**MATRIC NO: 16/MHS02/036**

**CORURSE CODE: NSC 414**

**COURSE TITLE: RESEARCH METHODS IN NURSING**

**ASSIGNMENT**

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

Expalin the following concepts used in qualitative research:

1. Trustworthiness

2. Saturation of data

3. Content analysis approach

4. In-depth interview guide

Your submission should be typed (maximum of 5 pages) and upload as an attachment on or before 11th of May, 2020.

Keep safe.

**TRUSTWORTHINESS**

A key issue for qualitative research is developing a shared understanding of appropriate procedures for assessing its credibility or trustworthiness (“validity”). In a broad sense, trustworthy qualitative research, like quantitative research, needs to be based on systematic collection of data, using “acceptable” research procedures, and allowing the procedures and findings to be open to systematic critical analysis from others.

As in quantitative studies, issues of reliability and validity of the study are encountered in qualitative approach. Henderson (1991) describes the terms as follows:

* Credibility or internal validity refers to how truthful particular findings are.
* Transferability or external validity refers to how applicable or generalizable the research findings are to another setting or group.
* Dependability or reliability refers to how we can be sure that our findings are consistent and reproducible.
* Confirmability or objectivity refers to how neutral the findings are in terms of whether they are reflective of the subjects and the inquiry and not a product of the researcher's biases and prejudices.

**Approaches to increase trustworthiness in qualitative studies:**

1. Having a thick description of the research process and how the investigator reaches the conclusions, can greatly help another researcher replicate the study and arrive at the same general scheme.
2. Prolonged engagement - investing sufficient time to learn about the culture to be studied, detecting and minimizing distortions that may slowly shape the data, and building trust with the respondents.
3. Persistent observation - identifying characteristics and elements relevant to the research.
4. Peer debriefing - exposing oneself to a disinterested peers in a manner similar to that of an analytic session, to explore aspects that may be implicit in the researcher's mind.
5. Referential adequacy - using mechanically recorded data such as tape recorders, videotapes, photographs.
6. Member checks or cross-examination - going back to individuals and checking out conclusions and to corroborate what has been observed.

**Other methods to establish trustworthiness.**

1. Reflexivity – Tracking one’s thoughts over the course of the study, by keeping a field journal of personal reflections.
2. Prolonged field experience.
3. Triangulation.
4. Member checking – Asking participants to review and give feedback on transcripts, notes, drafts, etc
5. Peer examination – Discussing research with colleagues.
6. Negative case analysis – Challenging working hypothesis with evidence that doesn’t fit and potentially revising the hypothesis.
7. Clarifying researcher bias – Comment on past experiences, biases, prejudices, and orientations that are likely to shape the interpretation and approach of the study.

**SATURATION**

In broad terms, saturation is used in qualitative research as a criterion for discontinuing data collection and/or analysis. Its origin lies in grounded theory (Glaser and Strauss 1967), but in one form or another it now commands acceptance across a range of approaches to qualitative research. Indeed, saturation is often proposed as an essential methodological element within such work. Fusch and Ness (2015: p. 1408) claim categorically that ‘failure to reach saturation has an impact on the quality of the research conducted’;2 Morse (2015: p. 587) notes that saturation is ‘the most frequently touted guarantee of qualitative rigor offered by authors’; and Guest et al. (2006: p. 60) refer to it as having become ‘the gold standard by which purposive sample sizes are determined in health science research.’ A number of authors refer to saturation as a ‘rule’ (Denny 2009; Sparkes et al. 2011), or an ‘edict’ (Morse 1995), of qualitative research, and it features in a number of generic quality criteria for qualitative methods (Leininger 1994; Morse et al. 2002). However, despite having apparently attained something of the status of orthodoxy, saturation is defined within the literature in varying ways—or is sometimes undefined— and raises a number of problematic conceptual and methodological issues (Dey 1999; Bowen 2008; O’Reilly and Parker 2013).

**CONTENT ANALYSIS APPROACH**

Initially content analysis dealt with the objective, systematic and quantitative description of the manifest content of communication but, over time, it has expanded to also include interpretations of latent content. Many authors, from a variety of research traditions, have addressed content analysis.

The first descriptions date from the 1950s and are predominately quantitative. Currently, two principal uses of content analysis are evident. One is a quantitative approach often used in, for example, media research, and the other is a qualitative approach often used in, for example, nursing research and education.

Qualitative content analysis in nursing research and education has been applied to a variety of data and to various depths of A review of literature based on common databases (Cinahl, Medline and Sociological Abstracts) as well as references from articles and books shows different opinions and unsolved issues regarding meaning and use of concepts, procedures and interpretation in qualitative content analysis. The diversities can be understood partly from a historical point of view and partly from various beliefs of the nature of reality among researchers.

**IN-DEPTH INTERVIEW GUIDE**

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. In our case we trying “to understand the impact of Benazir Income Support Program on socio-economic and political state of women and their families”

In-depth interviews are useful when one want detailed information about a person’s thoughts and behaviours or want to explore new issues in depth. Interviews are often used to provide context to other data (such as outcome data), offering a more complete picture of what and how BISP has impacted their socio-economic lives.

The primary advantage of in-depth interviews is that they provide much more detailed information than what is available through other data collection methods, such as surveys. They also may provide a more relaxed atmosphere in which to collect information. People may feel more comfortable having a conversation with you about the program as opposed to filling out a survey.

The process for conducting in-depth interviews is almost similar as of other research like plan, develop instruments, collect data and analyse data. In our case the respondents are women beneficiary of BISP and place of interview is the community where they residing. Before the interview we have taken appointment from the beneficiary.

We developed a checklist of potential questions to be asked and also developed a guide how to conduct the interview that includes;

* In the start of the interview we will greet the beneficiaries according to the cultural norms of the communities.
* The interview will be begin by introducing the team members and purpose of the interview followed by a formal consent for the beneficiary. (see consent form at appendix)
* During the interview a great care will be taken to respond each query of the respondents and she can refuse to answer further.
* During the interview team will notes through audiotape and written form
* The interview will be ended by paying thanks to the beneficiaries

**The following are the tips of interview;**

* Almost all questions are open-ended that will allow the respondent for more detail information
* Factual questions will be asked before opinion questions for instance there income, occupation, number children will be asked first then will be asked for the opinion about the benefits of the program
* It is highly desirable to listen and express interest in what the informant tells in a friendly environment. Avoid strict question & answer exchange and remain neutral (don’t approve or disapprove)
* A great care will be taken to avoid to ask leading question or lead the discussion to certain direction like what other people say about the program rather team will let the beneficiary to lead

**Probing during the Interview;**

* Probing will used when needed, like if the respondent switches the discussion without explaining the asked question properly then we will asked like “would you give describe more advantages/disadvantages of the program” or “can you elaborate on that more” etc. Further following probing techniques will also be used
* Silent probing: like just remain quiet and wait for informant to continue
* Echo probing: Repeat the last thing what respondent said and ask them to continue like “I see. you mean your card is working Then what happens?”
* Uh-huh Probe: encourage participant to continue with a narrative by making affirmative noises: like Uh-huh,” “yes, I see,” “right, uh-huh”