

**Table 3.1** Features of the Four Sample Mixed Methods Studies

Feature	<i>Jenkins (2001)</i>	<i>Rogers, Day, Randall, and Bentall (2003)</i>	<i>Aldridge, Fraser, and Huang (1999)</i>	<i>Myers and Oetzel (2003)</i>
Topic	Adolescent resistance to drug offerings	Management of antipsychotic medication	Classroom learning environments	The assimilation of new employees into organizational settings
Primary study purpose	To examine perceptions of drug resistance difficulties by drug type and level of drug use	To explore patient experiences during the experimental treatments	To identify and explain cross-national classroom differences	To create and validate an instrument for measuring organizational assimilation
Quantitative data collection	<ul style="list-style-type: none"> <li>Structured questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>Outcome measures (preintervention, postintervention, 1-year follow-up)</li> </ul>	<ul style="list-style-type: none"> <li>Measure including multiple subscales</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire including multiple subscales</li> </ul>
Qualitative data collection	<ul style="list-style-type: none"> <li>Semistructured questionnaire items</li> <li>Focus group interviews</li> </ul>	<ul style="list-style-type: none"> <li>One-on-one semistructured interviews</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observations</li> <li>Student interviews</li> <li>Teacher interviews</li> </ul>	<ul style="list-style-type: none"> <li>One-on-one semistructured interviews</li> <li>Field notes</li> </ul>
Quantitative data analysis	<ul style="list-style-type: none"> <li>Classify by group</li> </ul>	<ul style="list-style-type: none"> <li>Outcome scores</li> <li>Group comparisons</li> </ul>	<ul style="list-style-type: none"> <li>Scale reliability</li> <li>Confirmatory factor analysis</li> <li>Group comparisons</li> </ul>	<ul style="list-style-type: none"> <li>Scale reliability</li> <li>Confirmatory factor analysis</li> <li>Correlational tests</li> </ul>
Qualitative data analysis	<ul style="list-style-type: none"> <li>Content analysis</li> <li>Percentages for each category</li> </ul>	<ul style="list-style-type: none"> <li>Thematic analysis</li> </ul>	<ul style="list-style-type: none"> <li>Narrative story development</li> <li>Thematic analysis</li> </ul>	<ul style="list-style-type: none"> <li>Coding</li> <li>Thematic development</li> <li>Comparison of themes to theory</li> </ul>
Reason for collecting both types of data	Need both quantitative and qualitative data to understand the problem	Need qualitative information as part of an experimental trial	Need qualitative data to explain quantitative findings	Need quantitative data to measure qualitative findings
How the two types of data were mixed	The two types of data were merged	The qualitative data were embedded within an experiment	The qualitative data were connected to the quantitative results	The quantitative data were connected to the qualitative results
Notation	QUAN + QUAL	QUAN(qual)	QUAN → qual	qual → QUAN
Visual diagram	Figure 3.3	Figure 3.4	Figure 3.5	Figure 3.6