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## **PSYCHOLOGICAL WELL-BEING PROJECT CODING/ANALYSIS OF DATA**

### **Introduction**

Coding/analysis of data will involve a deductive-inductive process in which we apply an initial coding scheme (derived from theory and prior research) using broad or general set of codes, and then generate, delineate or redefine codes (derived from the data) as an interpretive step.

*The coding and interpretation process involves 2 major phases:*

### **PHASE 1 (DEDUCTIVE)**

Code the raw data using the following major/general code categories (definitions and more specific instructions for application are provided later in this document):

1. Valued Competencies
2. Adjustment difficulties
3. Feelings
4. Stressor
5. Support/social resource
6. Reaction to stressor
7. Reaction to support/help
8. Role/role definitions (or type of relationship from ecomaps)
9. Socialization practices
10. Definition of psychological well-being/mental health

*Note:* The original plan was that one team (Nastasi, Varjas, Moore) would be responsible for the coding of data from all sites. You have been asked to send the translated data to Bonnie (Nastasi) and we will be responsible for coding across all sites. However, some partners have expressed interest in coding their own data as well; in this case we will be able to check for consistency of coding. Please be sure to contact Bonnie about your preferences. If you choose not to code your own data, then we will send to you the coded data for your site, so that you may participate in Phase 2.

### **PHASE 2 (INDUCTIVE)**

Once you/we have coded all the data using the 10 CODES, review the data specific to each code category and describe what constitutes that category: Are there specific

subcategories or types that best describe the data included in the category? How would you best summarize what is included in the category?

## EXAMPLE:

*Category:* Stressor

*Themes/types of stressors* (derived from student focus group data across ages; based on ‘inductive’ grouping of stressors that students identified):

- Failing in school; test/exam; difficulty mastering content; high academic standards of school/parents; teacher scolding or negative comments; teacher hitting [TYPE: ACADEMIC/SCHOOL]
- Disagreements with peers; peer attacks, insults, bullying; peer rejection; being left out of peer group [TYPE: PEER]
- Parental scolding, negative comments, hitting child; parental conflicts or abuse; alcohol abuse by parent; parental rejection; family poverty [TYPE: FAMILY]
- Community violence; school violence (e.g., school shooting); ethnic conflicts in community; political unrest; social expectations related to gender roles or child behavior; poverty in community; discrimination or prejudice toward particular groups [TYPE: COMMUNITY/SCHOOL/COLLECTIVE]
- Hurricane/cyclone; tsunami; forest fire; floods. Air pollution, killing of animal species, lack of sufficient resources (e.g., clean water). [TYPE: DISASTERS—NATURAL OR HUMAN-MADE]

Alternatively, one might group as follows:

- Failing in school; difficulty mastering academic content; did not make the soccer team [TYPE: PERSONAL FAILURE]
- Disagreements with peers; peer rejection; being left out of peer group; teacher scolding or negative comments; argument with parents [TYPE: INTERPERSONAL]
- high academic standards of school/parents; disappointed my parents; peer pressure to use drugs; social expectations related to gender roles or child behavior [TYPE: EXPECTATIONS OF OTHERS]
- peer attacks, insults, bullying; teacher/parent hitting; community violence; school shooting; political unrest [TYPE: VIOLENCE]
- poverty; discrimination or prejudice toward particular groups [TYPE: SOCIAL ISSUE]
- Hurricane/cyclone; tsunami; floods. [TYPE: WEATHER-RELATED]

**NOTE:** There are many potential ways to interpret or ‘make sense of’ the coded data. To facilitate an inductive process and generate understandings that are more cross-cultural or global in nature, we are proposing the following steps for Phase 2:

- (a) You identify the themes, subcategories, etc. for your own data once you have coded it. [to generate a more culture-specific interpretation]
- (b) We share the coded data across sites to gain insights regarding alternative interpretations. [to generate a more cross-cultural or global interpretation] We will facilitate this process by asking each partner who codes data to send the coded data to Bonnie and then we will compile and distribute.

### Phase 1: Instructions for Deductive Coding

This section includes instructions for applying the 10 general codes to Ecomaps (and related Stories) and Interviews. We separate the coding of Ecomaps & Stories from the coding of Interviews to simplify the process. Data and interpretations across these sources will be integrated during a later phase.

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#### GENERAL CODE CATEGORIES FOR PHASE 1 (see Table 1 for code definitions)

1. *Valued competencies*
2. *Adjustment difficulties*
3. **Feelings**
4. **Stressor**
5. **Support/social resource**
6. **Reaction to stressor**
7. **Reaction to support/help**
8. **Role/role definitions** (or type of relationship from ecomaps)
9. *Socialization practices*
10. *Definition of psychological well-being/mental health*

*Note:* The four *italicized codes* are applied only to Interview data; those in **bold** apply to Ecomap & Story data and Interview data.

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The next 2 sections describe the procedures for separate coding of:

- Ecomaps and Stories
- Interviews with students, parents, teachers, administrators, and health or mental health providers

## CODING ECOMAPS & STORIES

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### CODES THAT APPLY SPECIFICALLY TO ECOMAPS & STORIES

(*Note:* these are subset of the 10 general codes.)

1. Role/role definition (for ecomap, this refers to relationship type--stressful, supportive, ambivalent—as indicated on ecomap)
2. Stressor (includes source of stressful/support indicated on ecomap—who/what? (e.g., mother as support, exams as stressful)
3. Support/social resource
4. Reaction to stressor
5. Reaction to support/help
6. Feelings

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***Instructions for coding Ecomaps and Stories:*** Complete Tables 2 (ecomaps) & 3 (stories).

### TABLE 2: ECOMAP

STEP 1: Total # of relationships depicted: \_\_\_\_

# stressful \_\_\_\_

# supportive \_\_\_\_

# ambivalent \_\_\_\_

# type not indicated \_\_\_\_

STEP 2: For each relationship depicted, indicate the following (using Table 2):

- Type: stressful, supportive, ambivalent
- Person/role or event/situation
- Feelings
- Explanation (why stressful, supportive, ambivalent)

### TABLE 3: STORIES

STEP 1: Record full story verbatim (in Table 3)

STEP 2: Code each story, using the following codes—follow general coding instructions in Introduction.

<i>For stress/ambivalent story,</i> <b>STRESS</b> (Source of stress) <b>RE-STRESS</b> (Reaction to stress)	<i>For supportive story,</i> <b>SUPP</b> (Source of support) <b>RE-SUPP</b> (Reaction to support)
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## CODING OF INTERVIEWS

(Student, Parent, Teacher, Administrator, Health/Mental Health Provider)

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### CODES THAT APPLY SPECIFICALLY TO INTERVIEWS

(Note: all 10 general codes are applied to interview data)

1. Valued competencies
2. Adjustment difficulties
3. Feelings
4. Stressor
5. Support/social resource
6. Reaction to stressor
7. Reaction to support/help
8. Role/role definitions
9. Socialization practices
10. Definition of psychological well-being/mental health

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***Instructions for coding interviews:*** Mark/record the relevant text and indicate the assigned code (see example and specific instructions in Introduction section).

<b>COMP</b>	Valued competencies
<b>ADJ</b>	Adjustment difficulties
<b>STRESS</b>	Stressors
<b>SUPP</b>	Supports/social resources
<b>RE-STRESS</b>	Reaction to stress
<b>RE-SUPP</b>	Reaction to support/resource
<b>FEEL</b>	Feelings
<b>ROLE</b>	Role/role definition
<b>SOCZ</b>	Socialization practices
<b>MH</b>	Definition of psychological well-being/mental health

**CODING TEXT (FOR INTERVIEWS OR STORIES)**

To code text, we will use the following approach:

1. Insert the code (e.g., ROLE) following the statements or words to which it applies.
2. Mark the boundaries of the statements or words that apply to the code, using the following: /.../. We need to know what exactly goes with the category. For example, a coded segment would look like the following:

In a certain school there were two children called Shivanthi and Kamari. Both of them were very good friends. They had never become angry with each other./ **ROLE, FEEL, SUPP** /But one day they became angry/ **STRESS, FEEL** /During the second period Shivanthi shifted to another row/ **RE-STRESS** /close by to her then was Nadeesha who was angry with Kumari/ **FEEL** /But Nadeesha created problems to her/ **STRESS** /so Shivanthi and Kumari became friends again/ **RE-STRESS, ROLE**

**Table 1**  
**Psychological Well-Being Study Code Categories**  
 (Adapted from Nastasi et al., 1998)

<b>CODE</b>	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
COMP	Valued competencies	Any reference to competencies valued in the culture, to optimal functioning, engaging in culturally acceptable behavior. [Note: See also MH code category.]	Is obedient, brave, intelligent; does well in sports; makes good grades; follows the rules in all situations; is kind to others; helps others who are hurt; listens to his/her parents; plays well with others.
ADJ	Adjustment difficulties	Any reference to adjustment problems, mental illness, dysfunction, maladjustment, lack of competence, or culturally unacceptable behavior. [Note: see also MH code category]	Does not follow school rules; disobeys parents; has difficulty reading; is failing in school. Suicidal ideation, angry outbursts, fighting, withdrawal from others. Physical/somatic complaints such as headache, stomachache, loss of appetite, can't sleep or sleeps a lot.
FEEL	Feelings	Any reference to emotions; includes labels or terms for feelings, how feelings are expressed, etc. (Note: this could be double coded as RE-STRESS or RE-SUPP)	Feelings: sadness, anger, anxiety, confusion, embarrassment, happy. Expression: when I am sad, I cry; when I am mad, I scream; when I am happy, I smile.
STRESS	Stress/stressor	Any reference to risk factors or stressors present in the social-	Math test; my parents fighting; peers bully/harass

		cultural environments of family, school, peer group, community, and society. Any risk factor/stressor that can potentially impede an individual's development or education or cause psychological distress. Also includes source of stress indicated on ecomap (Table 1).	me; community violence; poverty; hurricane/cyclone; teacher scolds me.
SUPP	Support/social resource	Any reference to resources or sources of social support available in the social-cultural environments that can facilitate coping with stress, address psychological problems, or provide some type of help or support. Includes both informal social supports (e.g., family, peers, teachers; and formal supports or professional services (e.g., from school counselor, psychiatrist). Also includes source of support indicated on ecomap (Table 1).	Sources of support such as mother, father, elder sister, teachers, friends, counselor at school, religious clergy. Expressions of support—my friend comforts me when I am sad; explains things to me when I am confused; plays with me; hangs out with me; always there for me; speaks up for me when friends bully.
RE-STRESS	Reaction to stress	Any reference to how an individual responds to or copes with stress or problems; can include emotional, cognitive, and behavioral responses. Encompasses coping strategies but is meant to be broader category to also capture immediate reactions that may or may not be attempts to	I cry, scream, stomp my feet; I yell at my mother; I hit my brother; I talk to my friend about how I am feeling; I try to solve the problem; I try not to think about it; drink alcohol; watch TV; I ask for help to solve the problem. I can't

		cope. [ <i>Note:</i> these could potentially be double coded for FEEL or ADJ.]	sleep; I isolate myself.
RE-SUPP	Reaction to support/resource	Any reference to how an individual responds to support or help from others; can include emotional, cognitive, and behavioral responses. [ <i>Note:</i> could also be double coded for FEEL.]	I feel relieved after I talk to my friend about my problems; I am grateful when the brother helps me with my homework. After the teacher explained the problem to me, I understood better. After talking to my mother, I figured out how to settle the argument with my friend.
ROLE	Role/role definition	Any reference to the definition of a specific role in society (e.g., teacher, student, parent, friend, spouse). Also, refers to ‘type of relationship’ as coded in ecomaps (Table 1). [ <i>Note:</i> could also be double coded as COMP.]	A student is expected to pay attention, finish assignments, and follow the school rules. Parents are supposed to teach their children right from wrong, feed them, make sure they have school supplies, etc. Mothers comfort and support their children; elder sister takes care of the younger children.
SOCZ	Socialization practices	Reference to how one becomes socialized according to social-cultural norms, or how one facilitates development of education of the child/student. Includes practices related to discipline or education that are used to help	Teaches me right from wrong; guides me in the right path; shows me how to read and write; punishes me when I don’t obey; I learned to dance by watching TV; tells me the correct way to behave; shows me

		children develop competencies or meet adult or situational expectations. Can refer to practices within family, school, peer group, media, religion) This category also encompasses definitions of 'psychologically healthy environments'.	what to do; hits me if I do a problem wrong; praises me when I get the right answer; buys me a new toy/game when I get good grades; serve as 'role model' for my students; I demonstrate the correct way to solve the problem.
MH	Definition of psychological well-being or mental health	Definition of psychological well-being or mental health (when explicitly provided in interviews with administrators/providers). This category could include references to mental health as well as mental illness. [Notes: (a) could also be double coded for COMP or ADJ; (b) definition of psychologically healthy environments is coded as SOCZ.]	Psychological well-being/mental health means to be....well adjusted; can adapt to any situation; has good coping or problem solving skills; gets along well with others. Mental illness means...cannot control emotions; is hyperactive; hurts other people.

Source: Nastasi, B. K., Varjas, K., Sarkar, S., & Jayasena, A. (1998). Participatory model of mental health programming: Lessons learned from work in a developing country. *School Psychology Review*, 27 (2), 260-276.