Theming Qualitative Data: Analysis on Students' Researches

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ABSTRACT

This study is an analysis of the themes formulated by college student-researchers from the qualitative data of their research works. It describes how researchers analyzed the generated themes of in view of the different levels of analysis as descriptive, analytical categorical and other emerging approaches drawn from their actual works. This study utilized qualitative research textual analysis as design. Attempts to do analytical level of theming are also evident as transpired in some sample themes analyzed. The limitations and issues on these attempts were captured and pointed out as part of the essential discussions of the analysis in this paper.

KEYWORDS - Analytical, Categorical, Descriptive Analysis, Qualitative Data, Textual Analysis, Theming,

1. INTRODUCTION

In qualitative research, themes are essential components as the output of the entire analysis. These are broad categories or subcategories identifying ideas, concepts, constructs according to commonalities. Often, these are observed common patterns revealed in the data being analyzed informed by the research questions or by the interview guide questions.

Several scholars and experts have provided various meanings of themes. Mishra and Dey (2022) define themes in their paper as features of participants' accounts characterizing particular perceptions and/or experiences that the researcher sees as relevant to the research question. Further they mentioned that themes cannot be observed as they are perceptions, experiences, feelings, values and emotions residing in the minds of participants of a research. In most cases, this is very associated with phenomenological studies in the attempt to find the essence of the phenomenon from the experiences of the participants.

Further, these authors argued that themes and context may have been misconstrued by some researchers at times. If the theme is visible and no extra effort will be needed to extract, it may be confused with the context. It is argued that themes are invisible perceptions and experiences embedded in the minds of the participants. To extract them the researcher needs to 'ask' questions through common methods such as in-depth interviews or focused group discussion.

Similarly, for Bazeley (2009); Kiger and Varpio (2020); Ryan and Bernard (2003), and Saldana, (2013), the themes are abstract and subtle expressions/patterns/processes that explain a phenomenon, and they are often confused with codes. Also, Ryan and Bernard (2003) explained that themes, often called 'concepts' or 'categories' among other terms, can be identified before, during and after data collection and analysis. Before data collection themes can be identified through a literature review. Such themes can come in handy when reconnecting your findings with literature to establish contributions. On the other hand, they may also become the construct of your deductive study. This is in the nature of case studies for example in which the purpose is to look into the detailed description of a phenomenon or case being studied or explored. Commonly experienced by many qualitative researchers, themes identified during data collection and analysis are the prominent expressions/terms/ideas which are mentioned repeatedly by the participants.

In the process of theming, researchers are being aware and cautious that themes should be far away from the description of any facet of the context. Themes should be closer to explaining the endogenous constructs of a research. Further, often the contribution of qualitative case study research (QCSR) emerges from the 'extension of a theory' or 'developing deeper understanding—fresh meaning of a phenomenon'. However, the lack of knowledge on how to identify themes results in shallow findings with limited to no contribution towards literature.

Several traditions in qualitative research require different approaches or processes in drawing out themes. As explained by Braun & Clarke (2006), themes are identified with any form of qualitative research method, be it phenomenology, narrative analysis, grounded theory, thematic analysis or any other form. However, the purpose and process of identifying themes may differ based not only on the methodology but also the research questions (Braun & Clarke, 2006). For instance, a thematic analysis helps to identify common patterns emerging from data, hence it is not an appropriate method if the objective is to search for unique themes (Kiger & Varpio, 2020). On the other hand, the use of grounded theory is proper when the researcher looks for significant themes which can be idiosyncratic.

Theme Development in View of Commonly Used Qualitative Research Approaches
As mentioned, several traditions in doing qualitative research require different approaches or methods of analysis. In fact, it is not only about the analysis that varies. The variation begins even from the phase of conceptualizing the study. Every qualitative research tradition has different purposes, nature of problem, topic, questions, dataset and the procedures on data collections and analysis. Phenomenological research attempts to describe the essence of phenomenon. These phenomena are literally any occurrences, events, happening around the world that are perceived, felt, observed but least explained or understood. Problematizing such a phenomenon requires phenomenological inquiry in order to understand it as experienced by people who encountered it in their life world. Through interviews- be it in-depth interviews or focused groups, researchers are able to draw out the meaning of what and how these people experience the phenomenon of interest. Significant statements are extracted from the transcripts, these significant statements are assigned with meaning, then meanings are clustered according to similarities or commonalities to draw patterns and themes. Themes are abstract ideas that capture the essence of what and how participants experience phenomenon. In doing phenomenology, prominent scholars such as Moustaka, Heidegger and Husserl and other modern emerging phenomenologist can provide researchers with template and models how to navigate this tradition not to mention, Collaizi, whose model in doing thematic analysis for phenomenology is highly popular both for health and social sciences among others.

Case study is also among the popular and most sought approach to do qualitative research due to its simplicity and straigthforward approach. Critical questions on the conceptualization of a case study is primarily what the case to be studied, described or explored is. Being able to figure and define the boundary of a case- such as person, place, event, processes, or even phenomenon as a case is vital. As mentioned, case study as being practiced, can be straightforward but very particular to details. The goal of the researcher is to be able to bring out the detailed descriptions of the various dimensions of the case being studied. The specificity and detailedness in doing analysis matters the most. Thus, following the same procedures, examining the transcript, looking for codes or concepts, looking for specific instances/units that make up the concepts/codes up to forming categories is the work in a case study. Categories are the answer to the questions- be it specific questions in the interview guides or the research questions/problems of the study. Phenomenology can take off even with overarching questions alone while case studies, in most cases, require specific and predetermined questions that inform several sub-elements or sub-constructs that constitutes the case being studied.

Constant comparison method of grounded theory, wherein the researcher is constantly comparing each unit or set of data with the previous one is also a common technique. This is done by line-by-line coding of data from the transcript. It urges the researcher to think carefully before coding each line by questioning how it is similar or different from the previous line. Such elements, if carefully identified during the analysis process, may lead to themes. Ideally one should be able to extract three to four themes that explain the phenomenon under study. As noted, these themes should extract hidden patterns and processes in the data, and not be obvious, or else there is no need for a study.

What to Look for on Theming?
Researchers will have to look for repeated patterns across a dataset that are clustered around a central organizing concept or find concepts that capture and summarize the core point of a coherent and meaningful data pattern to come up with themes that are usually short and self-explanatory, resonating with many participants (Braun & Clarke, 2009, as cited in Turner, 2019).

Ryan and Bernard (2003) also suggest that while analyzing data, a researcher should keep an eye open for—(a) repetitions of words or phrases throughout the data set, as recurring terms may develop into a theme, (b) indigenous terminologies that are unique to the culture of the participant or the organization from where the data is collected from; these indigenous terminologies can also be contextually embedded, (c) metaphors that the participants use to explain an experience, (d) linguistic connectors that can be identified by terms such as 'but', 'so', 'then', 'if', 'because', 'before' and 'after' and (e) transitions in the narrations which are suggested through change of the tone or topic change in the interviews. Researchers can also adopt a more systematic approach to data analysis if they discerningly choose their keywords. Choosing keywords that are well-supported by the data and are pertinent to the research issue can improve the overall reliability of the study.

Nonetheless, before one can reveal rich and illuminative themes, Turner (2019) advances that it is first important to be familiar with the data and create 'codes' to facilitate labeling basic concepts mentioned in the text. These codes are usually descriptive in nature and 'low-level' as they are often called 'initial codes.' Researchers doing thematic analysis will also go through the data and create these codes to not only further understand the data, but also to instigate the formulation of higher-order or more complex issues discussed. As Braun and Clarke (2009, as cited in Turner, 2019) posited, it is essential that these codes contain what is of interest in the data and must be specific and pithy. These codes are typically combined to generate the themes.

Presenting the Themes

In every qualitative research, researchers are expected to present findings logically, substantially and completely showcasing how themes are being developed. In journal articles, usually, these are no longer included but for academic requirements such as theses and dissertations, panel members usually look for evidence to audit trail the process went through by the researcher. This is also important in order to ensure trustworthiness, reliability and dependability of the process and outcome. Accordingly, a good and preferred way of doing it is through a data structure table which captures the development of themes from first-level coding to aggregated or theoretical themes. The data structure table makes the analysis more systematic and rigorous, as well as transparent and reflexive to both the researchers and readers.

Whilst presenting the themes, researchers should also bear in mind that they are presenting what the interviewees/participants are actually wanting them to convey on their behalf allowing readers/audience to imagine what it might have felt like to be in the participants' position and context at the time the data was collected. It is thus important that researchers become aware of potential biases in the way they analyze the data to create themes that are truly representative of the data set. Reinforcing the themes with vivid excerpts from the participants' interview could support the researchers' interpretations as they provide evidence from the statements of the participants themselves, thereby enhancing the validity of the findings.

Theming Typology

Vaismoradi and Snelgrove (2019) noted that themes represent the subjective meaning and cultural-contextual message of data. Unlike categories which are descriptive and on the surface aspect of data analysis, themes provide a more abstract and interpretive understanding of the data and provide a broader level of analysis that encompass multiple codes, sharing a common underlying meaning or pattern. While the researchers' subjectivity is acknowledged and considered a valuable resource in shaping the results, structured coding methods are used in generating themes to ensure they are data-driven (McLeod, 2024).

As themes start as codes, determining codes from the data set is vital. The Essential Guide to Coding Qualitative Data (2024) suggests coding types such as In Vivo coding that uses the participants' own words, Process coding which captures an action, Open Coding that provides an initial round of loose and tentative coding, Descriptive coding which summarizes the content of the text into a description, Structural coding that categorizes sections of the text according to a specific structure, Values coding where code excerpts pertain to the participant's values, attitudes, and beliefs, and Simultaneous coding where a single excerpt of qualitative data is coded with multiple codes. While these codes can be descriptive or interpretive, novice coders are likely to generate more descriptive codes initially as developing interpretative ones usually develop with experience (Braun & Clarke, 2012). Regardless, researchers should avoid creating codes that are 'thin' and falling victim to just paraphrasing the data and not actually providing an interpretative analysis of the phenomena under investigation.

From the codes formed come the themes reflecting and describing a coherent and meaningful pattern in the data set. The type of theme developed depends on a number of factors which include the researcher's aim, the research method, and approach. It should be noted, however, that themes should demonstrate the following: a) present the richness and complexity of the data in sufficient depth and detail, ; b) have a singular focus; c) be related yet distinct to avoid redundancy; and (d) address the research question directly (Braun & Clarke, 2012).

Apparently, the types of themes generated should be a product of thorough, plausible, and sophisticated analysis for them to be effective. But as with any analysis, themes can be created well or poorly. Inapposite themes arise when the theme is incongruous with the categories or not in sync with the codes or text segments as a result of inappropriate categories. Conversely, parroted themes are simply repeating the terms or replacing a word with a word of similar meaning but maintaining the original sentence structure. Descriptive themes can be shallow, as they only summarize or paraphrase the topic of the data but do not derive further meaning from the data or add much insight into what the participant is thinking. Because an effective theme should be trustworthy and insightful (Braun and Clarke, 2006), more favorable than the aforementioned types are Analytical and Categorical themes. Analytical themes refer to latent themes, capturing underlying or implicit meanings and allowing the more obvious meanings to 'make sense,' while the Categorical ones create a class or division for themes having particular shared characteristics, thereby reflecting a coherent and meaningful pattern in the data.

Common issues

Rosala (2022) contends that the process of uncovering themes in qualitative data can be a daunting and difficult process and newcomers often find the theming process challenging due to the angst of not knowing the number of themes to generate, the types of themes to create, and whether the themes are too general or vague. While the same concerns arise during the creation of codes, theme generation can be more critical as its quality will truly influence the interpretation of the data. Braun and Clarke (2006) have identified common errors in theme generation such as providing data extracts that lack sufficient analysis or interpretation, failing to demonstrate how themes relate to the research questions, simply paraphrasing or summarizing data, and/or just using data collection questions as themes. Themes are better identified across the content of what participants say, rather than via the questions posed to the participants (Braun & Clarke, 2012).

In the same vein, beginner qualitative researchers often make some mistakes from the very beginning of their research project which may be irreversible by the time they come to completion (Connelly & Peltzer, 2016). As in the case of quantitative research, researchers are forced to look for objectified realities rather than subjective processes and experiences. Arguably, this may have influenced the way learners approach theming as an important process in doing qualitative research that instead of finding relevant themes, researchers get entangled with superficial themes with no little contribution to literature.

Based on the reviews of other relevant studies, some mistakes on theming are identified as follows. first can be the incorrect research objective. The first mistake that QSCR researchers make is having too broad or too narrow research objectives. A broad objective may be a result of lack of knowledge about current literature, while a narrow objective may be a result of too much knowledge of current literature. The objective should be broad enough to be able to capture multiple aspects of a phenomenon while narrow enough so that it is feasible to capture in-depth understanding. It should also be contextually bound. Secondly, is the incorrect formulation of the interview Guide. It is essential always to have correct questions to be asked in the interview. Appropriate questions allow researchers to generate relevant responses from the participants. An interview guide is used to capture the story. Issue-based questions are focused and broad at the same time. Ideally, questions should be building up gradually and progressing towards the prime objective of the research. Such build-up helps the participants to open up and provides in-depth insights. Third, is the tendency to analyze with a deductive mind. Knowing the current literature is important but it is essential to maintain a safe distance from it when framing research objectives, framing the interview guide, and collecting and analyzing data. At times, researchers are influenced by their knowledge on the issue emerging in the conversation or interviews. Another common error made during analysis is keeping the themes that are **tied to the context** rather than the phenomenon. From the given example in the article of Mishra, S., & Dey, A. K. (2022) on studying the experience of specially abled employees during the pandemic, the themes are only about the context like 'targeting in online meetings' rather than the phenomenon, that is, workplace bullying—'virtual victimization', then it will be challenging to connect to theory or phenomenon. Here, the theme still emanates from the context while still being theoretical in nature.

The Practical Gap

Undeniably, theming for qualitative research can be difficult especially for beginner researchers. With the complexity of understanding what a theme, how it appears and how it is drawn can already be if not for everyone is a stressful thing to think about in trying to complete a qualitative research work. While it cannot be generalizable, but to a certain extent can be true, that 'theming' qualitative research is friendlier for language-inclined people. However, qualitative research is popular most especially for social sciences disciplines where not everyone has good linguistic skill to write and figure meaning from texts. In other words, it is a skill which aspiring qualitative researchers need to master to be able to come up with a more scholarly and noteworthy research work as contribution to knowledge.

The advent of software to facilitate data analysis for qualitative is not something to discard in this sense. Undeniably, these tools can certainly allow the 'theming' process to work easily for researchers. However, theming is emphasized as a skill which learners need to learn and exemplified as part of their academic journey. In the context of Notre Dame of Marbel University, while software are available, learners who are doing qualitative research are encouraged to engage into the manual process of 'making sense' and 'making meaning' as far as their data is concerned. The university believes that there is no substitute for every human to do a human role to connect and make sense with fellow human's experiences of the life world through their stories and narratives.

Research Problem

This study aims to analyze the themes developed by college student-researchers from the qualitative data of their research works. Specifically, it describes how researchers analyzed the generated themes of student-researchers in view of the different levels of analysis as descriptive, analytical categorical and other emerging approaches drawn from their actual works. Further, it identifies common issues on theming qualitative and recommends enhancement strategies to improve student's skills in thematic analysis.

2. METHOD

This research study utilizes qualitative research with a textual analysis approach to describe the theming of qualitative data of college students within the university based on their research outputs. This study is only limited to the qualitative research outputs of college students within Notre Dame of Marbel University- a catholic university in Koronadal City, Philippines with a high consideration on doing qualitative researches as reflected on the good number of published works of both faculty and students in the undergraduate and graduate schools.

The sources of data are the draft copies of the selected theses of student-researchers prior to final defense. This is intentionally for the purpose of generating the initial and actual output of the student-researchers according to their knowledge and capacity on thematic analysis. There were 7 papers selected from the outputs of students both in Education and Social Sciences disciplines. Education and Social Sciences are disciplines with high regard to do qualitative research as design for theses. Articles were identified based on recency of at least three years back; it should be pure qualitative research paper regardless of the approaches employed in the study; with clear process of analysis presented in tabular form following the university's generic frame of analysis except if a study has conformed to a specific qualitative research tradition (such as Case Study or Phenomenology) where it has to subscribe to appropriate model or template for analysis.

In terms of analysis, the researchers looked into the identified themes, categories or theme clusters assigned/labelled by the researchers from their analysis of text segments or significant statements coded from the transcripts and developed into concepts or meanings. Critical in the examination of the themes/categories formulated by the researchers is to review the research questions/problems whether or not, themes/categories are responsive to the questions. Though, this is not the main intention of the study, it may have implications to how 'theming' of qualitative data has been done and be described in this study.

3. RESULTS

In this section, sample thematic analyses drawn from the qualitative research outputs of college students are shown and the analysis made by the researchers. The analyses are guided by the thorough reviews of related discussions among experts and scholars on thematic analysis for qualitative research. Discussions follow after each sample table of thematic analysis of students from their research work.

Sample Theme 1 (QR1-1)

Formulated Meaning	Themes
Nominated and elected for the position	-They were nominated and elected for the position
Colleagues have seen the potential to lead the organization.	-They were seen to have the potential to lead
Started to interact	-They started to interact and socialize with others
Realized that people won't nominate you if they haven't seen potential in you	
Wanted to try the role since there are people who believe in the participants' capability to lead	

This is a descriptive level of analysis. The assigned themes are written in sentences with the intent to capture ideas from the set of formulated meanings (or concepts). In this case, formulated meanings were noted simply as repetitions (parroting) and were paraphrased to appear as themes. The concepts under formulated meanings are fused to come up with sentences to represent the so-called themes.

Sample Theme 2 (QR1-2)

Formulated Meaning	Themes
Felt the need to fulfill the role since the previous ones must end their term	-Became an officer because it was seen as a process that needs to be continued
Realized that someone must take the role because among the two (2) candidates for the position, the respondent is the only one capable and although not into having responsibilities,	-Became an officer because they realized that someone must take the role
Interested to join the elections because there is a need for new officers	
Started being an officer after replacing the previous officers	

The themes are a descriptive level of analysis. The themes describe the reason (although not too concrete) how the participant came into his decision of becoming an officer. There is a fusion of similar thoughts from the formulated meaning to form the themes. In this case, there are two themes being generated. As shown, the first theme captures only the first concept. Basically, it looks simply as repetition of the ideas stated in the formulated meaning. The way the theme was written was to clarify what it was all about- and it's about a force that drives the participant to finally decide to become an officer.

Sample Theme 3 (QR1-3)

Formulated Meaning	Themes/Categories/Clusters
Adjusted to the task and adapted to the role of being a leader	Learned to manage time
	Adapted to new roles
Learned to manage time	Learned how to socialize
Learned new experiences such as negotiating and dealing with other people because a task was given	
Changed the mindset as to how to view the tasks and formulated new ways to deal with them	

In this thematic analysis, the formulated meanings are attempts to provide description of the experiences shared by the participants. As noticed, the formulation of meaning is written through long phrases in order to capture the very core of the experiences. To some extent, there is also the attempt to make the analysis more analytical. The second significant statement is a concrete narrative of the actual situation where the leadership of the participant was challenged. The participant has provided a specific situation on how he was able to learn new skills and experiences from that particular encounter with colleagues. This significant statement was interpreted by the researchers as 'new learning'. On a categorical level, the formulated meanings are clustered into one category but there was no label of the emerging theme or cluster provided.

Sample Theme 4 (QR2-1)

FORMULATED MEANINGS	CONCEPTS	THEMES
Being a soldier is not easy because as a striker or being enlisted in the military requires one to leave behind a civilian lifestyle.	The transition from civilian to military life	
	Giving up one's civil lifestyle and personal time	
It requires the totality of one's time.	Controlling one's movement and losing the freedom to move around and freely	
		Discipline and Self-control

In this analysis, the researchers assigned 'discipline and Self-control' as the theme describing how women in the army experienced withstanding the challenges of military life. In the significant statement 1 (Bea), the participant intends to describe life as military. She said that it is not easy. The difficulty even commences during the application period. This was captured by the researcher in assigning the formulated meaning for that specific text segment. However, there were additional ideas included that say, one has to leave behind a civilian lifestyle. Such phrase (line) does not reflect in the extracted text segment but it was included to provide further explanation what makes military life difficult. It can be presumed that such additional information in the formulated meaning was drawn from the other extracted text segment shared by other participants: 'Sa military, wala ka ng time for anything'; 'Yung (Pag) civilian ka kasi pagala-gala ka lang doon sa labas yung parang (may) freedom ka talaga'; ' Wala naga-hawak sayo sa leeg; Parang sobra pa man ito sa mag asawa oy.'

The theme assigned was an attempt to do analytical level of theming although, it still appears to be describing the experiences of the participants on transition from their civilian to military life especially as women. The phrases under the 'concept' are taken together and themed as 'Discipline and Control'. These two words are coined together to describe how participants had withstood the challenge of military life as explained below. 'The

transition from civilian to military life' was assigned to categorize the experiences of the participants on shifting from being a civilian into becoming military. The shifting experience requires discipline and self- control. Giving up one's civil lifestyle and personal time was the assigned concept to capture a particular impact to one's personal life after deciding to become military. The act of giving up requires discipline and self-control. Further, 'Controlling one's movement' requires discipline 'and losing the freedom to move around and freely' means controlling oneself.

Sample Theme 5 (QR3-1)

Formulated Meaning	Theme
To share her experience of being a librarian	**To share the knowledge gained from experience** as a professional, a moderator, and a former student leader that was guided by a moderator and as a Marist .
Enjoyed being able to express And apply my knowledge	
To share that past experience of the culture as a student	
Having experience being moderated by a moderator during the time as a student.	
Way of Sharing of knowledge and time	
Being able to share understanding on Marist	

In this analysis, the theme is the aggregated ideas expressed as formulated meanings. These formulated meanings describe the motivations of the participants on continuing what they do as campus moderators. The key ideas in the formulated meanings are 'to share experiences', 'express knowledge', 'share past experiences', 'share knowledge', 'share understanding'. The key words connote imparting, relating and sharing as their motivations. As noticed, the theme that has been formed provides further details in order to specify the roles of the participants who share the knowledge gained from experiences. As noticed, in this way of theming, there is not much of a critical or analytical process of drawing out the theme but a mere description of the commonly shared responses on the motivations of the participants

Sample Theme 6 (QR4-1)

Text Segment	Concepts	Themes
P1: better na lang nga maging separated para man sa.. kapakanan ni... mama since nakita gid namon kung paano siya nasakitan sa ila ngaaa, relationship.	Feeling better	**Emotional Relief**
	Feeling happy	
P2: to be honest ahm, I was so very happy kay na…... na seek nakon di lang ako kag si mama ang liberation nga halin saiya tapos amo to happy hehe…	Attained liberation	
	Feeling happy	
P2: mas lalo ko nalipay nga nag break sila kay amo gani to naka seek kami sang freedom	Attained freedom	
	Reduced childhood trauma	
P2: mabawasan na ang childhood trauma ko saiya like ang mga ginapang mga abuse niya sakon di lang sakon sa utod ko pa nga isa	Free from abusive father	
	Feeling grateful	
P3: I'm grateful that I managed to overcome that emotional state.	Overcoming emotional state	

This is an analytical level of analysis that 'makes sense' of the concepts derived from the TS. The participants had positive emotional responses to their parent's separation, viz., reduced trauma, feeling happy, attaining liberation, attaining freedom, and overcoming emotional state which all connote a positive emotional transition after the unpleasant experience of their parents' togetherness. The resulting theme, Emotional Relief, moves away from the explicit content, creating an implication of the concepts identified. Since the RQ is on 'experiences' of the participants on their parents' separation, it should be noted too that the concepts created manifest either an attitude (e.g., feeling happy, better, and grateful) or a belief (e.g., attained liberation, reduced childhood trauma, freed

from abuse) of the participants which are part of values coding. The concepts expressing an attitude or belief were created by extracting words or phrases directly from the TS. The copied words or phrases were then incorporated in the phrases that form the concepts from which the analytical theme was based.

Sample Theme 7 (QR4-2)

Text Segments	Concepts	Theme
P2:it affects ng maging ano gid be strong gid ng like di ka gid depend saimo nga ay hindi gid magpaapekto sa mga natabo kay in the end ikaw lang man dyapon mag suffer	Being strong despite what happened	**Resilience**
P2: Ang plan ko lang gid is makatapos sang skwela sunod ng magaan si mama sang ano sang nami nga kinabuhi amo lang to.	Planning to finish studies	
	Thinking for the sake of his mother	
P3:As people often say, 'life goes on.' Despite the devastating decision my parents made, I found the strength to encourage myself to continue what I had started, both for myself and my family.	Life goes on, finding strength to encourage to continue	
P5: naisip ko na siguro kaya, kaya nangyari yun kasi parang kailangan ko maging matatag para sa sarili ko	Needs to firm and strong	
P5: para mag… makakaya kong tumayo na kahit wala sila kaya kung iprovide yung kailangan kung iprovide sa buhay ko.	Stand on one's own feet	
	To provide her needs in the future, Never want to lose	
	Rising up against the people who hurt them	
P6:I could fall deeper into PTSD and depression than I already had pero ayoko nga diba matalo so I had to rise up and above dun sa mga people na nanakit sa amin.		

The analysis is on the descriptive level. The theme stays as close as possible to the intent of the concepts by encapsulating their topics, but it does not derive further meaning from them, e.g., being strong, finding strength, and rising up against people all explicitly convey toughness or resilience. In other words, the theme only dwells on the surface level, viz., strength is tantamount to resilience, highlighting the obvious content of the concept without providing a new interpretive construct.

The concepts are also based on values coding wherein the extracted excerpts from the TS to create the concepts pertain to the participant's values (e.g., providing her needs [being a provider], thinking for the sake of his mother [being selfless]); attitudes (e.g., rising up against people who hurt them and being strong); and beliefs (e.g., life goes on, stand on one's own feet) which were eventually used to describe the participants' experience regarding their parents' separation.

As regards the generated concepts from the TS, it is apparent that they contain phrases which bear the central ideas of the utterances of the participants that were copied verbatim or paraphrased and sometimes translated in English by the researcher, i.e.,being strong despite what happened from P2's first TS '..ng maging ano gd be strong gid..'; life goes on from P3's TS 'life goes on'; and needs to [be] firm and strong from P5's first TS '..parang kailangan ko maging matatag para sa sarili ko.'

Sample Theme 8 (QR4-3)

Table 2.3 Optimism

Text Segment	Concepts	Theme
		Optimism
P2:dapat magparehas ko kay mama na nalampasan niya tung natabo tas ng hind gid kami, ay hindi gid dapat magpaapekto ano natabo.	To overcome those challenges Never be affected by what happened	
P3: weremain steadfast and optimistic because what mattered most was that they still had each other's support, promising us a brighter future ahead.	Being steadfast and optimistic	
P3: I've become someone who cherishes life's small moments, which helped me navigate through darker times.	Cherishing life's small moments	
P4: I cope as I can, as you know keeping my mindset positive knowing that regardless if they're separated or not,	Keeping a positive mindset	

The analysis exemplifies parroting in which the theme simply repeats the term 'optimism' and 'positivity' both mentioned in the TS and concepts. Notably, the concept 'never be affected by what happened' suggests a form of emotional detachment or resilience and does not refer to 'optimism' as the latter represents a mental attitude characterized by hope and confidence in success and a positive future (Scott, 2022) [MDACS1. Ultimately, the theming process did not only fail to provide a descriptive, analytical, or categorical theme because of its repetitive nature, but it also failed to capture the meaning of one of the generated concepts in the creation of the overarching theme.

Sample Theme 9 (QR4-4)

Text Segment	Concept	Themes
P5: hindi na daw ako yung dating nakikisalamuha masyado sa mga kakilala ko ganiyan parang mas gusto ko na lang na magstay sa baha..sa apartment, mag laro ganon.	Withdrawal from social interaction Preferred to stay in the apartment.	
P5: tinatry kong ibuild up yung sarili ko tapos bigla silang nag separate parang ano parang biglang nawala yun parang mas lalo akong nag drift away.	Feeling of Loss or Disconnection	
P6: Naging analytical ako and all tas when emotional naman I had to face an "all at once" feeling.	Being analytical	

Parroting is apparent in the resulting theme as it maintains the original structure of one of the concepts, i.e., change of perception but uses the word 'shift' for 'change' instead. Thus, the theme does not capture the main point of the concepts, but only restates one of the concepts already mentioned. Interestingly, how the coding process was done to come up with the concepts showcases various coding methods, e.g., In Vivo Coding (exact word of the participants, i.e., change of perception, being analytical), Descriptive Coding (summary of the content of the text, i.e., withdrawal from social interaction), and Values Coding (excerpts that pertain to the participants' values, attitudes, and beliefs, i.e., feeling of loss or disconnection). These identified what is of interest in the TS, provided vivid excerpts from the participants' narrative, and highlighted the participants' nuanced emotions and perspectives. However, despite the various coding methods that facilitated the understanding of the data, higher-

order or more complex ideas that were encapsulated in the concepts were not fully revealed because of the mere repetition of one of the concepts in the theme.

Sample Theme 10 (QR4-5)

Text segment	Concept	Theme
P2: It affects ng maging ano gid be strong gid ng like di ka gid depend saimo nga ay hindi gid magpaapekto sa mga natabo kay in the end ikaw lang man dyapon mag suffer.	Needs to be strong Maintaining personal strength	**Personal Growth**
P5: Parang ano naisip ko na siguro kaya nangyari yun kasi parang kailangan ko maging matatag para sa sarili ko na makakaya kung tumayo na kahit wala sila kaya kung iprovide yung kailangan kung iprovide sa buhay ko.	Stand on its own self Taking responsibility to provide one's own needs in life.	

This is an analytical theme that 'makes sense' of the concepts provided. Personal strength and self-sufficiency, i.e., standing on one's own two feet and providing one's needs, are all central to the achievement of personal growth, a latent theme inferred from the concepts. Based on the table, three of the four concepts contain key phrases taken directly from the TS which were then translated, e.g., needs to be strong from P2's TS '..maging ano gd be strong..'; provide for one's own needs from P5's TS '..kaya kung i-provide yung kailangan sa buhay ko..'; and stand on its own self from P5's TS '...makakaya kung tumayo na kahit wala sila..' Meanwhile, the other concept, maintaining personal strength, is just a reiteration of the need to be strong, which does not add any nuance to the concepts generated for P2, thereby failing to contribute to the overall theme's depth.

Sample Theme 11 (QR4-6)

Text Segment	Concepts	Theme
P1: Ah ano, trauma. Since gaa. may physical nga natabo and of course ang emotional status, unstable sito nga time .	Trauma Physical abuse Emotional Unstable	**Emotional Breakdown**
P1: ..nang ga hibi lang tapos nang… tulala always.	Always crying Staring into nothing	
P1:sa emotional… unstable of course especially sito nga time right after nag, nag separate	Emotional unstable after the separation	
P3: I cried endlessly, surrounded by a storm of negative thoughts.	Cried endlessly Dealing with negative thoughts	
P4:I guess, I feel sad in a way that knowing that my family isn't perfect as a child would want	Feeling Sad Thinking that her family is not perfect	
P4: there is a pang in my chest every time I know that the situation is still there.	Pang in the chest every time she remembered what happened	

The theme is on the descriptive level that does not derive further meaning from the concepts but simply summarizes them. Emotional breakdown that refers to severe emotional distress can be manifested through sadness and emotional outbursts (always crying, cried endlessly), changes in perspective (thinking that her family is not perfect), on-edge and anxious feeling (emotional unstable, dealing with negative thoughts, pang in the chest, trauma), and sense of doom (negative thoughts). All of these can be described as emotional symptoms of the resulting theme, Emotional Breakdown (Gupta, 2024). Generally, the concepts also manifest mere repetitions of key concepts from the TS. For example, for P1's, P3's, and P4's statements, the culled out concepts were trauma, physical abuse, emotional instability, crying endlessly, and feeling sad which can all be directly read from their statements, offering no additional insight of the participants' experiences.

Sample Theme 12 (QR4-7)

Text Segment	Concept	Themes
P1: wala na kami sang communication tapos duw nagub anay na sito nga time	No communication and misunderstanding after the separation	**Breakdown in Communication**
P1: si kuya ko wala wala na siya ga isturya gid kay papa so, when it comes to communication kung may gusto sila ihambal kay papa sakon gina pa agi kay ako lang ang daw makakaya mag tubang sa iya subong	The older brother stop communicating and they ask her to relay the message to their father as she's the only have the courage to face their father	

This is a descriptive-level theme. It describes what the concepts are but does not interpret what they mean. The first and second concepts generated highlight the phrases 'no communication' and 'stop communicating,' respectively. These concepts express a failure to exchange information encapsulated by the theme 'breakdown in communication' which remains at the surface level, offering no additional insight or implication of the concepts. This lack of depth in the theming may stem from the concepts that were too elaborate but were just rough translations of the text segments.

Sample Theme 13 (QR4-8)

Text segment	Concept	Theme
P6: Naging analytical ako and all tas when emotional naman I had to face an "all at once" feeling.	Analytical mindset to the family	**Family Governance**

The generated theme is an inapposite one. It does not provide support to the TS and concepts since the key recurring themes from the TS, i.e., 'being analytical' and 'setting aside one's emotions' focus on objectivity, critical thinking, and emotional detachment, rather than family governance. Apparently, the statements align more with rational decision-making in the familial context, creating a misalignment between the concept and the theme. [MDACS2]. Evidently, the concepts were just extractions of keywords and key phrases from the TS, i.e., analytical mindset to the family from 'naging analytical ako..' and facing the problem all at once from ' I had to face an all at once feeling.' As such, these concepts failed to provide an in-depth understanding of the participant's experiences that could possibly assist in the creation of analytical or categorical themes. Nonetheless, it should be mentioned that regardless of their quality, the generated concepts should be appropriately interpreted to produce an overarching theme.

Sample Theme 14 (QR4-9)

Text segment	Concept	Theme
P4: all of my friends are they've been my rock, they've helped me and guide me. The struggles I've been through, they've been there to like anchor me in any way.	Social support Friends as support system	**External Support**

The theme 'External Support' describes the concepts 'Social Support' and 'Friends as support system' drawn from the lines 'all of my friends are they've been my rock…'and '..they've been there to anchor me in any way' which are both from the TS. The latter is apparently an attempt to refine the idea of the former, but does not offer much insight since no other forms of support were mentioned in the TS apart from that of friends, making them the sole support system available to P4; thus, the second concept could have sufficed since it already captures the TS. And although the theme describes both concepts effectively, the redundancy in the concepts limits depth, offering little opportunity to develop a more analytical or categorical theme.

Sample Theme 15 (QR4-10)

Concept	Themes
	Positive
Cooperative communication	**Communication**
Shared commitment of the parents	

While the concept 'Cooperative Communication' that centers on support and constructive interaction among family members can be analytically identified as a form of positive communication, the other generated concept 'Shared Commitment of the Parents' is not represented in the overarching theme as the concept does not mention anything about communication dynamics and is a broad concept that cannot be limited to communication alone. If examined closely, the TS dwells more on open and supportive communication rather than commitment, as participants stated that they continue to 'talk to them (their parents)' and 'confide in them and share problems, knowing they are there to support.' Besides, the concept of cooperative communication is also aligned more with resolving conflicts and making decisions jointly which is an idea not mentioned by P3 in the TS. This renders the resulting theme inapposite due to an error in giving meaning to the TS through the first concept and the theme's dissonance with the second one.

Sample Theme 16 (QR5-1)

Concepts	Categories
Being an ethical teacher despite of encountered challenges.	
	Strengthened patience
Allowing themselves to become more patient to the students.	
Finding initiatives to make lesson easier to understand.	
Allowing teachers to be creative in making lesson to make it more interesting for the students.	
Initiates for convenient way to let students enhance their skills at home.	**Creativity/Resourceful**

The categories included words taken directly from some of the concepts, but the categories still integrate all the concepts despite the repetition. Hence, while the categories generated just repeat key terms, there are attempts on the researcher's end to be descriptive in the theming process. For instance, while the first category only reiterates the idea in the second concept, i.e., 'become more patient to students,' it also subsumes the idea in the first concept, i.e., 'being an ethical teacher' since being an 'ethical teacher' takes patience to allow one to navigate through the complexities of a difficult and ethical situation and still adhere to one's values and practice empathy. Meanwhile,

the second category also repeats the word 'creative' from the fourth concept but still includes the third and fifth concepts in the overarching theme: finding initiatives to make lessons easier for students and initiating convenient and accessible ways to let students enhance their skill which all reiterate creativity and resourcefulness. It should be noted, however, that there is a nuanced distinction between creativity and resourcefulness, although they often complement; the researcher could have integrated these categories into a single term to categorically describe the teachers' learning gains. In addition, the researcher also failed to include pseudonyms or codes in the text segments to identify the participants whose statements were included in the TS.

Sample Theme 17 (QR5-2)

Categories	Concepts/Themes
Difficulty in reaching out students due to no personal phone for communication.	**Difficulty keeping in touch with the learners**
Struggling in giving instructions due to fluctuating signal and unavailable gadget for some students.	
The unstable internet connection and unavailability of gadgets hinders the learning process.	**No stable data/internet within the learners' residence**

The concepts summarize the categories making them descriptive. On the other hand, the categories were formed by summarizing or paraphrasing the TSs. And while these categories and concepts capture the general content of the TSs regarding the challenges teachers' face, they miss the deeper patterns or insights because of their simplistic nature. The statement on the unavailability of gadgets mentioned in the third TS and category is also not represented in the third concept/theme as it only captured the unstable data/internet connection; this oversight leads to a failure in reflecting the full scope of the participant's experience. Pseudonyms to identify the participants are also absent that will make it difficult to validate the TS in the transcript.

Sample Theme 18 (QR5-3)

Concepts	Categories
Making use of curriculum in making modules and lessons.	
Using curriculum guide in making learning materials with weekly objectives to attain.	**Unpacking of the Curriculum guide for SPA**
Using the curriculum guide in making lessons which are essential for the students.	
Applying cooperation in producing the modules of SPA learners	

The categories (themes) combine descriptive and parroting theming processes. The first category describes the concepts as they all refer to breaking down the curriculum into its components to help the teachers prepare their instructional tools. For example, the objectives and the lessons from the curriculum guide are identified in the process of creating the instructional materials as stated in the first three concepts. On the other hand, the second category reiterates the fifth concept regarding module preparation but does not consider the other concept of

applying cooperation in module production. Notably, the fifth concept mentions preparing the module together with others (co-teachers) which reconciles with cooperative work stated in the fourth concept, but this is not accounted for in the creation of the overarching category/theme. Thus, the parroting process resulted in a less comprehensive and meaningful category.

Sample Theme 19 (QR6-1)

Significant statement	Codes	Theme
MS1: "Yun yung nahirapan ako which is isacrifice ang dancing to achieve all my requirements in terms of academic."	Sacrificing academic passions.	Difficulty in balancing academics and extracurricular commitments.
KDT1: "challenges that I experience being a Kariktan and student is balancing may academics."	Struggle in Balancing Academic	• Sacrificing academic passions. • Struggle in Balancing Academic • Club affects academic grades • Difficulty with practice schedule
SB1: "Yung practices kay medyo demanding sila sa symphonic band kailangan mo gid ideliver ang results nga gina expect saiyo or else ma apektuhan pagid ang grade mo sa PE kay syempre member ko sang symphonic band kag dira ko kwaon ang grade sa PE."	Club's demand affects academic's grade	

The theme formulated describes a challenge students encounter in engaging in performing arts. Codes two, three, and four correspond to significant statements two, three, and four, respectively, summarizing or paraphrasing the participants' experienced challenges without deriving deeper meaning. Additionally, the theme attempts to provide a rationale behind its creation with the phrases stipulated below, perhaps even attempting to be categorical in the theming process, but the effort does not add any substantial value as the statements below were just repetitions of the codes.

The first significant statement is also improperly described by the first code, as the participant does not discuss "sacrificing academic passions" but instead highlights the challenge of prioritizing academics over dancing: "nahirapan ako... i-sacrifice ang dancing to achieve all my (academic) requirements." The more fitting description of the statement could have led to a code more aligned with prioritization, suggesting another challenge, thereby enriching the results.

Sample Theme 20 (QR6-2)

Significant statement	Codes	Theme
MS1: "Time management ang coping mechanism para ma balance ang academic at the same yung pagiging member ko as a Marist Street.	Time Management	Balancing Academics and Extracurriculars through Effective Time Management
KDT1: "Guro ang one nga way para ma balance is to give time nga dapat sa amo ni nga bagay matapos siya example subong nga adlaw matapos na."	Managing time effectively	
SB1: "para mabalance kailangan mo gid sang effective time management. Kailangan mo gid mag a lot time sa necessary practices at the same time a lot time man sa mga klase mo."	Managing practice and academics effectively	
TS2: "During naman sa practice budlay gid mag lagas sa school works ko para di ko masagasaan ang practice then gina set ko schedule ko kag time management ko."	Organizing Time	

The theme is one of the coping experiences employed by the students to the challenges encountered, specifically addressing the challenge of balancing academics and extracurricular commitments. While it answers the problem, the theme generated merely repeats the key terms found in the codes. It does not provide a constructionist perspective as it simply restates the data without any attempts of being descriptive, analytical, or categorical. In contrast, the coding of the significant statements manifests attempts at being descriptive, as in significant statements 2, 3, and 4, which were encapsulated in the summarized or paraphrased codes, 'managing time,' 'managing practice and academics effectively,' and 'organizing time,' respectively.

Sample Theme 21 (QR7-1

Text segment	Concepts	Categories
"You don't have someone else to help you make decisions you are solely responsible for them. So if you're irresponsible, then that's also a very big problem." (Adobo)	Another coping strategy was to learn to make decisions as they were solely responsible for these.	Self-Management
"In terms of responsibility, finance is a big one, so making sure that you have your three meals a day, you have your finances taken care of." (Adobo)	Finance was a hard choice. He made sure he had 3 meals a day and that finances were taken care of.	• Learned financial management and ensuring basic needs are met
"That means taking finances very seriously is what you make or break in the Philippines, so that's the maturity I had to learn that living alone, even though the finances are taken care of, it still has that feeling that one day you will be on your own." (Adobo)	He had to learn the maturity of living alone, despite being financially taken care of.	• Developed maturity through self-reliance
"I guess I had to learn to cook. Or make my own coffee at times because they're not there so. For every set of chores that used to be done by your parents instead of you, you will have shoulder yourself at some point, so that's part of living long." (Adobo)	He had to learn to cook and make his own coffee, so that he could cope with temporarily absent parents.	• Sought support from friends and connections for practical and emotional assistance
"You have yourself to take care of, and that's not just in the case. Of whether or not you eat at home or you get takeouts. But also, your health, so what you eat, you have to carefully decide based on what's most nutritious for you and what also might affect you in terms of your allergies" (Adobo)	He had to learn how to take care of his personal health and well-being, while this parents were temporarily absent.	
"So, I guess I'm a lot more independent than I would imagine I would be if my parents were around the whole time." (Pho)	Pho considered himself an independent person as a result of having temporarily absent parents	
"So I, I live quite independently in that sense, I just always learn. To, to find someone to help solve my issues I would say, I did learn a lot from each and every person. Don't get me wrong, but I think the main point is that having what I did, I got by in life, with the connections, that I've met through my circle of friends." (Rendang)	Rendang mentioned that he is independent with temporarily absent parents. Because he had friends and "lobangs" to have his back.	

This is a categorical theme that groups together the concepts with shared characteristics. Moreover, the concepts are descriptive of the text segments (TSs) that summarize or paraphrase what the TSs are about. For example, the first concept concisely captures the first text segment putting emphasis on being solely responsible for decision-making while the second concept restates the second text segment highlighting the importance of making sure finances were taken care of. Under the developed categorical theme, Self-Management, 3 sub-themes with shared qualities were listed, but it is not clear which concepts fall under sub-themes 1,2, or 3. It can be presumed that concepts 1, 3, 4, 5, and 6 are under sub-theme 2 as central to them is developing maturity through self-reliance, such as learning to make decisions (concept 1) and learning the maturity of living alone (concept 3). On the other hand, concept 2 is under sub-theme 1 as it dwells on learning financial management and ensuring basic needs are met, i.e., making sure he had three meals a day and that finances were taken care of, while concept 7 fits under sub-theme 3 which is about seeking support from friends and connections, i.e., he had friends and 'lobangs' to have his back. As regards sub-theme 3, it can be considered as a form of self-management as 'seeking assistance' in this context was an active decision on the participant's end as supported by the line '..to find someone to help solve my issue' (text segment 6). Although the text segments, concepts, and categorical theme address the problem, it is essential that researchers clearly stipulate how the concepts were grouped together under each sub-theme to create the categorical theme to ensure transparency and reliability of the results.

Sample Theme 22 (QR7-2)

Text segment	Concepts	Categories
"In the replacement of company I have to make friends of course, because even if there's relatives, there are also limits on how much they can care for you so what relatives also cannot do, friends might have to take their their plate." (Adobo)	He coped by having friends when relatives were not available and by considering the limits in what friends can do	Support Networks • Consulted knowledgeable extended family • Sought validation from friends • Found belonging and support through negative coping mechanisms and peer acceptance • Relied on supportive friends and family for emotional and practical assistance
"So they're still able to support from you in terms of finances, they're able to support you in terms of well, less lesser emotional support, because you'll be probably up on the phone," (Adobo)	He Mentioned financial support presence, but emotional support as lacking	
"But I think most of the decision that I make. I will actually consult with my extended family because they are in Singapore and they probably know like the Singapore, like education system more yeah, so." (Pad Thai)	Pad Thai mentioned consulting her extended family mainly as they were more knowledgeable of the Singapore system.	
"But of course like some things like I said, I wouldn't really like share with my relative that much. Maybe I will consult with my friends that probably also like you know their parents are not living here so they kind of Like in a sense, share through the same pain, yeah." (Pad Thai)	Pad Thai also shared with her friends for some validation as they shared the same situation.	
"One bad thing was I became a smoker." (Nasi Lemak)	Nasi Lemak's negative coping mechanism was smoking.	
"Peer pressure ah. Usual story ah." (Nasi Lemak)	Nasi Lemak coped by having his friends around him; he smoked in order to fit in and belong with them.	
"I mean, it took a lot of, I will have to give a lot of kudos to my aunt because she was the one who spoke to me. To, talk me through all of this different challenges. She kind of like rationalized it with me and as someone who is very vulnerable honestly, I found it like having someone speak to me, to rationalize it with me, it helped me a lot." (Nasi Lemak)	Nasi Lemak shared that having his aunt to support him through everything helped a lot.	
"I mean, I cope with my friends. Yeah. my coping mechanism was my friends. Like, just being very social, just spending time with them." (Rendang)	Rendang mentioned that he was independent with TAP because he had friends and "lobangs" to have his back Rendang mentioned having friends as his coping mechanism by spending time with them when having temporarily absent parents.	
"So it is good when you have people that you can talk to, like you have close friends or close family members. You can always rely on them and, you know, talk to them and share things with them since you don't have your parents physically with you. So yeah, that's how I coped." (Pho)	Pho coped and managed his challenges of TAP by having close friends or close family members.	

The theme generated is a categorical theme. Four sub-themes were placed under the categorical theme, Support Networks, which appropriately addresses the problem of dealing with temporarily absent parents (TAP). However, the process of categorizing each of the concepts under its respective theme is not shown in the results, which raises the concern of the categorical theme's reliability.

Certain presumptions could arise from this to justify the generated themes: sub-theme 1 is supported by concept three, i.e., consulting her extended family mainly as they were more knowledgeable of the Singapore system; sub-theme 2 is supported by concept 4, i.e., shared with her friends for some validation as they shared the same situation; sub-theme 3 is supported by concepts 5 and 6, i.e., negative coping mechanism was smoking and coped by having his friends around him; he smoked in order to fit in and belong with them, respectively; and sub-theme 4 is supported by concepts 1, 2, 7, 8, 9, and 10, such as coping by having friends when relatives were not available and by considering the limits in what friends can do (concept 1), supporting in terms of finance…lesser emotional support…(concept 2), and having his aunt to support him through everything helped a lot (concept 7). The concepts are descriptive in nature summarizing or paraphrasing the text segments.

Sample Theme 23 (QR7-3)

Text segment	Concepts	Categories
"I'd say when they're absent, mostly with relatives. Well for a while, I did live in a house that my parents rented out. But because it is far away from this university during the online learning, it was still alright and I shared a house with relatives." (Adobo)	He spent time mostly with relatives. He spent some time alone in a house that his parents initially rented out. He spent time in a shared house with his relatives during the COVID pandemic.	Shared Identity (Pakikipagkapwa) with relatives • Experienced spending a significant amount of time with relatives compared to their parents • Relatives as guardians and significant figures in their lives
"Uh, I spend more time with my relatives in Singapore. My uncle, my dad's side. Yeah. I spend most of my time with them and also live with them like they're like my guardian here." (Pad Thai)	Pad Thai spent more time with her relatives in Singapore, mainly with her uncle on his dad's side. Pad Thai spent most of her time with her relatives and considered them her guardians in Singapore.	
"I mean, I've been living with my aunt, so I will say my aunt." (Nasi Lemak)	Nasi Lemak grew up living with his aunt.	
"Yeah, because my aunt is single." (Nasi Lemak)	Nasi Lemak grew up living with his aunt because she was single.	
"So she was my primary guardian." (Rendang)	Rendang's grandmother was his supposed primary guardian.	
"Yeah. So I had my aunt, who lives in Australia with me. Yeah, for a few years until I turned 18 and started living on my own." (Pho)	Pho grew up with his aunt.	

The theme generated is categorical. Meanwhile, the concepts are descriptive as they summarize or paraphrase the text segments, such as spending time with relatives in Singapore, mainly with uncle on his dad's side (concept 4) which paraphrases text segment 2 and growing up with his aunt (concept 9) which summarizes text segment 6.

The categorical theme, Shared Identity with relatives, highlights 'pakikipagkapwa' which reconciles with the sub-themes identified: experienced spending a significant amount of time with relatives and relatives as guardians and significant figures in their lives. However, presumptions must be made as regards the categorization of the concepts under each sub-theme since the process was not shown explicitly: concepts 1, 3, 4, 6, 7, and 9 align with theme 1 supporting the idea of spending a significant amount of time with relatives, while concepts 5 and 8 resonate with theme 2 which relates to the role of relatives as guardians and significant figures in their lives.

Conversely, the second concept appears irrelevant to the two sub-themes generated as it does not fit clearly into either. In this regard, researchers will have to be discerning of the themes they create to ensure they capture all the identified concepts, and they have to make certain that the text segments and the concepts are assigned to themes that most accurately reflect their content.

4. INSIGHTS (CONCLUSION)

The following are some insights drawn from the analysis of the sample themes:

Theming involves the extracting significant statement or text segment, formulated meanings or concepts then themes and/or categories. In some instances, there are emerging themes included. Following this template or frame of analysis provides specific guidance for both researchers and readers to understand the development of themes drawn initially from the data. In this study, it solely focused on the 'theming' process, i.e., how the resulting themes (whether categories or general theme) were generated.

From the sample themes analyzed, descriptive and parroted (?) levels of analysis are commonly applied by student- researchers as transpired in their actual works. While they appear to be a commonly utilized approach in presenting the themes, there were also attempts by the researchers to do analytical and critical theming of data.

Descriptive level of analysis of researchers usually begins with process coding. Such is an intention to (consciously or unconsciously) capture the actions demonstrated or performed by the participants of the study. It is also evident that in most samples being analyzed, descriptive analysis of student researchers takes on simply repetition of concepts (parroting), rephrasing codes/concepts, or assigning labels (construct) similar or as close as the intent meaning of the concepts/codes.

Attempts to do analytical level of theming are also evident as transpired in some sample themes analyzed. The limitations and issues on these attempts were captured and pointed out as part of the essential discussions of the analysis.

Two critical components of the theming process are the selection of significant statements (SS) or text segments (TS) from the transcript and the generation of appropriate formulated meanings as these steps serve as the building blocks for the entire analysis. Failure to choose the appropriate data that are most relevant to the research questions or objective, and/or to interpret the data properly, could result in inapposite themes.

Student-researchers were not able to clearly justify some of their developed general themes, rendering them inapposite. Thus, a well-developed data structure table that organizes and clarifies the relationships among text segments, concepts, sub-themes, and categories, ensuring they are data-driven, is crucial in the theming process.

5. IMPLICATIONS

The following are some implications based on the insights:

1. Since there were noticeable but limited attempts of student-researchers to engage in analytical or critical and categorical theming, educators should be aware of the root causes of these difficulties, e.g., linguistic limitations, lack of critical thinking, overreliance on technology, etc., so they could devise appropriate strategies to properly assist students.
2. Educators should explicitly teach and guide student-researchers to be more critical and analytical in doing thematic analysis through modeling how the process is done, exposing them to structured theming frameworks, giving them feedback, and/or promoting reflexivity, among others, to produce more insightful interpretations of their data.
3. The research curricula should include thematic and collaborative workshops for student-researchers for them to strengthen their capacity in doing a systematic theming process that moves beyond the repetitive or descriptive analyses.
4. For data familiarization, student-researchers should review the data transcripts multiple times, ensuring they can accurately extract relevant TS or SS from them. Similarly, formulated meanings should be reviewed and refined to ensure that they are grounded in the TS or SS.
5. Student-researchers should be made aware of the importance of using structured data organization tools to help them organize and clarify their ideas, create appropriate themes that are data-driven, and strengthen the credibility of their analysis.

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