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MATRIC NUMBER: 16/MHS02/025

**RESEARCH ASSIGNMENT**

Qualitative research strategy is commonly called the interpretative research that rely heavily on “thick” verbal descriptions of a particular social context being studied.

Explain the following concepts used in qualitative research:

**1. Trustworthiness**

What is trustworthiness and what does it mean? For quantitative studies, it is referred to as validity and reliability. However, in qualitative studies, this concept is more obscure because it is put in different terms. Since qualitative researchers do not use instruments with established metrics about validity and reliability, it is pertinent to address how qualitative researchers establish that the research study’s findings are credible, transferable, confirmable, and dependable. 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, dependability 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**

Saturation has attained widespread acceptance as a methodological principle in qualitative research. It is commonly taken to indicate that, on the basis of the data that have been collected or analyzed hitherto, further data collection and/or analysis are unnecessary. However, there appears to be uncertainty as to how saturation should be conceptualized, and inconsistencies in its use.

The criterion for judging when to stop sampling the different groups pertinent to a category is the category’s theoretical saturation. Saturation means that no additional data are being found whereby the sociologist can develop properties of the category. As he sees similar instances over and over again, the researcher becomes empirically confident that a category is saturated. He goes out of his way to look for groups that stretch diversity of data as far as possible, just to make certain that saturation is based on the widest possible range of data on the category.

**3. Content analysis approach**

Content analysis consist of analyzing the contents of documentary material such as books, magazines, newspapers and the contents of all other verbal materials such as books, magazines, newspapers and the content of all other verbal materials which can either be spoken or printed. Content analysis prior to 1940’s was mostly quantitative analysis of documentary materials concerning certain characteristics that can be identified and counted. But since 1950’s content analysis is mostly qualitative analysis concerning the general import or message of the existing documents.

Content analysis is a central activity whenever one is concerned with the study of the nature of the verbal materials. A review of research in any area, for instance, involves the analysis of the contents of research articles that have been published. The analysis may be at a relatively simple level or may be a subtle one. It’s a simple level when we pursue it on the basis of certain characteristics of the document or verbal materials that can be identified and counted (such as on the basis of major scientific concepts in a book). It is at a subtle level when researcher makes a study of the attitude, say of the press towards education by feature writers

Qualitative content analysis is an approach to analysis that focusses on interpreting and describing, meaningfully, the topics and themes that are evident in the contents of communications when framed against the research objectives of the study.

This refers to the process of categorizing verbal or behavioral data to classify, summarize and tabulate the data.

**4. In-depth interview guide**

Depth interviews are those interviews that are designed to discuss underlying motives and desires and are often used in motivational research. Such interviews are held to explore needs, desires and feelings of respondents. In other words, they aim to elicit unconscious as also other type of material relating especially to personality dynamics and motivations. As such, depth interviews require great skill on the part of the of the interview and at the same time involve considerable time. Unless the researcher has specialized training, depth interviewing should not be attempted.

Depth interview may be a non-projective interview. The difference lies in the nature of the questions asked. Indirect questions on seemingly irrelevant subjects under study. Thus, for instance, the informant may be asked on his frequency of air travel and he might again be ask at a later stage to narrate his opinion concerning the feelings of relatives of some other man who gets killed in an airplane accident. Reluctance to fly then be related to replies to questions of the latter nature; even non-projective depth interviews can reveal important aspects of psycho-social situation for understanding the attitudes of people.

Conducting in-depth interviews is one of the most common qualitative research methods. It is a personal interview that is carried out with one respondent at a time. This is purely a conversational method and invites opportunities to get details in depth from the respondent.

One of the advantages of this method provides a great opportunity to gather precise data about what people believe and what their motivations are. If the researcher is well experienced asking the right questions can help him/her collect meaningful data. If they should need more information the researchers should ask such follow up questions that will help them collect more information.

These interviews can be performed face-to-face or on phone and usually can last between half an hour to two hours or even more. When the in-depth interview is conducted face to face it gives a better opportunity to read the body language of the respondents and match the responses.

