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* **What is 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 (Pilot & Beck, 2014). In each study, researchers should establish the protocols and procedures necessary for a study to be considered worthy of consideration by readers (Amankwaa, 2016).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.

**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.

* **SATURATION OF DATA**

Is a term in qualitative research, mostly used in the grounded theory approach. 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. No additional data can be found to develop new properties of categories and the relationships between the categories are disentangled. Researchers see in their data similar instances over and over again and that make them empirically confident that their categories are saturated, the descriptions of these categories are thick and a theory can emerge. Researchers are allowed to stop sampling data and to round off their analysis.

* **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.

Types of content analysis:

* **Conceptual Analysis**

Typically people think of conceptual analysis when they think of content analysis. In conceptual analysis, a concept is chosen for examination and the analysis involves quantifying and counting its presence. The main goal is to examine the occurrence of selected terms in the data. Terms may be explicit or implicit. Explicit terms are easy to identify.

* **Relational Analysis**

Relational analysis begins like conceptual analysis, where a concept is chosen for examination. However, the analysis involves exploring the relationships between concepts. Individual concepts are viewed as having no inherent meaning and rather the meaning is a product of the relationships among concepts.

* **IN-DEPTH INTERVIEW**

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. For example, we might ask participants, staff, and others associated with a program about their experiences and expectations related to the program, the thoughts they have concerning program operations, processes, and outcomes, and about any changes they perceive in themselves as a result of their involvement in the program.

In-depth interviews are useful when you want detailed information about a person’s thoughts and behaviors 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 happened in the program and why. For example, you may have measured an increase in youth visits to a clinic, and through in-depth interviews you find out that a youth noted that she went to the clinic because she saw a new sign outside of the clinic advertising youth hours. You might also interview a clinic staff member to find out their perspective on the clinic’s “youth friendliness.”

In-depth interviews should be used in place of focus groups if the potential participants may not be included or comfortable talking openly in a group, or when you want to distinguish individual (as opposed to group) opinions about the program.