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COURSE TITLE: RESEARCH METHODS IN NURSING

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**ASSIGNMENT**

**QUESTION:**

Explain the following concepts used in qualitative research:

1. Trustworthiness
2. Saturation of data
3. Content analysis approach
4. In-depth interview guide

**TRUSTWORTHINESS**

Trustworthiness or rigor of a study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study. Trustworthiness is all about establishing these four things which are:

* Credibility
* Transferability
* Confirmability
* Dependability

**Credibility:**

Credibility is how confident the qualitative researcher is in the truth of the research study’s findings. It also depends on the richness of the data and analysis and can be enhanced by triangulation, rather than relying on sample size aiming at representing a population. There are four types of triangulation used by qualitative researchers to show that the research study findings are credible:

* *Data triangulation*- using different sources of data, e.g from existing research
* *Methodological triangulation*- using more than one method, e.g mixed methods approach, however with focus on qualitative methods
* *Investigator triangulation:* using more than one research adds to the credibility of a study in order to mitigate the researchers influence
* *Theoretical triangulation*: using more than one theory as conceptual framework

**Transferability:**

Transferability is how the qualitative researcher demonstrates that the research study findings are applicable to other contexts. In this case, “other context” 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**:

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 can be achieved by means of a confirmability audit that includes an audit trial of raw data, analysis notes, reconstruction, and synthesis products, process notes, personal notes as well as preliminary developmental information. This helps establish the research study’s findings accurately portray participants responses.

**Dependability:**

Dependability aims to replace reliability, which requires that when replicating experiments, the same results should be achieved. As this would not be expected to happen in a qualitative setting, alternative criteria are generally understandability, flow of arguments, and logic. Both the process and the product of the research need to be consistent.

**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 is a core principle used in qualitative research. It is used to determine when there is adequate data from a study to develop a robust and valid understanding of the study phenomenon. Saturation is applied to purposive (non probability) samples, which are commonly used in qualitative research. Saturation is an important concept because it provides an indication of data validity and therefore is often included in criteria to assess the quality of qualitative research. Saturation has its origin from grounded theory approach to qualitative research, where it is also used to determine data adequacy for theory development; however it is also used outside of grounded theory to justify sample sizes for qualitative studies.

 Theoretical saturation of data means that researchers reach a point in their analysis of data that sampling more data will not lead to more information related to their research questions. Theoretical saturation of data is a term In qualitative research, mostly used in the grounded theory approach. Data saturation refers to the quality and quantity of information in qualitative research study.

**CONTENT ANALYSIS**

Content analysis is a research method used to identify patterns in recorded communication. To conduct content analysis, systematical collection of data from a set of texts, which can be written, oral or visual:

* Books, newspapers and magazines
* Speeches and interviews
* Web content and social media posts
* Photographs and films

Content analysis in qualitative research focuses on interpreting and understanding in both types, categorize words or codes, themes. Concepts within the texts and then analyze the results. Content analysis can be used to make qualitative inferences by analyzing the meaning and semantic relationship of words and concepts.

**Qualitative content analysis example:**

To gain a more qualitative understanding of employment issues in political campaigns, you could locate the word unemployment in speeches, identify what other words or phrases appear next to it (such as economy, inequality or laziness). And analyze the meanings of these relationships to better understanding the intentions and targets of different campaigns.

**Uses of content analysis**

* Identify the intentions, focus or communication trends of an individual, group or institution
* Analyze focus group interviews and open ended questions to complement quantitative data
* Reveal pattern in communication content
* Reveal international difference in communication content e.t.c.

**In-depth interview guide**

An in-depth interview guide is a method for structuring an interview and ensuring that important questions will not be forgotten during the interview. You need to have specific objectives in mind when you are figuring out what to ask. You should ask questions in natural, conversational language- avoid jargon or technical terms your respondents may not know.

In-depth interview guide are very similar to moderator guide. As moderator guides, the emphasis is on the exploration and the depth of information you can learn. Skilled in-depth interviews do not have to stick to the script. In-depth interview guides allow for probing on related issues that might arise during the interview-as well as for the unexpected. In-depth interview guides are different from moderator guides in that they have fewer components (in-depth interview guides will not include ground rules or participants introduction) and you do not need to be as concerned about questions that might affect a group of dynamic, as you are speaking with one person at a time.

Your research objectives will determine the content of your guide. Your aim is to write questions that, when respondents answer them, will answer your organization’s questions and meet your research objectives. The guide should be kept fairly brief, and should stay focused on your research objectives, so that you are able to get as much in-depth input from each respondents as possible. If you ask too many questions, you will not have enough time to explore these topics fully, and you will not get the full benefit of conducting an in-depth interview. The guide should only include questions directly related to your research objectives. Do not ask personal questions that are not related to the topic.

**Component of an in-depth interview guide:**

* Purpose and Introduction: the introduction of an in-depth interview is very similar to the introduction of a technique survey. Interviews should introduce themselves and the reason the research is being conducted. The introduction of the topic should not give away too many details about exactly what you will be asking, but should be sufficiently informative so that the person will agree to speak to you.
* Questions: in an in-depth interview, the questions themselves make up the vast majority of the guide.
* Conclusion: the interviewer end the interview by asking if respondents have any last suggestions or comments about tge topic.

**Writing Good In-depth Interview Guide Questions includes:**

* Ask open-ended questions
* Ask effective probing questions
* Ask respondents to think back
* Keep questions simple
* Avoid asking “why”
* Be cautious about giving examples
* Move from general to more specific questions
* Ask positive questions before negative questions
* Ask un-aided questions before aided questions