A FIELD GUIDE TO RESEARCH ON SEVEN ROLES OF WOMEN: FOCUSSED BIOGRAPHIES

by

Christine Oppong and Katie Church

Note: WEP Research Working Papers are preliminary documents circulated in a limited number of copies solely to stimulate discussion and critical comment. They are restricted and should not be cited without permission.
The designations of countries employed and the presentation of the material in this paper do not imply the expression of any opinion whatsoever on the part of the International Labour Office concerning the legal status of any country or territory or of its authorities, or concerning the delimitations of its frontiers.

The responsibility for opinions expressed in WEP Research Working Papers rests solely with their authors, and their circulation does not in any way constitute an endorsement by the International Labour Office of the opinions expressed in them.
# TABLE OF CONTENTS

## PREFACE

1. INTRODUCTION: THE SEVEN ROLES FRAMEWORK

2. ROLE BEHAVIOURS

3. ROLE EXPECTATIONS: PREFERENCES/VALUES

4. ROLE STRAIN AND ROLE CONFLICT

5. A DATA TEXT

<table>
<thead>
<tr>
<th>Chart</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.1</td>
<td>Seven roles of women: data classification: role behaviours</td>
<td>49</td>
</tr>
<tr>
<td>I.11</td>
<td>Seven roles of women: data classification: role expectations</td>
<td>50</td>
</tr>
<tr>
<td>I.111</td>
<td>Seven roles of women: data classification: role strain and role conflict</td>
<td>51</td>
</tr>
</tbody>
</table>

Bibliography

---

**See also printed separately**

**APPENDICES**

I Draft Field Manual: Focussed biographies: an interview outline  
K. Church

II Draft Coding Manual: Focussed biographies: activities and expectations  
(These appendices are only available on request to field-workers)
This field work guide forms a sequel to *A synopsis of seven roles and status of women: some conceptual and methodological issues relevant to the study of demographic change* (Oppong, Geneva, ILO, 1980; mimeographed World Employment Programme research working paper). In that paper were discussed some of the problems frequently encountered in current population studies attempting to explore links relating women's social positions with their participation in economic production and development and demographic change; in particular differential labour force participation, migration and fertility. An attempt was made in that paper to move towards a more systematic conceptual framework for the cross-cultural collection and analysis of data relevant to the testing of hypotheses, (some of which were listed) and the development of theoretical models in this field. A framework was presented in that paper which incorporated aspects of seven major roles played by women in their societies.

The present task was undertaken with a view to providing some field-work guidelines for the cross-cultural research project on "Women's Roles and Demographic Change" currently being undertaken with UNFPA support (GLO/77/P14) by the research wing of the Population and Labour Policies Branch of the World Employment Programme of the ILO, in which the central focus of concern is the study of economic demographic interactions at the household level.

The original design of the over-all project has been discussed at length in an earlier paper by Richard Anker *Demographic change and the role of women: a research programme in developing countries* (Geneva, ILO, 1978; mimeographed World Employment Programme research working paper; restricted). A parallel paper contains a guide for the household survey and discussion of some relevant conceptual and methodological issues (Anker, Geneva, ILO 1980, mimeograph). A paper linking these concerns with national population policies is being written by Valentina Bodrova. Meanwhile a related discussion paper provides a review of some of the literature relevant to the Seven Roles Framework (Oppong, 1981).

A basic question asked in Richard Anker's (1978) preliminary paper was "what do we really know about what women are doing, how this has been changing over time, the factors which are responsible for these changes and what important (social, economic and demographic) interactions are associated with changing women's roles?" The global research programme is designed to find some answers to this question and is specifically meant to assist policy makers in developing countries with information on the economic contributions women are making, as well as to provide insights into processes of change and importantly to assist in the development of cross-culturally viable research tools in this field of enquiry.

It was decided from the outset that an interdisciplinary, multi-method approach should be used. Particular attention would be paid to the domestic domain of social life, since women's familial obligations, household activities
and child-care consume so much of their time and energy and are vital for the fulfilment of basic needs. These activities which revolve around the home are critical to the understanding and explanation of demographic phenomena, including fertility, mortality and migration.

The "core" of the research programme is the documentation and analysis of the linkages between changes in women's roles and statuses and these demographic phenomena. At the same time it is intended to portray these linkages described within their social economic and cultural contexts. The data for this exercise are to be collected through social anthropological, ethnographic techniques (involving participation, observation, focussed interviewing and the collection of in-depth case studies and biographical materials) and from a household survey which will provide data items for econometric analysis. (Anker, 1980).

It is thus the task here to outline a framework for data collection pertaining to women's main life roles in contrasting cultures, using focussed biographies, indicating how these data can be linked to demographic changes. Since the framework is intended for use in very different cultural contexts it seeks to be unculture bound and free from ethnic bias.

The research framework has developed to its present form during dialogues with colleagues and others and has benefitted in particular from the discussions which took place during two work shops held by the Population and Labour Policies Branch of the ILO during November 1978 and March 1980. The lists of participants who contributed to these discussions and the names of some of the people with whom discussions have been held are given below. The guide is based upon an earlier version of a research model which has been used in a West African Project (Oppong et al 1977). Data from that project collected by Katie Church in Ghana is used here as illustrative material.

The immediate purpose of this guide is to assist participants engaged in field work as part of the current ILO/UNFPA global research project on Women's Roles and Demographic Change. It may, however, also be of some use to other researchers currently carrying out similar studies, who feel that the approach may be relevant to their own research goals.

A sequel to this field guide will be "Seven roles and status of Ghanaian educated women" an analysis of case studies relevant to the study of work and demographic change in West Africa. The field work for this analysis was originally funded by a Ford Rockefeller Population Award for research in Ghana and Nigeria. This grant was kindly administered by the United Nations Regional Institute for Population Studies, Accra. In its initial stages the framework was discussed at length with collaborators in the project, Christine Okali and Kamene Okonjo.

1 In particular Richard Anker, Valentina Bodrova, Gerry Rodgers, Guy Standing and René Wéry as well as from the comments of the researchers who have taken part in our programme of workshop discussions, including Nadia H. Youssef, Constantina Safilios-Rothschild, Norma Schlaen, Omaymah Dahhan, Moni Nag, Ejaz Khan and Veena Mazumdar.
1. INTRODUCTION

The seven roles framework

The research project on Women's Roles and Demographic Change required ethnographic data of a detailed and qualitative kind to be collected as part of each country study to complement the survey data items (Anker 1978, 1980). The Seven Roles Framework has been designed to systematise collection and analysis and facilitate cross-cultural comparability of ethnographic and other data on women's and men's roles and statuses (Oppong, 1980, 1981). It is to be used in two complementary ways: first, to facilitate the collection of case study materials from individuals (focussed biographies); secondly, to act as a guide and framework for classification of ethnographic and other data sources; including religious/ideological, legal and symbolic/representational, as well as existing survey data from economic, demographic and sociological studies. The framework comprises seven basic roles which women play in social life (see Chart I).

These are the parental role, the occupational, conjugal, domestic, kin, community and individual roles.

The importance of different roles varies enormously from culture to culture and different combinations of roles are especially valued and salient for women in different cultures. Meanwhile, the amount of time and energy women devote to their several roles is noted to change rapidly in periods of socio-economic and political change. Our primary focus in the global project is upon women's roles as mothers and income generators, producers of goods and services both inside and outside the home. But it is our assumption, that changes in maternal, occupational and domestic roles cannot be well understood without at least a minimum of relevant data concerning the other four roles. Data about the latter is often needed to test popular hypotheses, such as those regarding the facilitating effects of kin support upon labour force participation and child-rearing, and the potential effects upon the former of migration and residence patterns or the effects of husband dominance upon the same variables (for a listing of a range of such hypotheses see Oppong, 1980, pp. 37-44).

Therefore, while the main foci of attention and data collection and analysis in this series of projects will be the maternal, occupational and domestic roles the other roles will by no means be neglected and in different cultures the need may be felt to concentrate greater attention and efforts in data collection on one or more of these roles (such as the conjugal or kin role) rather than on others, depending upon the local circumstances, problems and policy issues. Thus for instance, the community member and individual roles may not be very salient for women in some cultures, absorbing a minimum of their time, energy and thought, but highly valued in others. Thus, for instance, the role of community member may be very minor in the life of a migrant labourer in Brazil, but very important to a Soviet factory worker or Akan farmer. Similarly, the individual role is most likely to be important in those wealthy "post-industrial" countries which favour a measure of individualism and afford affluent life styles to at least some of their population, providing women opportunities to spend time and money on self development and recreation.
It will ultimately be a task of the researchers of the studies adopting the Seven Roles framework to focus the data collection upon the roles most salient to the culture concerned and the particular policy aims of the study. It will, however, be essential to include data on a few critical aspects of the roles considered minor. In certain cultural contexts women's activities may be mainly confined to the domestic domain and their time, thoughts and energies expended in roles 1 to 5. This information itself - that is the underplaying or neglect of certain roles - is more likely to be very pertinent to subsequent analyses relating to demographic change. Moreover, it will be very important to discover whether such women have aspirations towards greater future participation in community activities or self-development. Documentation of examples of some women who are locally deviant in terms of role emphasis may be highly desirable; since these women may act as role models for other women and indicate potential directions of social change.

In the data classification scheme for the seven roles of women we are concerned both with role behaviours and role expectations of individual women. The latter include what we have classified as norms, preferences and perceptions. In both behaviours and expectations we document the individual's relationships with other people. Relationships with those whom we term "significant others" and women's decision-making powers vis-à-vis these others at different stages in the life cycle are subject to analysis. The quality of specified interpersonal relationships is one of the indicators used to assess role strain or satisfaction and role conflict or harmony. All these phenomena are amongst those difficult to document using survey techniques and questionnaires, but may be documented by ethnographic techniques. Moreover, they have been repeatedly demonstrated to be related to differential fertility, labour force participation and migration.

The data collection and classification scheme is divided into three main aspects - activities (Chart 1.I), expectations (Chart 1.II), and conflict between roles and role strain (Chart 1.III). The priority areas for the current data collection have been shaded in on Chart I. They include women's activities and time use in their roles as mothers and productive workers (whether for the home/self consumption or for the market). As will be seen below the breakdown of information to be collected for each role is detailed and the researcher can utilise the whole of the data area covered in some roles (or even expand upon them where necessary) and possibly select a few critical data items in other less salient roles.

The seven roles framework is designed to be applied to several different kinds of data source. Quantified and qualitative data can be analysed, including data from economic and demographic surveys, legal cases, written and unwritten laws, pronouncements of ideology, religious texts, symbolic representations and so on, as well as literary sources such as novels, plays and newspapers. However, in this particular discussion paper we are concerned with its use in the analysis of focussed biographical data including recorded texts and observations of informants.
In Section II of this paper the focus is role behaviours including activities, time use, knowledge, material resources, power and decision-making and relations with others (see Chart I). The categories of data appropriate to the framework are listed in detail. First the categories of data are itemised and then each role is considered one by one, and the sorts of questions needed and topics to be raised to elicit this type of data are listed. In the separate appendix I these items have been merged into a more naturally flowing interview guide which can serve as a manual for field-workers utilising the framework.

In part III of the discussion role expectations are considered, that is preferences and values of the individual women studied. This data is particularly relevant to the identification of women's felt needs and potential areas for welcome innovation and change. As noted in the text much of this data is not subject to collection by direct methods but may be elicited during the course of observations over time.

Section IV deals with the collection in biographical materials of role strain and role conflict which have in many theoretical models been hypothesised as forming important intervening links in chains of change connecting employment, education, migration and fertility regulation. Chart III gives the data categories for each role for strain and conflict and evidence from the focussed biographies includes both behaviours and expectations.

Section V comprises part of one data text collected recently in Accra from a Ghanaian teacher who has borne nine children and been married twice. The excerpt from her biography is classified using the categories described which are seen to facilitate comparison of the data with that from other women.

Two draft manuals have been produced as appendices to this working paper. One is the preliminary draft of a manual for data coding. The other is a Field Manual for collection of focussed biographical materials.

It is envisaged that subsequent working papers will discuss issues such as time use and seven roles framework and the analyses of survey materials.
II. ROLE BEHAVIOURS: classified according to the Seven Roles Framework

As Chart I indicates the categories of behavioural data most critical to a study of women's work and demographic issues include activities in boxes 111 and 112 - Parental Role Activities and use of Time; 121 and 122 - Occupational Activities and Time Use and 141 and 142 Domestic Activities and Time Use. Data from the other categories are also necessary in so far as they facilitate the testing of relevant hypotheses and the building of models of contrasting role systems and change. A suggested coding scheme for basic data items is provided as an appendix.

Categories for data collection

ROLE BEHAVIOURS

1. Activities
   In the past, present and future - observed and reported including routine daily tasks and recreational activities, weekly, monthly, and annual and special events (including some time budget data daily/weekly).

2. Resources: Time
   Allocation of time between different types of activities and between different roles and command over and use of time of others. Adequacy or lack of time available for role performance in past, present and future.

3. Resources: Knowledge
   Acquisition and utilisation of information about facts, people, places, rights, customs, institutions, etc., related to role performance, e.g., of craft skills, professional qualifications, traditional or modern medical practice, hygiene, nutrition, contraception, etc.

4. Resources: Money and material support
   Sources of income and other resources, modes of expenditure and allocation, where housing, food, money, etc., come from; what money is spent on. Who provides her maintenance; who is maintained by her.

5. Power and Decision-making
   Ways in which decisions are taken regarding role performance; indications of independence/autonomy in decision-making (freedom from constraint); measure of power and dominance; how disagreements and conflicts are dealt with and resolved.

6. Relations with others
   People vis-à-vis whom the role is played through time. Basic data on each person (age, sex, residence, occupation, etc.). Content and type of relationships maintained with the woman. Transfers of money, time, moral and emotional support. Behavioural signs of affection, intimacy, distance and conflict.
Looking systematically across Chart I the following categories of data are required:

1. **PARENTAL ROLE**

111. **PARENTACTS/Parental Activities** include those connected with conception, pregnancy, child-birth, lactation, infant-care, child-training, etc. It is important to document the extent to which care and training are shared with co-parents and kin and others or delegated to people engaged for the purpose. See also "6" below.

112. **PARENTIME/Parental Time-Use** concerns time-use patterns during pregnancy, maternity leave, lactation and infant care, and the proportion of the mother's own time spent doing things for her children, looking after them, bathing them, feeding them, playing with them, etc., and how these patterns change as a result of migration, employment, further births, etc.

113. **PARENTKNOW/Parental Knowledge** includes knowledge of the causes of conception, of contraceptives and contraceptive services, ante and post-natal self-care services, infant feeding and hygiene, pediatric services, schooling, ways of bringing up children. The extent and content of such knowledge is obviously very important to the performance of the parental role.

114. **PARENPROW/Parental Role: Money and Material Goods.** This includes information about the expenses of different stages of child-bearing and rearing, access to items such as food, clothing and school fees for children, and sources of such money and goods, e.g. child's father, state, own income, etc.

115. **PARENPOW/Parental Role: Power and Decision-making.** This includes decision-making about fertility, modes of child-rearing, where the child should stay, etc. Mother's decision-making power in relation to her husband, mother-in-law and own kin, etc.

116. **CHILDPARENT/Parental Role: Significant others.** This includes information about her children, her children's fathers, people who assisted her during pregnancy and delivery and with child-care including kin who may have fostered her children, etc.

2. **OCCUPATIONAL ROLE**

121. **OCCUPACTS/Occupational Role Activities.** The kind of tasks she performs outside the home and the institution (if any) within which she works; her work history.

122. **OCCUPTIME/Occupational Role: Time Use.** Time spent on different occupational tasks at different times of the year; time spent travelling to and from work place.

123. **OCCUPKNOW/Occupational Role: Knowledge.** Skills, qualifications, training and conditions under which they were acquired. Extent to which skills are specialised and in demand.
124. **OCCUPMON/Occupational Role: Material Resources, Money.** The level and sources of her income earning. Sources of capital goods.

125. **OCCUPMON/Occupational Role: Power and Decision-making.** The extent to which she has made her own decisions throughout her occupational history and the type of decision-making she undertakes in connection with her work outside the home.

126. **COWORKERS ET AL/Occupational Role: Significant others.** People who have supplied advice, training, capital, or who have influenced her occupational history. People with and for whom she works or who work for her.

3. **CONJUGAL ROLE**

131. **Conjugal Role: Activities.** Number and duration and type of relationships, contraceptive practices\(^1\); fertility outcomes, whether relationships are monogamous. Residence arrangements with spouse. Culinary, laundry, agricultural, etc. activities undertaken with or for spouse; extent to which she carries them out herself or delegates.

132. **CONJTIME/Conjugal Role: Time-Use.** Allocation of time to activities undertaken with or for spouse.

133. **CONJKNOW/Conjugal Role: Knowledge.** Means by which knowledge of marital and sexual role were acquired and content, e.g. puberty rites; knowledge of contraceptive methods and services\(^1\), etc.

134. **CONJMON/Conjugal Role: Money, Material Resources.** Transfers of these to and from spouse for particular purposes, e.g. purchase of food, child-maintenance. Ownership/renting arrangements regarding living space/agricultural land and tools, other capital goods.

135. **CONJPOW/Conjugal Role: Power and Decision-making.** Extent to which she has made her own decisions about marriage, divorce, etc. Mode of decision-making with spouse.

136. **SPOUSEETAL/Conjugal Role: Significant Others.** People who have initiated, approved, aided or obstructed relationships. Data on spouses, in-laws, co-wives, etc. Persons to whom tasks undertaken in connection with the conjugal role are delegated.

4. **DOMESTIC ROLE**

141. **DOMACTS/Domestic Role: Activities.** Activities carried out within the space of the home, including cooking, home-cleaning, laundry, and income-generating

\(^1\) Information about contraceptive practice and knowledge is required for the parental and the conjugal role; since the context within which contraception is used varies. For instance, some married women use contraceptives instead of traditional lengthy post-partum abstinence.
activities such as preparation of food, crafts, and other items of manufacture for sale. Extent to which domestic responsibilities are delegated, etc.

142. **DOMTIME/Domestic Role: Time-Use.** Proportion of her own time spent within the domestic domain and in carrying out different domestic activities and control of others time, etc.

143. **DOMKNOW/Domestic Role: Knowledge.** Her skills connected with domestic activities including time and material resource management; how skills were acquired, etc.

144. **DOMMONE/Domestic Role: Money, Material Goods.** Sources of in-flow of money and material goods to the home, and their allocation. Ownership of, or access to use of labour saving domestic devices and facilities such as piped water, electricity, grinding machines, washing machines. Source and size of living space, etc.

145. **DOMPOW/Domestic Role: Power and Decision-making.** Extent of her decision-making power within the domestic sphere. Whether she is household-head.

146. **DOMGROUP/Domestic Role: Significant others.** Data on people taking part in domestic activities including sleeping, eating, cooking, providing resources; their relationships with her including authority, control, task sharing, support, etc.

5. **KIN ROLE**

151. **KINACTS/Kin Role: Activities.** Agricultural and domestic activities (including child-care), ceremonial and leisure activities (including visiting, naming ceremonies, nubility rites, weddings, funerals) undertaken with or for kin.

152. **KINTIME/Kin Role: Time-Use.** Proportion of her own time spent on activities undertaken with or for kin and the time kin devote to her needs.

153. **KINKNOW/Kin-Role: Knowledge.** Knowledge of her own kin-group history and affairs as relevant to the cultural context.

154. **KINMONE/Kin-Role: Money, Material Resources.** Transfers of money and material goods (e.g. agricultural produce) to and from kin. Sharing ownership or use of living space, land and capital goods amongst kin, etc.

155. **KINPOW/Kin Role: Power and Decision-making.** Her status within the kin-group, e.g. as an elder or a subordinate, and the spheres in which she participates in decision-making within the kin group; who controls her and whom she controls, etc.

156. **KIN/Kin Role: Significant others.** Data on her individual kin, parents, grand-parents, siblings, etc. Their education levels, fertility, occupations, etc.
6. COMMUNITY ROLE

161. COMACTS/Community Role: Activities. Activities in which she participates as a member of the community in which she resides. Religious, political, voluntary work activities, credit unions, etc.

162. COMTIME/Community Role: Time-Use. Proportion of her own time allocated to community activities, and time saving facilities available in the community (creches, transport, communications, etc.).

163. COMKNOW/Community Role: Knowledge. Extent of her knowledge of community affairs, politics, and services.

164. COMMOM/Community Role: Money, Material Resources. Nature of her contributions, subscriptions, etc. to community activities and benefits received therefrom.

165. COMPOW/Community Role: Power and Decision-making. Offices held within the community; the spheres in which she participates in decision-making.

166. NEIGHBOURS ET AL/Community Role: Significant others. The people with whom and for whom she carries out community activities. The extent to which they are important in her life. Interactions with neighbours, voluntary organisation members, etc.

7. INDIVIDUAL ROLE

171. INDIVACTS/Individual Role: Activities. Recreation, self-development, leisure pursuits, hobbies, sports, prayers, individually conducted religious rituals, physical self-care and beautification, cultural and artistic activities, etc.

172. INDIWTIME/Individual Role: Time-Use. Proportion of her time spent on such individual pursuits.

173. INDIVKNOW/Individual Role: Knowledge. Special skills or knowledge acquired in the process of self-development, e.g. kinds of proficiency in a sport or hobby or craft.

174. INDIVMOM/Individual Role: Money, Material Resources. Expenditure on leisure activities, self-beautification, etc. Income or goods generated. It might be difficult in some cases to distinguish between activities which are undertaken out of economic necessity ("Domestic role") and those which are undertaken primarily as a means of self-expression and aesthetic achievement.

175. INDIWPOW/Individual Role: Power and Decision-making. Extent to which a woman is able to make her own decisions about how to pursue self-development and recreation.

176. FRIENDS/Individual Role: Significant others. People with whom she interacts in an individual capacity, e.g. priests, hairdressers, dress-makers, sports trainers.
A. 1. PARENTAL ROLE

III. PARENTAL/Parental Role: Activities

Birth, pregnancy, child birth, lactation

For all pregnancies in general: what changes, if any, in usual behaviour.
Nutrition: extra intake of certain kinds of food during pregnancy.
Observation of taboos, etc.
Amount of rest during pregnancy.
Relief of some domestic duties during pregnancy.
Number of live births - dates.
Spaces between births
Number of accidental miscarriages and still-births.
Number of children now living.
Number of children dead.
Number of abortions, and methods used.
Whether she has experienced difficulties having children when she wanted them.
Nature of difficulties in having children.
Whether she has ever attempted to prevent pregnancy other than by total sexual
abstinence.

Child-care

Extent to which occupational activities have been combined with and affected parental
activities.
Number of children she has fostered.
Extent to which she herself has done most of the minding of her own and fostered
children.
Description of her current child-care practices and related activities, nature of
mother-child interaction.
Types of medical treatment, health-care, she has used for her children.
Extent to which own activities (occupational, domestic, conjugal, kin, community and
individual) have been affected by pregnancy, child-birth, lactation, child-care.

For each live-born child

Year and month of birth: birth order.
Mother's marital status in relation to the child's father at conception, birth, and
later.
Whether mother was a worker outside the home at the time when she had the child - if
so, how long she stayed away from work before resuming.
Ante-natal care, delivery location, nature of assistance.
Whether mother stayed after delivering the child; in parental home, conjugal home,
etc. and if not, with husband, length of time elapsing before she returned to the
husband.
Lactation; whether breast given and for how long.
Post partum sexual abstinence, length of time, reason ended.
Stage at which feeding bottle introduced, if at all, and kind of foods put in it -
other weaning and feeding practices.
Amount of help that mother had with child at various stages of its' development, and
extent to which she has done child-care tasks herself.
Person who took most care of child and who helped including:
0-1 years  
- self
- child's older sibling or cousin
- own sibling or cousin

1-4 years  
- own sibling or cousin

5-9 years  
- own mother or aunt

10-14 years  
- own mother-in-law or other in-law
- co-wife
- servant
- several people

Whether use of the crèches/day-care centres for children 0-4 years.
Age of children and hours per day spent in crèche/day-care centre.
Whether and for how long she attempted to prevent conception after this birth.
Current daily child-care activities for this child, techniques, activities and responsibilities.
Note all periods of separation from mother up to 14 years old.
Note all major sicknesses and treatments or services used.
Note level of satisfaction with all of these.
Note past and current sharing of child-care tasks.
If child is now dead: age at death, cause of death; place where child was staying when it died (i.e. whether with mother or someone else).
Treatment for illness (if any).

Fostering
For each of own children fostered and each child she herself has fostered.
Own child or someone else's child.
Age at which fostered.
Sex of child.
Relationship between biological mother and foster-mother, e.g. kin category, townswoman.
Reason for arrangement (from point of view of biological parents and foster parents).
Duration of the arrangement (if completed or expected duration of the arrangement).
Conditions, including financial, of the arrangement.
Observe/describe mother-child interaction.

Contraceptive practice
Whether she has ever attempted to prevent pregnancy.
All means used (including sexual abstinence): For how long and number of pregnancies that occurred while using this means.

Ever aborted:
Number of times:
Means:
112. **PARENTIME/Parental Role: Time-Use**

Currently how much of her own time she devotes specifically to child-care - what activities at what time of the day (e.g. bathing, feeding, etc.).

For how much of the day does she have children with her as she carries out her daily tasks.

How much time during the day does she spend carrying a baby in her arms or on her back, soothing and suckling an infant, feeding, bathing children, etc.

Proportion of own current daily time spent without children under and over seven years old.

Stages at which children have imposed greatest demands on her time, and extent to which she has been able to delegate tasks to others and leave the children (for what reasons; to do what).

Comparisons of her time-inputs into child rearing with those of her husband.

To what extent do other people spend time in tasks connected with care of her children. (Who are they, how are they related).

How much time does she spend caring for other people's children.

What time/labour do her children (foster children) provide for her in helping her with tasks.

What are her time-use patterns during pregnancy, lactation, infancy of children - and how far these differ from other times.

What proportion of the time she spends doing other things (specify activities), are children (her own or others) also with her. [Children of a dependent age and those old enough to be of assistance] i.e. when working outside the home, when in the home, when with husband, with kin, taking part in community activities, in leisure pursuits.

113. **PARENKNOW/Parental Role: Acquisition and Use of Knowledge**

Knowledge of what causes conception.

Knowledge of existence of a fertile time of the month (ovulation).

Knowledge of:

- Need for extra rest during pregnancy
- Need for balanced diet during pregnancy
- Sterilisation of feeding bottle (if used)
- Dietary needs of babies
- Need of babies for daily baths

Sources of information on contraception, pregnancy, child-birth, baby care: including mother, other kin, in-laws, husband, books/TV/radio, school, state services, e.g. clinic, friends, other (specify).

Knowledge of contraceptive means - enumerate.

Knowledge of where to get: contraception, abortion, delivery services, post-natal and baby care.

114. **PARENTMONEY/Parental Role: Money, Material Goods**

Her sources of (a) money, (b) food, (c) accommodation, (d) schooling costs, etc. for performing her mother-role.

Extent to which she herself provides these by generating income and products. Contributions of children's father(s) and others including kin, in-laws.

Each child's financial remittances to mother (approximate e.g. a little, quite a lot), or gifts in terms of food, clothing - or remittances from child's employer.

The proportion of each of the above needs supplied by the categories of people mentioned.

Her own resources of various kinds and pattern of utilising them compared with those of the children's father, i.e. whether she spends more of her income on child-rearing than he does of his, or vice versa.
Whether she remits cash or goods to biological parents of foster-child or whether they help her.

115. **PARENTPOW/Parental Role: Decision-making**

In the following matters does she simply follow local custom or tradition or advice of senior family members or in-laws; or does she do what her husband says; or does she discuss the matter with anybody (kin, husband, in-laws, neighbours, specialists, friends et al):

- Birth practices and rituals
- Naming of children
- Child-care practices (bathing, feeding, weaning), treatment, punishments,
- Spacing and frequency of child births
- Delegation of child-care to children, kin, nurses, etc.
- Child health practices, type of medical care
- Children's training, occupations, marriages, income dispersal
- Does she deviate from accepted custom in any of these activities.

(Note - include children put in her care as well as her own children).

116. **CHILDREN ET AL/Parental Role: Relationships with others**

Data on all who have assisted with birth and rearing of each child, from birth through to present; including older siblings, kin, husband, maids, affines, friends, neighbours, fostered child's parents, etc.

For each person who has assisted with child-rearing:

- Status in relation to her (the mother); whether resident in her home; age at which child rearing role commenced.
- Regularity with which this help was provided: e.g. all day every day; all day some days; a few hours a week; other.
- Document residential changes for each child and mother.
- Data on fathers of her children other than present husband.

For each own live-born child:

- Present ages (or age at death), sex, birth order (See III)
- Alive/dead. If dead, age at death, cause of death, whether mother was residing with the child at the time, and if not, who was in charge of the child.
- Major sicknesses of child, types of treatment, inoculations.
- Child's formal schooling, history. Reasons for dropping out, transfers, etc.
- Extent to which child helps/has helped with domestic tasks including minding of younger children, and tasks outside the home such as trading, farming, artisanship.
- Ages at which child started doing these things.
- Child's present main occupation - e.g. pupil, family farm labourer, domestic help in parental home/other home, other occupation outside the home.
- Child's present residence in relation to mother. How far this is from the mother's home, and how often the child visits.
- Child's own marital and parenthood history, extent to which mother has been involved in child-rearing as a grandmother.
For each child she has fostered: (see ill)
13. Relationship of biological parent(s) to foster mother.
Age of the child when it came to her.
Sex of child.
Reason for the arrangement.
13. Duration of the arrangement (or expected duration)
Extent to which child helps/has helped in domestic and non-domestic tasks.
School experience, if any, of the child.
Major sicknesses of child and type of treatments given.
Inoculations received.
Present occupation (if any)
If now dead; age at death, cause of death; whether child was residing with foster-mother or someone else when it died. Treatment for terminal sickness (if any).
If child has how left the foster parent's home, whether there is now any contact with it.
Nature and frequency of post-departure interactions, if any.
Reasons for termination of the arrangement (if now terminated).

2. OCCUPATIONAL ROLE

121. OCCUPANTS/Occupational Role: Activities

Age at which she began working outside the home (if ever).
Age at which she ceased working outside the home.

Occupational history

The jobs that she has held/kinds of work which she has done.
The kinds of work which she has done simultaneously, e.g. trading and farming together, or formal sector job combined with trading on the side.
The duration of each job/occupation.
Reasons for change, e.g. health, pregnancy, marriage, migration, etc.
Her work status in each occupation e.g. employee, family worker.
Promotions that she has received.
Maternity leaves that she has had (from formal sector employment), duration and whether on full pay, half pay, no pay.
Type of activities which her work involves/has involved (if not evident from job description) - e.g. if she is farming, which tasks she does and which are done by others.
The structure of the work - sources of raw materials, in-puts, marketing outlets.
Regularity of work.
Crops which she cultivates, livestock that she keeps; items which she hunts, gathers or fishes for.
Extent to which her working history has been affected by marriage and child-birth.
Her occupational activities and history compared with male age - mates and husband.
The training which she has received compared with men at the same work level (for those in formal sector).
Location of work place outside the home in relation to place of residence, and place where children are cared for (if they are residing with her).
For current time: description of a working day including all main activities and their location.
122. OCCUPTIME/Occupational Role: Resources, Time

Number of hours usually spent daily working outside the home.
Days in a month spent working outside the home.
Number of hours taken in travelling to and from work and usually means of transport.
Allocation of hours amongst work activities including income generation and subsistence and time at home and away from home.
Note conflicts of time-use within work and between work and other demands.
Changing time in-puts, following child-birth, length of marriage, introduction of co-wives.

Absenteism

Time she has to take off work in a typical month which is not part of her normal work pattern.
Reasons: e.g. her own ill-health; her child's ill-health; ill-health of other person (specify).

123. OCCUPKNOW/Occupational Role: Resources, Knowledge

Schooling
Level attained and number of years in school compared with male and female kin of similar age
Post-school job training, level attained
Interruptions in schooling, frequency and causes
Total estimated time loss through interruptions (estimated by number of years behind schedule when she left school).
Individuals and circumstances which have made it possible for her to receive formal schooling/training.
Whether further training is available to her.
Extension services available to her (for farmers and other producers).
Informal sector skills which she has acquired, e.g. in farming, artisanship, food processing, etc. How she acquired these skills, e.g. by informal learning, formal apprenticeship, vocational training schemes.
Extent to which her skills are specialised and in demand.
Extent to which she has been able in her work/jobs to utilise education/training which she has received.
Sources of information about jobs: advertisements, friends, kin, placement schemes, etc.

124. OCCUPMOM/Occupational Role: Resources, Money

Income
Her income or level of production as compared to men's and other women in her field; and at her level. Which of her occupational activities brings her the most income, and whether this is the activity on which she spends most time.
In case of farming and trading, her annual/monthly/seasonal estimated yields and turnover.
Her in-put costs - raw materials, machinery, hired labour, etc. (It may not be easy to get close estimates of these but at least an idea of the scale of her operations should be described.
Her remuneration compared with her kinswomen/kinsmen/husband/affines of same age.
Describe shifts in use of remuneration throughout career in terms of expenditure on self/children/parents/siblings/other kin/husband.
Extent to which re-investment (in case of trade or farming) has been possible; obstacles to re-investment.

Extent to which she is in control of her own remuneration - whether she collects and disposes of her salary, or the income from sale of goods that she produces. Who controls and disposes of her income if she does not. Whether she undertakes un-paid labour outside the home, e.g. as un-paid family farm worker.

Her disposal of her own earnings; estimated proportions on:
1. Children (clothes, schools, medical treatment, etc.)
2. Domestic purposes (food, rent, fuel, utensils)
3. Kin (help, ritual expenses, etc.)
4. Self (travel, clothes, beauty, recreation)
5. Other.

Ownership of and access to means of production and products

Agricultural
How much land she owns or has access to in her own right.
How much land she has access to through husband or others and extent to which she farms it in her own right (having control of disposal of crops produced on it).
Ownership and use of work animals, e.g. ploughing, bullocks.
Ownership and access to use of machines important to her mode of production outside the home, e.g. agricultural machinery, food processing mills, mechanical looms, etc.
For non-domestic livestock, i.e. those not living permanently in the home/backyard, whether she owns any herself, or jointly with others.
Estimated numbers slaughtered for sale and consumption each year.
Her ownership of and access to use of milk and egg producing animals - quantities of products used and sold, weekly, seasonally.

Non-Agricultural
What tools, machines, equipment she uses for her work.
Her ownership, loan, use of the above.
Who controls these tools, equipment - what are her rights in them. What does it cost her (if anything) to use them.
How did she acquire ownership or use of them.
How are they maintained/replaced and at what cost.

125. OCCUPATION/Occupational Role: Power and Decision-making
Extent to which she makes her own decisions about whether and in what sphere to work outside the home.
The extent of her ability to choose from a range of opportunities and possibilities.
If she is influenced by others, who are they.
Events which have affected her independence in choosing work, freedom of movement, e.g. marriage, divorce, leaving home of her youth, childbirth, children growing up, advancing age, widowhood, major political and economic events within the community.
Her amount of autonomy at work.
Her power within her occupational setting.
Whether she works for others or they for her.
How much responsibility for others she carries in her work.
Her seniority at work (if in formal sector), or her leadership role she plays in trading or agricultural groups, e.g. a leadership role in a women's crop-producing or processing co-operative or marketing group.
If someone controls her at work what is the source of their power.
126. CO-WORKERS ET AL/Occupational Role: Relations with others

Enumerate the persons or types of persons she works with, or for, who work for her, e.g. kinsfolk (which ones), spouse, co-wives; fellow employees, supervisor, employer, own employees, hired labourers, clients, customers. Basis on which they cooperate or interact.

Numbers of workers whom she employs, paid or unpaid, male/female, adult/juvenile — regularity with which she uses their labour.

For employees:

Whether there is a trade union in her field and whether it is for men only, women only, both together.
Whether women hold posts in the union and whether she is a member.
Whether she has ever held a post.

For independent producers and traders:

Whether there are co-operatives in her field for men only, women only, both together.
Whether she is a member of a co-operative (or producer or trade association)
Whether women hold posts in the co-operative.
Whether she has ever held a post in the co-operative (or other organisation)
Whether the type of work that she does and the content within which she does it, is sex-segregated or mixed.
Whether men or women dominate in the field.

131. CONTACTS/Conjugal Role: Activities

Age at first betrothal/engagement — age at first marriage.
Number of marriages/procreative/cohabitating/economically significant relationships.
Sexual partners before marriage/procreative and/or cohabitative/economically significant relationships.

Contraceptive practices

Each means of contraception which she has used, successfully and unsuccessfully, and frequency (e.g. tried a few times, used regularly for a year or more, etc.). Context of use — (i.e. within marriage, outside marriage).

For each marriage/procreative/cohabitating and/or economically significant relationship

How she met and became involved with this man, e.g. parents chose him as a husband, she knew him through work, etc.

Type of betrothal and/or marriage, time of establishment of conjugal home (if ever) in relation to marriage.

Whether marriage is monogamous or polygamous, and number of others in the marriage and her status/seniority amongst them. Arrival and departures of others in the marriage — reasons. Duration of relationships.

Residential arrangements over time.

Whether the couple has ever lived apart for a substantial period of time within the marriage.

Reasons for separations e.g. job-migration.

Extent to which activity patterns with husband are joint/segregated. Whether they carry out specified activities jointly/interchangeably; he does all; she does all; mainly him; mainly her; each separately responsible for own part; neither does it.

Describe for each type of activity whether and how they share activities:
child discipline (scolding, beating, punishing, etc.)
child training (teaching, showing)
playing with children
physical care (bathing, feeding, minding, etc.)
occupational activities - division of tasks if they do any occupation together
cooking
cleaning
laundry
eating (together or separately)
visiting their respective kin (whether they do it together or separately)
different kinds of community activities
different kinds of leisure activities
Sleeping arrangements - whether they sleep in the same room, separate rooms same
house, or have visiting arrangements.
If the marriage is polygamous, how the cooking, sleeping arrangements, etc. are
organised.

Their style of interaction
Describe modes of address, formal or informal titles, gestures, kneeling, obeisances,
averting of eyes, etc. by spouses in interacting with the other.
How often they converse, how freely and about what subjects.
How often they talk about:
The raising of their children
Their own plans for the future
Their work
Contraception
Financial management of the home
Community Affairs
Their respective kin/family affairs
Their friends and leisure activities, etc.
Nature of activities she undertakes with in-laws, and proximity of in-laws.
Which ones, if any, she lives with.
Visiting, shared child-care, domestic tasks, other tasks undertaken with or for in-
laws. Frequency of such interactions.

Conclusion of relationship
If relationship ended, how and why this happened, e.g. widowhood, divorce.
Describe divorce process if appropriate.

132. CONJTIME/Conjugal Role: Time Use
The extent to which her time is taken up by her conjugal duties and activities.
Who else spends time doing things for her husband and what they do.
Proportion of her time spent in various activities when her husband is also with her
including:
In child-care/child socialisation
In her occupational activities
When she is in the home, cooking, etc.
When she is visiting/doing things with her kin.
When she is taking part in community affairs
When she is engaged in leisure pursuits, games, cultural activities.
Number of hours per day, days per week, month, season, etc. she spends working speci-
cically for her husband, e.g. in his fields, assisting in his income-generating
activities in the home, etc.
If she combines working with/for him with working for herself (own job/farm/business)
describe how she co-ordinates her time. e.g. seasonally, on an ad hoc basis, or
by dividing up the day.
133. **CONJNOW/Conjugal Role: Resources, Knowledge**

Sources and content of information on sex and on wife-role (mother, other kinswoman, school, books, customary formal education at puberty, religion, other), including traditional and modern scientific knowledge relating to aspects of conjugal relationships - reproduction, contraception, nutrition, cosmetics, fashions, etc. Extent to which each of these has been important as a source of knowledge. Knowledge of legal rights as a wife, and of the different rights and obligations involved in different kinds of marriage e.g. customary/civil depending on the local range of marriage types. Knowledge of services for assistance with marital problems (if there are any such services).

134. **CONMPW/Conjugal Role: Money, Material Resources**

Extent to which she provides money to fulfill their various conjugal activities and responsibilities including daily expenditure on food, rent, domestic labour, savings for future. Details of her own total budgeting arrangements especially expenditure on in-laws, etc., and sources of finance. Input of money and resources from husband (and mates and fathers of children) and alternative avenues used by her when experiencing difficulty in meeting her commitments. Expenditures on self for feminine attraction.

**Income earning and/or provisioning the home**

Which category do the couple's arrangements most nearly approximate?

(a) They collaborate in work, e.g. farm or business and then each discharges separate responsibilities with own portion of the income.

(b) They collaborate in work and pool the income.

(c) They each earn separately and pool their income.

(d) They each earn separately and discharge separate responsibilities with their income.

(e) He earns to cover all their expenses.

(f) She earns to cover all their expenses.

(g) Other.

Describe in more detail how their arrangements work.

Whether there is any joint income-generation and how it is managed.

The approximate proportion of her following needs which are provided by husband:

- Food or food expenses (i.e. in money and kind)
- Rent/accommodation
- Money for domestic help
- Her clothes and cosmetic expenses
- Expenditure on household effects, e.g. furniture
- Savings/future security
- Her obligations to kin.

Whether they hold any savings, buildings, land, standing crops, livestock or any valuable movable property in common.

135. **CONJPOW/Conjugal Role: Power and Decision-making**

Extent to which she has been autonomous in deciding whether to marry and when, and whom. Her freedom to decided about divorce and re-marriage.

How she and husband make decisions about:
Their children's schooling and provision for their future.
Ukraining of children.
Their occupations and the time they spend on them.
Investments, management of farms and property.
Their living arrangements.
Community and religious involvement.
Recreation, hobbies, travel, friends, etc.
Whether decision-making involves much discussion.
Which things they decide on together and which they take care of independently, or are entirely the decision-making of one of them.

136. SPOUSE ET AL/Conjugal Role: Relations with others

For each marriage/procreative/cohabitative/economically significant relationship:
Biographical data on man (the relationship - lover, fiancé, first husband, second etc.)
Age difference with her.
Nationality, ethnicity or regional origin
His marital status at commencement of relationship
Education level
Occupation (or most recent occupation if retired)
Number of children that he has
Number of previous wives (not including present other wives)

Data on each major co-wife and rival past and present:
   Age in relation to self
   Seniority in the marriage (if applicable)
   Number of children from same man as self
   Occupation
   Education level
   If she has now left the man, reasons.

Biographical data on husbands' kin.
Their marital, occupational, socio-economic and fertility statuses. His parents, grand-parents and other significant individuals in the grandparental and parental generations
Other people who are important in this relationship.
The part played if any by their respective kin in arranging, approving or disapproving of the marriage.
People who mediate in conflicts between the couple. To whom each takes complaints about the other's behaviour or problems in the marriage, e.g. kin, friends, priests - or whether they settle all differences without reference to others.
Describe interactions and content of relationships with in-laws - observed exchanges of goods and services, etc. - respect and deference behaviours observed, etc.

141. DOMACTS/Domestic Role: Activities

Extent of involvement

Extent to which she herself is responsible for and/or carries out domestic tasks (daily, weekly, monthly, annually). Tasks to be listed according to local conditions.
Daily sweeping outside the building.
Preparing the different meals of the day.
Fetching water and fuel or wild foods.
House tidying.
Laundry.
Washing Dishes.
Shopping/going to market.
Large-scale food processing e.g. weekly/monthly preparation of flours, dough, dried foods, preserves, condiments.

Income-generating activities carried out within the home.

Description of tasks
Describe briefly how these tasks are performed in her home and how far she is able to delegate or share some of them (to whom, female/male, age). Note available technology, tools, implements, etc.

Describe in some detail the nature of income-generating activities within the home. These could include backyard gardening, (as opposed to farming a plot some distance from the home), keeping domestic livestock, craftwork or food-processing for sale, industrial piece-work farmed out to people in their homes, etc.

Changes in residence: Describe briefly circumstances of all changes in residence; and changes thereby caused in domestic arrangements.

Headship: Whether she has ever headed a household in the sense of being the tenant, or owner of the building/room(s) which she lives in.

Her relationship to the present head of the household.

142. DONTIME/Domestic Role: Resources, Time

Daily housekeeping time budget

Time taken up by housekeeping activities in the home in relation to activities outside the home, work and leisure, i.e. as proportion of total day.

What she does from morning till night. How many hours of the day she is usually in the home.

Which periods of the day are occupied by money/food gaining activities. Include time taken fetching water and fuel, supervising children, food processing, cooking, house-cleaning, shopping, etc.

Indicate especially time taken for cooking and use of processed foods if available.

What opportunities does she have for income generation at home?

Does she use any of the opportunities. If so, who helps her and how (children, kin, apprentices, etc.)

Role substitution

Use of other's time for household activities

Whether any individual is devoting a substantial amount of time to doing chores for her, including son/daughter/daughter-in-law/junior co-wife/junior relative/washerwoman/daily domestic help, etc.

Describe person and weekly or daily time-input, and nature of activities, e.g. maid - all day, 6 days a week; washman - 7 hours once a week, etc.

Use of time-saving devices including piped water, electricity, refrigerator, washing machine, grinding, pounding or liquidising machine.

143. DOMKNOW/Domestic Role: Resources, Knowledge

Sources and use of knowledge and skills relevant to domestic activities.

Knowledge of nutrition:
- awareness of children's need for more body-building foods than adults
- awareness of what constitutes a balanced diet that includes protein, vitamins, roughage (e.g. ask her what a person needs to eat to be healthy and note inclusion or not of protein, vitamins, roughage)
Sources of nutrition information:
- the home in which she grew up; school; clinic; health extension services; books, etc.
Knowledge of time-saving methods and food processing and preservation.
Knowledge of means of income-generation at home.
Knowledge of budgeting arrangements in the domestic group.
Knowledge of income of spouse and others.
Knowledge of resources and their prices for domestic use.
Specialised domestic skills which she possesses including those through which she generates income or saves expenditure, e.g. needlework, tailoring, dress-making, (means of acquisition and use).

144. DOMMON/Domestic Role: Money, Material, Resources
Budgeting practice, bulk-buying of staples, etc., amount of planning.
Means of channelling cash: use of banks (type of account), use of credit unions, post office, etc.
Sources of housekeeping money/food:
- Own earnings
- Husband/other
- Mother
- Father
- Kinsman (specify)
- In-law (specify)
- State allowance
- Other (specify)
Approximately how much of her housekeeping needs are supplied from these various sources. Document any information which is forthcoming on actual amounts.
Expenditure on domestic services, or costs of maintaining unpaid domestic helpers.
A breakdown of major domestic expenses, e.g. most is spent on food, a little on rent, a quarter on clothes, etc.
Describe size and condition of the house/room(s).
Basic facilities such as water, electricity, sanitation.
Quality of roofing, flooring, furnishings, utensils, equipment.
Whether this is a family-owned property or rented.

145. DOMPOW/Domestic Role: Power and Decision-making
The extent to which she is autonomous or has some influence in deciding where and with whom she lives.
Person(s) who influence or control her in this respect.
Whether she has ever lived entirely alone.
The extent to which she is autonomous in organising domestic arrangements.
Whether she or someone else makes decisions about when and how tasks are to be done - whether she discusses this with anyone else, e.g. husband.
Describe how decisions within the domestic sphere are made.
The extent to which she plays a managerial or support role in domestic activities, or whether she jointly co-manages with someone else on an equal basis.

146. DOMGROUP/Domestic Role: Relations with others
Data on people who sleep in the same house/room(s) as herself, to what extent they also eat, contribute to domestic expenses, share domestic activities with her; pay
rent, etc. and (occupation, education, ages, sex, relationship to her).

Data on people to whom she delegates or with whom she shares domestic tasks, and the basis upon which they co-operate.

Relatives or hired helpers who come in to help with tasks during the day; people who come to visit and converse. Their relationships with her.

Describe changes over time in this dwelling group, people who have arrived and departed - reasons - significance for domestic arrangements (e.g. through migration in search of work, etc.)

People with whom she jointly owns or shares access to domestic equipment and facilities.

Briefly describe movements and reasons and how they affected domestic resources (incomes, remittances and relationships - husband, son, etc.)

Who owns the building in which she lives.

What are her rights in use/ownership, if any.

151. KINACTS/Kin Role Activities

As a child who reared and was reared with her and financed maintenance (and education).

Frequency and content of kin ties maintained with kin in childhood, adolescence and adulthood, especially those lived with or who have given or received help. Who are they?

In what contexts does she usually interact with kin, e.g. visiting, sharing domestic or other activities.

How many kin live in the same house, same street, village, state, city, etc.

Attendance at funerals, christenings, Christmas, Easter, etc.

Identify kin by whom she was brought up and with whom she grew up.

Describe patterns of mutual aid in crises: e.g. financial, lawsuits, police trouble, sickness, death.

Functions at which she meets a wider range of people than usual and frequency of such functions, e.g. funerals, religious events. Describe such events.

152. KINTIME/Kin Role: Resources, Time

Amount of time per day, week or month that she spends on specifically kin-oriented activities such as visiting, participating in kin-group meetings and rituals.

Amount of time that she spends with kin when she is also performing her other roles, e.g. time spent doing domestic and child-rearing and recreation activities in their company.

Altogether how much time daily/weekly she spends in the company of kin.

153. KINKNOW/Kin Role: Resources, Knowledge

Knowledge about kin network and family affairs.

Extent to which she is informed about details of family history, genealogy, etc., especially as is relevant to family politics, succession question, inheritance, etc.

Whether men of her age in the kin group have more knowledge than she does.

Sources and content of knowledge from kin network, e.g. supply of information about childbirth, health, child rearing, family planning, the job market, etc.

Kin from whom advice, information sought.

154. KINMON/Kin Role: Money, Material Resources

Transfers of money and material sources between self and kin.

Identify the kin to whom she gives money, foodstuffs, clothing, etc., or for whom she provides living space.

Describe the nature and approximate value or quantity of this kind of assistance.
Identify the kin who help her and describe how they help her, with goods of what quantity and value.

Contexts within which these transfers are made, e.g. as gifts on ceremonial occasions, and reasons for transfers, e.g. whether mainly because recipient is in need, or as part of customary transfer/exchange pattern.

155. KINPOW/Kin Role: Power and Decision-making

Decision-making role which she plays in kin-group, decision making.

Whether participation in family decision-making is formal or informal.

Whether her area of decision-making is male-dominated, female-dominated or mixed.

Decision-making issues in which she is involved concerning kin (e.g. housekeeping arrangements; rearing of children; marriage and divorce of kinsfolk; administration of family property; succession/inheritance; care of dependent kin).

Aspects of her life which are influenced by her kin including child-rearing, marriages and divorces, family-planning decisions, her choice of work.

Issues and occasions when kin have influenced her behaviour.

In matters concerning the outside world e.g. schools, hospitals, banks, agricultural services do kinsfolk consult her or does she consult them.

Lines of authority, power and influence in her kin network.

Examples of relatives' decision-making, family meetings, etc. Examples of issues and occasions when kin have influenced/controlled her behaviour.

156. KIN/Kin Role: Relations with others

Biographical data on parents, siblings, grandparents. Also other kin of grandparental, parental, own and children's generations. Especially those individual kin who have played an important part in her life.

The mobility of her kin of each generation.

Whether most of them have stayed in same area or migrated.

The types of marriages they have had and whether there has been frequent divorce and re-marriage.

Their fertility - ranges of numbers of offspring.

Their general socio-economic, occupational and educational statuses.

Whether there have been notable deviants amongst them and whether these have had any effects on her life-opportunities.

The extent to which any have served as role models to emulate for her.

What is the number, range and categories of kin with whom she maintains different kinds of contact including: child-care assistance; economic help; family advice; source of potential security; visiting; ceremonial relationships, etc.

161. COMMTRS/Community Role: Activities

Membership and activities in voluntary associations, e.g. women's, religious, political, welfare.

Describe the nature of the activities which she participates in, e.g. voting experience, attendance of services, rituals, etc.

Membership and activities in voluntary associations e.g. church professional credit groups.

Involvement in other non-voluntary associations, e.g. town unions.

Extent of her participation in community activities compared with spouse, male kin.
162. **CONTIME/Community Role: Resources, Time**

Time spent weekly/monthly in her different community activities, including church groups, clubs, informal groups of neighbours, etc.

Her time in-puts in community activities as compared with her spouse, male kin, and female kin. (Groups, clubs, informal meetings, political activities etc.).

163. **COMKNOW/Community Role: Resources, Knowledge**

Knowledge of local community organisations, services, facilities, and how to get access to and benefit from them including, e.g. medical services, banks, government extension services, mutual aid associations.

Her knowledge of local and national community issues.

164. **COMMON/Community Role: Money, Material Goods**

Cost of participation in community activities: subscriptions, contributions, taxes, etc.

How these costs are met (source of payments).

Material benefits accruing from membership of community organisations, e.g. access to loans, financial assistance in crises, financial assistance with expensive events such as weddings and funerals.

Material benefits received from state, e.g. pensions, allowances.

From banks and other financial institutions, e.g. business or housing loans.

165. **COMPOW/Community Role: Power and Decision-making**

Whether participation in any community activities is compulsory or automatic or forbidden.

The extent to which she makes her own decisions about participating in community activities, and whether she is actively encouraged to participate or constrained from any kind of community participation by anyone.

Whether, within the community, she is an opinion leader.

166. **CO-CITIZENS ET AL/Community Member: Relations with others**

Indicate people with whom she regularly interacts in community activities - e.g. neighbours, church members, political party members - and the context of their relationships, such as general companionship, advice, assistance with particular tasks (specify), pursuit of common goals, pursuit of leisure activities together).

Extent of sex-segregation in community activities.

171. **INDIVACTS/Individual Role Activities**

Activities in leisure time, or when not actively engaged in domestic or occupational tasks including, e.g.:

- Artistic activities, performing or appreciating
- Sports and physical exercises
- Reading (what kind)
- Radio/television
- Education (outside context of career)
- Drinking, smoking, etc.
- Conversation with own chosen friends
- Religion (outside community context, e.g. home prayers, text reading)
- Self-beautification, sewing, make-up, dressing, hair

Describe her kinds of personal activities and leisure pursuits.
Her own health, as compared with family members and age-mates, male and female.
To what extent has she travelled for pleasure, taking holidays for relaxation, etc.

172. INDIVTIME/Individual Role: Activities
Amount of time that she has in which to pursue leisure and personal activities.
Whether her personal activities have to be fitted into a busy day from morning till night or whether there are certain hours of the day when she can relax.
Whether there are particular times of the week, e.g. weekends, when she is free to do what she wants, or annual vacations.
How she uses such 'time off' - whether in domestic, leisure, or other pursuits.
Amount of time that she has for personal activities as compared with spouse, female kin of same age, other kin of same age.

173. INDIVKNOW/Individual Role: Knowledge
Whether she has any specialised skills which she can use in the pursuit of individual activities, e.g. ability to read, play different sports, perform musically, dress hair, sew, etc.
Whether facilities are available for her to develop her talents further, or acquire new leisure skills, e.g. literacy classes, sports coaching, etc.

174. INDIVMON/Individual Role: Money, Material, Resources
Extent to which facilities are available for her to pursue individual interests, e.g. cinemas, sports facilities, libraries, people to talk to, etc.
Extent to which these facilities she requires, are available to her at a cost that she can easily afford, or whether they are too expensive for her.
Approximate proportion of her income which she spends on individual activities/recreation.
Her own personal wealth. The forms in which she holds it., e.g. bank account, jewellery, livestock, land, house(s), capital machinery, utensils, tools, etc.
Extent of her personal wealth as compared with spouse, female kin and male kin of same age.
Source of money for expenditure on leisure, self improvement, personal attraction, pursuit of hobbies and other personal activities such as, own earnings/husband/lover/kin/other (specify).
Extent to which she is able to spend money on her own activities and whether it is in this area that expenditures are reduced when finances are under pressure.

175. INDIVPOW/Individual Role: Power and Decision-making
Extent to which she herself is autonomous and free to choose how she uses her spare time and what kind of activities to participate and with whom.
To what extent she chooses her own friends and decides how much time to spend with them.
To what extent others influence/constrain her (e.g. in-laws, spouse, kin).
Areas in which friends may influence her own decision-making about child rearing, conjugal relationship, entertainment, career, etc.)

176. FRIENDS ET AL/Individual Role: Relations with others
Whether she has non-kin friends of her own choosing, or whether the people she interacts with in leisure time are all kin/in-laws. If she has non-kin friends whether these are few or many.
What kinds of things she does and talks about with friends. Whether they are little more than acquaintances or whether she discusses personal matters with them.
Sex ratio of her friends. Whether they are all or mostly one sex, or mixed (their education, occupation, marital status, residence, etc.)

People with whom she carries out the above activities (educational, leisure, artistic pursuits), including friends, companions, games partners, classmates, etc.
111. ROLE EXPECTATIONS: PREFERENCES AND VALUES

In this section we systematically list important issues of preference associated with each of the seven roles, for which data be collected in the focused biographies. These give an insight into the women's own values and the activities they would like to engage in, if they had the opportunity, and the resources they would like to control and the ways in which they would prefer to spend their time. Such data will give potential areas of innovation and change, as women are noted to have adopted new values and of areas of conflict and strain, if their preferences are seen to differ from the expected norms and obtaining resource and opportunity constraints.

Much of this data may not or cannot be collected by direct questioning but can be assessed during the course of observations over time.

213 PAREN PREFS/Parental Role: Preferences

Child-bearing and rearing

What she likes/dislikes about being a mother.
Whether she is happier to have more children of one sex than the other.
For how long she prefers to breast feed.
Which aspects of baby-care and child care she prefers.
Whether she enjoys being pregnant or finds it troublesome.
Under what conditions she prefers to have babies, with whom she prefers to stay when she delivers and takes care of new babies.
Amount of time she likes/would like to spend with her own children. Whether she likes to combine child-bearing with working outside the home.
Whether she likes the children's father to be involved in different aspects of their care.
Preferred future education and occupations for sons/daughters.

Delegation of child-care

Which child-care tasks she prefers/would prefer to delegate.
With whom she is happy to leave her children for substantial periods of the day and at what age.
Whether she enjoys looking after other people's children (which ones) or whether she will only do so when she is obliged to).

Custody of children

What arrangements she prefers/would prefer for her children in case of divorce or widowhood.

Birth control

Her preferred family size, reasons. (If she believes it is possible to control births).
Preferred methods of birth control, reasons.

223 OCCUP PREFS/Occupational Role: Preferences

Whether she likes or would like to work outside the home, reasons.
Whether she would want to work outside the home if there were no economic necessity for her to do so.
Types of work which she likes (or would like if it were available to her and the work contexts she likes/dislikes (e.g. family based work, individual enterprise, wage employment, government work, reasons for opinions).
Whether she would like to have responsibility over other people at work.
Her present occupational goals and preferences for the future, e.g. to stop work altogether, expand business, change job, get promotion, etc.

233 CONJ PREFS/Conjugal Role: Preferences
Whether she likes/would like to be married.
Type of marriage she prefers - in terms of types of marriages available in her society e.g. monogamous, polygynous, religious, civil, customary, etc.
Her idea of the best age to get married.
Her idea of the components of a happy or ideal marital relationship.
Preferred living arrangements with husband.
Leisure activities she would like to spend with husband.
Extent to which she would like her husband to participate in child care and domestic tasks.
The role she prefers her husband to play in maintenance of the children, herself, her kin.
How she would like to live with in-laws (parents, daughters, sons-in-law).
How she likes to spend leisure with them.
Things that she would like to discuss with her husband.

243 DOM PREFS/Domestic Role: Preferences
What residence arrangements she would prefer as a married/unmarried woman.
Who are the people she prefers to live with (not to live with).
To what extent is domestic privacy important to her.
Whether she enjoys or gets satisfaction from doing domestic tasks or whether she dislikes some tasks.
Whether she gets satisfaction from any income-generating tasks she performs in the home.
Whether she would do this type of activity if there were not financial need.
Whether she prefers to generate income from home-based activities or to work outside the home.
How much time she likes or would like to spend in the home.
What other domestic resources she would like (piped water, electricity, radio, TV, better building, sanitation, etc.).

253 KIN PREFS/Kin Role: Preferences
Extent to which she likes to have contact with her kin and contexts within which she likes/dislikes being involved with them.
Whether economically she prefers to be heavily involved with kin, or whether she prefers to co-operate mainly with spouse or to be more individualistic.
Whether she enjoys visiting kin, participating in kin rituals and festivities.

263 COM PREFS/Community Role: Preferences
Whether she enjoys participating in community activities.
Which ones she prefers (whether these involve men as well as women).
Whether she is interested in community affairs and activities including politics, local and national.
INDIV PREPS/Individual Role: Preferences

To what extent she is interested in developing her own talents and interests (which kind by doing what).
How much of her time does she want to spend upon such activities.
What value does she place upon friendships with non kin.
What value does she place upon privacy, being alone.
C. WOMEN’S ROLE EXPECTATIONS: DESCRIPTIONS/PERCEPTIONS/BELIEFS

In the following section we outline various salient aspects of women's perceptions of their own roles and of women's roles in general. These may be assessed from observations of her behaviour, from noting down her chance remarks or from focused interviewing or direct questions. The data could form part of the information collected in the focused biographies.

They give an indication of how each woman perceives herself and important aspects of her world and her beliefs in areas intimately connected with her activities such as child birth and conception, domestic hygiene, medical care, child-rearing and the nature of work and recreation as well as her perceptions about her important life relationships with kin, children and spouse and in-laws.

215 PAREN DESCRIP/Parental Role: Descriptions (perceptions)

Fertility

Her perceptions regarding her own fertility. Whether she is satisfied with the number and sex ratio of the children that she has had, (if she wants more or would have preferred fewer or of the other sex).

Whether she perceives her deliveries as having been adequately spaced.

Perception regarding conception/contraception

Whether she believes that conception takes place at a particular time in the monthly cycle, what this is.

Whether she believes that one or more acts of sexual intercourse are required to cause conception.

Other beliefs regarding conception. (role of sperm, function of uterus etc.)

Her perceptions regarding the different means of contraception that she knows of; their effectiveness, health safety, convenience, aesthetic characteristics, etc.

Perceptions regarding pregnancy, delivery and baby care

Her beliefs regarding the dietary and exercise/rest needs of expectant mothers.

Needs for spiritual protection of expectant mothers.

Her beliefs regarding the dietary and other spiritual and physical health needs of babies.

Her beliefs regarding the value of breast milk in particular and her knowledge of how to prepare and clean feeding bottles (if used).

Her beliefs about the need to attend ante-natal and post-natal clinics, to deliver in a clinic or hospital, etc.

Perceptions regarding her own children

Her feelings about the behaviour and achievements of each of her own and each fostered child.

Whether the rewards of having them have met her expectations.

How happy she is/has been with the child-care arrangements available to her.

Whether she feels that she has had to spend too much/too little time with her children.

Whether she is/has been satisfied with the participation of others in the care and maintenance of her children (specify).

How she sees herself as a mother compared with other mothers whom she knows.

Whether she sees herself as being in any way different from others.

Whether she is aware of different methods of bringing up children.
Perceptions regarding maternal status
Her perceptions about how mothers are regarded and treated in her society.

225 OCCUP DESCRIP/Occupational Role: Descriptions (perceptions)

Occupational activities
Why she works/does not work outside the home.
Whether she would work if there were no financial need.
Perceptions about present occupation
What she thinks of the level of pay conditions of work, job satisfaction, sociability of work context, etc.
Whether she finds interactions with co-workers cause any problems.
How successful she perceives herself to be in her occupational sphere as compared with her contemporaries and co-workers - reasons.
Extent to which her occupational goals so far have been fulfilled and what are these goals.
Perception of conditions required to make her more successful (e.g. more ambition, time, capital, training, support, etc.).

Work opportunities and resources
How satisfied she is with the work opportunities that she has had and what she perceives these to have been in the past and to be now.
Whether she considers that any individuals or institutions should have given her more freedom or support in her pursuit of training, jobs, capital, etc. required for her occupational activities.

235 OOHJ DESCRIP/Conjugal Role: Descriptions (perceptions)

Her perception of the importance of marriage - the extent to which it is crucial for social status, security, reproduction, companionship, etc.
Her perceptions of the advantages and problems of marriage in general.
What advantages she sees in monogamy/polygyny (if applicable in her culture) and what are they.
Perceptions of her own marriage(s) past and present: the aspects of which she approved and those of which she disapproved (social security, maintenance, children, companionship, help, etc.).
Her perception of her relationships with co-wives, if any.
Her perception of her relationships with in-laws and their significance for her marital, domestic and occupational achievements.
Her perception of the divorced state.
Her perception of the widowed state.
Her perception of the unmarried state.

245 DOM DESCRIP/Domestic Role: Descriptions (perceptions)

Dwelling
Her perceptions about her own residence arrangements.
Her level of satisfaction with the size and quality of the dwelling and the household composition.

Financial
Her level of satisfaction with material contributions of others towards running the home (who are they - relationship).
Activities

Her level of satisfaction with other help with domestic tasks (specify individuals and tasks).

Whether she feels that the demands for her domestic services are excessive.

Her level of satisfaction with conditions and rewards of income-generating activities within the home - pay, profits, access to raw materials, machinery, a market, etc.

Whether she is satisfied with her future security regarding a home to live in.

Her level of satisfaction with the amount of time she spends in the home (whether it is too much or too little).

Her perceptions regarding home hygiene and nutritional needs of adults and children in the home.

Her idea of a good diet. (To what extent she perceives the food needs of boys, girls, women, men, babies, children, adults, as being similar or different, and in what way.)

What she believes to be important in keeping a healthy home (e.g. attitudes to pest control, clean drinking water, etc.)

255 KIN DESCRIP/Kin Role: Descriptions

How she perceives her relationships with different kin, especially parents and siblings.

Level of satisfaction with behaviour of kin, past and present, in terms of material support, help with tasks, loyalty, visiting.

Whether she feels that kinsfolk's demands upon her time and resources have been reasonable or excessive.

Whether she feels that they try to control her behaviour too much.

Whether she feels that kin give her sufficient respect, independence.

Specify kin involved.

365 COMM DESCRIP/Community Role: Descriptions

Whether she feels that community demands upon her material resources and time are excessive/reasonable.

Her view of the community in which she lives particularly regarding the way that women are treated.

Her ideas regarding community facilities available and whether she would like to participate more or less in community activities.

275 INDIV DESCRIP/Individual Role: Descriptions

Her self image: which roles or activities are most important to her.

Whether she is satisfied with her opportunities for self development and whether she looks forward to changes in the future (e.g. regarding possibilities for further education, leisure facilities, opportunities to travel, socialise, take part in sports, drama, etc.)
III. ROLE STRAIN AND ROLE CONFLICT

Role strain and role conflict have been hypothesised as forming important intervening links in chains of change connecting migration, education, employment outside the home and differential fertility and contraceptive innovation.

Assessment of these phenomena and documentation of critical indices thus forms an integral part of this data collection framework.

Role strain, in terms of perceived lack of resources to fulfil role expectations or obligations in a desired manner (that is a manner desired by self or others) is seen as the stress experienced by the individual, with respect to performance of activities associated with a particular role. This includes inadequacy of both time, material resources and influence in interpersonal relationships. Thus several kinds of stress may be identified as contributing to the strain including time stress, financial or material stress and interpersonal stress. Such kinds of stress placed upon individuals may lead to psychic or physical symptoms observable as mental or physical sickness.¹

Meanwhile role conflict is seen as the tension and struggle produced by competing expectations or demands upon a person's time, energy, loyalties and material resources. Role strain and role conflict are linked in the sense that the conflicting demands associated with two or more roles, upon a person's resources, are likely to produce strain in one or more of the roles concerned. Indices of role strain and to an even greater extent, role conflict can provide critical signs of imminent or actual or desired change. Therefore it is important to document evidence of these phenomena, not only in order to draw attention to areas in which individuals are currently under stress and possibly in need of assistance or support of one kind or another, but also to the trends which are likely to emerge through resolution of conflict. For this reason too, it is valuable to note the behaviour of people who are deviating from prevalent norms, since their innovative solutions to role conflict may sooner or later be followed by others.

Conversely lack of strain is likely to be associated with harmony between roles rather than conflict. Some roles may act as positive support to others. For instance, a woman's kin and her husband or community may help her with time and money to carry out her role as a mother, so that her kin, conjugal and community roles are harmonious and supportive of her parental role.

In Chart III there is a data category for strain and conflict for each of the Seven Roles.

In the focused biographies, evidence of role strain and role conflict is to be found in reports of women's behaviours, and expectations. Excessive fatigue, psychosomatic sicknesses, difficulty in making ends meet and problems in interpersonal relations, and dissatisfaction with the arrangements for carrying out her different roles, are all indicators of role strain and role conflict. In the focused interview guide, data items have been included which are designed to elicit evidence about conflict, strain and of course their opposites, harmony and the

¹ See Biddle 1979: 325 - this topic is discussed further in Oppong 1981.
ability to cope without strain. The coding system attempts to include simple comparisons of some indicators of role strain and role conflict.

ROLE STRAIN

Below are listed a few of the indicators for role strain including perceived lack of adequate resources and the inability to match behaviours to expectations both her own and those of significant others.

Parental role: strain

PAR STRAIN

Whether she has as many children as she wants; if not, reasons.
Whether she feels that she has enough time to spend with her children.
Whether she is able to control her children to her own satisfaction.
Whether she appears to suffer from tiredness, irritability as a result of her children's demands upon her time and energy.
Whether she experiences difficulty in feeding, clothing and providing schooling for her children to the level that she would like it.
If she suffers from time-strain and financial strain in connection with her parental role which of these troubles her most.

Occupational role: strain

OCC STRAIN

Whether she is achieving what she wants in terms of financial rewards, career advancement in her work outside the home. If not, reasons.
Whether she appears to be tired, harrassed or in poor health as a result of the demands of her work upon her time and energy.

Conjugal role: strain

CONJ STRAIN

Whether she is able to play her conjugal role to her own satisfaction, e.g. whether she is/has been able to find the kind of husband that she wants; if not, reasons.
Whether her present marriage (if any) meets her expectations.
Note evidence of stressful or harmonious relationships with husband, co-wives (if any) and in-laws.

Domestic role: strain

DOM STRAIN

Whether she is able to keep her home as well as she would like. If not, reasons.
Whether she appears to suffer from tiredness as a result of domestic work.

Kin role: strain

KIN STRAIN

Whether she is able to do as much with and for kin as she would like in terms of her time and material resources. If not, reasons.
Whether kin's claims upon her time, material resources and loyalties seem excessive to her.
Community role: strain

Whether she is able to be as actively involved in community activities as she would like. If not, reasons.
Whether she finds that demands on her time and material resources by the community are excessive.

Individual role: strain

Whether she is able to pursue individual interests and talents as much as she would like. If not, reasons.
Whether she has enough time for rest and leisure, and enough money or other material resources to pursue her interests.

E. ROLE CONFLICT

Below are listed the types of role conflict possible between the roles and some potential indicators of its existence.

Parental-occupational role conflict

PAR-OCC-FLICT

Conflict: Whether time spent on occupational activities prevents her from spending as much time as she would like on parental activities, and vice versa.
Whether the constraints of having a job have prevented her from going out to work when she wanted to.
Harmony: Evidence of harmony or support between roles, e.g. the children help her at work, or she takes them with her to work.

Parental-conjugal role conflict

PAR-CONJ-FLICT

Conflict: Whether time that she spends with her husband or working for him prevents her from spending as much time as she would like with her children, or vice versa, or whether these activities harmonise, e.g. husband helps her with children.
Whether having children has in any way prevented her from playing her conjugal role to her satisfaction, or from leaving an uncongenial husband.
Harmony: When having children she has fulfilled her expected role as a wife. When marriage has been a successful means to the desired end of having children. When the husband helps take care of the children. When she, husband, and children enjoy time spent together.

Parental-domestic role conflict

PAR-DOM-FLICT

Conflict: Whether time spent on domestic activities prevents her from spending as much time with her children as she would like, and vice versa.
Whether the presence of children creates more domestic work than she can manage without strain.
Harmony: Whether these activities harmonise, e.g. children help in the home.
Parental-kin-role conflict

PAR-KIN-FLICT

Conflict: Difficulties in maintaining financially either kin or children because of the demands of the other. When competing demands of kin and children upon her time are difficult to reconcile. When she and kin disagree about the number of children she has, or the way she brings them up.

Harmony: When she receives financial support from kin in looking after children, or support from grown children help her in maintaining her role as a kinswoman or in helping her other kin.

Parental-community role conflict

PAR-COM-FLICT

Conflict: Whether time and resources spent in role as community member prevent her from looking after children as well as she would like (e.g. national service).

Whether community has exerted pressure on her in her parental role by encouraging her to have fewer or more children than she wanted.

Harmony: Whether community has supported her in her parental role by provision of material assistance or child-care services.

Parental-individual role conflict

PAR-INDIV-FLICT

Conflict: Whether the demands of parenthood prevent her from spending as much time as she would like on personal and recreational activities. Evidence of her giving up or reducing personal activities after having children.

Harmony: Evidence of role harmony; e.g. if she sees her individual role as being mainly fulfilled by parenthood, and if her leisure activities include doing things with her children and her children are a source of companionship.

Whether she has enough time and money to pursue personal recreational activities and look after her children.

Occupational-conjugal role conflict

OCC-CONJ-FLICT

Conflict: When her husband or in-laws oppose her working outside the home or in any way makes it difficult for her to do the work that she wants to do.

Evidence of time-strain due to the competing demands of her work and her husband or in-laws. When working conditions make it difficult for her to live with or spend as much time with her husband as she would like. When she has been forced to decide between work and marriage and has not been able to undertake both.

Harmony: When she works outside the home for or with her husband and they agree about division of labour, profits, etc. When her husband encourages her to work outside the home and does what he can to make it easy for her to work outside the home. When the quality of the relationship she has (e.g. companionship) with her husband is enhanced by her experiences outside the home. When working conditions do not make it difficult for her to live with or spend as much time with her husband as she wants.

OCC-DOM-FLICT

Conflict: When work outside the home and work inside the home impose excessive demands on her time and energy. When she neglects or abandons either role in order to fulfill the other e.g. does not go out to work because she has too much to do at home.

Harmony: When earnings from work enable her to employ domestic help. When time demands of either role are not so great has to make it difficult for her to fulfil the other to her own satisfaction.
Occupational-kin role conflict

Conflict: When kin oppose her working outside the home. When she is unable to give as much time as she would like to activities in either role because of the time demands of the other. When her occupation requires that she live far from her kin.

Harmony: When kin support her in her occupational role by providing training, land or capital, or when she works with or for them. When she is able to fulfil financial or material obligations to kin from the fruits of her labour outside the home.

Occupational-individual role conflict

Conflict: When the time demands of work leave her with insufficient time to pursue her personal and leisure activities. When the nature of the work she does is uncongenial to her e.g. if she has to earn a living doing something which offends her personal or religious principles or is at odds with her self-image, or has a bad effect on her health.

Harmony: When her work outside the home involves the kind of activity which she enjoys. When income earned from work outside the home enables her to pursue personal activities in her leisure time. When her work role is an important part of her own self-image.

Conjugal-domestic role conflict

Conflict: When time and energy spent on one of these roles makes it difficult for her to perform the other as she would like to e.g. when housework makes her too tired to enjoy husband's company or when she finds her husband's demands upon her domestic services to be excessive. When spouses disagree on allocation of domestic responsibilities.

Harmony: When husband provides material resources for her to perform domestic role. When activities carried out in domestic roles, e.g. cooking, laundry are also relevant to conjugal role. When husband and wife enjoy taking part in domestic activities together.

Conjugal-kin role conflict

Conflict: occurs when claims of spouse and kin upon her time and/or loyalties conflict, or when she is married or wishes to marry someone her kin dislike, or when kin oppose her sexual relationships with men. When kin and husband both make demands on her material resources such that she finds it hard to satisfy both.

Harmony: When conjugal role resources enable her to fulfil the needs of kin or vice versa or when the social status of one enhances the other.

Conjugal-community role conflict

Conflict: occurs when her husband or in-laws prevent her from being as involved with community activities as she would like, or when her community obligations, e.g. national service, make conjugal life difficult.

Harmony: When her husband encourages her to participate in community activities or when community offers support to her in marriage, e.g. marriage counselling services, neighbourhood child-care arrangements, etc.
Conjugal-individual role conflict
CON-INDIV-FLICT
Conflict: When husband or in-laws oppose her participating in leisure activities of her choice or his demands upon her time prevent her from doing so.
When her accumulation of personal wealth or assertion of individual personality and needs leads to strain in the conjugal relationship.
When subjugation to husband or in-laws prevents her from expressing her own individuality and taking part in desired pursuits.
Harmony: When wife and husband share leisure activities and these are also the activities she enjoys.
When her relationship with her husband is one of the aspects of life which she most enjoys and finds recreative.

Domestic-kin role conflict
DOM-KIN-FLICT
Conflict: When the demands of one of the roles upon her resources make it difficult for her to fulfill the other as well as she would like.
Harmony: When kin assist her in her domestic role and she is able to enjoy their company whilst performing domestic tasks.
When she is able to support or care for kin in her home.

Domestic-community role conflict
DOM-COMFLICT
Conflict: occurs when the demands of the community upon her time and energies prevent her from spending as much time in the home as she would like.
When domestic commitments prevent her from being as active in community affairs as she would like.
Harmony: When community provides support for her domestic role, e.g. by providing facilities for tasks that would otherwise have to be done within the home (e.g. laundry services, canteen services, etc.).

Domestic-individual role conflict
DOM-INDIV-FLICT
Conflict: When demands of domestic and individual roles upon her time and/or money conflict, such that she is unable to perform one of them to her satisfaction.
Harmony: When she is able to conduct her personal and leisure activities within the home, or when she has no difficulty in leaving the home to pursue leisure activities outside.

Kin-community role conflict
KIN-COMFLICT
Conflict: When kin oppose her involvement in community affairs or she has no time to participate in community affairs because of kinsfolk’s demands upon her time.
When her commitments to the community o.g. national service, require her to live far from her kin, or when community demands upon her loyalties are at odds with her obligations to kin.
Harmony: When kin encourage her to participate in community affairs or when her activities in the community are undertaken in her capacity as a member of her lineage, clan, etc. e.g. as a representative of her family at a village or neighbourhood meeting.
Kin-individual role conflict
KIN-INDIV-FLICT

Conflict: exists when kin oppose her pursuit of chosen leisure activities or refuse to give her the independence she wants.
When demands of kin on her time or material resources make it difficult for her to carry out her personal activities as she would like.

Harmony: exists when her preferred leisure pursuits are carried out within the context of the kin group or when she has the time, material resources and freedom to pursue separate leisure activities and perform her role as a kinswoman.

Community-individual role conflict
COM-INDIV-FLICT

Conflict: can occur when her desire to achieve, express herself or undertake certain personal activities is in conflict with community demands that she orientate herself towards the needs of the community rather than individualistic needs.
When the constraints of community norms prevent her from living as she would like to do.

Harmony: exists when her perception of self-fulfilment is largely identified with her role as a community member or leader, and when her preferred social activities take place within the context of the community, e.g. as a member of a religious or political organisation.
5. A DATA TEXT

In this final section an extract from a Ghanaian woman's interviews is presented, following her own words verbatim which were recorded by tape and notebook recently in Accra. The text is subsequently cut up into items which slot into categories of data in the seven roles framework. This Classification of excerpts of a text is meant to demonstrate how in a relatively simple manner segments of a free flowing text from such focussed biographical materials can be used to provide information for each of the categories of the conceptual framework. This process will facilitate the building of role profiles for individual women and selected categories of women and will permit the quantification and comparison of data items especially after they have undergone the kinds of coding processes outlined in the accompanying manual.

Teacher Gladys has borne nine children and had two husbands. Her roles treated here are those of mother, wife and worker outside the home. Ultimately we see, on what activities she has spent most of her life's energy and material resources, who are the main people who have supported and helped her and attempted to influence and control her behaviour. At the same time we are given indications of the areas in which she would like to innovate and see changes occur.

Excerpt from the interview text

"For all the other babies I had maternity leave. I breastfed all the children. After maternity leave I used to feed them when I got back from school. My mother looked after them and gave them the bottle, Lactogen and Akasa (corn porridge) during the day. She had a small kiosk and sold provisions. I had a maid who used to take the baby to my mother. I breastfed all of them for nine months. After having two children I started having a maid solely to look after them and ceased taking them to mother".

Sickness of children

"My boy had convulsions and jaundice at five days and was admitted to hospital for a month. He gave me a hell of trouble - he didn't make proper physical or mental progress. He could not sit up when he should have. I had to carry him everywhere. I have taken him to the mental hospital because up to now we haven't been able to send him to school. They said that he is not actually mentally retarded but that progress will be slow. He started walking at three years old and couldn't walk properly. He is now fourteen and physically alright. Two others after him also had jaundice as babies and had to be transfused. The last one was born by caesarian because I was suffering from hypertension and after that I was sterilised. My second child, the one that died, also had jaundice.

For all these major illnesses I took them to hospital. I only used a traditional doctor on Solomon who managed to get him to walk. He gave herbs for enema. As a child myself I was once taken to a traditional doctor because of my mother's step-mother doing witchcraft on me. She also killed my second born. She admitted it on her deathbed. I have come to suspect some of my step-mothers too. They are cruel. I dreamed about them doing bad things to me. One even admitted it. She is a Makola woman. They also used it to make me fail my exams but when we found out my father took me to get protective medicine, herbs to bathe in.

(First marriage) Pay was seven pounds a month for each of us, and we could manage o.k. We lived in his father's house. He gave me no money for upkeep so I wanted to leave him. I complained to my father who didn't want me to leave him but sent for my husband who then agreed to pay me four pounds a month and that was the figure it remained throughout the marriage. Of course it became worth less. I used to
buy my children's uniforms. I paid more than fifty per cent of our upkeep. I shouldn't have to have done so much. When I left him I did not suffer financially, I rather grew richer.

I went to stay with my mother, then married again after four years. By then I was about 34 years old. The second husband was then a principal secretary at the ministries. My children don't go to his house up till this day. We do not want to make trouble in his house. So I stayed here alone here in this flat which I got from the housing corporations. I pay twelve cedis a month.

He is now trying to buy a hire purchase accommodation for us because this is not big enough.

I have no particular budget plans other than buying things like Garri (grated fermented cassava) in bulk when they are cheap. I do my own cooking, a fresh stew every day. The children are choosy, they don't like to eat the same thing the following day. I didn't receive any help from my parents once I married. I have remitted my parents a little as soon as I started working. It is only the Ashantis whose parents continue to remit their grown children. We rather have to remit our parents. My own older children especially Abraham help. He remits at least twenty a month and any time he comes he'll say 'Ma, have you got money?' and if I haven't he gives me ten cedis. Of course, at this stage he can't afford more. The others aren't so regular and it's unfair because I looked after them most of the time because their father didn't contribute anything towards their education, especially that of the doctor. He was in class one when I left the father. I paid everything, equipment and most of the fees. The father only sent twenty pounds. At that time the fees were thirty three pounds. The second term fortunately the father was around in Accra and the bill was sent to him. He asked me how I had paid the fees, whether I had come to any arrangements about instalments with the school. I said no, I paid the whole thing in bulk... He didn't pay and my son was sent home. I had to apply for a scholarship for him and he got it. Then I still had to buy the clothes. He was very good at school. Now that he is a doctor the father has asked him to remit him and he did a little but stopped because he couldn't afford it.

(First-in-laws) They didn't like the idea of lawful marriage which my parents were pressing for. Living in the husband's family house was uncomfortable. So he put up a small wooden structure for us in Kotababi near my school. This was before I had Abraham. I was about four years in the family house with my husband.

(Second husband) "At present he gives me sixty cedis a month. Abraham has been complaining about it. But now I have found a method of getting money from him. I go to this office and ask him for more during the week. Sixty cedis can't last."

---

Text classified according to the categories of the conceptual framework

1. MATERNAL ROLE

11. Activities

(Contraception) "I used the safe method to space them, also Rendells (spermicides). The last born was born by caesarian because I was suffering form hypertension and after that I was sterilised".

"I had my first baby when I was twenty-three. I conceived before marry-
"I attended ante-natal for all of them."

(Post partem abstinence) "I did it for six months. I just felt I could stay without it (sex) for some time."

(Baby rearing) "My mother never went to school but I was quite prepared to accept her methods, because I had no choice. I needed her help."

(Child-rearing) "Because I am a teacher I usually bring home books for them to look at. I never have time to teach them. They are all very bright."

"I get the children up - prepare them for school, and they leave the house in time to catch the 6.30 bus. Formerly I had an arrangement with a taxi to take them but it was expensive, so now I make them hurry up and catch the bus. Then I get myself and Jacob, the backward one, ready for school. We have some tea and then go by 7.00. Formerly when we had the taxi for them the children had time for breakfast in the house, but now I give them money for the school canteen."

"Bringing up the children single-handed was not a problem. They were co-operative, especially the older ones. The other day Abraham was telling me that I am not as tough with the younger ones, that I am getting weak in my old age."

"One god-child came to stay with me when she was five years old. I took her to school. She stayed about three years. She just wanted to stay with me. She told her parents that she was going to stay with teacher Gladys."

"I discuss things with my daughters and advise them what to do and what not to do. If they have a boyfriend they must abstain from sex altogether."

112 Time

Some difficulty getting maidservants to help when the children were younger. Fewer problems with time now that the children do more for themselves and each other and all are at school.

(Jacob, the backward child has been a particular source of time strain in the house). "He gave me a hell of trouble.... He couldn't sit up when he should have. I had to carry him everywhere."

"Because I am a teacher I usually bring home books for them to look at. I never had time to teach them."

113 Knowledge

She has made use of hospitals including a mental hospital for treatment of her children. All her children were delivered in hospital.

114. Money and Maternal Goods

(Support from children) "My own children, especially Abraham help me. He remits me at least twenty cedis per month and any time he visits he'll say 'Ma have you got money', and if I haven't he gives me ten cedis. The others aren't regular and it's unfair because I had to look after them most of the time because their father didn't help. The one who is an engineer is married so I don't ask him for money, but Isaac who is in the bank I ask him if I need it. On my fiftieth birthday three days ago we had a party and the grown children each gave me fifty cedis."

(From my first husband) "I used to buy my children's school uniform. I paid more than 50 per cent of our upkeep. I shouldn't have had to do so much....I looked after them most of the time because their father didn't contribute. He was in class one when I left the father. I paid everything equipment and part of the fees. The father only sent twenty pounds. The second
term fortunately the father was around in Accra and the bill was sent to him. He asked how I had paid the fees the previous term, whether I had come to an arrangement to pay in instalments and I said no, I paid the whole thing in bulk... He didn't pay and my son was sent home. I had to apply for a scholarship for him and he got it. I still had to buy the clothes.

(Second husband) "At present he gives me sixty cedis per month. Abraham (son) has been complaining about it. But now I have a method of getting money from him. I go to his office and ask for more during the week. Sixty cedis cannot last. He wants to buy an estate house for us to live in. This house is too small. I could give it to one of the boys to live in."

(teacher Gladys has a house in Nungua built for her by her present husband for herself and the children, but although only five years old it is in need of renovation.)

(her son Abraham says): "At present we, the children, are only able to help by supervising the work and arranging the purchase and delivery of goods, and also caretaking as I am now doing. I have only just finished national service so I am not in a position to help financially".

The children do sometimes get help from their fathers on an individual basis e.g. Abraham reports that his father would like him to stay with him and the father would maintain him so that he didn't have to spend his salary on rent and food. He gets presents of money from this father from time to time.

"I was having great difficulty paying school fees, so I went on voluntary retirement and collect the lump sum to be paying school fees."

115 Power and decision-making

"I conceived three months before marrying. No one objected."

116 Children and Others

Children:

John: b. 1950 - engineer in Accra, married with three children.

A girl: b. 1952 - died at one week of jaundice.

Isaac: b. 1955 - university graduate, civil servant.

Abraham: b. 1957 - university graduate studying for M.A.

Jean: b. 1959 - nursing sister.

Alice: b. 1963 - at school, wants to do catering.

Jacob: b. 1966 - had convulsions and jaundice at 5 days and was admitted to hospital for a month. He gave me a hell of trouble. He didn't make proper physical or mental progress. He could not sit up when he should have. I had to carry him everywhere. I took him to the mental hospital because up till now we have not been able to send him to school. They said that he is not actually mentally retarded but that progress will be slow. He started walking at three years and couldn't walk properly. He is now fourteen and physically alright..." He has now started in class one in the school where his mother teaches.

Observation: he doesn't look fourteen. He looks about eleven, and at a casual encounter, quite normal.

Mary: b. 1970 - Had jaundice as a new-born baby and had to be transfused... is in class six now. She is only ten years old. She should have gone to secondary school this year but we considered that she was too small. She cannot even wash her own clothes properly.

Joan: b. 1973 - By caesarian section, had jaundice as a new born baby and had to be transfused.
Additional children who have stayed in the house

"There was one godchild who came to me when she was five years old. I took her to school. She stayed about three years. She just wanted to stay with me. I was her godmother because the choirmaster of my choir was her father and I got to know the mother too and became friends with her. We used to visit. I brought presents for the child and one day she just decided to come and stay with me. She now has two children."

Personnel who have assisted with child-rearing

"I needed a maid and one of my pupils came to stay with me."

"After maternity leave..., my mother looked after them (the first two) and gave them the bottle (Lactogen) and Akasa (maize, porridge) during the day. She had a small kiosk and sold provisions. I had a small maid who used to take the baby to my mother.... After having two children I started having a maid solely to look after them and ceased taking them to my mother."

"Abraham (son) corrects the younger ones quite often himself. Jean (daughter) disciplines them."

Content of relationships with children

"I mostly confide in my children. Abraham and Isaac and the two big girls are the ones who understand me best."

"Abraham remits me twenty cedis a month.... the others are not so regular. (Abraham is clearly the favourite son because of his sense of responsibility and the regularity with which he visits his mother. He also thinks the world of her. The older two sons, though more advanced in their careers show less concern for her. She feels particularly resentful towards the eldest, an engineer and moreover she does not like his wife, her only daughter-in-law.)

"My daughter-in-law is not all that nice to me these days. She doesn't come with my son to see me often ... the girl is also a Ga. she only went to middle school."

MATERNAL ROLE: EXPECTATIONS

Perceptions

"It is only the Ashantis whose parents continue to remit their own children. We rather have to remit to our parents."

MATERNAL ROLE: STRAIN

Money

"If I had known from the beginning how things would be (financially) I would only have had four children." (NB she has hypertension)

"I was having great difficulty keeping the older children at school."

Time

"Bringing up children single handed was not a problem. They were co-operative, especially the older ones."

Desire for change

"Abraham remits me at least twenty cedis per month... the others aren't so regular and it is unfair because I looked after them most of the time."
2. OCCUPATIONAL ROLE

121 Activities

"After standard seven I had a scholarship and went to St. Hilda's training college and then back to Accra. I was very happy at boarding school. After my four years at St. Hilda's I started teaching in Accra where I have taught for thirty years. I went on voluntary retirement after twenty five years and then after two years I went back as a contract teacher. I teach only Ga now because they are short of Ga language teachers in Accra schools. I teach at two schools."

When I first became pregnant I was suspended from my school which was a mission school. After I had my baby I applied to the city council and got another job. They don't mind whether you are properly married or not. For all the other babies I had maternity leave."

"As I was a mission school teacher at first I ought to have been married under the ordinance but my husband's parents said that they don't marry lawfully in their family. I married the customary way and I was pregnant with the fifth child when I had a letter saying that because I was married and having children I should leave work. At that point the Nkrumah did not want married women to be working. I told my husband. His mother said that I was fabricating the story because I wanted to be lawfully married. Fortunately for me one of my brothers-in-law was working at a government office and he took the matter in hand and helped me because I was having a baby and that they would have difficulty in replacing me with another trained and experienced teacher. I had been teaching for ten years. We were pioneer teachers at the Accra-Newtown experimental school where English was being used as a medium of instruction and the children were doing it very well. It was a bad policy of the government to sack women because they were having babies because it would discourage women from the teaching field and encourage abortion."

"I got my senior teacher's promotion when I had taught for fifteen years and I taught for ten years after that. There was no more for teachers. You just had to mark time. I was headteacher for ten years."

"At present I close from school at 2.00. I teach in both shifts but only the first class of the afternoon shift. Since I only teach Ga I have several free periods too.".

122 Time

"We go (from the house) by seven a.m. I close from school at 2.00. I teach in both shifts but only the first class in the afternoon shift. Since I only teach Ga I have several free periods too. I have time for marketing and cooking in the afternoon."

123 Knowledge

"After standard seven I had a scholarship and went to St. Hilda's training college for four years".

124 Money

"I paid more than fifty percent of our upkeep (during first marriage). I was having great difficulty keeping the older children at school so I went on voluntary retirement and used the lump sum to be paying fees. I decided to go back to the teaching field after retirement because my children said I was not looking all that old to stay at home and I would be too bored." (i.e. money was desperately needed in bulk but the monthly salary was not enough to be very useful).
125 Power and decision making

"Fortunately for me one of my brothers-in-law was working in a government office and he took the matter in hand and helped me and persuaded the authorities that it wasn't right to sack me just because I was having a baby."

"I was a head teacher for ten years."

N.B. She herself decided to voluntarily retire and then return on contract.

126 Co-workers et al

Some teachers were nice but others were difficult. Human nature. I wasn't harsh with them so most of them liked me."

N.B. Above overlap of in-laws/work authorities.

3 CONJUGAL ROLE

131 Activities

"When I was at training college I had a boyfriend. He didn't try it."

(Sex)

"I had known my husband for about one year before marrying. He was working for the ministry of agriculture. His pay was then about the same as mine... I had the customary marriage. I conceived before marrying."

"We lived in his father's house. I was about four years there and it was uncomfortable, so he put up a small wooden structure for us near my school at New Town. (After three years) I went to stay with my mother and then married again after four years."

"By then I was about thirty four years old. (The second husband was then a principal secretary at the ministries.) My children don't go to his house (because he has a "lawful wife" - childless). (We don't want to make trouble) so I stayed here alone in this flat."

"My husband is a married man so he doesn't come to me often... He doesn't come here often .... sometimes he doesn't come for two or three weeks. He will say that the car is not in good order and I cannot force him. The children's father has not had very much contact with them. Sometimes I have a part to play in the funerals and outdoorings of my husband's relatives. At least I have to attend."

132 Time

(Second marriage) "My husband is a married man so he usually doesn't come to me often. Sometimes he doesn't come here for two or three weeks."

"I used to spend more time .... on my personal appearance than I do now."

134 Resources

"The pay was seven pounds a month for each of us, and we could manage ok. He gave me no money for upkeep so I wanted to leave him. I complained to my father who didn't want me to leave him but sent for my husband who then agreed to pay me four pounds a month and that was the figure it remained throughout that marriage. Of course it became worth less. I used to buy my children's uniforms. I paid more that fifty percent of our upkeep. When I left him I didn't suffer financially. I rather grew rich."

"The children individually have received money from their father from time to time, though he did not always pay school fees. Abraham reports that his father would like him to stay with him and would provide all food etc. so that he would not have to spend his salary on it, but he says that he wants independ-
Present situation: (second husband)

"At present he gives me sixty cedis a month. Abraham has been complaining about it. But now I have found a method of getting money from him. I go to his office and ask him for more during the week. Sixty cedis can't last."

"He wants to buy an estate house for us to live in now. He has money still. The Nunga house was completed about four and a half years ago. I didn't add anything to the building of the house. My salary would not permit. My husband says he wants someone to rent the house and then he will have more to give me. The house is now to be registered and Abraham is going to see to it that it is registered in one of the children's names or my name. But perhaps someone has advised my husband that because I had a set of children before I married him I could will it to one of them. At least he will put it in one of our children's names. When he dies the rent must come direct to me because if he dies I can't go to this relatives and ask for it."

"(I was having great difficulty keeping the older children at school.) So I went on voluntary retirement and used the lump sum to be paying school fees."

135 Power influence and decision-making

"As I was a mission school teacher at the time I should have been married under the ordinance but my husband's parents said that they don't marry lawfully in their family.... I was pregnant with the fifth child when I had a letter saying that because I was married I should leave my work... I told my husband. His mother said that I was fabricating the story because I wanted to be married lawfully. Fortunately for me one of my brothers-in-law was working in a government office and he took the matter in hand and helped me."

"He gave me no money for upkeep so I wanted to leave him. I complained to my father who didn't want me to leave him but sent for my husband who then agreed to pay me four pounds a month."

"My in-laws did not like the idea of lawful marriage which my parents were pressing for."

"My grandmother and step-mothers had been going on at me to get a husband for some time, since all my half-sisters and cousins were marrying."

Wife-decision-making

"The source of conflict was almost entirely financial. I complained to my father who didn't want me to leave him but sent for my husband who then agreed to pay me four pounds a month." (First marriage).

First husband

Was at Ministry of Labour earning about the same as her when they married. He is now a head of a government department. He is a member of a large and well known family in Accra. He has at present two wives and nine children apart from the four that he has with teacher Gladys.

Rivals - Son Abraham "She is the sort of woman who can't stand rivals and he is a big polygamist to this day."

Second husband

The second husband was then a principal secretary at the ministries. He is now retired and working for some foreign business men. Co-wife - childless.

Observation: She keeps a distance from the "lawfully married" wife and seems to feel that the latter has prior claims to this attention.

(For an indication of involvement of kin and in-laws in first marriage, see power and decision-making above.)
CONJUGAL ROLE: EXPECTATIONS

Perceptions

Personal appearance: "It is necessary to maintain one's appearance to keep one's husband."

Conjugal love: "Love is give and take. If you don't show your husband love he will go astray.

Norms

Lawful marriage: "As I was a mission school teacher at first I ought to have been married lawfully under the ordinance, but my husband's parents said that they don't marry lawfully in their family".

Sexual abstinence before marriage: "I discuss things with my daughters and advise them what to do and what not to do. If they have a boyfriend they must abstain from sex altogether. They must tell them that they are not grown and if the person wants to marry them he should come to see me or the father."

Preferences

Lawful marriage: "I hope my daughters will marry lawfully and stay with their husbands as a happy family".

Monogamy, companionship: "Polygamy is too expensive. You have to take care of the children outside and give them attention too. Love can get divided. The man can be comparing you to the other wife all the time."

N.B Her son remarked - "She divorced my father long ago. She is the sort of woman who cannot stand rivals, and he is a big polygamist to this day".

CONJUGAL ROLE: STRAIN

Time

"I don't get enough time and attention from my husband but I am not complaining. I know that he is already married. I need to see him I go to his office."

Intimacy/communication

"I think that companionship in marriage is important but I don't get it.

CONJUGAL ROLE: CONFLICT

(First marriage) "The source of conflict was entirely financial".

Efforts for change

"We are now trying to get customary marriage recognised in the legal system". See also advises her daughters - efforts for change in the next generation.
### Chart 1.1
**Seven Roles of Women: Role Behaviours: Coded Items**

|-------------|---------------|-------------------------------------------------------------|--------|--------------|---------------------------|----------------------------------------|--------|

The shaded boxes indicate areas of data collection in which there are the largest numbers of coded items.
## Chart 1.11

**Seven Roles of Women: Data Classification and Coding:**

**Focused Biographies: Role Expectations**

<table>
<thead>
<tr>
<th>ROLE</th>
<th>PRESCRIPTIONS</th>
<th>VALUES</th>
<th>PERCEPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Norms unspoken (spoken)</td>
<td>Preferences unspoken (spoken)</td>
<td>Descriptions Beliefs (unspoken/spoken)</td>
</tr>
<tr>
<td><strong>1. Parental Role</strong></td>
<td>211. PAREN NORMS</td>
<td>213. PAREN PREFS</td>
<td>215. PAREN DESCRIP</td>
</tr>
<tr>
<td><strong>2. Occupational</strong></td>
<td>221. OCCUP NORMS</td>
<td>223. OCCUP PREFS</td>
<td>225. OCCUP DESCRIP</td>
</tr>
<tr>
<td><strong>3. Conjugal Role</strong></td>
<td>231. CONJ NORMS</td>
<td>233. CONJ PREFS</td>
<td>235. CONJ DESCRIP</td>
</tr>
<tr>
<td><strong>4. Domestic Role</strong></td>
<td>241. DOM NORMS</td>
<td>243. DOM PREFS</td>
<td>245. DOM DESCRIP</td>
</tr>
<tr>
<td><strong>5. Kin Role</strong></td>
<td>251. KIN NORMS</td>
<td>253. KIN PREFS</td>
<td>255. KIN DESCRIP</td>
</tr>
<tr>
<td><strong>6. Community Role</strong></td>
<td>261. COM NORMS</td>
<td>263. COM PREFS</td>
<td>265. COM DESCRIP</td>
</tr>
<tr>
<td><strong>7. Individual Role</strong></td>
<td>271. INDIV NORMS</td>
<td>273. INDIV PREFS</td>
<td>275. INDIV DESCRIP</td>
</tr>
</tbody>
</table>

(1) The terms for expectations and their classification according to three expectational modes and forms follow Biddle (1979: 132) except that "assessment" is used in place of "appraisal".
## Chart III
### Seven Roles of Women Data Classification: Role Strain and Role Conflict

<table>
<thead>
<tr>
<th>Roles</th>
<th>Role-Strain</th>
<th>Role-Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Parental Role</td>
<td>311. Par Strain</td>
<td>Parental - Role - Conflicts</td>
</tr>
<tr>
<td>2. Occupational Role</td>
<td>321. Occ Strain</td>
<td>312. Par-Occ Flict</td>
</tr>
<tr>
<td>3. Conjugal Role</td>
<td>331. Con Strain</td>
<td>313. Par-Con Flict</td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY

Anker, R.: Demographic change and the role of women: a research programme in developing countries (Geneva, ILO, 1978; mimeographed World Employment Programme research working paper restricted).

Church, K. and C. Oppong: Seven roles of Ghanaian women: analysis of focuses biographies (World Employment Programme research working paper, forthcoming).


----- A synopsis of seven roles and status of women (Geneva, ILO, 1980; mimeographed World Employment Programme research working paper; restricted).
Selected Publications of the Population and Labour Policies

Research Programme

1. General Material on the Research Programme

ILO: World Employment Programme: Population and development - a progress report on ILO research with special reference to labour, employment and income distribution (Geneva, February 1979), 2nd edition, Reference WEP Z-21/PR.5. (**) This report includes a full bibliography. It is available in French and Spanish as well as English.

2. Books and Monographs


G. Standing and R. Szal: Poverty and basic needs (Geneva, ILO, 1979). (***)


Availabiity code: * available on request from ILO, Population and Labour Policies Branch; ** available for sale from ILO Publications; *** available for sale from a commercial publisher.
3. Articles


4. Recent Working Papers in print

WEP Working Papers are preliminary documents circulated informally in a limited number of copies solely to stimulate discussion and critical comment. They are restricted and should not be cited without permission. A set of selected WEP Research Working Papers, completed by annual supplements, is available in microfiche form for sale to the public; orders should be sent to ILO Publications, International Labour Office, CH-1211 Geneva 22, Switzerland. Many, but not all, of the papers in this series exist or may be issued in microfiche form.


WEP 2-21/WP.69 Demographic change and the role of women: A research programme in developing countries - by Richard Anker, November 1978.

WEP 2-21/WP.70 A demographic-economic model for developing countries: BACHUE-International - by R. Scott Moreland, December 1978.


WEP 2-21/WP.72 Migration and modes of exploitation: The social origins of immobility and mobility - by Guy Standing, June 1979.

WEP 2-21/WP.73 Semi-feudalism, migration and the State in Guyana - by Guy Standing, September 1979.

WEP 2-21/WP.74 Transmigration and accumulation in Indonesia - by J.P. Perez-Sainz, September 1979.


WEP 2-21/WP.76 Female labour force participation and the production system in Brazil - by Maria Helena de Cunha Rato, August 1979.

1 These working papers are available free, while stocks last, from ILO, Population and Labour Policies Branch, CH-1211 Geneva 22, Switzerland.
Interpretation of relations among mortality, economics of the household, and the health environment - by T. Paul Schultz, September 1979.

Family structure and women's reproductive and productive roles: Some conceptual and methodological issues - by Christine Oppong, September 1979.


Feasibility study for the construction of an economic-demographic model for Indonesia - by Andrew Elek, January 1980.


Bachue modules: population, household income and labour market - by René Wéry, January 1980.


Endogenising demographic variables in demo-economic models: the Bachue experience - by René Wéry and Gerry Rodgers, April 1980.

The exploitation of children in the "informal sector": some propositions for research - Alain Morice, May 1980.

An overview of state policies and internal migration in Asia - A.S. Oberai, June 1980.

Labour market structure, child employment, and reproductive behaviour in rural South Asia - by Mead Cain and A.B.M. Shorshed Alam Mozumder, June 1980.


Agrarian change and migration in Chile - by Christobal Kay, August 1980.


The Labour Market of Bachue-Brazil - by Maria Helena da Cunha Rato and Sergio Luiz de Bragança, September 1980.

A synopsis of seven roles and status of women: an outline of a conceptual and methodological approach and a framework for collection and analysis of qualitative and quantitative data relevant to women's productive and reproductive activities and demographic change - by Christine Oppong, September 1980.
Migration, urbanisation and fertility: the case of the Indian Punjab

Female labour force participation in Peru: an analysis using the World Fertility Survey
- by Gerry Rodgers, with assistance from David Viry, September 1980.

Urban in-migration and remittances: a case study of Ludhiana in the Indian Punjab

Surveys of internal migration in low-income countries: issues of survey and sample design

Demographic and social information in migration surveys: analytical significance and guidelines for data collection

Migrants and the labour process: a module for migration surveys
- by Guy Standing, February 1981.

Patterns of migration in Tanzania

Concept and measurement of human reproduction in economic models of fertility behaviour
- by Ghazi Farooq, March 1981.

The political economy of investment in human capital

Surveys of internal migration in low-income countries: the need for and content of community-level variables
- by R.E. Bilsborrow, April 1981.

Income transfers and remittances: A module for migration surveys
- by Guy Standing, April 1981.

A field guide to research on seven roles of women: focussed biographies
- by Christine Oppong and Katie Church, May 1981.