

Supplementary 2: Consolidated criteria for reporting qualitative studies (COREQ): a 32-item checklist

Title: Multilevel factors influencing contraceptive use and childbearing among adolescent girls in Bara district of Nepal: A qualitative study using the social-ecological model

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Topic	Guide questions/description	Response
Domain 1: Research team and reflexivity		
<i>Personal Characteristics</i>		
1. Interviewer/facilitator	Which author/s conducted the interview or focus group?	Five research assistants (four women and one man) hired for this research conducted the interviews. KS and NK supervised the data collection process.
2. Credentials	What were the researcher's credentials? E.g., Ph.D., MD	Ph.D., MSc, MA, MD
3. Occupation	What was their occupation at the time of the study?	PhD student, Professor, Assistant Professor, and Director of an NGO
4. Gender	Was the researcher male or female?	All the concerned researchers are male. Four of the local research assistants involved in data collection are female and one male.
5. Experience and training	What experience or training did the researcher have?	KS, RRC, AT, and MJ have experiences in qualitative research.
<i>Relationship with participants</i>		
6. Relationship established	Was a relationship established before study commencement?	None of the concerned researchers had relationships with the participants until study commencement.
7. Participant knowledge of the interviewer	What did the participants know about the researcher? e.g., personal goals, reasons for doing the research	None of the participants had contact with the concerned researchers before this study. The aim, objectives, and procedures of the study was explained to the participants before participation.
8. Interviewer characteristics	What characteristics were reported about the interviewer/facilitator? e.g., bias, assumptions, reasons, and interests in the research topic	All of the assistants have a bachelor's degree in public health or sociology. They speak the local language (i.e., Bhojpuri) and are experienced in qualitative research. Before data collection, they were trained to avoid the biases that typically interfere with the collection of qualitative data and to address ethical considerations.

Domain 2: Study design*Theoretical framework*

9. Methodological orientation and Theory	What methodological orientation was stated to underpin the study? e.g., grounded theory, discourse analysis, ethnography, phenomenology, content analysis	The socio-ecological model was adopted as the theoretical framework that guided the development of research tools. Also, a directed approach to content analysis was employed for data analysis in this study.
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Participant selection

10. Sampling	How were participants selected? e.g., purposive, convenience, consecutive, snowball	Convenience sampling
11. Method of approach	How were participants approached? e.g., face-to-face, telephone, mail, email	Door-to-door visits.
12. Sample size	How many participants were in the study?	70 participants (60 for IDIs and 10 for KIIs)
13. Non-participation	How many people refused to participate or dropped out? Reasons?	None of the participants refused to participate or dropped out in the study.

Setting

14. The setting of data collection	Where was the data collected? e.g., home, clinic, workplace	IDIs and KIIs were conducted in a private space that was chosen by the participants and at a time that was convenient to them.
15. Presence of nonparticipants	Was anyone else present besides the participants and researchers?	Nobody
16. Description of sample	What are the important characteristics of the sample? e.g., demographic data, date	Characteristics of the IDI participants are provided in Table 2.

Data collection

17. Interview guide	Were questions, prompts, guides provided by the authors? Was it pilot tested?	Based on literature reviews, the authors developed the conceptual framework (Figure 1) that guided the development of research tools. For each group of the participants, a separate topic guide was developed and used. Prior to data collection, a topic guide was pretested on two married adolescent girls to determine the feasibility of the tool and refine the questions.
18. Repeat interviews	Were repeat interviews carried out? If yes, how many?	No.

19. Audio/visual recording	Did the research use audio or visual recording to collect the data?	All the IDIs and KIIs were audio-recorded and transcribed verbatim.
20. Fieldnotes	Were field notes made during and/or after the interview or focus group?	Field notes were made during the interviews.
21. Duration	What was the duration of the interviews or focus group?	The interviews lasted for about one hour.
22. Data saturation	Was data saturation discussed?	Yes. The sample size allowed the researchers to reach thematic saturation that is when no new information emerges.
23. Transcripts returned	Were transcripts returned to participants for comment and/or correction?	No.

Domain 3: Analysis and findings

Data analysis

24. Number of data coders	How many data coders coded the data?	Two researchers (KS and NK) were responsible for coding.
25. Description of the coding tree	Did authors provide a description of the coding tree?	No.
26. Derivation of themes	Were themes identified in advance or derived from the data?	Themes were identified in advance based on the social-ecological model and literature reviews. However, new codes were given to any texts that could not be categorized with the initial coding scheme.
27. Software	What software, if applicable, was used to manage the data?	We used NVivo 9 (QSR International, Cambridge, MA) to facilitate coding, organization, searching for meaning units embedded within the English transcripts, and systematically compare the emergent categories and themes both within and across the cases.
28. Participant checking	Did participants provide feedback on the findings?	Respondent validation could not be conducted due to logistical constraints, and lack of personal information of the respondents.

Reporting

29. Quotations presented	Were participant quotations presented to illustrate the themes/findings? Was each quotation identified? e.g., participant number	Participant quotations are presented to illustrate themes.
30. Data and findings consistent	Was there consistency between the data presented and the findings?	Consistency between the data presented and the findings is ensured in the article.

31. Clarity of major themes	Were major themes clearly presented in the findings?	Yes, in the results section.
32. Clarity of minor themes	Is there a description of diverse cases or a discussion on minor themes?	Relatively minor themes that are supported by a few participant quotations are included in the result section.

Reference: Tong A, Sainsbury P, Craig J. Consolidated criteria for reporting qualitative research (COREQ): a 32-item checklist for interviews and focus groups. *Int J Qual Health Care*. 2007;19(6):349-57.