

# ASIAN JOURNAL OF PUBLIC HEALTH AND NURSING

## SUPPLEMENTARY APPENDIX

This appendix formed part of the original submission and has been peer reviewed. We post it as supplied by the authors.

Supplement to: Hasan et al., "Exploring Parental Perspectives on Factors Influencing Sugar-Sweetened Beverage Consumption in Children Aged 8 to 14" (2024) *Asian Journal of Public Health and Nursing*, 1(3). [doi:10.62377/9h2t9407](https://doi.org/10.62377/9h2t9407)

Published by: Queeva Publishing

## **Appendix 1: Participant Sheet**

### **Participant Information Sheet**

#### ***1. Information about the project:***

Children in England drink a lot of Sugar-Sweetened-Beverages (SSBs). I want to find out what factors, from a parent's perspective, encourage children between the age of 8-14 to get into the habit of drinking these. This project will recruit 10 families where parents will be asked about their experiences. Health promotion and education will be planned based on the findings of the research. This project form part of my Master level studies.

#### ***2. Why have I been chosen?***

I need to recruit 10 families who have children ages 8 to 14 years so that I can interview their parents or guardians about this topic.

#### ***3. Do I have to take part?***

No, taking part is entirely voluntary and you can withdraw your participation at any time without giving a reason. However, it may not be possible to extract your anonymous data from the analysis if it has already been included.

#### ***4. What do I have to do?***

Participation involves providing opinions, beliefs, and experiences about drinking sweetened soft drinks in your family through answering questions in an interview with myself at a room at the university. An interview will take approximately 30-60 minutes and will be audio recorded.

#### ***5. What are the risks associated with this project?***

This will take a little of your time, but we do not foresee any risks associated with this project.

#### ***6. What are the benefits of taking part?***

The outcome of this research will be used to try to help families reduce sugary drink consumption and improve their health.

#### ***7. Data protection & confidentiality***

All data will be treated confidentially and will be kept in computer data files which will be encrypted and protected by private password access.

**8. *What if things go wrong?***

If you feel anything is not right, you can contact the supervisor of this project.

**9. *Who has reviewed this study?***

The study has been reviewed by Coventry University Ethics Committee

**10. *Further information/Key contact details:***

Samir Kumar Rony (Email: [samirdeyx@gmail.com](mailto:samirdeyx@gmail.com)), and

Dr. Md Rakibul Hasan (Email: [drmdrakibul@gmail.com](mailto:drmdrakibul@gmail.com))

## Appendix 2: Consent Form

### **Informed Consent Form Template**

The title of Project: *“Factors that influence children aged 8 to 14 years to drink sugar sweetened beverages – a parental perspective”*

1. I confirm that I have read and understood the information sheet regarding the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

**Please Initial**

2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving a reason.

3. I understand that all the information I provide will be treated in confidence

4. I understand that I also have the right to change my mind about participating in the study but that it might not be possible to extract my anonymised data

5. I agree to be audio- recorded as part of the research project

6. I agree to take part in the research project

Print Name of participant: .....

Signature of participant: .....

Date: .....

**Appendix 3: Table-1: Participant’s details**

Participant	Age	Educational Background	Gender and age of child	Ethnicity of parent	Did the child live in U.K entire life?
P1	31 (M)	Postgraduate	8M 10M	Asian British	Yes
P2	29 (F)	Undergraduate	M	Asian British	Yes
P3	37 (F)	Undergraduate	9F 11M 10M	Asian British	Yes
P4	38 (M)	Postgraduate	12M 9F 8F	Asian British	Yes
P5	42 (F)	Postgraduate	14M 12F 10F	Asian British	Yes
P6	34 (F)	Undergraduate	9F	Asian British	Yes
P7	39 (M)	Diploma	18M 13F	Arabian British	Yes
P8	31 (F)	Postgraduate	9F 8M	Asian British	Yes
P9	33 (F)	Undergraduate	11M 9M	Asian British	Yes
P10	39 (F)	Diploma	15M 12F	Asian British	Yes

**Appendix 4: Table-2: Interview Guide**

Section	Question	Purpose
Introduction	1. Can you tell me a bit about yourself and your family?	To build rapport and gather background information.
Introduction	2. How many children do you have, and what are their ages?	To understand the family structure and the age range of the children.
General Views on SSBs	3. What do you think about sugar-sweetened beverages (SSBs)?	To gauge general perceptions of SSBs.
General Views on SSBs	4. Can you give me some examples of SSBs that you and your family consume?	To identify specific types of SSBs consumed.
General Views on SSBs	5. What type of soft drinks do you drink often?	To understand personal consumption habits.
General Views on SSBs	6. Why do you choose to drink these beverages instead of water?	To explore reasons behind beverage choices.
Children's Consumption	7. In a typical day, what does your child drink?	To understand the child's daily beverage consumption.
Children's Consumption	8. Who usually chooses the drinks for your child?	To identify decision-makers in beverage choices.
Children's Consumption	9. How long has your child been drinking SSBs?	To understand the duration of the behavior.
Children's Consumption	10. What is the main reason you or your child choose these drinks?	To explore motivations behind beverage choices.

Influences on Consumption	11. Do you think advertisements influence your child's choice of drinks? How?	To assess the impact of marketing on children's choices.
Influences on Consumption	12. How do special occasions or events influence your child's beverage choices?	To understand the role of social contexts.
Influences on Consumption	13. Do your child's friends influence their choice of drinks? How?	To explore peer influence on beverage consumption.
Parental Practices	14. Do you use SSBs as a reward for your child?	To understand parental practices related to SSBs.
Parental Practices	15. How do you regulate the availability of SSBs at home?	To explore parental control over beverage availability.
Parental Practices	16. What do you think about the health effects of SSBs on your child?	To gauge awareness of health implications.
Knowledge and Awareness	17. How much water do you think your child should drink each day?	To assess knowledge of recommended water intake.
Knowledge and Awareness	18. What do you think are the benefits and drawbacks of SSBs?	To understand perceptions of SSBs' pros and cons.
Conclusion	19. Is there anything else you would like to share about your child's beverage consumption?	To gather any additional insights.
Conclusion	20. Do you have any suggestions for reducing SSB consumption among children?	To explore potential solutions and recommendations.

Appendix 5: Table-3: Interview steps:

Step	Description	Purpose
1. Defining Objectives and Understanding Audience	The objective has been clearly defined to understand what is aimed to be achieved through the interview. The characteristics of the target participants have been identified and understood by researching their background, experiences, and perspectives.	This ensures that the questions are appropriate and helps in building rapport with the interviewees.
2. Developing Instruments	An interview guide with open-ended questions has been created to align with the research objectives. A pilot test has been conducted with a small group from the target population to ensure the questions are clear and relevant. Based on the feedback, the questions have been refined to improve their effectiveness and ensure they elicit the desired information.	This step ensures that the interview guide is effective and relevant.
3. Training Data Collectors	All individuals involved in data collection have been thoroughly trained. This includes understanding the interview guide, practicing active listening, and being aware of ethical considerations.	Proper training helps maintain consistency and reliability in the data collected.
4. Collecting Data	The interviews have been conducted according to the plan. The interview guide has been used to steer the conversation, but flexibility has been maintained to explore interesting insights that may arise. The interviews have been recorded	This step ensures that the data collection process is thorough and accurate.

	accurately, whether through notes or audio recordings, to ensure all relevant information is captured.	
--	--	--

## Sample Photo as an Interview Step:

### 3. Train Data Collectors

- Identify and train interviewers (see “Training Tips for Data Collectors”<sup>1</sup>). Where necessary, use interviewers that speak the local language.

#### *Training Tips for Data Collectors*

Staff, youth program participants, or professional interviewers may be involved in data collection. Regardless of what experience data collectors have, training should include:

- An introduction to the evaluation objectives,
- A review of data collection techniques,
- A thorough review of the data collection items and instruments,
- Practice in the use of the instruments,
- Skill-building exercises on interviewing and interpersonal communication, and
- Discussion of ethical issues.

### 4. Collect Data

- Set up interviews with stakeholders (be sure to explain the purpose of the interview, why the stakeholder has been chosen, and the expected duration of the interview).
- Seek informed consent of the interviewee (written or documented oral). Re-explain the purpose of the interview, why the stakeholder has been chosen, expected duration of the interview, whether and how the information will be kept confidential, and the use of a note taker and/or tape recorder.
- If interviewee has consented, conduct the interview.
- Summarize key data immediately following the interview.
- Verify information given in interviews as necessary. For example, if an interviewee says that a clinic has a policy of not providing services to anyone under 16, you should verify that information on your own with the clinic.

<sup>1</sup> Adamchak, S. et.al. (2000). *A Guide To Monitoring and Evaluating Adolescent Reproductive Health Programs*. Available at [http://www.pathfinder.org/site/PageServer?pagename=Publications\\_FOCUS\\_Guides\\_and\\_Tools](http://www.pathfinder.org/site/PageServer?pagename=Publications_FOCUS_Guides_and_Tools)

Appendix 6: Table-4: Example of Initial coding step 2

Data Extract	Coded For
Q: What do you think about sugar-sweetened beverages?	R: To me, I like Pepsi or Coke. It's alright if it is limited, but it can cause health problems. I consume it often. Parents like SSBs
Q: Why do you choose to drink these instead of water?	R: In my opinion, flavor is the main reason not to choose water, because water is not flavory. It is cheap compared to water. But it is all about the taste. I am used to having it. - Water is not flavory - SSBs are cheap
Q: What types of soft drinks do you bring often to your home?	R: I buy myself, intend to bring Pepsi, Coke Classic, diet Coke sometimes. For my children, I bring juices like orange juice. Parents buy SSBs for themselves
Q: In a typical day, what does your child drink?	R: They normally drink juices, packet or carton juices, and diluted orange juice. Coke as well. Juices and other SSBs are considered as a typical drink
Q: Who chooses these drinks for her/him?	

---



**Appendix 7: Table-5: Example of Participant coding diary**

Location	Initial Coding (Labelling)	Code Name	Connecting Codes
1 (P7)	Parents like SSBs	Parents’ preferences	Factor: Parents prefer SSBs
	Mother consumes SSBs	Mothers’ habit	Factor: Parental consumption
	Sugar-sweetened beverages are enjoyable to drink	SSBs provide enjoyment	Enjoyable: A source of enjoyable drink
	It's bad for health	Health concerns	Concern: Aware of high sugar content
	Sugary drinks cause tooth decay due to high sugar content	Health concerns	Concern: Awareness of dental health risks
2 (P7)	Water is not flavory	Taste of flavor	Influence: Palatable taste
	Flavor is the main reason; water is not tasty	Taste of flavor	Reason: Lack of taste in water
	I drink it occasionally	Occasional drink	Consideration: Occasional consumption
	It is cheaper	Affordable	Consideration: Price sensitivity

**Appendix 8: Questionnaire**

“Factors that influence children aged 8 to 14 years to drink Sugar sweetened beverages and parental level of understandings about the impact of this sugary drinking behaviour on children’s health.”

**Qualitative Interview Topic Guide**

Hi, my name is XXXXX from the Coventry University. The Interview today will help us work out why children seem to be more likely to drink sugary drinks. We will explore your attitudes and perceptions towards drink choice for your children. Moreover, the factors that have a direct and indirect effect on them, the interview will take about 30-40 minutes to complete. Anything you say in this interview will be confidential and participation is voluntary, so you are free to withdraw at any time. Before we start, I will get you to fill in this form stating you consent to the interview today. If you have any questions, feel free to ask me. Thanks for that.

*Today we will be audio-taping this interview is this ok with you?*

Excellent, let's get started then.

NB: Before commencing interview verify that audio-recorder is working.

**Now I’d like to talk about your thoughts on sugar sweetened beverages-**

1. *What do you think about sugar sweetened beverages?*
2. *Can you give me some examples of it?*
3. *What type of soft drinks do you drink often?*
4. *Why do you choose to drink X instead of water?*

5. *If they say health reasons- probe- why do you think X is healthy- what about water? Why do you think x is healthier than other drinks?*
6. *Is there any unhealthy issue related to your chosen drinks?*
7. *Which types of soft drinks you bring often to your home?*

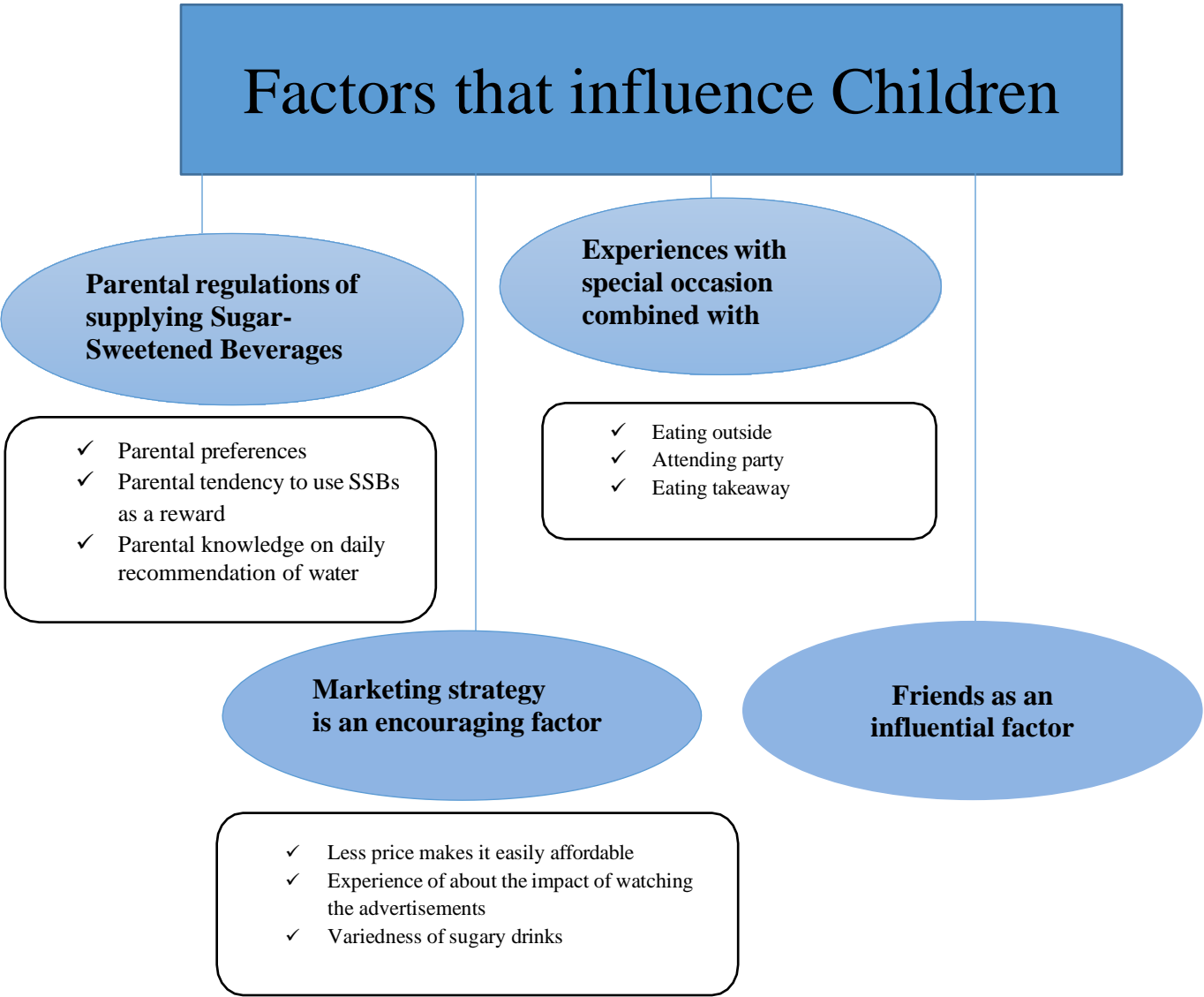
#### **Let's talk about your children**

8. *In a typical day, what does your child drink?*
9. *Who does choose this drink for her/him?*
10. *Could you please tell me how long she/he has been adopting this drinking behaviour?*
11. *What is the main reason you/ x giving(s) your child X (water, milk, etc) to drink?*
12. *Is the drink available throughout the day?*
13. *At home, do you choose what your child drinks? Does child choose?*
14. *Why do you or your children choose this drink?*
15. *If you go to any restaurant/ food shop with your children, what do you offer to your child for drinking?*
16. *Do you give priority of your child's preference?*
17. *What is the main reason you would buy X for your child?*
18. *If you are out shopping and you bought your child a drink, what would you buy?*
  - *What is the main reason you would buy X for your child?*

*If child chooses the sugar sweetened beverages-*

19. *What do you think who or what does influence your child to drink X?*
  20. *Do you offer sweet beverages to encourage your child's activities or as a reward for his/her day-to-day achievements?*
  21. *What do you think advertisement about sugary drinks? Does it encourage your child to drink sugary drinks?*
  22. *Is there any particular factor you want to share with me that influences your children to drink sugary drinks?*
  23. *What do you think how do sugary drinks affect your child's health?*
  24. *What are the merits (if any) and demerits of drinking sugary drinks?*
  25. *You said earlier when you are out for shopping if your child was thirsty, you would buy them X to drink? Why do you buy a soft drink over water?*
  26. *What do you plan to do if your child does not drink X water when you offer it?*
  27. *What's important to you when making decisions about what to drink?*
  28. *Thinking about the types of drinks that you would like to provide your child, what would or does support you to be able to do this?*
- (Support from family, friends, types of foods available, and types of drinks child wants)*
29. *What about the drinks they drink, is that orally hygiene?*
  30. *Why do you think some children do/don't become overweight?*
  31. *What about the drinks they drink or the lack of regular Physical activity?*
  32. *Do you think that sugary drinks can harm your children's health?*
    - *Why yes or not?*
  33. *How much water should your child need to drink each day?*
  34. *What can happen to your child if he/she consumes too much sugar very often?*

**Appendix-9: Graph-1: Themes and Subthemes**



**Table 1: Themes and Subthemes**

## Appendix-10: In-Depth Themes from Qualitative Analysis

The study identified four main themes: parental regulation, marketing strategies, special occasions combined with shopping, and peer influence. Overall opinions of parents are given below. Noted that participants knew throughout the interview that several factors influence their children to drink sugar-sweetened beverages.

### 1. Parental regulations:

This theme explores the significant role parents play in regulating the availability and consumption of sugar-sweetened beverages (SSBs) within the household. It delves into how parental preferences, practices, and knowledge influence children's drinking habits, highlighting the impact of parental control on the accessibility and consumption of SSBs by children. Additionally, family norms and daily practice also found as the influential factor for the children that encourage them to drink Sugary Sweetened Beverages rather than drinking water. & participants expressed that their daily practices towards Sugary drinks.

*P1:1 '.... it's not good for health especially for children, younger children and it can cause a lot of like health issues as well .... can cause diabetes because.... make children hyper and also it lessens the appetite....not want to eat proper meal'*

*P3:17 '... It spoils their appetite'*

*P6:38 '...sugar drinks always bad for their health and obviously for the children and the adult as well'*

*5 parents out of 10 participants said that Sugar-Sweetened beverages are cheaper to buy than water.*

*P7:132 '...It's cheap. They can save 30p or less to buy sugary drinks'*

*P8:164 '...Water is costly. You can't buy water by 25p you know, but you can find any other drinks that cheaper than a bottle of water.*

*Moreover, 7 participants found that their children get influenced by either by the adult's family member or their friends for drinking beverages.*

*P1:19 '...It could be friend..... When the said their friends are having it, they want it as well.'*

*P8:217 '...mainly their friends, and other members of the family influence them. I noticed sometimes they ask for any certain drink that they saw their friends drink'*

*P2:42 '...My husband to be honest. He drinks it a lot, and children get used to for having it'*

*P4:103 '...At mealtimes we tend to have fizzy drinks with our meals'*

*P8:214 '...we used to drink Coke after having our meal...we cannot resist our children at that time'*

*P9:250 '...My husband drinks too many sugary drinks, he buys the carton of coke minimum once in a month. ...children drink cans as well'*

*One participant(P3) told that they don't drink sugary drinks, and it was found that their children drink SSBs only occasionally.*

*P3:22 '...No,....In my house, there are no fizzy drinks.... We don't allow it'*

### Parental regulations of supplying drinks for the family

All the participants answered that they choose what drinks they need to buy for their family. They regulate the overall food supply including drinks. Their regulation is divided into few sub-themes

### Parental preferences

It has been found that most of the parents used to bring sugary drinks into their homes due to their intention for drinking it, either mother and father both consider these drinks for themselves, or only mother/father allows the supply of Sugar-sweetened beverages inside the family.

*P1:3 'their dad brings Sugary drinks sometimes, maybe three times in a weak, and children share that as well'*

*P2:52 'My husband buys Coke or Pepsi often .... He drinks it a lot, and children get used to for having it as they noticed their dad to drink it.'*

*P4:106 'We intend to bring things like Pepsi Max or 7up sugar-free'*

P5:139 'I normally buy fruit juices for my children like Ribena cartoon juice, and for myself, I bring Coke very often, but sometimes I get Pepsi as well'

P6: 72: 'we have Coca-Cola, lemonade and sparkling water in our home'

P7:128 '..sometimes I bring Coke for myself, but my children drink Juices most of the time, and I bring it for them as well'

P8:136 'we both choose drinks for our house.... My wife likes Fanta. We also bring lemonade, sparkling water, orange squash'

P9:187 '..in summer we bring fizzy drinks often.. something like Coca-Cola classic. On an average, we buy fruit juices mainly orange juice for our children, and diet coke or seven-up for ourselves'

P10:218 'I(father) choose what is good for their health. Mainly buy the juices for them.....and I get myself Red bull often, sometimes Coke'

### Parental tendency to use SSBs as a reward

Most of the participants expressed that they are intended to give Sugar-sweetened beverages to encourage their children's daily activities such as for their achievements, listening to their mother words, or studying, when parents have been asked whether they offer sweet beverages to encourage their child's activities or as a reward for his/her day-to-day achievements.

P1:20 ... 'Yeah, just mainly for the reward'

P3:47 '..Yes, sometimes as a reward.'

P5:75 .. 'I do sometimes if they listen what I say to them'

P6:116 '...Yeah as a reward. If I think it is/ if everything good, I will give them some sweet drinks.'

P7:132 '..yeah I do, if they finish their homework, I intend to offer it'

P8:157 '... yes, sometimes if they want it, I say them to do some particular work, and if they do, I give it

P9:185 'I don't do it often, but yeah, I do if only they ask for it'

P10:213 'I intend to refuse if they ask for anything that might be bad for their health, but still, sometimes I need to give some sugary drinks to encourage them'

### Parental knowledge on daily recommendation of water intake

While asking the question about how much water their children need to drink each day, different answers revealed. For example:

P1:33 'I think 5 to six glasses of water'

P2:69 'half a pint may be'

P4:77 'a flux of water I think'

P5:104 '500ml a day'

P6:121 'I do encourage them to drink at least 2 glasses, but I don't think so they drink how much they should drink'

P7:142: they don't drink water often; I think they should drink minimum 500 ml'

P8:175 'Honestly, I really don't know how much water my children should drink, but I assume, 1 litter may be'

P9:204 'Maybe half a jug of water'

### Prioritizing the request or preference of the children

Majority of the parents (7) agreed that they give priority to their children's' preference.

## 2. Marketing strategy is an encouraging factor

Few themes also were uncovered when parents argued that how Sugary drinks affect. Based on their experiences, those analysed subthemes are given below.

### Less price makes it easily affordable

Association emerged between the price of the sugary drinks and the intention to buy it. Half of the parents explained that Sugary drinks are less pricey compared to the mineral water which allows children to afford it easily.

P5:38 'You know it's cheap actually. Sometimes when going outside instead of taking the change, I buy sugary drinks, and my son does that often'

P7:132 *'It's cheap. They can save 30p or less to buy sugary drinks'*

P8:164 *'... ..Water is costly. You can't buy water by 25p you know, but you can find any other drinks that really cheaper than a bottle of water'*

P9:177 *'I think children can afford easily to purchase sugary drinks'*

P10:183: *'One reason might be the price of the Sugary drinks'*

*Pleasant to taste*

P1:4 *'...flavour is the main reason, because water is not tasty'*

P2:38 *'...because they like the flavour and say no to water'*

P4:63 *'...they prefer it. I think it's the taste they prefer'*

P5:79 *'if I offer water to my son, he often says, "daddy, it is not tasty, buy me the Pepsi".'*

P7:113 *'they want flavour. I see, if I tell them to drink water, they take half a glass of water and add orange or any other concentrated juice into the water to make it tasty'*

### **Experience of about the impact of watching the advertisements**

Issues emerged when the influence of advertisement was asked. Positive co-relation was noticed between several types of advertisement and intention to ask for sugary drinks.

P1:21 *'... it should be a little bit less particularly for the younger children because once they see something on television, they want it.'*

P2:47 *'.... If they find something interesting advertisement or an offer related to sugary drinks, they start asking for it and start crying if I deny giving it.'*

P4:66 *'.... advertisement have really bad influence on them'*

P5:81 *'.. Advertisement obviously encourages they children. Especially tv advertisement. Sometimes advertisement in front of shop make them curious to taste it'*

P6:97 *'... they don't see it on tv. But the poster outside. Cause I see a lot of posters outside and children have to go to school. These may influence them.'*

P7:119 *'...Not the typical advertisement, In some cartons they see it and then ask me to buy.'*

P8:138 *'..once they notice any free staffs like sticker or something like that are offering with any drinks, they want it straight away, and you know we just cannot ignore all the time what they are wanting'*

P9:156 *'.. Yeah, advertisements motivate them to start consuming something new. Literally, children are too curious about new thing, and sometimes advertisements make it difficult for us to make them understand that it is bad for their health'*

P10:188 *'I think attractive leaflet, billboard, and especially the way they make the bottle or can, I know it's all about the business policy, but still it influence the children to have it'*

### **Variedness of sugary drinks**

Theme developed when participants expressed that different flavour and plenty of options create a space to taste different Sugar-Sweetened Beverages at least for once. If children like it they keep consuming it until they lose the attraction.

P6:61 *'.. you know too many options out there. Children don't get tired to try it. I think minimum hundreds of flavours are available regarding the sugary beverages'*

P7:83 *'I think verities of sugary drinks can have the impact on my children to keep drinking it.'*

P9:105 *'they feel happy to try something new, and for sugary drinks, there is always something new. Children always want to discover.....They leave it to ask for that drinks once they are done with that'*

P:10 *'sometimes my children start asking to buy some beverages that I didn't even hear about it. For them it is endless'*

### **3. Experiences with special occasion combined with shopping**

Additionally, all the participants argued that on different occasions such as birthday party, wedding ceremony, and when outside for shopping, children intend to drink sugar-sweetened beverages. Subthemes were not provided separately as all were considered as the special occasion.



P1:18 ‘.. if out of shopping..... I let them choose, and mostly the choose sugary drinks. It could be Lemonade, Coke, Pepsi, Juices or squash’

P2:37 ‘...and when we go for eating outside, or attend any part, actually in any occasion, they normally drink sugary drinks, and after coming back home, sometimes they ask for the same drink the drank on that day. I think even if it is occasional, it attracts my kids’

P3:55 ‘They drink mainly if it is occasional, yeah...for example birthday party or eating takeaway. I mean for any special purpose they can want it, and we don’t deny

P4:78 ‘On any special day they usually have fizzy drinks. Sometimes special occasion like wedding, party without reason I will let them drink fizzy drink’

P5:92 ‘while outside for celebration, attending party, I try to choose non fizzy drink like water and non-sugary drinks for them, but you know I can't force them to drink if they don’t want it’

P6:117 ‘sometimes actually, I don’t allow any sugary drinks quite often, but as you know they don’t want restriction on an occasion. Also, if it is too much routine, they get angry.

P7:129 ‘I let them choose whatever they like when we go outside for shopping or eating outside. They intend to have fizzy drinks, or J2O, or any other juices.

P8:143 ‘...occasionally they can have what they prefer. I give the freedom of choice ‘

P9:172: ‘when we go outside for shopping, I don’t mind if my children are having sugary drinks or something like that. But I am sure, as far as I remember, I didn’t notice at least for one time that they are asking for water first. Maybe after drinking anything else, at the end, they might ask for water’

P10:198 ‘... we used to drink Coke Pepsi, or anything like fizzy drinks when we eat takeaway or in a restaurant. Actually, whenever it is a party, we will have any type of fizzy drinks mainly.

#### 4. Friends as an influential factor

Lastly, the theme developed while some parents revealed that children ask for Sugar-Sweetened Beverages by mentioning that their friends or classmates are consuming that particular drink.

P1:19 ‘when they say that they saw their friend to drink some particular drink, I cannot do the arguing. They are more than 10 years old. Sometimes I try to make them realize that it is not good for health, not all the time it works

P5:98 ‘I think friends influence them more than we do. When they notice their friends are having it, they want it as well’

P6:125 ‘.... He is influenced by his friend, sometimes. They tell the story about their school, and what his friend drink, or ear today. Sometimes request to buy that thing, or want money to buy it

## Appendix 11: Table-6: ISSM COREQ Checklist

### COREQ (COnsolidated criteria for REporting Qualitative research) Checklist

A checklist of items that should be included in reports of qualitative research. You must report the page number in your manuscript where you consider each of the items listed in this checklist. If you have not included this information, either revise your manuscript accordingly before submitting or note N/A.

Topic	Item No.	Guide Questions/Description	Reported on Page No.
<b>Domain 1: Research team and reflexivity</b>			
Personal characteristics			
Interviewer/facilitator	1	Which author/s conducted the interview or focus group?	1
Credentials	2	What were the researcher's credentials? E.g. PhD, MD	1
Occupation	3	What was their occupation at the time of the study?	1
Gender	4	Was the researcher male or female?	N/A
Experience and training	5	What experience or training did the researcher have?	N/A
Relationship with participants			
Relationship established	6	Was a relationship established prior to study commencement?	17
Participant knowledge of the interviewer	7	What did the participants know about the researcher? e.g. personal goals, reasons for doing the research	17
Interviewer characteristics	8	What characteristics were reported about the interviewer/facilitator?  e.g. Bias, assumptions, reasons and interests in the research topic	17
<b>Domain 2: Study design</b>			
Theoretical framework			



Methodological orientation and Theory	9	What methodological orientation was stated to underpin the study? e.g. grounded theory, discourse analysis, ethnography, phenomenology, content analysis	
			16
Participant selection			
Sampling	10	How were participants selected? e.g. purposive, convenience, consecutive, snowball	
			17
Method of approach	11	How were participants approached? e.g. face-to-face, telephone, mail, email	
			17
Sample size	12	How many participants were in the study?	19
Non-participation	13	How many people refused to participate or dropped out? Reasons?	
			19
Setting			
Setting of data collection	14	Where was the data collected? e.g. home, clinic, workplace	20
Presence of non-participants	15	Was anyone else present besides the participants and researchers?	
			20
Description of sample	16	What are the important characteristics of the sample? e.g. demographic data, date	
			51
Data collection			
Interview guide	17	Were questions, prompts, guides provided by the authors? Was it pilot tested?	
			22
Repeat interviews	18	Were repeat inter views carried out? If yes, how many?	N/A
Audio/visual recording	19	Did the research use audio or visual recording to collect the data?	
			20
Field notes	20	Were field notes made during and/or after the inter view or focus group?	
			N/A
Duration	21	What was the duration of the inter views or focus group?	
			17
Data saturation	22	Was data saturation discussed?	22

Transcripts returned	23	Were transcripts returned to participants for comment and/or	22

Topic	Item No.	Guide Questions/Description	Reported on Page No.
		correction?	
Domain 3: analysis and findings			
Data analysis			
Number of data coders	24	How many data coders coded the data?	22
Description of the coding tree	25	Did authors provide a description of the coding tree?	
			34
Derivation of themes	26	Were themes identified in advance or derived from the data?	23
Software	27	What software, if applicable, was used to manage the data?	N/A
Participant checking	28	Did participants provide feedback on the findings?	
			24
Reporting			
Quotations presented	29	Were participant quotations presented to illustrate the themes/findings?  Was each quotation identified? e.g. participant number	
			56
Data and findings consistent	30	Was there consistency between the data presented and the findings?	27
Clarity of major themes	31	Were major themes clearly presented in the findings?	
			27
Clarity of minor themes	32	Is there a description of diverse cases or discussion of minor themes?	32

**Developed from:** Tong A, Sainsbury P, Craig J. Consolidated criteria for reporting qualitative research (COREQ): a 32-item checklist for interviews and focus groups. International Journal for Quality in Health Care. 2007. Volume 19, Number 6: pp. 349 – 357