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MATRIC NO: 16/mhs02/012

COURSE: NSC 414

ASSIGNMENT

TRUSTWORTHINESS IN QUALITATIVE RESEARCH

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.

In qualitative studies, the concept trustworthiness is more obscure than quantitative studies 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.

SATURATION OF DATA IN QUALITATIVE RESEARCH

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 (nonprobability) 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 origins in the grounded theory approach to qualitative research, where it is used to determine data adequacy for theory development; however, it is also used outside of grounded theory to justify sample sizes for qualitative studies.

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.

CONTENT ANALYSIS APPROACH IN QUALITATIVE RESEARCH

Content analysis is a research tool used to determine the presence of certain words, themes, or concepts within some given qualitative data (i.e. text). Using content analysis, researchers can quantify and analyze the presence, meanings and relationships of such certain words, themes, or concepts. Researchers can then make inferences about the messages within the texts, the writer(s), the audience, and even the culture and time of surrounding the text.

Qualitative content analysis is an approach to analysis that focuses 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.

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.

IN-DEPTH INTERVIEW GUIDE IN QUALITATIVE RESEARCH

In-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation.

Interview guides can be helpful to researchers who are conducting semi-structured in-depth qualitative interviews. You can anticipate that each in-depth qualitative interview will last about one hour to one and one-half hours. An interview guide approach involves you in developing five or six neutral, open-ended interview questions, each of which is focused on one aspect of your topic. Qualitative interviews offer a means of collecting in-depth information about your topic so you will want to limit the number of questions you pose in order to enable your participant to have time to talk about the topic at length, without feeling rushed.

How do you create an interview guide?

Begin by concentrating on your research question. In order to keep your research question uppermost in your mind, print it at the top of your interview guide. Then think about the critical points you would like your participants to address related to your research question. Think about Patton's six possible foci for questions on any topic (experience/behavior, opinions/values, feelings, sensory impressions, knowledge, and demographic data).

Draft an initial list of OPEN-ENDED questions that you will rewrite and refine (it often takes several iterations prior to settling on your final questions).

Avoid numbering the questions so you don't trigger yourself to ask them in the order that you have written them.

 Ease into the interview. Try starting the interview with small talk that evolves into asking a neutral question that invites your participants to describe something related to the topic of your study.

Be sure the questions you ask during an interview don't lead the participant to respond in a certain way. Try to address all aspects of the participants' experience with and perspectives about the topic you are studying (positive, neutral, and negative). In other words, if you ask about challenges, also ask about strengths or positive aspects of whatever it is you are studying.

Be sure each question addresses just one issue or point.

Type your questions on the guide using a minimum of 14-font size so you can easily glance at them during the interview.

 As your closing question, ask something like… "Is there anything you would like to add?" or "Have we missed something you think is important?" or "What else should we talk about regarding this issue/topic?"

How will you use your interview guide? One word: flexibly.

You do not need to ask the questions using the exact words you have written.

You do not need to pose the questions in the order you have written them (thus you don't number them)

Memorize your questions and then weave them into the conversation.