding MF27 question.

We have talked with LPPKN staff about these differences. The strong feeling of LPPKN staff was that the MF27 data are better than the MF26 data. The main reason for this assertion is that MF27 interviewers were a subset of those used in MF26, and thus the MF27 interviewers were much more experienced in collecting community-level data than they were during MF26.

Interviewers for MF26 had expressed concern over the accuracy of the information provided by village headmen. Interviewers felt that because MF26 was probably the first time village headmen had to provide such detailed and varied information, the headmen were often unable to answer the questions without a lot of probing. Many answers were given as "best guesses" after much cajoling and encouragement from interviewers. The LPPKN staff believed that after the MF26 experience, village headmen were probably better prepared to answer such questions in the second survey after having been embarrassed at not being able to answer many of the questions in the first. MF27 may have benefited from such an effect.
Another possible reason for the differences is that MF26 responses may refer to a different clinic than the one covered in MF27. Unlike MF27, MF26 did not record facility names. Thus there is no direct way of checking this hypothesis. However, one might suspect that respondents were referring to different facilities when all the facility characteristics differ greatly between the MF26 and MF27 responses.

Given the uncertainty raised by cases where responses differed, we chose not to combine the MF26 and MF27 data into one file. This flexibility allows users to make their own decisions regarding how to handle data common to both files given the above discussion.

**Internal Consistency of MF27**

In MF27, interviewers recorded the names of the facilities (i.e., clinics, hospitals, and schools) mentioned by the respondents. Each facility was assigned a unique code that was carried across EBs and PSUs; i.e., the same facility code was used if a given facility was reported for more than one EB or PSU. The use of these unique facility codes allowed us to cross-check information reported about a given facility by different respondents. In the course of that cross-checking, we uncovered cases where facility codes had been misentered and simple typos on charges and services had occurred. However, there remained a number of cases in which the characteristics of a given facility differed between two communities reporting the same facility. For example, two EBs report that hospital A is the nearest hospital, but one local expert said hospital A opened in 1960 and the expert from the other EB said 1964.

We asked LPPKN to verify that these differences were indeed reporting differences and not data entry errors. Most of the discrepancies were not due to data entry errors—the data entered matched those on the recording form. If a data entry error was responsible, the records in MF27 were fixed accordingly. Hence, remaining differences should be due only to differing responses by local experts.

We have left it up to the user to decide how to deal with differing responses for the same facility. In many cases the differences are
minor--dates differ by a year or two, or charges differ slightly; in other cases, they are not minor. For any given type of facility, the maximum number of problem cases is around 40 (10 percent of the cases); on average, such response differences are reflected in 5 percent of the cases for a given facility.
Appendix A

INTERVIEWER'S INSTRUCTION MANUAL

PENYIASATAN KEHIDUPAN KELUARGA MALAYSIA II
Second Malaysian Family Life Survey

This manual was prepared by members of the staff of the Population Center of the National Population and Family Development Board who worked on the Second Malaysian Family Life Survey, with assistance from John Haaga, Ellen Starbird, and Julie DaVanzo of RAND.
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I. OBJECTIVES OF THE SECOND MALAYSIAN FAMILY LIFE SURVEY
(MFLS-2)

The Second Malaysian Family Life Survey (MFLS-2) is a follow-up of the 1976-1977 Malaysian Family Life Survey (MFLS-1). As in MFLS-1, the MFLS-2 will cover both the respondents' and spouses' marriage, fertility, employment, education and migration histories as well as extensive information on the household economy.

The samples in MFLS-2 will include the following:

1. **Panel sample** - The ever-married women who were respondents in MFLS-1 and their husbands.
2. **Children sample** - Children of the Panel sample members, aged 18 and over in 1988, and their spouses.
3. **New sample** - Nationally representative sample of women aged 18-49 (or less than 18 if they have ever been married) and their husbands.
4. **Senior sample** - Selected persons aged 50 or older.

The ultimate objective of the MFLS-2 is to collect information on Malaysian family life in order to help in the planning and evaluation of population and development programs.

The specific aims of the survey include:

1. To compare data between MFLS-1 and MFLS-2.
2. To collect information on community characteristics and amenities such as health, education and family planning facilities, as well as water supply, sanitation, and transportation.
3. To obtain information on infant feeding, child survival, and child mortality.
4. To study marriage through information gathered from single men and women.
5. To gather data on senior citizens, their health, family and financial background as well as support from relatives.
6. To obtain data on fertility and family planning, and;
7. To obtain information on income, housing, and standard of living.
II. GENERAL PRINCIPLES OF INTERVIEWING

THE SURVEY PROCESS

A survey involves collecting data from a scientifically selected sample of the population. The sample is selected to represent accurately the entire population to be studied. Data are collected from the sample respondents by administering a questionnaire.

The survey process includes the following steps:

a. The selection of the sample,
b. The interview with the selected respondents,
c. Field editing of questionnaires for internal consistency,
d. Check on questionnaires by checkers and supervisors,
e. Data entry and computer processing,

INTERVIEW TECHNIQUES

Preparation for the Interview

Before you make contact with the respondents, there are four important steps which must be taken:

a. Review your interviewer training materials.
   This includes reviewing the general interviewing procedures, the specific field procedures and the question-by-question instructions.

b. Review the questionnaire and recording formats.
   Before you begin interviewing, practice using the questionnaire to build up your confidence. A successful interview requires an interviewer who fully understands the questionnaire and can use the recording formats easily and correctly. Stumbling through the questionnaire and recording formats (losing your place, shuffling paper, etc.) can disturb the respondent.

c. Organize your materials.
   Be sure that you know what materials you need before you go out to interview and ensure that you have them with you before going into the field.
d. Be aware of your appearance and behavior.

Appearance is the first thing that the respondent notices about the interviewer. It is important to create a good first impression, so you should be polite, neat and courteous to the respondents.

Introduction at the Door

a. Tell the respondent who you are and whom you represent.

Introduce yourself by name and tell the respondent what government agency you represent. You will have an identification card in order to offset any possible suspicions about your identity or purpose.

b. Tell the respondent what you are doing.

Have information about the survey clearly in mind so that you can explain it in such a way that it stimulates the respondent’s interest.

c. The introduction at the doorstep should be brief.

The doorstep introduction should be just long enough to obtain the respondent’s cooperation so long that he will invite you inside to complete the interview. Be careful not to ask questions at the door which can lead to a negative response. For example, instead of asking “May I come in?” use the positive statement, “I would like to come in and talk to you on an important matter.”

Suggested Introduction

“Good morning, I am (name) from the National Population and Family Development Board. Here is my identification card. We are conducting a survey on Malaysian Family Life. Your household has been selected to be included in the sample for this survey. I would like to come in and ask you some questions. The information that you give me will be held strictly confidential. It will not be used in any way for purposes of taxation or investigations. It is going to be combined with the information gathered from other persons to produce country-level statistics and analysis. The report that will be written will only include data concerning groups of persons or households. It will not contain any information concerning any one person or household, nor will it ever mention anyone by name.”

In short, a good introduction answers the following questions:

1. Who are you
2. Who you work for
3. What you want from the respondent
4. The information will be treated as confidential.

Gaining Access to the Respondent

Establishing a good relationship. A comfortable relationship between the interviewer and the respondent is the foundation for good interviewing. The respondent’s impressions of you during your introduction and early remarks will largely determine the atmosphere for the interview. If you seem bored, uninterested, and hostile, the respondent will probably act in a similar way. Remember that the respondents tend to react favorably if they think the person at the door is someone with whom they will enjoy talking.

This means that the interviewer needs to impress the respondent as being someone who is friendly and understanding. Through your behavior you can create atmosphere in which the respondent can talk freely and fully.

Overcoming any barriers the respondent may feel about the interview. Removing a respondent’s doubts can be accomplished by short, convincing statements from you about the general purposes of the study, the confidential nature of the interview, and stressing on the impersonal use of the survey information. In addition, you must be able to answer any questions that respondents may have about you and the survey.

Answering Respondents’ Questions

It is usual for respondents to ask questions at the door or during the interview. Some of the questions respondents most frequently asked and suggested answers are:

Basic information – “Who are you?” “What do you want?”. Your answer to this question should include your name, display of identification card and mention of the government agency you are representing.

Selection of respondent’s household – “Why did you pick me?”. It is important that the respondents understand they are part of a sample chosen quite impersonally. You may want to say something like: “Since it is impossible to interview every housing unit in the country, a sample was selected and your unit was chosen to be included.”

Confidentiality. You should say that all of the information collected will be strictly confidential.

Length of interview – “How long will this take?”. You should say that the whole interview will take about one hour for each respondent.
The Setting for the Interview

Once the introduction is made and the respondent has agreed to the interview, the next step is to arrange a proper setting for the interview. The following two factors are important in arranging this setting:

**Avoid an audience.** Remember that respondents will give better, more complete information if they are alone with the interviewer. The presence of even close friends or relatives may bias responses. Some ingenuity and tact may be required to obtain privacy. Explain to the respondent that some of the questions are private and confidential and ask to speak in a suitable place (e.g., a verandah, a corner of the main room, a bedroom, or the kitchen).

**Arrange suitable seating.** The first priority is always to be sure that the respondent is comfortable. You may suggest sitting at a table if it is clear that one is available. To facilitate better communication, try to sit across from the respondent whenever possible, not side by side.

The interviewer’s goal is to collect accurate information by using the survey questionnaire and by following standard interviewing practices. To reach this goal, the interviewer needs to understand the questionnaire and the principles for its use, including how to ask the questions, how to follow instruction in the questionnaire and how to identify the various types of questions.

Always Remain Neutral

You must maintain a neutral attitude with respondents. Be careful that nothing in your words or manner implies criticism, surprise, approval or disapproval of either the questions asked or of the respondent’s answer.

You can put respondents at ease with a relaxed approach and gain their confidence. The respondent’s answers to the questions should be obtained with as little influence as possible by the interviewer. Another interviewer should be able to obtain exactly the same answer as you.

The questions are carefully worded to be neutral. They do not suggest that one answer is preferable to another. When a respondent gives an ambiguous answer, never assume what the respondent means. Never say something like, “Oh, I suppose you mean........Is that right?” If you do this, very often the respondent will agree with your interpretation, even though it is not correct. The interviewer must also refrain from giving her own opinion.
Ask All Questions in the Order Presented in the Questionnaire

It is important that you ask each question as it is written. The questions are deliberately worded to avoid leading questions and to elicit a particular kind of answer. Each interview must be as much like all the others as possible to ensure that all the respondents are answering the same questions. Do not hesitate to refer to the question list if you cannot remember the wording of a question.

Where the instructions require that you ask a series of questions ACROSS for each child, it is important that you do so. This is done so the respondent will focus on the child in question when answering and be less inclined to answer "same, ..., same" for every child.

If a respondent cuts short a series of questions and says something like, "All the houses I have lived in had piped water inside" (in answer to question G9 in MF22), then it is all right to stop asking the question and just code the information for each subsequent house.

Ask All Questions Exactly as They Are Worded

Do not change any words in the question. If the respondent does not seem to understand the question, simply repeat it. In some unusual cases, the respondent simply may not be able to understand a question. If it is apparent that a respondent does not understand a question after you have repeated it using the original language, you can rephrase it in simpler or more colloquial language. However, you must be careful not to alter the intention of the question when doing this.

Sometimes, respondents will ask you to define words in a question or explain some part of a question. When this occurs, consult the question-by-question specifications in this Interviewer’s Manual. If a word is not defined, tell the respondent to answer using his (or her) own definition. Say, "Whatever it means to you—just answer that way."

Every effort should be made to ensure that the respondent does not see the questions.

Probe for Meaningful Answers

Sometimes asking the question as worded may not yield an adequate response. When confronted with an inadequate response, you must try to get a complete, accurate, and relevant response by a technique called probing. Basically, you must probe to get the respondent to:

1. talk more about the relevant issue, and

2. do so without being influenced by your attitude toward the question.
There are several techniques of effective probing. The following are some of the more useful ones:

- **Repeating the Question.** If the respondent did not understand the meaning of the question when it was first asked, repeat the question more slowly (and, when absolutely necessary, reword the question in simpler terms).

- **Supplementing the Primary Question.** Often, the respondent needs encouragement from you to talk more. This kind of encouragement can be given by:
  
a. A brief assertion of understanding and interest, like “I see,” “Um-hm,” etc., indicating to the respondent that she is communicating, but has not yet given a complete response.

  b. Use of an expectant probe to allow the respondent to think and resume communicating.

  c. Use of neutral phrases which specifically ask for more information. For example:

    Anything else?

    How do you mean?

    How about the month, the day?

    Why do you feel that way?

    I am not sure I understand what you mean.

    Can you tell me more about that?

    Why do you think that is so?

- **Overcoming “Don’t Know” Answer.** Respondents will sometimes shake their heads or say “don’t know” in response to a question. However, the phrase “don’t know” doesn’t always mean just that. We know from experience that this can mean several things:

  a. The respondent does not care to answer

  b. The respondent does not understand the question

  c. The respondent does not know how to formulate the answer

  d. The respondent really does not know the answer.
When the respondent starts out by saying “I don’t know,” expect her to say something more. You can encourage her to say something more by looking up expectantly or repeating the question, etc.

- Some Examples -

(1) Question – “Which of these (contraceptive) methods have you used longest....?” If the respondent says she does not know, it is probably due to the difficulty of remembering. The best approach is to get her thinking back by saying, “Was it for a short time or a long time?” and “Roughly, how long after the birth of your child did you start using a method.” Obviously, the final answer you obtain may not be precisely accurate, but at least it will serve as a rough idea of the length of contraceptive use.

(2) Question – “What type of place did you grow up in?” A “don’t know” answer to this question may well mean that the question has come rather suddenly and the woman needs time to think. Give it to her by saying: “There is no hurry. You think about it....” If she is still unable to respond, you should try to make the question easier to understand by saying “Well, was this place a village or a town?, etc.”

Recording and Editing the Interview

You must record the respondent’s answer to each question on the recording format while the interview is being taken. Unless the answers are recorded properly and clearly, all your efforts at interviewing will have been in vain.

It is possible that a respondent may have more marriages, children, or jobs than there is room for on one page. Be prepared for this by always having a supply of continuation pages with you. If you use any continuation pages, be sure to record this on the summary page of the relevant questionnaire. Number the pages (e.g., 1 or 2) and be sure to put the Case Number on each continuation page.

For questions that require dates, do your best to get the month and year that the event (birth, marriage, migration, or whatever) took place. If the respondent does not know the date, try to get the respondent’s age at the time. Remember that there are codes (‘13,’ ‘14’ and ‘15’) for the early, middle, and late part of the year. Try to help the respondent determine the date by probing for other significant life events or events in Malaysian history (Independence, the Japanese occupation, the Emergency, floods in some states, etc.) that may have occurred around the time of the event in question.

Be sure that the data you enter are legible. This will make editing and data entry much easier later. The codes needed for each question are listed on the recording form itself. Codes “9,” “99,” and
"999" should be used only for "Don't know" or "Unknown." Before coding a "Don't know/Unknown" answer, probe for a more useful response. If the respondent still does not know the answer, code "9," "99," or "999."

Tracing the Respondent

Call-Backs. Sometimes it can happen that nobody is at home when you call. You must try to find out—through neighbors, shopkeepers, or local authorities—when the people living in the house will be at home. If the house happens to be "not occupied," check how long the house has been vacant, make a note, and report it to your supervisor. Under no circumstances should you interview anyone in the houses next door unless those houses were also selected for the sample.

If the people living in the house are simply absent, find out when they will probably be at home and the language or dialect they speak. You should then leave an appointment letter, to set up a time to see the respondent. Try to call at different times, and always make a note on the questionnaire, stating the date and the time you have called. You will make two such call-backs, i.e., you will have to visit the house three times, preferably on three different days. If, after three visits, you are still unable to make contact with the household or the respondent involved, report it to your supervisors, giving an account of the result of your calls to the household.

ROLE AND DUTIES OF THE INTERVIEWER

The field interviewer is the eyes and ears of the research team. The interviewer serves as a link between those who analyze and act upon the data and the respondents who furnish the data. The information collected in any survey is only as good as the interviewers working on the survey. Only when the same techniques have been used for all interviews can the data be analyzed effectively. A thorough training program will be carried out to ensure that the interviewers are well-informed on their role and duties.

In general, the interviewers' duties include:

1. Locating the correct dwelling unit and household to be interviewed;

2. Following specific guidelines in choosing the respondent for the individual questionnaire and carefully administering it;

3. Calling back to interview households and/or individuals that were not available at the time of the first visit;

4. Cooperating with the Supervisor in maintaining the standard and quality of the field work;
As an interviewer, it is your responsibility to keep completely confidential anything you learn to observe during an interview. Never disclose the facts about anyone you interview to someone else. Respondents should be told that the information they provide will be used in statistical form only and that their names will never be associated with their answers when the data are analyzed. Remember that you have the same ethical duty to your clients (respondents) as that of a doctor or counselor.
III. GENERAL INFORMATION ON THE SURVEY SAMPLES

There are four different types of samples in this survey: Panel, Children, New, and Senior. They differ in size and composition, and each is being surveyed for a different reason.

PANEL SAMPLE

The Panel sample consists of ever-married women who were main respondents in the First Malaysian Family Life Survey (MFLS-1) in 1976. Their current husbands (if they are married) will also be interviewed. The MFLS-1 female respondents were aged 15-49 in 1976 and now will be aged 27-61.

The MFLS-2 data from the Panel sample will allow researchers to see how the situation of the MFLS-1 families (the number of children, their education, the family incomes, etc.) has changed in the past 12 years.

We would like to be able to re-interview ALL of the 1,262 MFLS-1 female respondents. Some will have died. Many will have moved away from where they lived in 1976. Field scouts and interviewers will try to get the current address of the Panel sample members who have moved away so that they or another MFLS-2 team will be able to find them.

CHILDREN SAMPLE

The Children sample consists of the grown children — both male and female, aged 18 or over — of the Panel sample members. In other words, the members of the Children sample are the sons and daughters of the MFLS-1 main respondents. These persons may still be living in the same household as their mother or they may have moved and established independent households.

The names of all the persons eligible for the Children sample are already written on the MF20 forms. After interviewing the Panel sample member for MF20, the interviewers will select at random one of her grown children still living at home (if there are any) and two of her grown children living away from home (if there are any). These will be the Children sample members who will be interviewed. If the Children sample member has a husband (or wife) living with her (or him), then that person will also be interviewed.

It is impossible to say exactly how many persons in the Children sample will be interviewed until we know how many of the Panel sample respondents can be located and how many of their grown children still live at home and how many of those who live away can be found.

The data from the Children sample will be used together with the data from the Panel sample to study how the MFLS-1 families have fared. The information can be used to examine topics such as how persons from
different backgrounds differ in their marriage, childbearing, and work,
and whether parents' expectations for their children were fulfilled.

Living quarters which contain a Panel sample respondent may also
contain a Children sample respondent. Thus, we expect to find some of
the children in the same 1262 LQs that have been identified for the
Panel sample. Others will be in in LQs that have not yet been
identified.

NEW SAMPLE

The New sample consists of (1) women aged 18-49, regardless of
their marital status, and (2) ever-married women under 18. The current
husbands of all these women (if they are living in the same household)
will also be interviewed.

Using data from the Department of Statistics, 3,047 LQs have been
selected for screening for both the New and Senior samples. These will
be assigned Case Numbers beginning at 3001. Not all will have a woman
of the right age living in them. If there is more than one eligible
woman living in the same LQ, the interviewers will select one at random
to be in the New sample. We expect to complete interviews for the New
sample in about 2,000 of these LQs.

The data from the New sample will be used to study demographic
processes (marriage, fertility, infant mortality, migration) and how
they are related to other social and economic factors, like work and
education.

SENIOR SAMPLE

Persons aged 50 or over are eligible for the Senior sample. Some
Senior sample respondents will be living in the same LQs that are
screened for persons eligible for the New sample. The interviewers will
list all the persons living in the LQ who are age 50 or over in the
3,047 LQs selected for both New and Senior sample (List A). An
additional list (List B) of 1,493 LQs (in the same EBs) has been
selected; these will have Case Numbers beginning with 7001.
Interviewers will go to these LQs only to select persons for the Senior
sample (not any other samples). We expect to complete interviews with
some 1,600 “seniors” in all.

The data collected in the Senior sample will allow us to analyze
living arrangements and support structures for the elderly, and health
care issues.

QUESTIONNAIRES

Because there are several different types of households and
respondents to be included in the MFLS-2, and different types of
information are needed from each, there are several different
questionnaires that will be used. These are discussed in the remaining sections of these Interviewer Instructions.
IV. RESPONDENT SELECTION AND TRACKING FORMS

RESPONDENT SELECTION FORMS (YELLOW)

The instructions for selecting eligible respondents for the Children, New, and Senior samples are in the text of the (yellow) Respondent Selection Form.

TRACKING FORMS

The tracking forms were designed to help you to follow the progress of the interviews in each household. They also include information about the household that is needed for the computer records. There are two tracking forms—a pink one for LQs with New and/or Senior sample respondents and a green one for LQs with Panel and/or Children sample respondents. You must be sure to take the appropriate form with you and enter information onto it each time you go to the household. The summary information (which forms are required and completed, the final disposition of the case, and the completion date) will be entered into the computer once the case is complete.

Of all the forms you will complete for each household, the Tracking Form will be the last one you finish. It cannot be completed until you are done with all the other required forms for the case.

NEW AND SENIOR SAMPLE TRACKING FORM (PINK)

Each Tracking Form has the Case Number printed in the top left corner. It should match the Case Number on each of the survey instruments used in the household. Verify that the number is 3001 or greater. Fill out one form for each LQ, even if there is no eligible respondent, so there will be a record on the computer for each Case Number on the list.

Circle the appropriate code for the household type. If the Case Number is 7000 or greater, the household automatically belongs only to the Senior sample. If the Case Number is between 3000-6999, you will have to complete the Respondent Selection Form before you know whether the household has a New sample respondent only, a Senior sample respondent only, or both New and Senior sample respondents. If there is only a New sample respondent, circle ‘7’; if there is only a Senior sample respondent, circle ‘8’; if there are both New and Senior sample respondents, circle ‘9’. If there are no eligible respondents for either sample in this household, do not circle any code.

Copy the EB number and the LQ number (these are the numbers assigned by the Department of Statistics, and are NOT the same as our Case Number) from the cover of one of the recording forms onto the
Tracking Form. Record the address in the space below the Case Number. You will need it if you have to return to the household at a later date.

Each time you visit the household, record the date of the visit in the appropriate column. The body of the form consists of seven columns and a list of codes called "Document Level Codes." This is where you keep track of which forms must be completed, the name of the respondent for each required form, and the date and outcome of each visit to the household.

At the bottom of the form are boxes for recording the number of women in the LQ eligible for the New sample and the number of persons eligible for the Senior sample. This information should be copied from the Respondent Selection Form. The rest of the information on the form refers to the household, not the LQ.

There is space at the top of the form to write in a code for the final disposition of the case. Use the codes in the box labeled "Final Disposition Codes." Also record the date that the case was completed—that is, the date that all the required forms have been completed, or the date of the last visit if the supervisor decides after the wrap-up round not to keep trying to finish all the interviews for that household.

Examples of Possible Outcomes

No Forms Completed at any Visit.

It is possible that no forms will be completed for a household. For example, the LQ might have been demolished (code 22) or be vacant (code 23), or there might be no eligible respondent in the household (code 00).

If the LQ contains only men under age 50, the Final Disposition Code is '00' ("no eligible respondent") and no other information needs to be recorded.

Enter the code for the reason no interviews were conducted in the boxes for "Final Disposition Code." Record the date. If the Final Disposition Code is '00' or '22'-'27', you do not need to enter any "Document Level" codes.

Forms Completed.

It is possible that at the first or second visit no forms were completed but later you were able to conduct interviews in the household. Remember to record the date of every visit.

If, at any visit, no forms are completed, enter the code for the reason using the Document Level Codes.
Once the Respondent Selection Form has been completed, you should be able to determine which other instruments are required for the household. For example, every household in the New and Senior samples gets a Respondent Selection Form, MF21, and MF25; and every household will get at least one of MF22, MF23, or MF24. Circle “1” for each form that is required.

If any of the forms listed are not required in the household, circle “2” in the “Required?” column and enter the code ("00") for “Instrument not applicable” in the column labeled “Final.”

For each required form, you must record the name of the selected respondent. This is so that you will know who to talk to if you have to come back to finish the interview. Also code the outcome of the visit in the appropriate “Status” column. Once a form is complete, enter the final status in the “Final” column.

To fill in the boxes for the number of women eligible for the New sample and the number of persons eligible for the Senior sample you will have to refer to the Respondent Selection Form. Copy the numbers from the boxes on the Respondent Selection Form to the boxes on the Tracking Form. (The Respondent Selection Form itself is not going to be entered into the computer, so we need the information on the Tracking Form as well.)

Review the information recorded on the form. If all the required forms have been completed, code the “Final Disposition” of the case. After the wrap-up round, the supervisor may decide to close the case even though it is not complete. Record the number of visits that were necessary to complete the case (or the number made before the case was closed) and the date that the case was completed.

PANEL AND CHILDREN SAMPLES TRACKING FORM (GREEN)

The Tracking Form for the Panel and Children samples is very similar to the one for the New and Senior samples. The differences will be discussed below.

As with the New and Senior samples, each tracking form has a Case Number printed in the top left corner. It should match the Case Numbers on all the survey instruments used in the household. Verify that the number is less than 3000. The fifth digit of the Case Number will be ‘0’ for the MFLS-1 Panel Respondent’s own household.

Circle the appropriate code for the household type. You will have to complete MF20 before choosing the code for household type. MF20 will tell you whether the household contains the MFLS-1 respondent but none of her children (Panel sample), a selected child but not the MFLS-1 main respondent (Children sample), or the MFLS-1 respondent and a selected child (Panel and Children sample). If HH type = 5 (Children only), write in the name and MFLS-1 Person Number of the selected child living away. Each of the two selected children living elsewhere will have a separate Tracking Form unless they are living together. In this case, write in the MFLS-1 Person Numbers for both children on the same form.
and interview them both. If HH Type = 6 (Panel and Children), write in
the name and MFLS-1 Person Number of the selected child living at home.

Record the district/state and address of the household in the space
below the Case Number. You will need the address if you have to return
to the household at a later date. There is also room for writing other
addresses if the MFLS-1 respondent has moved from her 1976 address.

After you have done respondent selection for the Children sample,
use a new green form to record some information about each selected
child living elsewhere. The first four digits of the Case Number will
be the same as for the Panel sample; the fifth digit should be 1 or 2.

Below the Household Type, record the name of the selected child and
his/her MFLS-1 Person Number from MP20.

In the Address space, write the address where the Panel respondent
(or someone else) thinks the child can be found. The rest of the form
will be filled in when you (or another team) actually find the child.
Once you locate the child, fill in the address where you actually found
him/her.

The body of the form consists of seven columns and a list of codes.
This is where you keep track of which forms must be completed, the name
of the respondent for each required form, and the date and outcome of
each visit to the household. Each time you visit the household, record
the date of the visit in the appropriate column.

At the top of the form is a space to code the final disposition of
the case. Also record the date when the case was completed and the
number of visits necessary to complete the case.

Examples of Possible Outcomes

No Forms Completed at any Visit.

It is possible that no forms will have been completed for a
household. For example, the MFLS-1 respondent might have died (code 32)
or moved to an unknown address (code 33).

Enter the code for the reason no interview was conducted in the
boxes for “Final Disposition Code.” Record the date. If the Final
Disposition Code is ‘32’-‘35’, you do not need to complete any “Document
Level” codes. If the original LQ could not be located, code ‘36’ with a
note saying the LQ could not be located. At the document level, circle
‘2’ and code ‘00’ for the final status of each document.

Forms Completed.

It is possible that at the first or second visit no forms were
completed but that, in the end, you were able to conduct interviews in
the household. In this case, more rows of information on the Tracking Form must be filled in. Remember to record the date of every visit.

If, at any visit, some forms are not completed, enter the code for the reason. For example, at the first visit you might discover that the MFLS-1 respondent has moved to a different address. If this is the case, record ‘45’ for the code and write the new address on the lines marked “New Address for 2nd Visit” at the top of the form.

Any time the Panel respondent is at a different address from the one you are visiting, you should record the new address in the space provided at the top of the form so you know where to visit next.

Once the MFLS-1 respondent has been located, you should be able to determine which other instruments are required for the household. For example, every household in the Panel sample gets MP20, MP21, MP22 and MP25, and may get MP23. Circle ‘1’ for each form that is required.

Copy the number of children living at home and the number living elsewhere eligible for the Children sample from the Respondent Selection Form into the boxes at the bottom of the Tracking Form. If the main respondent has no children born in 1970 or earlier, enter ‘00’ in both boxes.

You will note that the list of possible required forms on this Tracking Form is slightly different from the list on the New and Senior samples form, since the New and Senior samples do not get MP20. Furthermore, on this form, there is space to record respondents for more than one MP22 or MP23. In households that contain both Panel and Children sample respondents, you may be completing more than one of these forms. (For example, if the grown child living at home is a daughter, you will need one MP22 for the Panel respondent and a second MP22 for the daughter.)

If any of the forms listed are not required in the household, circle ‘2’ in the “Required?” column and enter ‘00’ in the “Final” column.

For each required form, you must record the name of the selected respondent. This is so that you will know whom to talk to if you have to come back to finish the interview. Also code the outcome of the visit in the appropriate “Status” column. Once a form is complete, enter the appropriate code in the final column.

Review the information recorded on the form. If all the required forms have been completed or they are incomplete but you will not be returning to the household, enter the appropriate code in the box labeled “Final Disposition Code” at the top of the form. Also, record the date and the number of visits needed to complete the case.
V. MF20 - ROSTER UPDATE FORM

PURPOSE

This questionnaire solicits information about the persons who lived in the Panel sample respondent's household when the first MFLS was conducted in 1976 and about any other children of the MFLS-1 respondent.

RESPONDENTS

MF20 is only used in Panel sample households.

The respondent should be the woman who was interviewed in MFLS-1. Her name is on the first line of the inside page of the recording form labeled "MFLS-1 Household Members NOT Eligible for the Children Sample." Either her name or her husband's name is on the cover of the recording form, along with the address where she lived in 1976, her ethnic group, and the language in which she was interviewed in 1976. If you are able to locate the Panel sample respondent, you should interview her, regardless of her age.

If she has moved away, try to obtain her new address or telephone number, if it is known, from neighbors, the postman, the ketua kampung, or someone else. Write down enough information under "New Address" so that you or another team can find her.

If her current husband still lives in the same place as in 1976 but she is living with her children elsewhere, complete MF23 with the husband. Try to trace the main respondent and interview her with MF22, and select her children living with her and away from her for complete interview (MF21, MF22, MF23, and MF25).

If she has divorced and remarried since 1976, interview her (MF20, MF21, MF22), her current husband (MF23, MF25), and select one eligible child living with her and two living elsewhere for the Children sample.

If she has died, and her family still lives in the same LQ, ask her husband or one of her children the questions in MF20. Then select one of the children who lives there to be the Children sample respondent, and interview him or her (and wife or husband). Do not try to trace the children who have moved away.

If she has died and her family has moved away, write that information on the MF20 recording form. We will not try to trace anyone in her family for the Children sample.
SECTION A - QUESTIONS ABOUT PERSONS NOT ELIGIBLE FOR THE CHILDREN SAMPLE

The first group of questions concerns persons who are NOT eligible for the Children sample. These persons are all listed already on one of the inside pages of the recording form for each LQ, based on information in MFLS-1. The MFLS-1 respondent is listed first, then her husband (if he was living with her), her young children (those who were born after 1970\(^1\)), and other relatives and household members.

In the far left column, under “Person,” is the household member number that was used to identify each person in MFLS-1. The Panel sample member was always given the number ’2’ in MFLS-1. If she was married at that time, her husband was given the number ’1’. She may have a different husband now, in 1986, than the one she had in 1976, of course.

In the next column is the person’s date of birth (as recorded in MFLS-1) and in the third column the person’s sex. In the fourth column is the person’s name, written in pencil. If there is any confusion about which person you are asking about (e.g., if the name written down is different from the one the person regularly uses), you can use the information from the left-hand columns (such as, “I mean your daughter who was born in 1956”).

Ask questions A1 through A4 (current residence, whether still alive, etc.) about each of the persons listed on this page, except the respondent herself.

A1. Ask where the person is now and write the code for the answer in the column headed “Where Living.” If the person is living in the same household as the respondent, enter ’0’ and go on to ask about the next person on the list. If the person is living in another household in Malaysia, or in another country, ask A2 and A3 about that person. If the person has died, code ’3’ under “Where Living” and skip to question A4. If the respondent does not know where a person is now, code ’9’ under “Where Living” and then ask A3 (when the person left).

Code a person as “living in the same household” (’0’) even if he only comes on weekends. If he is away only temporarily (planning to come back less than three months after he left) then code him as ’0’ (“still living in this household”). If he does not come regularly (at least once a week to eat and sleep in the same household), then count him as having moved away (’1’ or ’2’) and ask questions A2 and A3.

A2. If the person is not living in this household, but lives in Malaysia, ask which district and state he lives in. Write the answer in the column headed “District/State/Country.” If he lives in another country, write the name of the country only.

The column headed “(Code)” will be used by the data entry person in the office to assign a number to the district or country for typing into the computer.

\(^1\)These are too young to be eligible for the Children sample.
A3. If the person is living elsewhere, ask when he or she left this household. If he left and then came back for while and then left again, code the date that he most recently left.

Write the month (two digits) and year (two digits) under the column headed “Left/Died, Mon/Year.”

A4. If the person has died, code the month and year when he died.

For either A3 or A4, if the exact month is not known, ask whether it was the early, middle, or late part of the year and use the codes ’13’ for early, ’14’ for middle, and ’15’ for late. If the respondent cannot give the part of the year either, you can code ’99’ for unknown month.

SECTION B - QUESTIONS ABOUT PERSONS WHO ARE ELIGIBLE FOR THE CHILDREN SAMPLE

The second group of questions concerns the persons who ARE eligible for the Children sample. These are the children of the MFLS-1 respondent who were born in the year 1970 or earlier. They will almost all be age 18 or over by the time of the MFLS-2 interview. These persons are listed already on an inside page of the MF20 recording form for each LQ, based on data for this household in MFLS-1. They are listed in order, beginning with the oldest. If the woman has no children who were born in 1970 or earlier, this page will be missing.

The columns in the first line for each person are the same as those for the persons in Section A above: First the MFLS-1 household member number (“Person”), then his birth date, sex, name (written in pencil), then columns for “Where Living,” “District/State/Country,” a column for the district or country code, and a column for the month and year when he left the household (or for those who have died, the month and year when he died).

B1. If the person lives in the same household as the respondent, code ’0’ under “Where Living” and move on to ask about the next person on the list. If the person has moved to another household in Malaysia or another country, then ask all the remaining questions EXCEPT B4. If the person has died, then ask ONLY B4.

If the person lives somewhere else, such as an asrama, but comes back to stay at her mother’s house once a week or more often, code her as ’0’ (still staying with her mother). If one of the children is living in an extension built onto the parents’ house, code her as ’0’. But if the person is living in a separate LQ, even if it is close by, code her as ’1’.

B2. If the person is living in Malaysia, ask which district and state. Write the answer in the column headed “District/State/Country.” (Later, when you have used the Respondent Selection Form to choose two of these persons for the Children sample, you will ask for their detailed addresses so that you or another team can find them). If the child lives in another country, write the name of the country only.
**B3.** If the person is living somewhere else (code '1' or '2' under "Where Living"), and ask when he left this household (that is, stopped living in the same place as the respondent).

**B4.** If the person has died, ask when he died. Then go on to ask about the next person on the list. Do NOT ask questions B5-B7 about people who have died.

**B5-B7.** These questions are asked only about persons who are eligible for the Children sample and who do NOT live in the same LQ as the respondent now.

**B5.** Ask about the person’s current marital status. The codes appear on the question list and also on the bottom of the page of the recording form. Write the code in the column under “Marital Status.” This is on the second line for each person in the list. The “Person” Number is repeated in the far left column of the second line. Make sure that this is the same number as in the “Person” column in the first line for each person you are asking about.

This question concerns the person’s status now, that is, at the time of the interview. For example, if a person was married once, then divorced, then re-married, the correct code is ‘1’ (currently married).

**B6.** This question concerns the highest level of school that the person has completed. Most of the persons eligible for the Children sample have already finished their schooling, but if someone is still in school, be sure to code the highest level completed. The codes are on the question list. Write the answer in the column under the heading “Yrs. Educ.”

If the person has any higher education after Form Five or Form Six, like teacher training college, a religious college, university, legal or medical education, etc., then use code ‘15’.

If the respondent is sure that the person went to school, but is unsure of the highest level completed, write the code of the highest level that the respondent is SURE the person completed and put a plus sign (‘+’) after the code. For example, if the respondent is sure that the person completed Standard 6, but is not sure if he later went on to secondary school, code ‘06+’. Only if the respondent knows nothing about the person’s schooling should you use code ‘99’, for “Don’t know.”

For more information about how to code levels of education, see the instructions for MF21, Question 7-2, and for MF22, Section F.

**B7.** This question concerns the person’s own children, not adopted children, or step-children, or children he or she takes care of. Do not ask this question if the answer to question B6 was ‘0’ (never married). Write the answer in the column headed “# Own Children,” using two digits. If the respondent is sure that the person has one child, but is

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2Note added after field work: To our knowledge, this never actually occurred on the recording forms.
not sure if there are any more, code '01+'. Use '99' only if the respondent has no idea whether or not the person has had children.

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3Note added after field work: To our knowledge, this never actually occurred on the recording forms.
VI. INSTRUCTIONS FOR COVER PAGES TO MF21 - MF25 QUESTIONNAIRES

Each of the recording forms for MF21-MF25 has a cover page that asks for three types of information: general information about the case and the respondent; some information about the interview itself; and an "Office Use" section that identifies the questionnaire type, record type, LQ, and EB.

The following sections will describe how to fill in the cover page for MF21. Differences between the MF21 cover page and those for other instruments will be discussed where they apply.

MF21 COVER PAGE

Information About the Case and the Respondent

Enter the respondent’s name, date of birth, and address in the spaces at the top of the cover page. (The MF21 cover page is the only one that asks for the respondent’s address.) Assure the respondent that this information will remain confidential and will be used only for the purposes of this survey.

The MFLS-2 Case Number is stamped at the top of the cover page. Copy it into the boxes provided and enter the appropriate fifth digit (0, 1, or 2). In addition, the MF22 and MF24 cover pages also ask for the I.C. (Identity Card) Number of the respondent.

Circle the code for Household Type. You will have to do Respondent Selection in order to know what number to circle. Also circle “Yes” or “No” for whether you used continuation pages. For MF22, MF23, and MF24, continuation pages may be needed for more than one section of the recording form. Be sure to circle “Yes” or “No” for each section. MF25 does not have any continuation pages.

MF21 is the only survey instrument that can have a proxy respondent; that is, someone other than the Main Respondent can provide the requested information. Check the space on the cover sheet for whether the MF21 respondent is the Main Respondent or a proxy. Be sure to fill in the HH Member Number (from Col. 1). For all other survey instruments, copy the HH Member Number from Col. 1 of MF21 into the boxes on the cover page. See the detailed interviewer instructions for each instrument if you are unsure who the respondent should be.

The cover pages of MF22, MF23, MF24, and MF25 have space to record whether or not anyone other than the respondent was present during the interview and whether anyone helped the Main Respondent answer the questions. Be sure to circle “Yes” or “No” for each of these questions and, if the answer is “Yes”, to indicate who else was present and/or helped.
Circle the code for the language in which the interview was conducted. Write in the language if it is not included in the list of codes.

Information About the Interview

This section of the cover page asks for information about you, the interviewer, and about the interview itself. Enter your name and Interviewer Number in the spaces provided. Enter the date and the time of day the interview took place (starting and ending times) and circle AM or PM. The computer will calculate the duration of the interview. Also circle the code for the final disposition of the document. This may not be the same as the final disposition of the case. The space for “Witness ID #” will be filled in by your supervisor once the recording form has been reviewed by him/her.

The MF21 cover page has boxes for the total number of persons in the household; it is the only cover page that asks for this information. This number should correspond to the line number (in Col. 1) of the last person on the MF21 recording form.

Office Use Section

The shaded box at the bottom of each cover page includes some pre-printed information as well as some boxes that you will have to fill in. The “Questionnaire Type” identifies the survey instrument—1 for MF21, 2 for MF22, etc. The “Summary Record” code is 0 for each cover page. (The inside sections of the recording forms also have codes for the type of record; these are already programmed into the computer.)

Fill in the boxes for the LQ and EB numbers.

The last line of this section asks for the date the data from the recording form were entered into EP90 and the “Data Entry Person Number”. This information will be entered by the person doing data entry.

Once the interview is finished, review the entire recording form, including the cover page. Make sure all the required information has been entered. Missing information will slow down the data-entry process.
VII. MF21 - HOUSEHOLD ROSTER

PURPOSE

The purpose of this questionnaire is to identify the members of the main respondent's current household and to obtain some basic socio-demographic data about all household members.

MF21 will be asked at least once for every household included in any of the MFLS-2 samples. It will only be asked once in each household, even if the LQ has several different respondents (for MF22, MF23, MF24) living in it. It may be asked more than once in an LQ if the LQ contains a separate household that also has MFLS-2 respondents. This can happen if the woman selected for the New sample and the person selected for the Senior sample are in different households in the same LQ.

RESPONDENTS

If a member of the Panel sample lives in the LQ, then she should be the respondent for MF21. You will already have asked her the questions in MF20 about the people who were members of her household in 1976, so explain that the questions you are asking now (MF21) refer to people living with her now, in 1988. (For any of the members of the old household who are still members of her household in 1988, you can just copy the names onto MF21.)

If the LQ only has members of the Children sample, try to get the person who has been selected as the respondent for MF22 (either the daughter of the Panel sample member, or her daughter-in-law) to be the respondent for MF21. Otherwise, try to get the MF23 respondent (son or son-in-law of the Panel sample member).

For LQs from which you are selecting New sample respondents (Case Numbers 3001-6999), the respondent for MF21 should be the woman who was selected for the New sample. (She is the same woman who will be the respondent for MF22.)

If there is only a Senior sample respondent in the LQ, the Senior sample member himself can answer MF21. (This will happen in LQs with Case Numbers 7000-9999, and also when there is only a Senior sample member and no New sample member in LQs with Case Numbers 3001-6999.) If you are worried that the interview will be too long for that person (since he or she will be the respondent for MF24 as well), you may select any adult who lives in the same household with the Senior sample member to be the MF21 respondent.

If the main respondent is unable to provide you with some of the details, record this under "Observations," and complete MF21 at a later stage if possible (for example, when talking to the respondent’s
spouse). The main respondent may ask for help from other household members in answering the questions. You should record on the cover whether anyone else helped answer questions.

On the inside of the recording form, one line is used to record the information about each person in the household. If there are more than 15 household members, use a continuation sheet (which looks the same as the MF21 recording form, except that the lines are numbered 16, 17, and so on). Circle the code on the cover that shows that there is a continuation sheet.

WHO ARE THE HOUSEHOLD MEMBERS?

The first few questions (2-1 to 2-4) in MF21 are designed to get a complete listing of household members. The definition of “household members” used in this survey is comparable to the definition used in MFLS-1 and includes any of the following people who usually eat and sleep in the LQ:

Group A. The selected respondent, her husband (if any), her own children, including those from a previous marriage, step-children (that is, her husband’s children from a different marriage), and adopted children. Her married children who live with her are also part of Group A.

Group B. Any other relatives of the respondent or her husband, including her parents, brothers and sisters, cousins, aunts, uncles, grandparents, etc.

If the respondent is single, then include her own parents and her brothers and sisters in Group B. (You will not have to ask question 5-1 about her parents and her brothers and sisters.)

We also include in the household: Group C. Persons who usually sleep and eat in the LQ, who are not related to the respondent or her husband, provided they meet two conditions:

1. They eat together with the respondent (not necessarily at the same time, but from the same pot); and

2. They make a contribution to the running of the household. This contribution does not necessarily have to be money—it may be that the person shares household work, like cleaning and looking after children. Do not include any person in this category whose only contribution is rent or board payments, or if he/she is an employee of the respondent’s household. Lodgers, boarders, live-in servants, gardeners, and the like are considered to be separate households, even though they may live in the same LQ.

Suppose that when you used the Respondent Selection Form, the woman you picked for the New sample was a live-in servant of the family that owns the LQ (or she may be a lodger who pays rent to the family that
owns the LQ). Treat her as a separate household from them, even if she is only a one-person household (she may not have a husband, children, and other relatives of her own living with her). Do not include her employers, or her landlords, as part of her household.

Group D. Lastly, include as household members any person who is not living in the LQ now, but who lived in the LQ for at least 3 of the last 12 months, provided they meet the same conditions as persons in Groups A, B, or C. These former residents are Group D.

SOME SPECIAL CASES

For most persons, it will be easy to decide if they meet the criteria listed above. But not all persons will fit neatly. We cannot list all the difficult situations that might come up, so sometimes you will have to decide on your own whether or not to include a particular person as a household member. Make a note of any difficult decisions and tell your supervisor about them later on. Table A-1 tells how to handle some of the cases that might come up.
Table A-1

Examples of Difficult Cases for Coding Household Membership

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>INCLUDE</th>
<th>DO NOT INCLUDE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person who died (even if he was living in same household for more than 3 months in last 12)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Visitor planning to stay less than 3 months</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Visitor who is not sure how long he will stay (and &quot;usually eats and sleeps here,&quot; shares cooking, contributes, etc.)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Relatives who stayed 3 months or more in the past 12 months, but not continuously (2 months here, 2 months with another relative, then back here again, and so on)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Husband who works away (as a driver, a sailor, an offshore oil worker, etc.) but comes back regularly.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Son or daughter who lives away at college or university but comes back at least once a week.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Son or daughter who lives away at college or university but comes less often (once a month, or only for holidays).</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

How are the Household Members Related to the Main Respondent?

3-1. This question concerns how the household members are related to the main respondent (MR). Refer to the codes on the recording form. For the MR’s children, use a different code for the children to whom she gave birth (‘03’), her step-children (‘04’), and her adopted children (‘05’). For everyone else (such as her brothers and sisters and her parents), you do not need to ask if they are natural or adopted relatives—count them as the MR’s brothers and sisters or mother and father even if the MR was adopted.

If there is a household member who is a relative of the MR, but none of the other codes fit, then you can use code ‘20’ for “other relative” and make a note of it. If it is a relative of the MR’s spouse, and none of the codes fit, then use code ‘40’ and make a note.

How are the Household Members Related to Each Other?

The two questions in this section (4-1 and 4-2) ask about married couples and parents.
4-1 (Spouse). For each married person whose spouse also lives in the household, record the line number of the spouse. For example, suppose Rohani is recorded on line 01 and she is married to Hamid who is recorded on line 06. In Column 4-1 ("Spouse") for Rohani you would enter "06" (Hamid’s line number), and for Hamid you would enter "01" (Rohani’s line number).

Note: The line number from the MF21 recording form is called the "Household Member Number," and is that person’s MFLS-2 personal identification number. It is used in each of the MFLS-2 questionnaires to identify this particular person.

4-2 (Parents). For each person who has a parent living in the same household, record his mother’s and father’s HH numbers. (These can be adoptive mother and father—whichever the person considers his or her mother and father.)

HOW LONG HAS PERSON LIVED WITH MAIN RESPONDENT?

5-1. This question only concerns household members in Groups B and C. Do not ask this for persons in Group A (the immediate family of the respondent) or Group D (persons not living in the LQ at the present time).

If the person is in Group B or Group C, ask how long he or she has lived in the same household as the main respondent. That is, how long have they lived together, whether in this LQ or in other places.

If the respondent is single, and she still lives with her parents and brothers and sisters, you do not need to ask this question several times for each parent and brother and sister—if she answers that she has lived with them ever since she was born, you can just enter ‘88’ (“always”) for her parents, brothers, and sisters. But do ask question 5-1 for every other person in the household who is in Group B or C.

Question 5-1 only refers to the current spell of living together—if the person lived apart from the respondent for a while, and then they lived together again, then only count how long they have been living together since they started again.

Record answers in completed years. Code ‘00’ if less than 1 year. If 1-1/2 years, code ‘01’. If 2-3/4 years, code ‘02’. If “all their life,” or “ever since he was born,” use code 88.

Examples:

1. The respondent moved to the house of her husband’s parents four years ago when she got married. The answer to question 5-1 for each of her parents-in-law is ‘04’—that is how long they have been living in the same household that she lives in.

2. The respondent’s father moved to the house where she and her husband lived six years ago, when the respondent’s mother died.
The answer to question 5-1 for him is ’06’—that is how long they have been living together. If the respondent used to live together with her father before her marriage, but lived apart for a few years after marriage, the number of years before marriage are not counted. However, if they have lived together continuously before and after marriage, code as “always,” (88).

3. The respondent’s brother-in-law lived with them ten years ago, then went away to study at university, then came back three years ago to live with them again. Code ’03’ as the answer to question 5-1.

BIRTH DATE AND AGE

6-1. Ask for the birth date—day, month, and year, using the Western calendar—of each household member. Ask the respondent if you can look at birth certificates or ICs to check the dates. If the respondent can give you an exact birth date, it is not necessary to calculate the age—the computer will do it.

If the respondent does not know the exact day, code ’99’ in that column. If she does not know the exact month, try to figure out if it was early in the year (code ’13’), in the middle of the year (code ’14’), or towards the end of the year (code ’15’). If she cannot estimate what part of the year it was, then use code ’99’ for “Don’t know” in the month column.

If the respondent only knows the Chinese animal year in which a person was born, not the Western calendar year, use the list on the inside back cover of MP21 to try to figure out which year was most likely the correct one and code that. If the birth date is reported using the Islamic calendar, make a note in the margin and the coders will estimate the Western year back in the office.

If the respondent tells you that the birth date recorded on someone’s IC is incorrect, then record the date that she tells you, not the one on the IC.

6-3. Ask the person’s age only if the respondent cannot give you the (Western) calendar year in which the person was born. If the respondent does not know someone’s date of birth, she may know, or be able to estimate, how old he or she is.

MARITAL STATUS

6-4. Check column 6-3. If the person is less than 12 years old, do not ask this question. For those who are 12 and over, ask if they are currently married, widowed, separated, divorced, or have never been married.
ETNICITY

6-5. Many households contain members of more than one ethnic community. Do not just assume that everyone in the household is Malay, or Chinese, or Indian, because of their names. You do not need to ask this question over and over again for each household member if the respondent tells you “Everyone in this house is a Malay,” or something like that.

Use the respondent’s own definition of ethnic communities— you are asking what the respondent considers each person now, not what their ancestors were, or what other people call them. So if a person has converted to Islam and now considers herself or himself a Malay, circle ‘1’.

If the respondent is uncertain which category she or another household member belongs in, you can use the following information to help classify them:

Malay includes persons of Indonesian descent and other indigenous people like the Orang Asli, Kadazans, Muruts, Dayaks, and other people from Sabah and Sarawak.

Indian includes Ceylonese, Pakistanis, Indian Muslims, Nepalese, and Gurkhas, but excludes Arabs, Persians, and Egyptians.

Other includes Europeans, Thais, Burmese, Filipinos, Arabs, etc.

EDUCATION

7-1. This question refers to formal education only, meaning education at a school where academic subjects are taught. These can be government or private schools, colleges, or universities. Count as “Currently Attends” if someone is attending such a school in person. Do not count taking a correspondence course as currently attending school.

7-2. Code the level of school that the person has actually completed. For a member who is still going to school and is in Standard 5, code ‘4’ because Standard 5 has not yet been completed. Code ‘88’ if the person is currently in preschool or recently completed preschool.

If the person went to school under a different system (for example, before the current system was adopted in Malaysia, or in another country), try to convert the highest level of schooling completed to the equivalent number of years under the current Malaysian system. For example, before 1954, the first six years of primary school were called Primary 1, Primary 2, Standard 1,...,Standard 4. Hence an answer of Standard 1 under this system would be equivalent to Standard 3 now and should be coded ‘03’. If you are in any doubt, just make a note of it and your supervisor will help choose a code in the office.

Refer to Annex A for an explanation of the different systems of education used in Malaysia in recent decades. That appendix also contains a list of how levels in the Chinese-medium and Tamil-medium
schools correspond to levels in the national schools *(sekoloh kebangsaan)*.

Code ‘15’ is to be used for anyone who has had education after secondary school—whether in teacher training college, a religious college or another college, or university. Use code ‘15’ for anyone who has gone on to post-secondary education, even if he did not have to finish Form Six before going (for example, if someone went to teacher training college for several years after completing Form Five or even after Form Three).

7-3. Ask this question even for persons who do not seem to have been to school long enough, since many people have earned certificates or diplomas by studying privately. For example, a person may only have completed Standard Six, but later studied on his own or took a correspondence course and passed an examination for a certificate.

Use code ‘5’ for any diploma or certificate earned in post-secondary education, other than university graduation. This may include professional education for religious persons, such as the *Senawi Empat*.

Column 9 “Office Use Only.” For Panel and Children samples (Case Numbers less than 3000), any member of the household in 1988 who was a member of the MFLS-1 household (that is, the Panel sample member, her husband, her children, etc.) should be listed on MF20. Copy the number under “Person” on MF20 into this column on MF21 for each person. This space will be blank for persons who were not children of the Panel respondent or were not part of her household in 1976, and for New and Senior sample respondents.
VIII. MF22 - FEMALE LIFE HISTORY QUESTIONNAIRE

PURPOSE

This questionnaire covers some of the important events in the respondent's life, such as marriage, giving birth, education, migration, work, her family background and how she and her relatives support each other. The reason for linking these topics in one questionnaire is to allow us to see how these different parts of life are related for Malaysian women—how education affects fertility, or how family responsibilities affect work.

RESPONDENTS

MF22 is administered to women in the Panel, Children, and New samples. The respondents who are eligible for MF22 are as follows:

1. Panel Sample
   i. The female respondent who was interviewed for the MFLS-1 in 1976, irrespective of age. Her name is listed on the first line of the page of the MF20 form for "MFLS-1 Household Members who are NOT Eligible for the Children Sample."

2. Children Sample
   i. Any woman selected for the Children sample, irrespective of whether she is married or single.
   ii. If person selected for the Children sample is a man, the respondent for MF22 is his wife (if she is in the same household).

3. New Sample
   i. A woman aged 18-49, regardless of marital status, or
   ii. An ever-married woman under age 18.
      (See Respondent Selection Form for instruction on how to select the respondent in each LQ eligible for the New sample).

OUTLINE

MF22 consists of ten sections:

A. Marriage
B. Reproductive History
C. Contraception and Living Apart
D. Menstruation History, Desire for More Children
E. Child Care, Educational Expenses
F. Education and Training
G. Migration, House Characteristics
H. Work History
I. Family Background
J. Help For and From Her Relatives

If the respondent has never been married, then do not ask Sections B, C, D, or E. If the respondent has been married, ask every section.

The questions for each section are printed in the booklet called "MF22 Question List," which you will keep and reuse. Write or circle the answers that the respondent gives you on the "MF22 Recording Form." Use a different copy of this recording form every time you interview a woman using MF22.

SECTION A - MARRIAGE

The marriage history is important in that it is directly linked to the pregnancy history and fertility.

A1. Check MF21 and confirm the marital status of the respondent. If R has never been married, skip to Section F (Education and Training).

A2. If the respondent has ever been married, find out the month and year of her first marriage. For those with more than one marriage, make sure you code here the date of the FIRST marriage. If R does not know the exact date of the marriage, ask whether it was the early, middle, or late part of the year. If she does not know the year when she was married, ask her age at the time of marriage.

If the woman had a marriage ceremony on one day but did not register the marriage until later, or if she had more than one ceremony, then try to code the month and year when the couple began living together, even if they did not register the marriage for some time afterward.

A3. This is a filter question which separates women who have been married only once from women who have had more than one marriage. If R is currently married and this is her only marriage, enter '1' and skip to Section B (Reproductive History).

A3a. This question (about number of marriages) is asked only of women who have been married more than once.
Questions A4-A7 are asked about each marriage, except for the first. For the first marriage, begin with A5. Use one line of the recording form to fill in the answers for each time that the woman was married.

A4. This question is similar to A2. The intention is to obtain the month and year of each marriage. If the respondent does not know the exact month of marriage, probe for the part of the year. If she does not know the year, ask for her age at the time of the second, third,..., marriage.

A5. If the marriage is continuing (the respondent is still married to this husband), enter '1' and skip to Section B (Reproductive History).

A6. Record the month and year that each marriage ended, whether because the spouse died, or the respondent and her husband were separated or divorced. If the respondent does not know the exact date the marriage ended, try to get the length of the marriage or her age when the marriage ended.

A7. Record the occupation for each of the respondent’s husbands (except the current one). Find out his usual occupation; that is, the job he had for most of the time that they were married. Do not write a detailed description of his job. Just record enough information so the coders can choose the most suitable 2-digit code from the list of occupation codes. One or two words will usually be enough.

Repeat Questions A4-A7 for each marriage.

SECTION B - REPRODUCTIVE HISTORY

Your skill at interviewing will ensure a complete pregnancy history. It may sound surprising, but it is quite common for women who are older and have had a lot of children to omit one or more of their children, or the dates of their births, etc. You will have to be patient and help the women to recall each event. In addition to live births, we are interested in miscarriages, stillbirths, and abortions. It is even more common for women to omit the non-live births because they may not like to discuss abortions and miscarriages out of fear, or because they do not consider them as pregnancies, or because they do not wish others to know about these events.

Section B has several parts; some questions are about all pregnancies and others are only about live births. The parts of Section B are:

1. B1-B6: Total number of pregnancies the respondent has had, including current pregnancy.

2. B7: Outcome of each pregnancy.
3. **B8-B11**: Name, sex, and birth date of live births.

4. **B12-B15**: How and when pregnancy ended for non-live births.

5. **B16**: Number of months pregnant for currently pregnant woman.

6. **B17**: Antenatal care for all pregnancies.

7. **B18-B33**: Further information about live births (prematurity, place of delivery, whether still alive, infant feeding, etc.).

8. **B34**: Onset of menstruation after each pregnancy outcome.

Please refer to Figure 1 for a better understanding of the sequence of questions in this section.

**B1-B6: Listing the Number of Pregnancies**

Questions B1-B6 are designed to determine the total number of pregnancies the respondent has had to date, including the current one if she is currently pregnant.

Only the respondent’s own pregnancies should be included. Adopted or step-children should not be included. Each pregnancy, irrespective of whether it ended in a live birth, stillbirth, miscarriage, or induced abortion, should be listed.

**B1.** This question confirms that the number of children living with the respondent is equal to the number listed on the MF21 Household Roster. If the numbers do not match, determine where the problem is, and correct MF21 or MF22.

**B2/B2a.** These questions ask about R’s other children who do not live with her. These may be children who have been given away, children who are away at school, or children who have moved away or have married. Record the number of children living elsewhere in B2a.

**B3/B3a.** These questions refer to children who were born alive but subsequently died. Record the number of children who died in B3a.

**B4/B4a.** These questions ask about any pregnancies which did not result in live births, i.e., any miscarriages, stillbirths, or abortions. Any pregnancies which only lasted for a few months should be included here. Record the number in B4a.

**B5.** This question is to determine whether the woman is currently pregnant. Enter '1' in the box if the woman is currently pregnant. If she does not know, assume that she is not pregnant and enter '0'.
B6. Add up the numbers in B1-B5 to get the total number of pregnancies. Confirm that the total in B6 is equal to the number of times R has been pregnant, including non-live births, children who have moved away, and those who have died. Correct B1-B6 if necessary. If R has never been pregnant (i.e., B6 = 0), skip to Section C (Contraception).

If R has had multiple births (e.g., twins), B6 will not tally with the number of pregnancies. However, it will tally with the total number of lines to be used in the pregnancy history table.

B7-B27: Detailed Information on All Pregnancies

Some questions are asked about all pregnancies, some about all live births, some about non-live births, and some about children who have died or moved away.

Each child should be recorded on a separate line, that is, twins will take up two lines, triplets three. The line number of the last child or pregnancy outcome should be equal to the answer in B6.

B7. This question is asked for each pregnancy to determine the outcome of the pregnancy (i.e., live birth, stillbirth, etc.).

Definitions of Pregnancy Outcomes

- **Live birth**: This refers to a baby who was born alive, who showed signs of life like breathing or crying even if it was only for a few minutes.

- **Stillbirth**: This refers to a baby born dead after at least seven months of pregnancy, i.e., it never showed any signs of life like breathing or crying, but was dead at birth.

- **Miscarriage**: A miscarriage (also called a spontaneous abortion) is a pregnancy that ends before seven months of pregnancy (for example, when the woman was 4 or 5 months pregnant), due to natural causes and not due to any interference by the woman.

- **Induced abortion**: This refers to a pregnancy that was willfully terminated by the woman, either herself or by going to a doctor or nurse (or someone less qualified) to have an operation or by having the fetus removed by some other method. It is usually done before 28 weeks of pregnancy. Therapeutic abortion (e.g., for ectopic pregnancy) is included here. [Note: You may not know whether to code outcome as miscarriage or induced abortion until after you have asked question B13.]

After the last pregnancy, skip to B17.

If R is currently pregnant, enter '5' in the column under Pregnancy Outcome and skip to B16.
If the pregnancy resulted in a non-live birth, skip to B12. Do not record anything in B7 until you have asked B13 or B14.

**B8-B11: For Each Live Birth**

**B8.** Record the name of each child. It is possible that the child was never given a name if he/she died soon after birth, or the mother may not know the name if the child was given up for adoption. If so, write “Don’t know” and explain the circumstances in the “Observations” space.

**B9.** Record the sex of the child.

**B9a.** You do not need to ask this question aloud. If the pregnancy resulted in multiple births write ‘2’ on this line for each of the twins (‘3’ for each triplet).

**B10.** If you do not have a birth certificate or IC for the child or if R does not know the exact date of birth, ask whether it was in the early, middle, or late part of the year (codes ‘13’, ‘14’, or ‘15’ for month). Also probe in terms of important events in R’s life history or in Malaysia (e.g., Independence). Use R’s age only if you cannot get a year of birth.

**B11.** This is a question for the interviewer. Indicate whether or not you have seen documentation of the date of birth (such as birth certificate or IC).

After recording this information, go back to B7 for the next pregnancy.

**B12-B15: For Each Non-Live Birth**

**B12.** Record the duration of each pregnancy that resulted in a non-live birth. Any fraction of a month of at least 1/2 should be rounded up to the next full month (e.g., 1 1/2 months should be recorded as 2 months). Less than 1/2 should be rounded down.

**B13.** Ask this question if the answer in B12 is less than 7 months. If the woman says “No,” code the pregnancy outcome as ‘3’ (miscarriage). If the woman says “Yes,” then you should code the pregnancy outcome as ‘4’ (induced abortion).

After recording the answer, skip to B15.

**B14.** Ask this question if the answer in B12 is 7 months or more. If the child was born dead, use code ‘2’ (stillbirth).

**B15.** If the respondent cannot give an exact date, get her age at the time or ask when she first knew she was pregnant and calculate the date from the answer to B12.
After recording these answers, go back to B7 for the next pregnancy.

**B16.** Ask this question (about duration of current pregnancy) for Rs who are currently pregnant. If R is not currently pregnant, skip to B17. Again, any fraction of at least 1/2 should be rounded up to the next month.

**B17/B17a.** Antenatal care refers to medical examinations carried out on an expectant mother to determine the well-being of both mother and fetus. The check-up can include a physical exam, blood tests, urine samples, etc. (for example, from a hospital, clinic, midwife, etc.). Ask B17 for each pregnancy, including the current pregnancy, and including those that did not result in live births. If R received no antenatal care, enter '00'. If R is currently pregnant and if that is her only pregnancy, skip to Section C.

In the codes for sources of antenatal care, code '03' is for government clinic. Government clinic includes the following types of clinic:

1. Main Health Centre (*Pusat Kesihatan Besar*)
2. Health Sub Centre (*Pusat Kesihatan Kecil*)
4. Rural Clinics (*Klinik Desa*)
5. Midwife Quarters Cum Clinic (*Klinik Bidan*)
6. Military Clinic (*Klinik Tentera*)

Code '08’ is for “traditional healer” which includes traditional birth attendant (*kampung bidan*), bomoh, sinseh, and ayurvedic healers.

**B18-B22: For Each Live Birth**

**B18.** This question is to determine whether the child was born early, on time, or later than expected.

A child born any time earlier than 1 week before the due date of delivery should be considered as born early and coded ‘1’. Any child born less than a week before the due date of delivery, on the due date or later than the due date should be coded ‘2’.

**B18a.** Ask only for children born earlier than expected. Record how many weeks early the child was born.
B19/B19a. Ask for the weight in pounds and ounces of each live-born child. If the weight is given in kilograms, convert it to pounds and ounces if you can. If not, make a note that it is in kilograms (so that you or an editor can convert it to pounds and ounces later). If R does not know the child’s exact weight at birth, ask R to compare the child’s weight to that of the typical Malaysian baby. (Ninety percent of Malaysian live births weigh more than 2.5 kilograms.) In comparison, was her baby’s weight very low, less than average, average, above average, or heavy?

B20. Here we want the place where the child was born, e.g., in a hospital, in a clinic, at home, etc.

B21. Record the code for the birth attendant. If the R answers “midwife,” try to find out whether she is a government midwife or traditional midwife. The government midwife is based at a government clinic, whereas the traditional midwife operates from her own house.

B22. This is a filter question to determine the child’s current location. If the child is currently living with the mother, code ‘1’ and ask B22 for the next live birth.

If the child died (after birth), code ‘4’ and ask B23.

If the child is alive but does not live with his/her mother, skip to B24.

B23. Ask this question for each child who died. Record the child’s age at death and return to B22 for the next live birth.

B24-B27: Live-Born Child Who Does Not Live with His/Her Mother

B24. Record the age of the child when he/she left home. Be sure to record both the amount of time and the time unit.

B25. Record the highest level of education the child has completed. We are interested in the completed level of education, not current level if the child is still in school. If R does not know the highest level completed by the child, try to get her best guess. It is better to get some estimate than to code “Don’t know.” If the child is currently attending kindergarten, code ‘0’ in B25 (for level of schooling = none) and ‘1’ in B26 (for attending now = yes).

B26. Code whether the child is currently attending school; that is, whether he/she has completed his/her education.

B27. Record how often the mother sees each child, e.g., daily, weekly, etc.
B28-B32: Infant Feeding and Post-Partum Amenorrhea for Live Births

Questions B28-B33 should be asked across (in sequence) for each live birth. If the pregnancy resulted in a non-live birth, skip to B33.

B28. Record whether the child was breastfed, even if for a short period.

B29. Ask this question (about why the baby was not breastfed) only for children who were not breastfed. After coding the reason for not breastfeeding, skip to B32.

B30. Be sure to record both the length of time and the relevant time unit for every child who was breastfed. If the woman is currently breastfeeding, enter '88' for the amount of time, '8' for the time unit, and '88' for the reason for not breastfeeding (B31).

B31. This question (about why the R stopped breastfeeding the baby) is similar to B29. Ask it for every child that the mother breastfed but is no longer breastfeeding.

B32. Be sure to include water when asking about the child’s first food or drink other than breast milk on a regular, daily basis. Record both the length of time and the time unit. If something other than breast milk was given on a regular basis within a few hours of birth, code "one day." This column will be blank for children who were never breastfed.

B33: For All Pregnancies

B33. Ask this question for all pregnancies. Its purpose is to determine how long after the pregnancy outcome the respondent first menstruated again. For women who gave birth recently and whose period has not yet returned, code the length of time as '88' and the unit as '8'.

B33a. If the answer to B33 is one month or less, prompt for whether this was a regular menstruation.

SECTION C - CONTRACEPTION AND LIVING APART

This section deals with methods of contraception used by the respondent and anything else (such as living apart) that might have reduced her chances of becoming pregnant.

The topic of contraception and family planning is considered a very personal matter and some respondents may feel embarrassed, shy, or unwilling to talk about it. It is your task to ensure that the respondent will overcome her shyness and embarrassment. You must not show that you feel embarrassed or uncomfortable. Ask these questions as if they were normal questions that need no special treatment. Remain calm and confident. Reassure the respondent that everything she says
will be treated as confidential and that the same questions are being asked all over the country.

For this section, each of you should have a "showcard" which has drawings of some of the various contraceptive methods a woman might have used to avoid becoming pregnant. These include effective methods like the pill, condom, IUD, etc., and some other methods that the respondent may have used for contraceptive purposes. Show the card to the respondent and explain the methods if necessary. Also mention methods such as abstinence and withdrawal which are not shown on the showcard.

Traditional methods of birth control (herbs, incantations, womb-tilting, jamu and others) should only be listed as contraceptive methods if the woman says she uses them for their contraceptive effect. If they are used to promote general health or recovery after childbirth, they should not be coded as contraceptive methods. Breastfeeding also should not be coded as a contraceptive method unless it is mentioned as a method specifically for family planning.

If there are twins or triplets, then record the answers to the questions in this section concerning the interval between that pregnancy and the next one (or the interview date) on the line corresponding to the last twin or triplet.

C1. This is a filter question to separate couples who have used contraception from those who have not. If the respondent has never used any contraceptive method, either on the showcard or any other method, circle '2' and skip to C11. If the respondent has used contraception and has never been pregnant, circle '1' for C1, '1' on line 00 in C2, and skip to C3.

C2-C9: For Women Who Have Ever Used Contraception

Questions C2-C9 should be asked across (in sequence) for each pregnancy, beginning before the first pregnancy, for all women who have ever used contraception. Figure 2 provides a diagram of the skip instructions for both open and closed intervals.

Please note that the lines on the short page of the recording form may not exactly match up to the lines on the long page for pregnancy outcomes. Be careful to use the line 00 (shaded) for the interval between marriage and first pregnancy, line 01 (unshaded) for the interval after the first pregnancy outcome and before the second one, line 02 (shaded) for the interval after the second pregnancy outcome, and so forth.

C2. For each interval, including the period between marriage and the first pregnancy, we want to know whether the woman did anything to reduce the chance of becoming pregnant. If not, repeat this question for the next interval. When you reach the last, or open, interval, and if the respondent says she has not used any method, skip to C10. If the respondent has used a method, ask C3.
FLOW CHART FOR MF22, SECTION C, CONTRACEPTIVE USE

C1. Ever Use

OPEN INT.

C3. What method

More than one method

C3a. Which longest

C3b. Next longest

One method

C4. How long after started use

C5. Where obtain

C6. Using now

YES

NO

C7. Why stop

More than one method

One method

C9. Using same time

C10. Using anything else now

YES

NO

C10a. What method

C2. Contraceptive use bet. each int.

YES

NO

C3. What method

More than one method

One method

C3a. Which longest

C3b. Next longest

C4. How long after

C5. Where obtain

C7. Why stop

C9. Using same time

AFTER COMPLETING C1 - C10, FOR ALL INTERVALS

C11. Ever apart 3 months or more for each interval

YES

NO

C13. How many months apart

Int. bet. 2 preg. is > 3 years no. method no separation

C14. Probe for preg. in long interval

NO

YES (Correct preg. B7)

C15. Slept separately

NO

YES

Code method and ask C2.

Figure A.2
C3/C3a/C3b. Here, we want to know what method(s) the couple used. Encourage the respondent to list ALL methods used in the interval. If the respondent reports that she had a "tubal ligation", do not ask about other methods used in that interval. Simply code "tubal ligation". If the respondent used more than one method in the interval, ask which she used for the longest period of time. Code the method used longest in C3a and the method used next longest in C3b. If both methods were used at the same time, code the more effective method in C3a and the other in C3b. If more than two methods were used in the interval, record the two used longest, or the two most effective if they were used at the same time. Effective methods are tubal ligation, vasectomy, pill, IUD, injection, condom, foam, jelly and diaphragm.

C4-C7: Method Used Longest

C4. For the first interval, between marriage and the first pregnancy outcome, record how soon after marriage she began using the method on line number 00. After that, each line refers to the time between one pregnancy outcome (live birth, stillbirth, miscarriage, or abortion) and the next one. The line for the last pregnancy outcome is used to record information about contraceptive use in the open interval, that is, from the time of the last pregnancy outcome until the interview date. Record how long after the pregnancy outcome at the beginning of the interval she began using the method.

C5. Record where the contraceptive supplies were obtained. For some contraceptive methods, such as the pill, IUD, and condoms, supplies are necessary, so this question refers to the place where the respondent usually got the supplies. If she went to more than one place, record the one she used most. For contraceptive methods that do not require supplies, like the rhythm method, abstinence, or withdrawal, ask about where she obtained advice about the method. If no one gave her or her husband advice on how to use the method, enter '0'.

LPPKN clinics are sometimes located in government hospitals, so try to identify whether it is an LPPKN clinic if the respondent answers "government hospital." Also, if the respondent answers "government clinic," try to determine whether it is an LPPKN clinic or MOH (Ministry of Health) clinic. "FPA clinic" refers to the Federation of Family Planning Association (Persatuan Perancang Keluarga) clinics.

C6. Ask this question for the last interval or open interval only (the one beginning with her last pregnancy outcome and ending with the interview date). Do not ask this question if R is currently pregnant. If R is still using the method used longest, enter '88' and skip to C8. If R is currently not using the method used longest or next longest, then go to C7.

C7. Refer to the list on the recording form for the possible reasons the woman might have stopped using the method. Try to choose a code that is close to what she gives as the reason. Only use the code '20' for "Other" if what she says is not even close to one of the reasons in the list.
C8. This is an instruction for the interviewer. If only one method was used in the interval, go back to C2 and ask about the next interval. If two methods were used in the interval, continue with C9. If you are at the open interval, skip to C10.

C9. Determine whether the methods used were used at the same time for the whole period, for part of the period, or at different times.

Repeat C2-C9 for each pregnancy interval. If you have finished all intervals, including the open interval, go to C10.

C10: Current Contraceptive Use

C10/C10a. These are questions about current contraceptive use. If the respondent is currently using contraception, circle '1' in C10 and code the three most efficient methods currently being used in C10a. If the respondent has reached menopause or has been sterilized, do not ask C10/C10a; circle '2' in C10 and go on to C11.

C11-C13: Marital Separations

C11. This question is important because living apart reduces the chances of the woman becoming pregnant. We are only interested in times when the husband and wife lived apart for three months or more.

The couple may have lived apart for any reason—the husband went away for work or the Army, the wife returned to her parents' home or was away for education or a training program, etc. Do not include any periods when the couple lived apart for only part of the time—for instance, the husband came home on weekends, or the wife came back for a week before going away again for a month—or periods when the couple lived in the same house but practiced abstinence. (Try to get this information in Questions C1-C3.) Only count periods when the couple was living apart continuously for three or more months.

Do not include here the times between pregnancies when a woman was widowed, divorced, or permanently separated from her husband, since those events are already recorded in the marriage history.

If the respondent and her husband have never lived apart for at least three months, circle '2' and skip to C14.

Questions C12-C13 are only for respondents who have lived apart from their husbands for three months or more. The questions should be asked for each pregnancy interval.

C12/C13. Determine whether the couple lived apart in the interval. If yes, code the length of time in the interval that they lived apart in C13.

Repeat C12/C13 each pregnancy for each pregnancy interval.
C14-C15: Probe for Long Intervals

Check the entire reproductive history (Sections B and C). This review of the reproductive history is very important. Be sure that every pregnancy and every incidence of contraceptive use has been recorded. If there is a period of more than three years during which (i) the respondent was not pregnant and (ii) R used no contraceptives and did not live apart from her husband, ask C14 and C15.

C14. This question is asked only if you see a long interval (3 years or more) between two pregnancy outcomes in the reproductive history. Probe to find out whether you missed recording one or more pregnancies. If you have missed a pregnancy, record it and repeat the Pregnancy Section from B7. You do not need to re-ask all the contraception questions. You can record the pregnancy on the next blank line. At the office the computer will be able to arrange the births in the correct order, using the dates.

C15. Probe for periods when the respondent and her husband may have slept separately or not had intercourse. Probe about possible use of contraceptive methods during long birth intervals. If a method was used, including "abstinence" if the R and her husband did not have intercourse, code as appropriate and begin again at C2.

HH Member Number: For Office Use

For all children living at home, this number is their line number from MF21. For children living elsewhere (i.e., those whose names do not appear on the household roster), enter their line number from the pregnancy history + 50. For example, if Rohani is the first child (i.e., her name is in Column B8 on Line 01 of the pregnancy section) and she lives elsewhere, her HH Member Number would be 51. This number will be used to identify children in the section on educational expenses. Leave the columns blank for non-live births and children who have died.

SECTION D - MENSTRUATION HISTORY AND DESIRE FOR MORE CHILDREN

This section deals with the biological capability of the respondent to bear children and her desire for more children in the future.

D1-D2: Menstruation History

D1. Record age at menarche (the age when R began to have menstrual periods).

D2/D2a. Ask this question only of women who are age 40 or over. If the respondent has reached menopause, record the age when she stopped menstruating.
D3. This is an instruction to the interviewer. If the respondent or her husband has been sterilized, or R has had menopause or is currently widowed, circle ‘1’ and skip to Section E (Child Care).

D4-D7: Desire for More Children

If the respondent does not have any children, omit the word “more” in each of the following questions.

D4. If R believes that she and/or her husband are physically unable to have (more) children, circle ‘2’ and skip to Section E (Child Care).

D5. This is a question about whether the respondent HERSELF wants to have any (more) children in the future. This is not a question about what she would do if she could start over again. We are interested in whether she wants more children than she currently has (or if she is currently pregnant, how many she wants after that child is born). For example, if she wants more children but her husband does not, code ‘1’ for yes. If she does not want any more children, circle ‘2’ and skip to Section E (Child Care).

D6. Record the number of additional children she would like to have. If the respondent is currently pregnant, do not include the as-yet-unborn child; that is, ask how many children after this one. If she says “It depends,” probe for a number. If you can’t get a number, record “Don’t know.”

D7. Record whether the woman is currently trying to become pregnant. For currently pregnant women, circle ‘3’.

SECTION E - CHILD CARE AND EDUCATIONAL EXPENSES

We are interested in whether the respondent has any help in caring for her children and/or paying for their education. Include any children for whom the respondent is responsible, including step-children and adopted children.

E1-E4: Child Care

E1. This is an instruction to the interviewer. If the respondent has no children under age 6, circle ‘2’ and skip to E5.

E2/E2a. These questions refer to child care only when the respondent is not at home. If she never goes out or always takes her children with her, the answer is “no”. If no one other than the respondent takes care of her children, skip to E5. If others usually help with child care, record codes for up to four helpers.

Ask E3-E4 for each caretaker:
E3. For each person who helps, record how many hours per week he/she usually looks after the child(ren). If it is only very occasionally (less than one hour per week on average), record '001'. If the person ALWAYS looks after one or more of the R's children, code '888'.

E4/E4a. Record whether the respondent pays anyone to look after her children. For example, the respondent might pay someone to watch her children when she goes to the market every week, or after school before she gets home from work, or she might take them to a daycare center and have to pay a fee. Record the amount paid and the time unit.

E5-E10: Educational Expenses

E5/E5a. Determine whether the respondent has any children, either living at home or elsewhere, who go to school (including kindergarten), college, or university. If not, circle '2' and skip to Section F (Education and Training). If yes, record the names of all the children in school, college, or university.

HH Member Number. For each child listed, copy his/her household member number from the Contraception section.

E6. For each child listed, ask how much has to be paid for his/her expenses, including books, uniforms, fees, and any other expenses. Record both the amount and the time unit (i.e., per month, per year, or per term).

E7/E8. If none of the children are receiving scholarships or loans to help pay for their education in the current year, circle '2' in E8 and '2' in E9 for each child and skip to E10. Circle '1' in E8 for each child who receives a scholarship.

E8a. Record the amount of the scholarship per school year for each child who received one.

E9/E9a/E9b. Circle '1' for each child whose educational expenses are paid for by a loan. Children who did not receive loans should have '2' circled. Circle the source of the loan (either government or private) in E9a and the amount of the loan per school year in E9b.

E10/E10a/E10b. If anyone else helps pay for the child(ren)'s education, circle '1' in E10. Code up to three people who help pay in E10a and indicate how much each paid in the last 12 months in E10b.

SECTION F - LANGUAGES, EDUCATION, AND TRAINING

This section covers three topics: (1) the respondent’s knowledge of languages, (2) her education, and (3) any training programs she may have attended. In previous studies, education and contraceptive use have been shown to be related. Education can also be an important determinant of job opportunities and income.
F1-F3: Languages: Speak, Read and Write

The ability to converse, read, and write in a selected language is, of course, highly correlated with ethnicity. However, a significant proportion of people in any given ethnic group can also converse, read, and write in a second language. All respondents will be asked what languages they speak, and what languages they know well enough to read a newspaper or to write a simple letter. For questions F1-F3, do not probe using the list on the recording form. Simply record what the respondent tells you.

F1. Multiple response: Circle the appropriate code for each language the respondent can speak. The category “Malay” includes both fluent and elementary Malay and local/state dialects. The category “Chinese” includes all Chinese dialects, for example, Mandarin, Hokkien, Cantonese, Teochew, etc. Similarly, the “Tamil” category includes all other Indian dialects.

F2. Multiple response: Circle the appropriate code for each language in which the respondent can read at least a newspaper. The category “Malay” includes those able to read from either Romanized text or Jawi text.

F3. Multiple response: Circle the appropriate code for each language in which respondent can write at least a simple letter. The category “Malay” includes those able to write either in Romanized Malay or Jawi. If the respondent can write her name in a particular language or dialect but nothing else, do not count this as being able to write in that language.

F4-F6: Education

Information pertaining to educational attainment refers to formal education and excludes adult or religious education. We are interested in the highest level of schooling completed by the respondent. Here we are interested only in the broad categories of none, primary, and secondary. F4 is a filter question and, if you know the answer already (e.g., from MF21), you can simply confirm it. Ask F5-F6 only if the respondent has some education beyond the primary school level.

F4. Refer to MF21 and confirm the highest level of education the respondent has completed (or if it is easier, just check again with the respondent). If she has no education or has been to primary school only, circle ‘0’ (no education) or ‘1’ (primary), and skip to F7.

If the respondent is currently in university, code ‘3’ (post-secondary) for the level of education.

Ask questions F5-F6 (about whom the R lived with while in school, and who helped pay for her educational expenses) for secondary school. If the respondent also attended post-secondary school, repeat these questions. Post-secondary school refers to any schooling or training course which lasted for 2 years or more and which requires a minimum
qualification of completed Form 5 or the equivalent. Post-secondary includes, among others:

1. Form 6/A Level/Grade 13
2. Polytechnic
3. Teachers’ Training
4. College
5. Technical College
6. Nursing School
7. Hospital Assistant Training
8. Pharmacy Assistant Training
9. Public Health Inspector Training
10. Laboratory Assistant/Technologist Training
11. Diploma Courses
12. Degree Course
13. Any other certificate courses which require a minimum entry qualification of Form 5 and lasted for 2 years or more.

F5/F5a. If the respondent lived alone or with her parents while attending school, circle '0'. If she lived with other relatives, only code them if she lived with them in a separate household from her parents.

F6. Multiple response: Circle the appropriate code for EACH person who paid or helped pay for the respondent's own schooling. This includes money for tuition, books, and other expenses. Do not overlook loans and scholarships. Probe to be sure that you have covered everyone who helped pay.

F7-F12: Training

This section consists of a series of questions on training courses to obtain information on the type and duration of training, whether the attendance is part- or full-time, and who sponsored the training.
program. Training is defined as job-related training courses, held either at the place of work or elsewhere that lasted for a least one week (5 working days). It includes apprenticeships, pre-service training, in-service training and any training courses that a person attended while working. Some examples of training programs are:

A. Apprenticeship and Vocational Training

1. Building and woodwork
2. Metal-work, including welding, automotive repair and maintenance
3. Electrical, electronic, radio, and television repair work
4. Business/Commercial
5. Agricultural work, including logging
6. Service work, including hotel and catering, beauty culture, and tailoring
7. Painting, printing and draftsman’s work
8. Any other vocational or semi-professional training which requires a minimum entry qualification of less than Form 5.

B. Pre-Service Training

1. Military
2. Police
3. Fireman
4. Assistant Nurse
5. Junior Hospital Assistant
6. Public Health Overseer
7. Any other pre-service training which lasted for less than 2 years.4

C. In-Service Training

1. Secretarial
2. Administrative
3. Management
4. Supervisory
5. Any other job-related training course attended while working.

4 Longer training programs should be classified as “education.”
F7/F7a. Enter the number of training programs of at least one week in length in which the respondent has participated. If there are more than two, ask F8-F12 about the two longest training programs. If the respondent has attended many short courses, all of about the same length, choose the two most recent ones. If none, enter '00' and go to Section G (Migration and House Characteristics).

F8. Record the code for the type of training program the respondent attended. Some examples are:

01 Business, secretarial, or technical school; that is, training in business subjects, secretarial subjects, or engineering and technical subjects, offered by private institutions such as CYMA College, Stamford College, Institut Teknologi Negeri, etc.

02 Company training: refers to any training program the respondent attended while working in a company or in the private sector.

03 Apprenticeship: refers to any training program or apprenticeship the respondent attended, such as automotive repair and maintenance, electrical and electronic repair and maintenance, etc.

04 In-service training: refers to teachers and nurses only. Some examples are training programs attended by teachers during the school holidays, midwifery training, and clientele management training for nurses.

05 MARA: any training program organized by Majlis Rakyat (MARA), such as entrepreneurship.

06 KEMAS: any training program organized by Jabatan Kemajuan Masyarakat (KEMAS).

07 Other government: this classification refers to any training program organized and/or sponsored by the federal government of Malaysia, state government, or respective ministries, departments or organizations, excluding codes 04-09 above. Police training is included in code '07'.

08 Cooperative or trade union: this refers to any training programs related to cooperative or trade union movements. It does not matter who sponsored or organized the training program; it can be the respective movement or the government or private sector.

09 Armed forces: this refers to military training programs attended by military personnel that might be relevant to the R's later jobs. It does not include police training.

10 Other: other than the above classification. Specify the type of training.

F9. Record the year and month when the training began. If the respondent does not know the exact date, probe for her age at the time.

F10. Record the length of the program and the relevant time unit.
F11. Code whether the respondent attended the program full-time or part-time. Remember that there are two codes for part-time attendance: 5-20 hrs./wk. and fewer than 5 hrs./wk.

F12. Circle the codes for all the people who paid or helped pay for the respondent to attend the training program. Code ‘08’ (employer) means a private employer. If the respondent is employed by the government and the government paid, use code ‘07’.

SECTION G - MIGRATION AND HOUSE CHARACTERISTICS

This section is designed to elicit information about the district or state where the respondent was born and all the houses she has lived in since age 15. We are interested in her age at each move and the water and toilet facilities in each house. These have been shown to be related to child morbidity and mortality in previous studies in Malaysia.

G1-G7: Migration

G1. Record the district and state or country (if not Malaysia) in which the respondent was born.

G2. Record the type of place it was at that time, i.e., a kampung, estate, land scheme, new village, small town, large town, or a city. We have also added two additional codes: ‘8’ for “Other (Specify)” and ‘9’ for “Don’t know.”

G3/G3a/G3b. Determine whether the respondent was still living in the same location at age 15. If yes, enter “Same” in G3a on line 2 and record the type of place it was then in G3b. If she was in a different location at age 15, record that information in G3a and G3b on line 2.

G4/G4a. If the respondent has never moved since age 15, record ’00’ and skip to G8. Otherwise, record the number of times she shifted houses in G4a.

Ask G5-G7 for each move, i.e., each change of house:

G5. Record the year and month of the move. If the respondent does not know the date, ask for her age at the time.

G6. Enter the district and state or country (if not Malaysia) to which she moved.

G7. Code the type of place it was at the time she moved there.

The column labeled “Office Use” is for district, state, and country codes. They can be filled in after the rest of the interview is completed back at the office, before data entry.
Go back to G5 for the next move. Continue until you reach the current house.

G8-G9: House Characteristics

Ask G8-G9 for each house except the respondent’s birthplace. We are interested in whether each house had piped water and toilet facilities for most of the time the respondent lived there.

G8/G8a/G8b. Record whether the house had (has) piped water. If yes, code ‘1’ or ‘2’ for both G8a and G8b. If the house did not have piped water, code a source for drinking water (G8a) and a source of water for washing (G8b).

G9/G9a. Record the type of toilet facilities in the house. If there were (are) toilet facilities, record what people use.

Go back to G8 for the next house.

SECTION H - WORK HISTORY

In this section, we want to obtain some information on the work history of the respondent. We are interested in any jobs she may have had, any work done for her own or a family business or farm, any products she may have made for sale, or services she has performed for a period of at least three months.

H1: Work

H1. This is a filter question to separate women who have ever worked at any of these types of jobs from those who have not. If the respondent has never worked, circle ‘2’, code her reason for not working in H1a, then skip to Section I (Family Background).

Definitions of Work

Working for pay, or profit, or without pay on family farm or business.

1. Working for pay:
   a. Work for daily/weekly/monthly wages or salary, at piece rates, on commission or for tips.
   b. Work for payment-in-kind (e.g., meals, lodging, or supplies received in place of cash wages).

2. Work for profit or fees: work for profit or fees in one’s own profession or business, or on one’s own farm.
3. Work without pay in family business or family farm: Treat a person as working when she worked without money wages in a family farm or business (though she may be receiving pocket money).

The following should be coded as "not working":

1. Cooking, washing, housekeeping, etc. in one’s own home, done by a housewife.

2. Unpaid help for a related member of the household who does not operate a farm or business but works as an employee. However, if by doing so the family income is increased (for example, if R helped another family member tap rubber or an estate), she is treated as working.

3. Investing in business, farms, etc., but contributing no part to either the management or actual operation should not be regarded as working, e.g., sleeping partners, shareholders, etc.

**H2: Occupation**

**H2.** Record her first occupation after age 15 and her employment status.

If the respondent was promoted from one job to another, count the two jobs as different only if the occupation codes are different. Otherwise, consider them as one job.

Although sometimes the job title will be well-known and precise enough that no additional information is necessary, the title must not be too general a term.

The column labeled "Office Use" is for the occupation code. It can be filled in after the rest of the interview is completed back at the office, before data entry. If the description is not complete enough to assign a two-digit code, use the one-digit code followed by a question mark.

**H2a: Employment Status**

Employment status describes the person’s relationship to the organization in which he works. The employment status codes are:

- Paid employee .................. 1
- Self employed/own account worker 2
- Employer ....................... 3
Unpaid family worker ............ 4

If the respondent’s employment status has changed (e.g., from unpaid family worker to employee) but her occupation has not (i.e., she is still a rubber tapper, for example), use one line of the recording form for each employment status.

Definitions of Employment Status

1. **Paid employee**: A paid employee is a person who works for a private employer or in any branch of government for wages, salary, commission, tips, or pay in kind. This category also includes persons working for pay in other private non-profit organizations.

2. **Self-employed/Own account worker**: This applies to persons who work for profit or fees in their own business, farm, shop, office, etc., and do not employ others to help them. It does not apply to superintendents, managers, or other executives hired to manage a business or a farm, salesmen working for commission, or officers of corporations. Such persons should be treated as “employers.”

3. **Employer**: An employer is a person or a group of persons who runs an enterprise (which may be self-owned or otherwise) and employs one or more persons to help run the business.

4. **Unpaid family worker**: Person who works for no pay on a family farm or business. Room and board, food and a cash allowance are not counted as pay for family workers.

Normally, in a household with an unpaid family worker you will also have someone in the same household who is an “own account worker.”

Examples of cases which might be confusing in the classification of types of worker are described below:

- Employees of a corporation should be reported as “employees”. Do not report corporate employees as owning their business even though they own part of the stock of the incorporated business.

- A maid, laundress, cook or cleaning woman working in another person’s house should be reported as an “employee working for a private employer”, not as self-employed. But if the woman works in several houses as a laundress, she is reported as an “own account worker.”

- Two or more persons who operate a business in partnership should be reported as “self-employed” in their own business. The word “own” is not limited to one person. However, if they employ workers, they should be coded as employers. A sleeping partner cannot be reported as “working.”
"Payment-in-kind" includes room, board, supplies, and food, such as eggs or poultry on a farm. This is considered pay except for a member of the family (see working without pay in family business or farm). Persons who work for payment-in-kind should be reported as employees of a private company or individual.

Work at Odd Jobs or on A Casual Basis

A person who works on an odd job or casual basis should be reported as an employee of a private company, business or individual. For example, the baby-sitter employed in another person's home is to be reported as an employee. But if she manages a nursery in her own home, then she is reported as an own account worker.

Examples of Own Account Workers

- Agent for direct sales, e.g., Amway product dealer/Amway product direct distributor.

- Insurance salesman, who has no pay but gets his income from commission only, has no EPF contribution and no fixed time to work. (But he would be an "employee" if he is paid a fixed salary, working with stated hours and, in addition, gets a commission for good performance.)

- If "A" who has a rubber small holding has no time to do rubber tapping, he might ask "B" to tap for him on a basis of shared income such as bagi-dua basis or pawah sistem. In this case, "B" is considered an own account worker. This is quite common in Kelantan. The system is practiced by padi planters.

H3-H11: Questions About Each Job

Ask H3-H10 for each job mentioned.

H3. Record the year and month when the respondent began doing the job listed in H2. If she cannot supply the date, ask for her age at the time she started that job. If she started working earlier than age 15, record age as stated by the respondent. Someone taking leave with pay (either full-pay or half-pay) should be considered as working. Leave without pay is not considered working.

H4. Record the length of time, in years, that she did the job listed in H2. If she is still doing this work, code '88'. If she has been doing it for less than one year, code '00'. If she cannot tell you how long she had the job, prompt her for her age when she stopped doing the work listed in H2.
H5. The purpose of this question is to obtain the respondent's average monthly salary at the time she started the job.

H6/H6a. Record any payments-in-kind, like food, housing, or other products, the respondent received while doing that job. If there is a code '4' (unpaid family worker/helper) in H2a, you need not ask H5 and H6. If there are any other codes (1, 2, or 3) in H2a, ask H5 and H6. Even though certain occupations which are categorized as own account workers may not have payments in kind, still ask H6. However, most own account workers do have income in kind. (For example, fishermen who catch fish may consume a portion of their own catch. This is considered payment-in-kind. This same situation applies to vegetable farmers, padi planters, and those making and selling their own food products.)

H7. Record whether the job was a full-time job (8 hours per day) or a part-time job (less than 4 hours per day).

H8. For the period when the respondent was doing the job listed, record whether she did that work all of the year, most of the year, or part of the year.

H9. Ask this question only if the respondent is not still doing the job listed.

Record her average monthly earnings at the time she stopped that work. You do not need to get current salary for the current job; this will be recorded in MF25.

H10. This is a filter question to determine whether the respondent held another job at the same time as the job you have been discussing.

If she held another job at the same time, record that occupation and status on the next line and repeat from H2a. If she did not have another job at the same time, ask for and record her next job and repeat from H2a.

Repeat H2a-H10 until all jobs are listed.

Review the work history. Check for periods of one year or more for which no work is reported. If there are no periods of a year or more when the respondent was not working, skip to H12.

H11/H11a. Ask this question about each period of one year or more for which no jobs are listed. If, in fact, the respondent was working during this period, correct the work history. If not, record the reason for not working in H11a.

H12: Maternity Leave

H12. This is a filter question. If the respondent has never given birth, circle '2' and skip to Section I (Family Background). If she has ever given birth, circle '1' and ask H12a and H12b.
H12a. Here we want to know if the woman received paid maternity leave from her job; that is, did she continue to receive her salary while she was on maternity leave of 42-60 days after the birth of her child.

If she has had children, record whether she received paid maternity leave for each job listed.

SECTION I - FAMILY BACKGROUND

This section covers information about the respondent’s own family—her brothers and sisters, and her parents. One purpose of the questions about her parents is to provide additional information (in addition to the information from the Senior Questionnaire) about older people.

II: Religion

Circle the appropriate code for the respondent’s religion.

I2-I5: Living Brothers and Sisters

Living brothers and sisters includes adopted brothers and sisters.

I2. Record the number of living older brothers the respondent has.

I3. Record the number of living younger brothers the respondent has.

I4. Record the number of living older sisters the respondent has.

I5. Record the number of living younger sisters the respondent has.

I6-I13: Parents

First, ask I6-I23 about the respondent’s father and then about her mother. If the respondent is an adopted child, this section applies to the adoptive parents.

I6. List the job held by the respondent’s father/mother during the time R was between 5 and 15 years old. We are interested in the parent’s main job for most of this period. If the parent died before R was 5 years old, skip to I7. If the respondent does not know her parents’ occupations, code ‘99’, even though this is the same code as for "Workers not elsewhere classified."

I7/I7a. Circle the code for the highest level of education completed by the parent in the broad categories indicated. If the respondent does not know, try to get an estimate.
I8. Record the parent’s age if still alive, or ‘00’ if he/she has died. If the parent has died, skip to I12. If the respondent does not know her parents’ ages, code ‘99’.

I9. The parent lives with the respondent if he/she eats and sleeps in the respondent’s house. If the parents eat with the respondent but sleep next door, for instance, this does not qualify as living with the respondent.

Record the code(s) to identify with whom the parent lives. If with the respondent, code ‘1’ and skip to I11.

I10. Ask this question (about how often the R sees her mother or father) only if the parent does not live in the same household with the respondent.

I11. We are interested in the respondent’s perception of her father’s/mother’s general health. Read the categories to the respondent and ask her to choose the one that applies best.

I12-I13: Parent’s Death; Inheritance

By inheritance we mean any property, money, land, or other belongings the respondent might have received at the death of one of her parents. Do not include dowry.

Ask these two questions (I12 and I13) only if the respondent’s father/mother has died. If the parent is still alive, skip to I14.

I12. Record how many years ago the parent died. If the respondent does not know, probe for the year or the respondent’s age at the time and calculate the year. If the parent died less than one year ago, enter ‘00’.

I13/I13a/I13b/I13c. Determine whether the respondent received an inheritance from her father/mother. If yes, ask about what she received. We are interested in what the respondent herself received; in other words, her share. Circle all the codes that apply. If she received land or money, circle the appropriate code and record the amount (in acres or ringgit). Count life insurance as cash and record the respondent’s share.

I14. Go back to I6 and ask about R’s mother. After questions about mother are completed, go to Section J.
SECTION J - HELP FOR AND FROM PARENTS AND CHILDREN

This section deals with intergenerational transfers and any assistance, monetary or otherwise, that the respondent may have given to her grown children or her parents, or which she received from them. It covers gifts of money, payment of bills, food or other goods, meals, household chores, personal care, child care, or help with the family business or farm.

In the section about parents (J1-J8), we are interested only in help given to or received from the respondent’s own parents. Do not record information about help for or from her husband’s parents.

In the section about children (J9-J17), we are referring to grown children—those aged 18 or over—who live in a different household from the respondent. Do not record information about help for or from children still living with the respondent or children under 18.

J1-J4: Help for Parents

J1. Check I8 and I9 to see whether the respondent’s parents live with her or have died. If both are dead, circle ‘1’ and skip to J9. If both live with R, circle ‘2’ and skip to J9. If one or both of her parents is still alive and living in a separate household, ask whether or not the respondent provided any of the types of assistance listed in J1a (A-E) in the last 12 months. If not, circle ‘2’ for each type and skip to J5.

Personal care (Type D) is defined as help with walking, eating, or personal hygiene; that is, daily activities which the parent is no longer able to do for himself/herself.

Ask J2-J4 for each type of assistance given to her parents by the respondent or her husband; that is, ask J2-J4 for each “Yes” answer to J1.

J2. Enter the total number of years for which the respondent (or her husband) has provided each type of assistance.

J3. Code how often the assistance is provided: daily, once a week, etc.

J4. If the respondent gives her parents money or goods (Type A or B), record the total money value of the money or goods provided over the last 12 months. If the respondent cannot give you an exact figure, ask for her best estimate.

Go back to J2 for the next type of help with a “Yes” answer in J1.
J5-J8: Help from Parents

J5. Record whether the respondent has received any of the types of help listed in J5 (A-F) from her parents over the last 12 months. Note that child care is included here as a type of help. If the respondent's parents have not provided any of the types of help listed, circle '2' for each type and skip to J9.

Ask J6-J8 for each type of assistance provided by R's parents, that is for each "Yes" in J5.

J6. Enter the total number of years for which the respondent (or her husband) has received each type of assistance from her parents.

J7. Code how often the assistance is received: daily, once a week, etc.

J8. If her parents give her money or goods (Type A or B), record the total money value of the money or goods provided over the last 12 months. If the respondent cannot give you an exact figure, ask for her best estimate.

Go back to J6 for the next type of help.

J9-J13: Help for Children

J9. This is a filter question. If the respondent has no children aged 18 or over who do not live with her, MF22 is finished. Thank the respondent for her time and cooperation. If she does have grown children living elsewhere, continue with the interview.

J10. Record whether the respondent provided any of the types of assistance listed (A-F) to her grown children over the last 12 months. If not, circle '2' for each type and skip to J14.

Ask J11-J13 for each type of assistance given to her grown children by the respondent or her husband, that is, for each "Yes" in J9.

J11. Enter the total number of years for which the respondent (or her husband) has provided each type of assistance.

J12. Code how often the assistance is provided: daily, once a week, etc.

J13. If the respondent gives her children money or goods (Type A or B), record the total money value of the money or goods provided over the last 12 months. If the respondent cannot give you an exact figure, ask for her best estimate.

Go back to J11 for the next type of help.
J14-J17: Help from Children

J14. Record whether the respondent has received any of the types of help listed in J5 (A-F) from her grown children over the last 12 months. If the respondent's children have not provided any of the types of help listed, circle '2' for each type. MF22 is then finished. Thank the respondent for her time and cooperation.

Ask J15-J17 for each type of assistance provided to the respondent (or her husband) by her grown children; that is, for each "Yes" in J4.

J15. Enter the total number of years for which the respondent (or her husband) has received each type of assistance from her children.

J16. Code how often the assistance is received: daily, once a week, etc.

J17. If her children give her money or goods (Type A or B), record the total money value of the money or goods provided over the last 12 months. If the respondent cannot give you an exact figure, ask for her best estimate.

Go back to J15 for the next type of help.

This is the end of the MF22 Questionnaire. Review the recording form to make sure that it is complete and legible. Thank the respondent for her time and cooperation.
IX. MF23 – MALE LIFE HISTORY QUESTIONNAIRE

PURPOSE

MF23 is used to collect information on the male respondent’s marriage, migration, work and education histories, his family background, and the help he has given to his parents or received from them. This information will be used, together with information from the female respondents, to study how these different events affect each other and how the different generations of Malaysian families earn and share income.

RESPONDENT

Choosing the man to be the respondent for MF23 depends on which sample the household is in (see Table A-2).

1. Panel Sample

The MF23 respondent is the current husband of the woman who was interviewed for the MFLS-1 (the Panel sample member).

2. Children Sample

If one of the persons selected for the Children sample is the son of the Panel sample member, he is the respondent for MF23. If the person selected for the Children sample is a daughter of the Panel sample member, then her husband is the respondent for MF23 (if she is married and if her husband is living in the same household).^5

3. New Sample

The husband of the woman selected for the New sample is the MF23 respondent (if the woman is married and if her husband is living in the same household).

^5Note: added, after fieldwork: In practice, if the woman’s husband was aged 50 or over, in many cases, interviewers treated him as eligible for the Senior sample and, if selected as the Senior respondent, he was administered MF24 instead of MF23. See Haaga et al. (1992) for the number of such cases.
Table A-2

Summary - The Respondents for MF22 and MF23

<table>
<thead>
<tr>
<th>SAMPLE</th>
<th>MF22</th>
<th>MF23</th>
</tr>
</thead>
<tbody>
<tr>
<td>PANEL SAMPLE</td>
<td>Woman who was interviewed in MFLS-1 (1976)</td>
<td>Her current husband (if she has one)</td>
</tr>
<tr>
<td>CHILDREN SAMPLE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If the son is the</td>
<td>His wife (if he has one)</td>
<td>The son</td>
</tr>
<tr>
<td>selected child</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If the daughter is</td>
<td>The daughter</td>
<td>Her husband (if she has one)</td>
</tr>
<tr>
<td>the selected child</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NEW SAMPLE</td>
<td>Selected respondent (woman aged 18-49,</td>
<td>Her husband (if she has one)</td>
</tr>
<tr>
<td></td>
<td>or less than 18, if ever married)</td>
<td></td>
</tr>
</tbody>
</table>

OUTLINE

The topics covered in MF23 include many of the same ones covered in MF22:

A. Marriage

B. Education and Training

C. Migration

D. Work History

E. Family Background

F. Help For or From Parents

There are some differences between the MF23 questions and the ones in the MF22 sections with the same names. Read the MF22 instructions for definitions (of marriage, types of work, etc.). If the responses given by a husband and wife differ and you discover this during the interview, try to verify the answer. If, however, you do not detect the discrepancy until much later, accept the answers as different. You do
not need to go back to the household. The rest of this section describes how the MF23 questions differ from those in MF22.

SECTION A - MARRIAGE

This section includes questions about each of the respondent’s marriages. Most MF23 respondents are currently married. But some MF23 respondents will be the sons of Panel sample members, and they might still be single. You will probably already know from MF21 what the respondent’s current marital status is, but if you are not sure, you should ask question A1 just to confirm.

Just as in MF22, use one line on the recording form for each marriage.

A1. If the respondent has never been married, enter ‘0’ in the box marked “Total No. of Marriages” and then skip ahead to section B.

A2-A6. These questions are similar to the questions in the marriage section of MF22. Ask A4 to A6 for each marriage until the current one. If the respondent is not sure of the year when he got married, you can write in his age (or his estimated age).

A3. Write in the box marked “Total No. of Marriages” how many times the respondent has been married. You should end up with the same number of lines filled in on this page. If you need more than six lines, use a continuation page and make a note on the cover.

If the respondent says that he is still married to more than one woman, put ‘1’ in the column marked “Marriage Outcome” for each.

A6. If the marriage ended in separation or divorce, ask when the separation or divorce took place. If the marriage ended because the wife died, ask when she died. Put the answer (month and year) in the columns marked “End of Marriage.” If the respondent cannot remember the year, ask him his age at the time.

A7. Ask how many living children the respondent has from each of his previous marriages. Include any children who are living away. Do not include adopted children, step-children, etc., just those of whom the respondent is the biological father.

SECTION B - EDUCATION AND TRAINING

B1-B3. These are the same language questions that appear in MF22. Circle the codes for whichever languages the respondent says he can speak, read, and write.

B4. This is just a filter question to see whether the following questions (B5-B6) are appropriate. If the respondent never went to secondary school (Form 1 or higher), then skip ahead to B7.
B5. If the respondent went to secondary school, ask if he lived with anyone other than his parents so that he could attend secondary school—with other relatives, or in a boarding school, for example. Circle as many codes as apply.

B6. If anyone other than the respondent and his parents helped with his expenses for secondary school, then circle as many codes as apply.

If the respondent has had any post-secondary education (any college or university or other education after fifth or sixth Form), then repeat questions B5-B6 for the period of post-secondary education.

B7-B12. These are similar to the questions about training in MF22. Remember only to count job-related training courses—either for a job the respondent already had, or one he wanted to get when he received the training. Do not count other types of training (such as Red Crescent first aid or other training for volunteer work or personal interest).

SECTION C - MIGRATION

There are two big differences between this section and MF22 Section G. One is that MF23 has no questions about the house characteristics. The other is that MF23 only covers moves to a different district (not all moves to a different house, as in MF22).

Ask questions C5-C7 about each time since age 15 that the respondent moved to a different district, including the one that took the respondent to the place he lives now. The first line in the recording form is for the place where the respondent was born. The second line is for the place where he lived at age 15. Use the rest of the lines (numbered 3-12) for each change of district after age 15.

When you ask what type of place it was (kampung, estate, etc.), you only need to write the code of the type of place where the respondent first lived in that district. You do not need to write on another line if he later moved from one type of place to another within the same district.

SECTION D - WORK HISTORY

There are two differences between this section and Section H in MF22:

1. There is no filter question to see if the respondent ever worked. We are assuming that all the MF23 respondents have done one of these kinds of work.

2. MF23 has no question about paid maternity leave.
Use one line in the recording form for each occupation the respondent has had since age 15.

If the employment status is '4' (unpaid family worker), you do not need to ask questions D4 (monthly earnings at start), D5 (in-kind payment), or D8 (monthly earnings at end).

If the employment status is '2' (self-employed, own-account worker), then you do not need to ask question D5 (in-kind payments).

After you have finished asking about every occupation up to the current one, check the list you have written down. If there are any long gaps (more than a year) after the respondent started working during which he was not working at any of the jobs mentioned so far, ask the respondent if he was doing any work during that period. If he mentions a different occupation, write it down on a new line and ask the remaining questions about it. If he says he was sick, couldn't find work, etc., during that time, then write the appropriate codes (as many as three) for "Reasons for Not Working" on the line for the last job he had before the gap.

SECTION E - FAMILY BACKGROUND

This is the same as Section I of MF22.

SECTION F - HELP FOR AND FROM PARENTS

This section only concerns the respondent’s own parents. (It is different from Section H of MF22, which also asked about the woman’s grown children who live apart from her.) If both parents are either dead or living in the same household as the respondent, this section can be skipped.

The parents should be whoever the respondent considers as his parents, including adoptive parents.

**Fla, Item D: F5, Item E.** By the time you reach this section, you will already know what the respondent does for a living. You do not need to read through the whole list of examples ("for example, with the crops or animals, fishing or selling fruits or vegetables")—just choose whichever examples might be applicable to this respondent’s family.
X. MF24 - SENIOR LIFE HISTORY QUESTIONNAIRE

PURPOSE

MF24 is used to collect information from members of the Senior sample. It includes sections on marriage, children, languages, migration, work history, family background, help for and from relatives, and health. The data will be used to examine such issues as how older people earn income or receive help from younger family members, at what ages different people retire from working, living arrangements of older people, and health care.

RESPONDENTS

The MF24 respondents are men and women aged 50 or over, chosen by the interviewer using the New and Senior Respondent Selection Form. They live in the LQs with Case Numbers 3001 and above. (LQs with Case Numbers below 3000 are Panel and Children sample households, and MF24 will not be used for them.) There is only one MF24 respondent in each LQ (that is, you will not interview both the husband and the wife, as in some of the other samples). 6

OUTLINE

The topics covered in MF24 include many of the same ones covered in MF22 and MF23. The main difference is that MF24 covers a shorter period of the respondent’s life (in most cases, just those events occurring since age 50). MF24 also has a section on health, which MF22 and MF23 do not. The rest of this section describes how MF24 differs from the MF22 and MF23 questionnaires.

SECTION A - MARRIAGE

A1. If you already know the respondent’s marital status from MF21, you only need to confirm it here. If the respondent has never been married, circle ‘0’ on the top line of the page and go on to Section B (skip the rest of section A).

6Note added after field work: In practice, in many cases where the woman respondent in the New sample was married to a man aged 50 and over, interviewers treated him as eligible for the Senior sample and, if selected as the Senior respondent, he was administered MF24. In these cases, the wife of the Senior respondent was interviewed with MF22. See Haaga et al. (1992) for more information.
If the respondent is currently married, circle '1' on the top line. Then ask questions A1a, A2, and A3.

A1a. If the respondent has ever been married, ask how many times he/she has been married (including the current marriage). Write the number in the box under "Total No. of Marriages."

A2. Ask this question only if the respondent is currently married. Write the number of years that the respondent has been married to her current husband (or his current wife) in the box under A2. If the respondent is a man who has more than one wife, then write the number of years for the longest marriage. If it is less than one year, enter '00'.

A3. If the respondent is a woman, ask what her husband’s occupation is (or was) during most of the time that they have been married. For example, if he was a teacher for many years but is now retired, write “teacher.” The two boxes to the right of this line marked “Office Use” will be used by the coders to write a two-digit code for this occupation. After asking this question, go on to Section B.

A4. If the respondent is not currently married—he or she is widowed, divorced, or separated—ask how long he or she has been widowed (that is, how long it has been since the husband or wife died), or divorced or separated. If it is less than one year, write ‘00’.

A5. If the respondent is a woman and she is not currently married, ask what her most recent husband’s occupation was during the time they were married. After asking this question, go on to Section B.

SECTION B - CHILDREN

This section only concerns the respondent’s children who do not live in the same LQ now (that is, they do not usually eat and sleep in the same LQ as the respondent). Do not ask these questions about his or her children who live in the same LQ, since we are already asking about them in MF21.

B1. Record the number of respondent’s children who are still alive, but living in a different LQ. These can include anyone the respondent considers his or her children, including children of whom he or she is the natural parent, adopted children, and step-children.

   If the respondent has no children living elsewhere, enter ‘00’ in B1 and go to Section C.

B2. Record here the names of the children living elsewhere. The names are needed only to identify them while you ask questions B3-B7, so you do not need to know their full names, the names they have on their ICs, etc., just whatever names the respondent uses for them. Use one line of the recording form to write the name of each child living elsewhere.
B3. If it is obvious from the answer already, you do not need to ask the sex of the person. If you are in any doubt, ask the person’s sex. Circle ‘1’ for male or ‘2’ for female.

B4. Ask the age of each child living elsewhere. Do not write down their exact ages, just write down the number corresponding to the categories listed on the right of the recording form. (For example, if the person is age 25, write ‘2’.) If the respondent has trouble remembering or is not sure, you could ask something like “Is he in his forties?” because we are not looking for an exact age.

B5. Ask the highest level of education the child received. Again, you are not looking for an exact answer, just whether the person ever went to school, and if so, whether it was primary school only (up to Standard Six), secondary school, or a college or university after secondary school.

B6. Ask if the person is still attending any school, college, or university. Circle ‘1’ for “yes” or ‘2’ for “no.”

B7. Ask how often the respondent usually sees each of his or her children living elsewhere. Choose the category from the list on the right-hand side of the recording form that fits best. For example, if the respondent’s son lives in a house in the same kampung, he or she might see him every day, which is code ‘1’. If his/her son usually comes back once or twice a year for Hari Raya and other holidays, use code ‘6’, and so forth. Use code ‘8’ (“never”) if the respondent has not seen this child since he or she moved away.

SECTION C - LANGUAGES

C1-C3. These are the same as the language questions in MF22 and MF23. (MF24 does not have any detailed questions about education and training courses.) Circle as many codes as apply for the languages the respondent says he or she can speak, read, and write. If the respondent can read Bahasa and Chinese, for example, circle both ‘1’ and ‘2’. If the respondent cannot read at all, circle ‘0’ in the line for C2.

SECTION D - MIGRATION AND CURRENT HOUSE CHARACTERISTICS

This section first asks where the respondent was born—what district and state, or foreign country, and what type of place it was. Then it asks where he or she was living at age 50 (not age 15, as in MF22 and MF23). If this place was different from the place where he or she was born, ask when he or she moved to that place. (If the respondent does not remember when it was, it is okay just to report her age.) Then ask about any moves to a different district since age 50. If the respondent has moved from one place to another within the same district, do not count it as a move.

D1-D2. If the respondent was born in Peninsular Malaysia, write the district and state in which he or she was born on Line 1 of the recording form. Just write the name of the state if he or she does not
know the district. If he or she was born in East Malaysia, just write
the name of the state. If he or she was born in a foreign country,
write the name of the country (not the state or district). Then ask
question D2, and write the code for the type of place it was (kampung,
estate, etc.) in the next column.

D3. If at age 50 the respondent was living in the same district
and state where he or she was born, write “Same” on Line 3 of the
recording form, which has ‘50’ already printed in the Age column. Then
go to question D7. If he or she was NOT living in the same place at age
50, then ask questions D3a and D3b.

D3a/D3b. Write the name of the district and state in which the
respondent was living when he or she became 50 years old on Line 3 of
the recording form page. Write the code for the type of place where he
or she lived on the same line.

D3c. Ask when the respondent moved to that place. This was some
time before his/her fiftieth birthday, so use Line 2 (just above Line 3)
to record the answer. If the respondent does not remember what year he
or she moved, then ask what age he or she was when he or she moved there
and write his/her age on Line 2 instead of the month and year.

D4. This question only concerns moves to a different district
since the respondent’s fiftieth birthday. Use one line of the recording
form (Line 4, 5,...) for each time he or she moved to a different
district. Ask questions D5 and D6 for each move.

D7. If a younger woman in the household has already been given the
MF22 interview, then we already know what type of toilet and water
supply the house has. Circle ‘1’ and go on to section E.

If there is no MF22 respondent in this house (or if you are not
sure she will be interviewed), then ask questions D8-D9.

D8. Ask if this house (the one the respondent is living in now)
has piped water. If the answer is “yes,” ask D8a, whether it is piped
inside or not. If the answer to D8 is “No,” then ask D8b and D8c to
find out the main sources of water for drinking and washing. Circle the
code that applies in each column (“drinking” and “washing”). For
example, if a house has a private pipe, circle ‘1’ in both columns. If
they use an outside pipe, circle ‘2’ in both columns. If they collect
rain water for drinking and go to the river for water to wash
themselves, then circle ‘6’ in the “drinking” column (D8) and ‘7’ in the
“washing” column (D9).

SECTION E – WORK HISTORY

This section is different from the work histories in MF22 and MF23.
It starts with questions about whether the respondent is working now
(E1-E3). If not, there is a filter question (E4) to see if the
respondent ever worked. If the respondent has never worked, probe to be
sure and then skip to E13. If the respondent used to work but does not
work now, ask when he or she stopped working and why (E5, E6). For
every respondent who has ever worked, ask E7-E12, dealing with the main work activities during the whole time he or she worked, how long he or she worked, and whether he or she receives (or expects to receive) EPF payments or a pension. If the respondent is a widow who has never worked but receives a pension from her husband’s work, record that information for the current year in MF25.

Lastly, ask question E13 about household work for all respondents, whether or not they have ever worked outside the house.

SECTION F - FAMILY BACKGROUND

This is similar to MF23 Section E and MF22 Section I, except that there are no questions about when the respondent’s parents died or the inheritance.

F1. Circle the code that best fits the answer the respondent gives.

F2-F5. Write in the boxes on the recording form the number of older brothers, older sisters, etc., who are still alive. Include anyone the respondent counts as his or her siblings, including brothers/sisters by adoption or step-brothers/sisters.

The next few questions (F6-F10) concern the respondent’s own father and mother.

F6. Check to see if the respondent’s parents are still alive. If neither is alive, then enter ‘000’ in the boxes marked “Age” under the columns for Father and Mother and skip to section G. If only one is alive, then write ‘000’ for the age of the one who has died and ask questions F7-F10 only about the one who is still alive.

F7. You may already know the respondent’s parents’ ages from MF21, in which case you can just verify that information and write it in the boxes under each column. If you don’t know already, ask the age. If the respondent does not know, ask for an estimate. If he or she cannot give an estimate, use the code ‘999’ for “Don’t know.”

F8. Circle the codes for the persons with whom the respondent’s father and mother live. The codes are numbered 1-9, and the list of meanings is on the right-hand page of the recording form.

SECTION G - HELP FOR AND FROM RELATIVES

This section is similar to the Help sections in MF22 and MF23, but differs because it contains three sections: respondent’s parents (G1-G4), grown children living elsewhere (G5-G13), and any other relatives (G14-G23). For the grown children and the other relatives, ask about both the help that the respondent gives to them and the help that the respondent receives from them. For the respondent’s parents, only ask about what the respondent does to help them.
SECTION H – HEALTH

This section is unique to MF24. It asks about the respondent’s general health, his or her use of health facilities, health care expenses, and the health of the respondent’s spouse.

H1. We want the respondent’s own perception of his/her health. Let him or her choose from the three categories—good, fair, or poor. Circle the code ‘1’ for “good,” ‘2’ for “fair,” ‘3’ for “poor.”

H2a-f. Ask about any activities with which the respondent has difficulty because of his or her health. Each time that the respondent says “yes” (meaning that he or she does have a problem doing the activities named), circle the code ‘1’ for “yes” and ask how long he or she has had this problem (H3).

H3. This should be asked for each item (a-f) of H2. This is not supposed to be an exact answer. Just circle the code that best fits the answer the respondent gives.

H4. Ask about who helps the respondent when he or she is sick or needs physical care. If the respondent reports never being sick, ask who would help if he or she were ill.

H5/H5a. Record whether the respondent has visited a health facility or health practitioner in the past month. If yes, record the type of facility or practitioner.

H6/H7. These are questions about health expenditures in the last month—how much they were and who paid (or helped pay) them. If the expenses have been incurred but not yet paid, the amount and who will pay should be recorded.

H8. This is a filter question to see if the next question is appropriate. If the respondent is not currently married, you have reached the end of the interview.

H9. If the respondent is married, ask for the respondent’s perception of the health of his/her spouse. Use the same categories (good, fair, poor) as in H1.
XI. MF25 - HOUSEHOLD ECONOMY QUESTIONNAIRE

PURPOSE

The purpose of this questionnaire is to obtain information about 1) household possessions, ownership, and expenses, 2) income-earning activities, and 3) other sources of income.

Be sure to tell the respondents that the information will remain confidential and will be used only for the purposes of this survey.

RESPONDENTS

In Panel sample households, the respondent will usually be the current husband of the woman who was interviewed in MFLS-1. If her husband is not a usual household member, the MF22 respondent can be the MF25 respondent as well; do not try to trace the husband and interview him.

In households with Children sample respondents only, the respondent will usually be the son or son-in-law of the MFLS-1 respondent.

In households with New sample members, it will usually be the husband of the woman selected for the New sample.

In households where only Senior sample members are selected, the male Senior sample member, or the husband of a female Senior sample member, will usually be the respondent.

Whenever possible, the MF25 respondent will be the person who is also the respondent for MF23 or MF24, not MF22. (This is because MF22 is longer than MF23 and MF24, and the MF22 respondent is usually the MF21 respondent as well. The women respondents will be spending enough time on the other questionnaires.)

However, if the husband is not available (or if the woman respondent has no husband or her husband is always away), the MF25 respondent can be any adult in the same household as the other main respondents, as long as he/she knows about the income of the household members.

If the MF25 respondent does not know the answer to a particular question, then another household member can be consulted. At the end of the interview, record on the front sheet the names of any other household members who helped answer questions.

Note: MF25 collects information about the incomes of all household members, not just the person answering the questions. Often respondents do not know what we mean by "household members," so it is necessary to
show the respondent the list of household members on the MF21 recording form.

SECTION A - HOUSEHOLD POSSESSIONS, HOUSE OWNERSHIP, EXPENSES

A1. Circle '1' if power lines are the source of electricity for the household. Usually the electricity comes from the Lembaga Lektrik Negara (National Electricity Board), but you should also circle '1' if the house gets electricity from lines connected to an estate generator, for example.

A2. For each item listed, circle '1' (for "Yes") if one or more of the items named is owned by any of the household members. It does not matter if the item is broken now. "Bicycles" includes children’s bicycles. If the respondent is a tenant living with the house owner, do not include items that do not belong to the tenant.

A3. Record how many bedrooms the house/flat has; that is, how many rooms are used by the household for sleeping.

A4. Circle the code(s) for who owns the house or apartment. There may be more than one owner, so circle all the codes that apply. If the dwelling is owned by one or more household members (including the respondent), record their names in A4a.

A5. Ask whether rent is paid for the house or apartment or for the land that the house is on. If not, circle '2' and skip to A7. If one household member pays rent to another household member, do not count this as rent. Ask A5 even if the respondent says he or other household members own the house, since sometimes rent must be paid for the land on which it has been built. Do not count installment payments as rent, except in a special case such as sewa beli (see below).

Sewa Beli—Some persons pay rent each month to the government or to the Dewan Bandaraya for a house or apartment that they do not yet own. After a certain number of years, the rent they have paid will be counted as a down payment and ownership of the house or apartment will be transferred to them. In such a case, if the respondent says (in response to A4) that he (or another household member) owns the house, you should accept that answer (he is probably planning to stay long enough to buy it), but still record the amount of rent he pays each month in A5.

A6. Ask this question only if rent is paid. Record the amount paid (in ringgit) per month. Note that Quitrent does not count as rent; we are considering it a tax or service fee.

A7. Enter the average amount spent for household expenses each month. This would include expenses for food, housing, clothing, schooling, car or bus fare, and any other expenses for ALL household members. If the respondent cannot give you an estimate, read him the categories listed on the recording form. Circle the code for the category that the respondent feels is closest to his average monthly expenses.
Do not spend too much time on this question—the respondent should be asked for an overall estimate, not for a detailed accounting of each of his expenses.

SECTION B - INCOME-PRODUCING ACTIVITIES

The questions in this section refer to the past 12 months. This reference period was chosen because many people have work that changes from one season to another, or that they do for only part of the year. Also, many are paid once or a few times a year (for example, after harvest when they sell a crop) or are paid different amounts depending on how much they have produced, rather than a single wage every month or week.

If the day you are interviewing is 15 September 1988, then the period that we have in mind is 15 September 1987 to 15 September 1988. Include as income any payments received by household members during that period, even if they were payments for work done before the period. Do not include any payments that household members are expecting to get, even if the work has already been finished or someone owes them money.

Use one line for each activity. If a person had more than one job in the past 12 months, write his name on as many lines as he had jobs. Then go through the list of questions (B1-B15) for each job and write the answers in the columns to the right on the same line as the job description.

Examples of income-earning activities included in this section are:

- a man who works as an electrician,

- a smallholder who taps some of his own trees,

- a household member who owns a business (even a very small one, with few people or only one person working),

- a woman in the household who is a seamstress or takes in laundry,

- a woman who taps rubber, grows vegetables, or raises animals for sale or household consumption,

- a household member who catches fish for a living.

Farming: Include in this section any income that household members get from raising crops (like padi, fruit, or vegetables), any tree products (rubber, palm oil, coconuts), or from raising animals or selling animal products (chickens, goats, eggs). Many households grow small amounts of vegetables, lemon grass, fruits, coconuts, or other products for their own use. If a household does not sell its produce, and does not rely on its own produce for more than about ten percent of
its food budget (that is, the household would not spend that much more money for food if they did not have these plants or animals), then do not include the plants (or animals) as income. However, assume that most households in rural areas do get significant amounts of income from such activities.

Fishing: Only include fishing if a household member is a fisherman for a living (i.e., he earns a wage for fishing), the household earns money from sales of fish, or if the fish that are caught are a significant part of the household food supply (for example, they eat fish caught by household members more than once a week). Do not include it if fishing is just for fun, or if the household only occasionally eats fish caught by a member.

B1-B4. Record the names of any household members who (1) have had either a full-time or a part-time job that paid wages, (2) owned a business, made products for sale, or provided services to earn money (e.g., repairing equipment, taking in laundry, tailoring), (3) have grown crops or tapped rubber, or raised animals for sale or for household consumption, or (4) caught fish for sale in the last 12 months. Many persons have more than one such activity in the last 12 months. Fill in a separate line for each of their activities.

Check the list of names against the members of the household listed in MF21. Make sure that every household member age 15 or over (i.e., all those born after 1974) is listed in B1-B4. If not, probe about the income-earning activities of those not listed. If they are earning an income, add them to the list.

B5. This column will be used to code the household member number (from MF21). This can wait until the questionnaires are being edited for data entry back at the office.

B6. Record the occupation of each person listed. Record enough information so the coders can choose the most suitable 2-digit code from the list of occupation codes. One or two words will usually be enough. Try to use the same terms that are used in the list of occupation codes, so that it will be easy to choose the right one.

B7. For each person listed, record the employment status using the codes at the bottom of the recording form. Someone might be an employer (i.e., he has people outside the household working for him), an employee (i.e., he receives wages from a boss or company), self-employed (i.e., he does not work for a boss, and he does not employ anyone else outside the household, but he earns whatever he can for products or services he provides to customers), or an unpaid family worker (i.e., someone who does not receive wages or earnings directly, but helps another member of his or her family to do the work for which they are paid. Examples of unpaid family workers include children who help their parents on a farm, a daughter who helps her mother tap rubber on an estate, or a wife who helps grow vegetables and raise chickens that the family sells).

B8. Record the number of weeks in the last 12 months that the person worked at the occupation listed. The number of weeks should include any paid leave or vacation.
If the person worked at one job for the whole year, the answer to
B8 would be '52'. But a man who worked part of the year as a
construction laborer and most of the year as a padi farmer might have
'12' on the line for his job as a laborer and '40' on the line for padi
farming. Many people have more than one job at the same time, so the
numbers of weeks may add up to more than 52 for a particular family
member.

B9. For each job, record the average number of hours per week each
person worked over the last 12 months. Some jobs have variable numbers
of hours (for example, farmers work long hours at harvest time but not
such long hours just after planting) and it may be difficult for the
respondent to give you an exact answer. Ask for an estimate of the
average between the number of hours the person works in a very busy week
and the number of hours the person works in a slow week. Only count the
weeks actually worked (that is, the weeks mentioned in B8) — do NOT try
to average the hours over the times of the year when the person was not
working at that job at all.

B10. Here we are interested in net earnings; that is, income after
expenses. If the individual is an employee, this is just how much
he/she earned over the last 12 months. If the person runs a business or
a farm, or earns an income from fishing, we are interested in how much
he/she has left after paying for their business, farm, or boat expenses,
(i.e., expenses for equipment, any wages for helpers, rent, gasoline,
etc.). If the person runs a shop, count only his profit, not his total
sales, since he has to spend some of the money he receives to buy more
goods for sale.

If a household member is receiving a monthly allowance from the
government for palm oil, for instance, but has not yet harvested a crop,
count the allowance as income. If he is paying back the allowance, this
should be deducted as an expense.

Record net earnings in B10. Remember to code the time unit over
which the income was earned. The most common time units should be month
(4) and year (5).

Ask B11-B12 only if the respondent cannot estimate net earnings.
Otherwise, skip to B13.

B11. Record how much the person usually receives for selling the
products he/she makes. If the respondent cannot name a total amount of
money received, but can give you the usual price and an estimate of the
amount he sold in the past 12 months, put these down in the space for
notes and continue. (Include any allowance received, for example on a
government land scheme, as part of what the person receives.)

B12. Record the amount paid out in order to produce the product.
This includes expenses for materials, labor, equipment, etc. Include
repayment of any allowance as an expense.

B13. Some jobs pay a special bonus at the end of the year, and
some workers receive a gratuity for their work when they leave a job or
retire, for example. Record in B13 the amount in ringgit of any such
payments received for this job in the past 12 months. If the respondent
has already counted the amount in his answer to questions B10-B12, then
do not write it down again. (We will be adding these two answers
together to determine how much the person received in total, and we do
not want to count any amount twice.)

B14. Some workers receive meals, the use of a house or room in
which to live, or other things as part of their payment. "Payment-in-
kind" includes anything other than money that workers receive from their
employers. If the worker received any such payment, code in B14 the
type of payment-in-kind and the respondent’s estimate of the money value
of such payments received. Only count the payments or services received
in the past 12 months. For example, if an estate worker gets housing
either free or for a very small rent, then do not code the total amount
it would cost to buy such a house, just the extra amount that the person
would have had to pay in the past 12 months to rent the house, if the
employer were not providing housing.

B15. Record whether the household has consumed at home any of the
food or goods produced by household members. If yes, record the value
and time unit. If this question is difficult for the respondent, ask
how much it would have cost to buy the product if he had had to pay for
it. The idea is to get the best estimate he can give, not an exact
amount.

SECTION C - OTHER SOURCES OF INCOME

Each question in this section may be relevant to different
household members. For each question, record the names of the
individuals who receive income from that source in the column headed
"Name" at the far left of the recording form. Use a different line for
each person who is mentioned as a landowner or income recipient in
response to any of the questions in Section C. If you need more than
one line for one person (for example, if the same person receives income
from more than one source included under the same question), just write
the name on more than one line.

For this section, try to get amounts recorded as totals for the
last 12 months. However, if it is too difficult for the respondent to
answer this way, you can use one of the other time units.

C1. Write the names of household members who own land in the first
column (under "Name"). Record the amount of land each person owns
(number of units and type of unit) in the columns under "Land Amount"
and "Unit."

If the respondent says that he and his wife both own a certain
piece of land, you should divide the amount in two and put half of the
area next to each name. Sometimes ownership of a piece of land has not
been divided up (for example, land inherited from a father who has died)
and the respondent may say that the whole family owns it. Record the
land on one line next to the respondent’s name and make a note in the
margin in this case.

Include any land the household members own in another country.
C1b. If the person receives rent for the land he owns, either in cash or in kind, circle the number ‘1’ for “yes” under “Rec. rent” and ask how much rent they received in the last 12 months. Write the number of ringgit received under “Amount.”

C2. This question concerns any other property owned by household members for which they receive rent. For example, someone might own other houses or buildings, a boat, machinery, or other things, and receive payment for their use. Record the names of the household members who own such property under “Name.” Record in C2 the type of property owned (the codes are on the recording form), the amount of money received and the time unit which the payment covers.

Some of the persons included under C2 may be the same persons already mentioned under C1. In that case, you can continue to use the same line that you have already started for them to record these answers. If any other household member is named, start a new line for him by writing his name in the column under “Name” on the left and record the information in the correct space for each question.

A landowner might receive rent-in-kind (a share of the padi grown, for example) instead of money rent for his land, or a boat owner might receive a share of the catch instead of money for the use of his boat. If so, ask the respondent to estimate the value of the rent-in-kind, and add that amount to any money rent received.

C3. If any household member has received dividends, interest, EPF, or pension payments in the last 12 months, record the names under “Name.” Code the type of payment received, the amount received, and the time unit which applies in C3. If the person has received money from more than one of these sources, use one line for each source. Do not count loans or withdrawals from savings as income. If you need more than four digits to record the income, record the first digit in the space between C3a and C3b. The data entry screen allows for five digits, even though there is only room for four on the recording form.

C4. Determine whether any household member has received money from relatives (including children) or other people who do not live in the household. Record the name of the household member who received the money under “Name.” Record the code for each person from whom the money was received, the amount, and the time unit on a separate line in C4.

You do not need to code all small gifts (birthday presents, Hari Raya gifts, ang pow at New Year’s, etc.). If the gifts amount to a significant portion of the household income, and if the respondent mentions them as a source of income in response to this question, then try to record them. If there are a lot of small gifts from different sources, you could get an estimate of the total and just record it on one line.

This question (C4) is intended to deal with money received from an individual. If the money is a payment from an institution (like the government), it should be recorded under C6.
If you discover that the money received was an inheritance, dowry, or wedding gift, move the information to Column C5. However, you do not need to ask a filter question to determine this.

**C5.** List the names of all those in the household who have received inheritance, dowry, or wedding gifts in the last twelve months under "Name." Code the type of income received, the amount, and the time unit in C5.

**C6.** If anyone in the household received money from any other source (for instance, insurance payments, a charitable organization, the Ministry of Welfare or other government body, or money from selling a car) in the last twelve months, record their names. Record the source of the income, the amount and the time unit in C6 under "Other Income Source." At the bottom of the page are codes for some of the possible sources.

If a person has suffered an injury on his job, his employer is often required to pay him a "disability payment" for several years afterwards or he may make an insurance claim. Two separate codes are given for these, but do not spend too much time probing if you are not sure which to use. Just choose whichever one sounds more like what the respondent describes.

Remember only to count payments actually received in the last 12 months, not some payment that is expected.

Do not count again here anything that has already been recorded. For example, if a household member received an inheritance within the last 12 months, say a plot of land, and he sold it soon after, do not record the amount once under "inheritance" and then again under "other income." Just record it once (either place would be appropriate, depending on which question gets the respondent to mention it first).

This concludes the interview. Review MF25. Make sure it is complete and legible. Thank the respondents for their time and cooperation.

**GENERAL COMMENTS**

It is important not to double-count income in this questionnaire. For example, if a person has already mentioned an amount of money earned in answer to one of the questions in Section B, do not count it again if he mentions the same money again in response to one of the questions in section C. If a smallholder earns a certain amount for selling coconuts, and pays some of it to his son who helps him, record both persons on a line in section B, but be sure not to count the income twice.

Whenever you write someone's name, try to use the name the same way it appears on the MF21 recording form. In the office, you or someone else will need to code the Household Member Number for each person named, so be sure to ask to make sure if someone uses more than one name.
Some of these questions are difficult for many respondents to answer. They may know approximate, but not exact amounts (for example, the pay of another household member). Whenever the respondent does not know something exactly, ask for an estimate. If the respondent cannot even give an estimate, then use the codes '9', '99', '999', etc. ("Don’t know"), depending on the number of digits needed.

ROUNDING TO NEAREST DIGIT

If someone gives an answer like "One and one half acres," round it off to the nearest whole number—in this case, to two. Anything that is one half or more, round up to the next higher digit, and anything that is less than one half (one third, one quarter, etc.), round down to the next lower digit. (Exception: Do not round down to zero. Record amounts less than half an acre by estimating the number of square feet or square yards.)

TIME UNITS

For many of the questions, we let the respondent choose the most convenient time period. He may be able to report the amount earned in the entire year (time period code '5'), he may find it easier to report the amount earned per month (code '4'), or per week (code '3'). This partly depends on the type of job, how often the person was paid and how regular the amounts were. If the amounts varied (for example, rubber tappers may have been paid very different amounts depending on how much they brought in and the price of rubber), try to get a total for the year, or if that is too difficult, a typical or usual amount for the month. Be sure to write the amount (the number of ringgit) and the code for the time period in the next column.

MONEY

If anyone mentions an amount of money that is not Malaysian ringgit, but some other currency, write a note at the bottom of the form giving the amount and the country whose currency it is.

SPACE TO WRITE

If the answer requires more digits than there is space for on the form, make a note for the data entry clerk and put the question number and the correct amount in a blank space nearby. If household members have more jobs, etc., than the number of lines in section B, use a continuation sheet or another MF25 form and make a note on the cover that you have done so.
EVALUATION PAGE

There is no "interviewer's evaluation" page printed in MF25. Please write your opinions on the inside of the back page.
XII. ADDITIONAL INSTRUCTIONS FOR SUPERVISORS

ALL FORMS - CONTINUATION PAGES

Interviewers should take with them a few copies of the continuation pages. These look just like the pages of the recording forms, except that the numbers continue. If, for example, a man has had more marriages, or jobs, or migrations, or whatever, than there is room for in the MF23 recording form, the interviewer can pull out the relevant continuation sheet and carry on writing them on that page. Be sure the interviewers circle the code for “yes” on the front cover where it asks if any continuation sheet was used, so that the data entry person will know to look for it. You may want to staple the continuation sheet to the rest of the recording form so that it does not get lost.

CASE NUMBERS

The four-digit Case Numbers are already assigned and stamped on the Tracking Sheet and Respondent Selection Forms. In LQs eligible for both the New and Senior samples (Case Numbers 3001-8999), it may happen that the woman selected for the New sample and the older person selected for the Senior sample are from different households both living in the same LQ. If this happens, add a fifth digit to the Case Number to tell them apart. For example, if this happens in the LQ which was already assigned the Case Number 3507, then the two separate households will be given the Case Numbers 3507-0 and 3507-1 (it doesn’t matter which is which).

The same method should be used for the households of the two persons selected for the Children sample who do not live in the same household as their mother (the Panel sample member). If the original Case Number is 1243, for example, then the household in which the Panel sample member lives should be assigned 1243-0, and the households of her children living elsewhere who are selected using the Respondent Selection Form should be assigned 1243-1 and 1243-2.

Note: If the Panel sample member has any children of the right ages still living with her, then one of them is selected for the Children sample as well. But since that person is not living in a separate household, the same Case Number is used, 1243-0, and only one MF21 and one MF25 are given for the whole household.

MF21

Column 9, labeled “Office Use,” is for the MFLS-1 Person Number. This column is blank for everyone in all the New and Senior sample households. For persons in the Panel and Children samples, you find the MFLS-1 Person Number on the MF20 form, in the column on the far left next to each person’s name. Try to match each person in the 1988
household who was born in 1976 or before with their MFLS-1 Person Numbers. This information will help in linking data from the two surveys.

MF22

Most of the columns headed "Office Use" are either for coding occupation codes, district codes, or household member numbers. The household member number is just the line number on which the person’s name is written on the MF21 recording form for each household member.

At the end of Section C in the MF22 recording form, there is a column for Household Member Number. Each line for a live birth of someone still alive should have a number entered here. For children who still live with the mother, enter the household member number here. Children who have moved away were not listed in MF21, so they do not yet have a Household Member Number. You should make one up for them by adding '50' to their line number in Section B (which you can see on the left-hand side of the page). So a child whose birth was recorded on line 03 would get the number 53, one whose birth was recorded on line 11 would get the number 61, and so forth. The only place where this number is used again is in Section E (Education Expenses); the family might be spending money for the education of a child who lives away at university or overseas, and this number will tell us which child it is.
Annex I

THE EDUCATIONAL SYSTEM IN MALAYSIA

Prior to 1954, the system of education in Malaysia was categorized into five levels: primary, lower secondary, upper secondary, post-secondary, and tertiary.

Schooling at the primary level starts at the age of 6 plus. Pupils generally spend 6 years of education at this level. On completion of primary education, all pupils aged 12 and over move to the lower secondary level. At this level, three years of education (Form 1 to 3) prepare the pupils for their first public examination, which leads to Sijil Rendah Pelajaran, or SRP (Lower Certificate of Education [LCE]). Those who pass that exam continue their secondary education for another two years (Form IV and V) before they sit for the next public examination, leading to the Sijil Pelajaran Malaysia, or SPM (Malaysia Certificate of Education [MCE], Overseas School Certificate [SC/GCE-O]).

At the tertiary level, admission to university is based on the results of the Sijil Tinggi Pelajaran, or STPM (Higher School Certificate [HSC]), which is taken after two years of post-secondary education (Form VI, Lower and Upper). However, for other post-secondary schooling (at teachers’ or nurses’ college, etc., and polytechnics), the entry requirement is generally that pupils have completed secondary education at the Sijil Pelajaran Malaysia level.

Following the National Education Policy, the medium of instruction in all educational establishments at all levels will eventually be Bahasa Malaysia. The change in the medium of instruction from English to Bahasa Malaysia at the primary level began in 1970 for Peninsular Malaysia and Sabah, and by 1980 classes at both the primary and secondary levels in these regions were conducted in Bahasa Malaysia. However, in Sarawak, the change to Bahasa Malaysia as the medium of instruction only started in 1977, and only in 1987 were both primary and secondary levels taught in Bahasa. Table A-1 below shows the equivalent levels of schooling in the different media of instruction.
<table>
<thead>
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<th>English</th>
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<th>Chinese</th>
<th>Tamil</th>
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<td>1954 and after</td>
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<td>Standard I</td>
<td>Standard I</td>
<td>Lower Primary I or Standard I</td>
</tr>
<tr>
<td>Primary II</td>
<td>Standard II</td>
<td>Standard II</td>
<td>Lower Primary II or Standard II</td>
</tr>
<tr>
<td>Standard I</td>
<td>Standard III</td>
<td>Standard III</td>
<td>Higher Primary I or Standard III</td>
</tr>
<tr>
<td>Standard II</td>
<td>Standard IV</td>
<td>Standard IV</td>
<td>Higher Primary II or Standard IV</td>
</tr>
<tr>
<td>Standard III</td>
<td>Standard V</td>
<td>Standard V</td>
<td>Higher Primary III or Standard V</td>
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<tr>
<td>Standard IV</td>
<td>Standard VI</td>
<td>Standard VI</td>
<td>Higher Primary IV or Standard VI</td>
</tr>
<tr>
<td>Standard V</td>
<td>Form I</td>
<td>Form I</td>
<td>Junior Middle I or Standard I</td>
</tr>
<tr>
<td>Standard VI</td>
<td>Form II</td>
<td>Form II</td>
<td>Junior Middle II or Standard II</td>
</tr>
<tr>
<td>Standard VII</td>
<td>Form III</td>
<td>Form III</td>
<td>Junior Middle III or Standard III</td>
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<tr>
<td>Standard VIII</td>
<td>Form IV</td>
<td>Form IV</td>
<td>Senior Middle I or Senior Normal I</td>
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<td></td>
<td></td>
<td></td>
<td>Senior Middle II or Senior Normal II</td>
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<td>Form V</td>
<td>Form V</td>
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<td>Form VI</td>
<td>Form VI</td>
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<td>(Lower or Upper)</td>
<td>(Lower or Upper)</td>
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</table>
Annex 2

GLOSSARY OF ACRONYMS AND NON-ENGLISH TERMS USED IN INTERVIEWERS’ INSTRUCTIONS

Ang pow  Small gifts of money (literally “red envelopes”)
Arama  Student hostel, boarding house, barracks
Bagi-dua  Method of sharecropping (literally “two shares”)
Bomoh  Malay traditional healer
Dewan Bandaraya  City Council
EPF  Employees’ Provident Fund (compulsory retirement savings scheme)
Hari Raya  Holiday to celebrate the end of Bulan Puasa, the fasting month (Ramadan)
IC  Identification card
Jamu  Traditional medicine (sometimes used for contraceptive purposes)
Jawi  Arabic script used for Malay language
Ketua kampung  Village head (unpaid official)
Kampung  Village
KEMAS  Bahagian Kemajuan Masyarakat (Community Development Division of the Ministry of National and Rural Development)
Klinik Tentera  Military clinic
LPPKN  Lembaga Penduduk dan Pembangunan Keluarga Negara (National Population and Family Development Board, a statutory body, which until 1990 was within the Prime Minister’s Department)
LQ  Living quarters
MARA  Majlis Amanah Rakyat (Council of Trust for the Indigenous People, a statutory body within the Ministry of National and Rural Development)
Padi  Rice (unmilled)
Pawah Method of sharecropping

Sekolah kebangsaan National school (in which Bahasa Malaysia is the medium of instruction)

Sewa beli Method of purchasing a house or flat by which rent is paid for an agreed length of time, after which title is transferred and remainder of purchase price is converted to mortgage loan (literally “rent/buy”)

Sinseh Chinese traditional healer
REFERENCES


