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**TRUSTWORTHINESS**

In simple terms, trustworthiness refers to as the way in which qualitative research workers make sure that transferability, credibility, dependability, and confirmability are evident in their study

**Four Aspects of Trustworthiness in Qualitative Research**

According to Guba’s aspects of trustworthiness which are relevant to both quantitative and qualitative studies are

**1. Truth value**

Truth value questions if the investigator has established confidence in the truth of the results for the topics. Lincoln and Guba termed this [credibility in qualitative research](https://universalteacher.com/1/credibility-in-qualitative-research/). *Credibility* means the concept of internal consistency, where the core issue is how we make sure rigor in the research process and the way we communicate to other people that we have done so.

**2. Applicability**

It is the capacity to generalize from the findings to greater populations.

Guba introduced the next perspective on applicability in qualitative research by referring to fittingness, or transferability.

*Transferability* means the level to which the audience has the ability to generalize the results of a research to her or his own context. It is done when the investigator gives adequate information about the self (the researcher as instrument) and also the research context, processes, members, and researcher-participant connections to make it possible for the reader to decide how the findings may transfer.

**3.** **Consistency**

Consistency is defined in terms of [dependability in qualitative research](https://universalteacher.com/1/dependability-in-qualitative-research/).

*Dependability* relates to the primary challenge that “the way in which a research is carried out needs to be consistent across time, researchers, and analysis techniques”

**DATA SATURATION**

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.

**Data saturation in qualitative interview**

In-depth interview and focus groups are two commonly used methods of qualitative research. They each involve the search for depth of meaning, unlike a quantitative survey which tends to focus on close-ended questions such as yes/no or rating scales. A focus group or in-depth interview is an exploratory form of research. It is open ended and less formally structured than a survey. The interviewer needs to investigate the topic of interest with the respondent until there is nothing left to add. This may be done by using questions at the end of the interview such as ‘Anything else?’ or ‘Do I need to know anything other than what I have asked you?’ This is done to ensure that *saturation* has been achieved; that there is nothing else to add to the topic of interest. Failure to reach data saturation in qualitative research has an impact on the quality of the research and compromises the validity of the content. However, there is no one-size-fits-all approach to obtaining data saturation. There are data collection methods that are more likely to reach data saturation than others, although these methods are highly dependent on the study design.

Unfortunately, data saturation can really only be known after the fact, once qualitative interviews have been conducted and data has been analysed. Yet market research is typically planned, justified and costed ahead of time. So, achieving data saturation in reality, must be a combination of sensible sampling, good research design, well designed research tools, and the reality of the commercial parameters to the project.

**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. 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.

Steps of content analysis

Content analysis in qualitative research is carried out by recording the communication between the researcher and its subjects. The method of the analysis comprises following 8 steps:

1. Preparation of data: Before initiation of data preparation, researcher needs to know the answers to following questions:

* All the data collected be transcribed or not?
* Should verbalizations be transcribed literally?
* Should observations be transcribed as well?

1. Defining the unit or theme of analysis: Unit or theme of analysis means classifying the content into themes which can be a word, phrase or a sentence. When deciding the unit of analysis, one theme should present an “idea”. This means the data related to the theme has to be added under that unit. Furthermore, unit or themes should be based on the objectives of the study.
2. Developing categories and coding scheme: Next step is to develop sub-categories and coding scheme for the analysis. This is derived from three sources, the primary data, theories on similar topic and empirical studies. Since the qualitative content analysis can be based on both inductive and deductive approach, the categories and codes needs to be developed based on the approach adopted.
3. Pre-testing the coding scheme on sample: Like quantitative data, pre-testing qualitative data is also important. In order to ensure consistency, members of the research team need to code the sample of existing data. If the level of consistency is low across researchers then re-coding has to be done again.
4. Coding all the text: After the coding consistency in the previous stage, it is important to apply the coding process to the data.
5. Assessing the consistency of coding employed: After coding the whole data set [validity](https://www.projectguru.in/publications/validity-qualitative-research/) and [reliability](https://www.projectguru.in/publications/measuring-reliability-questionnaires/) should be checked.
6. Drawing inferences on the basis of coding or themes: In this step, one has to draw inferences on the basis of codes and categories generated.
7. 7Presentation of results- the researcher can also present the results in the form of graphs, matrices, or conceptual frameworks. The results should be presented in such a way that the reader is able to understand the basis of interpretations.

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

**What are the Advantages and Limitations of In-Depth Interviews?**

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 their program as opposed to filling out a survey. However, there are a few limitations and pitfalls, each of which is described below.

1. Prone to bias
2. Can be time-intensive
3. Interviewer must be appropriately trained in interviewing techniques
4. Not generalizable

What is the Process for Conducting In-Depth Interviews

The process for conducting in-depth interviews follows the same general process as is followed for other research: plan, develop instruments, collect data, analyze data, and disseminate findings. More detailed steps are given below.

1. Plan

2. Develop Instruments

• Questions should be open-ended rather than closed-ended. For example, instead of asking “Do you know about the clinic’s services?” ask “Please describe the clinic’s services.” • You should ask factual question before opinion questions. For example, ask, “What activities were conducted?” before asking, “What did you think of the activities?” • Use probes as needed. These include: • Would you give me an example? • Can you elaborate on that idea?

3. Train Data Collectors

4. Collect Data

5. Analyze Data

6. Disseminate Findings

What are Potential Sources of Information? Information sources could include:

• Policy Makers, Program Participants/Client Project Staff, Community Members, Clinic Staff.