1. Trustworthiness in qualitative research :

Trustworthiness is all about establishing these four things, which are described in more detail below.

*- Credibility* is the how confident the qualitative researcher is in the truth of the research study’s findings.  This boils down to the question of “How do you know that your findings are true and accurate?” Qualitative researchers can use triangulation to show the research study’s findings are credible.

*- Transferability* is how the qualitative researcher demonstrates that the research study’s findings are applicable to other contexts.  In this case, “other contexts” can mean similar situations, similar populations, and similar phenomena. Qualitative researchers can use thick description to show that the research study’s findings can be applicable to other contexts, circumstances, and situations.

*- Confirmability* is the degree of neutrality in the research study’s findings. In other words, this means that the findings are based on participants’ responses and not any potential bias or personal motivations of the researcher. This involves making sure that researcher bias does not skew the interpretation of what the research participants said to fit a certain narrative. To establish confirmability, qualitative researchers can provide an audit trail, which highlights every step of data analysis that was made in order to provide a rationale for the decisions made. This helps establish that the research study’s findings accurately portray participants’ responses.

Finally,

-D*ependability* is the extent that the study could be repeated by other researchers and that the findings would be consistent. In other words, if a person wanted to replicate your study, they should have enough information from your research report to do so and obtain similar findings as your study did. A qualitative researcher can use inquiry audit in order to establish dependability, which requires an outside person to review and examine the research process and the data analysis in order to ensure that the findings are consistent and could be repeated.

2. Saturation of data :

Data saturation refers to the point in the research process when no new information is discovered in data analysis, and this redundancy signals to researchers that data collection may cease. Saturation means that a researcher can be reasonably assured that further data collection would yield similar results and serve to confirm emerging themes and conclusions. When researchers can claim that they have collected enough data to achieve their research purpose, they should report how, when, and to what degree they achieved data saturation.

The important thing to note is that it is nearly impossible for a researcher to know when they have reached saturation point unless they are analysing the data as it is collected. This exposes one of the key ties of the saturation concept to grounded theory, and it requires an iterative approach to data collection and analysis. Instead of setting a fixed number of interviews or focus-groups to conduct at the start of the project, the investigator should be continuously going through cycles of collection and analysis until nothing new is being revealed.

3. Content Analysis Approach :

Content analysis is a widely used qualitative research technique. Rather than being a single method, current applications of content analysis show three distinct approaches: conventional, directed, or summative. All three approaches are used to interpret meaning from the content of text data and, hence, adhere to the naturalistic paradigm. The major differences among the approaches are coding schemes, origins of codes, and threats to trustworthiness. In conventional content analysis, coding categories are derived directly from the text data. With a directed approach, analysis starts with a theory or relevant research findings as guidance for initial codes. A summative content analysis involves counting and comparisons, usually of keywords or content, followed by the interpretation of the underlying context. The authors delineate analytic procedures specific to each approach and techniques addressing trustworthiness with hypothetical examples drawn from the area of end-of-life care.

## **Advantages of content analysis**

* Unobtrusive data collection

You can analyze communication and social interaction without the direct involvement of participants, so your presence as a researcher doesn’t influence the results.

* Transparent and replicable

When done well, content analysis follows a systematic procedure that can easily be replicated by other researchers, yielding results with high [reliability](https://www.scribbr.com/methodology/reliability-vs-validity/).

* Highly flexible

You can conduct content analysis at any time, in any location, and at low cost – all you need is access to the appropriate sources.

## **Disadvantages of content analysis**

* Reductive

Focusing on words or phrases in isolation can sometimes be overly reductive, disregarding context, nuance, and ambiguous meanings.

* Subjective

Content analysis almost always involves some level of subjective interpretation, which can affect the [reliability and validity](https://www.scribbr.com/methodology/reliability-vs-validity/) of the results and conclusions.

* Time intensive

Manually coding large volumes of text is extremely time-consuming, and it can be difficult to automate effectively.

## **How to conduct content analysis**

If you want to use content analysis in your research, you need to start with a clear, direct [research question](https://www.scribbr.com/research-process/research-questions/).

Next, you follow these five steps.

### **1. Select the content you will analyze**

Based on your research question, choose the texts that you will analyze. You need to decide:

* The medium (e.g. newspapers, speeches or websites) and genre (e.g. opinion pieces, political campaign speeches, or marketing copy)
* The criteria for inclusion (e.g. newspaper articles that mention a particular event, speeches by a certain politician, or websites selling a specific type of product)
* The parameters in terms of date range, location, etc.

If there are only a small amount of texts that meet your criteria, you might analyze all of them. If there is a large volume of texts, you can select a [sample](https://www.scribbr.com/methodology/sampling-methods/).

### **2. Define the units and categories of analysis**

Next, you need to determine the level at which you will analyze your chosen texts. This means defining:

* The ****unit(s) of meaning**** that will be coded. For example, are you going to record the frequency of individual words and phrases, the characteristics of people who produced or appear in the texts, the presence and positioning of images, or the treatment of themes and concepts?
* The****set of categories**** that you will use for coding. Categories can be objective characteristics

### **3. Develop a set of rules for coding**

Coding involves organizing the units of meaning into the previously defined categories. Especially with more conceptual categories, it’s important to clearly define the rules for what will and won’t be included to ensure that all texts are coded consistently.

Coding rules are especially important if multiple researchers are involved, but even if you’re coding all of the text by yourself, recording the rules makes your method more transparent and reliable.

### **4. Code the text according to the rules**

You go through each text and record all relevant data in the appropriate categories. This can be done manually or aided with computer programs, such as [QSR NVivo](https://www.qsrinternational.com/nvivo/products" \t "_blank), [Atlas.ti](https://atlasti.com/learning/free-training/" \t "_blank) and [Diction](https://www.dictionsoftware.com/" \t "_blank), which can help speed up the process of counting and categorizing words and phrases.

### **5. Analyze the results and draw conclusions**

Once coding is complete, the collected data is examined to find patterns and draw conclusions in response to your research question. You might use statistical analysis to find [correlations](https://www.scribbr.com/methodology/correlational-research/) or trends, [discuss](https://www.scribbr.com/dissertation/discussion/) your interpretations of what the results mean, and make inferences about the creators, context and audience of the texts.

4. In-depth interview :

The phrase *in-depth interview* conjures up the most iconic of qualitative data collection activities: a skilled interviewer engaged in a probing conversation with a suitably knowledgeable interviewee. Virtually all qualitative researchers use this technique to some extent, and for many projects and researchers, in-depth interviews are the primary or sole source of data. And there is good reason for the pervasiveness of this method: it is versatile across a range of study topics, adaptable to challenging field conditions, and excellent for not just providing information but for generating understanding as well.

On a basic level, an in-depth interview (or IDI) is just what its name implies, a conversation designed to elicit depth on a topic of interest.

A qualitative data collection method, in-depth interviews offer the opportunity to capture rich, descriptive data about how people think and behave, and unfolding complex processes. They can be used as a standalone research method or as part of a multi method design, depending on the needs of the research.

## How is an in depth interview carried out?

In depth interviews are normally carried out face to face so that a rapport can be created with respondents. Body language is also used to add a high level of understanding to the answers. Telephones can also be used by a skilled researcher with little loss of data and at a tenth of the cost.

The style of the interview depends on the interviewer. Successful in-depth interviewers listen rather than talk. They have a clear line of questioning and use body language to build rapport. The interview is more of a guided conversation than a staccato question and answer session.

The interview is conducted using a discussion guide which facilitates the flushing out of the respondent’s views through open ended questioning. Projective techniques can be incorporated into the interview too.