**CONCEPTS USED IN QUALITATIVE RESEARCH**

1. **TRUSTWORTHINESS**

In quantitative studies, the concepts applied are validity and reliability. However, in qualitative studies, this concept is more uncertain because it is established in different terms. Thus, the ideas of generalizability, internal validity, reliability, and objectivity are reconsidered in qualitative terms. These substitute terms include transferability, credibility, dependability, and confirmability.

Since qualitative researchers do not use instruments with established metrics about validity and reliability, it is important to address how qualitative researchers conclude that the research study’s findings are credible, transferable, confirmable, and dependable.

The purpose of trustworthiness in qualitative research is to support the argument that the research’s results are “worth paying attention to”.

Aspects of Trustworthiness in Qualitative Research

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

* Truth value

Truth-value questions if the researcher has established confidence in the truth of the results for the topics or informants and the context in which the research was undertaken. Truth-value is commonly acquired from the discovery of human experiences as they are lived and perceived by informants.

Lincoln and Guba termed this credibility in qualitative research. Credibility means the concept of internal consistency, where the core issue is how we make sure the researcher is able to apply deep thinking in the research process and the way he communicate to other people that he has done so. Credibility can be accomplished by prolonged engagement with people; continual observation in the field, the utilization of peer briefers or peer researchers, negative case analysis, researcher reflexivity and participant checks, validation, or coanalysis. Qualitative researchers can use triangulation to show the research study’s findings are credible.

* Applicability

It is defined as the degree to which the findings can apply to other contexts and settings or with other groups; it is the capacity to generalize from the findings to greater populations. In this case, “other contexts” can mean similar situations, similar populations, and similar phenomena

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 occurs 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.

Transferability in Qualitative Research is more the responsibility of the individual seeking to transfer the findings to a different situation or population than that of the investigator of the initial study.

* Consistency

Consistency of the data means whether the conclusions would be similar if the research was repeated with the same subject matter or in a similar context. Consistency is defined in terms of 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”. The procedure by which results are produced must be well detailed and repeatable whenever possible. This is achieved by means of meticulously monitoring the emerging research design and through keeping an audit trail, which is, an in depth arrangement of research activities and processes, influences on the data collection and analysis, emerging themes, classifications, or models and analytic memos.

* Neutrality

We can define it as the degree to which the results are a function solely of the informants and conditions of the research and not of other biases, motivations, and views of the researcher.

Guba suggested that confirmability be the criterion of neutrality. Confirmability in qualitative research is founded on the acknowledgment that research is never objective.

It deals with the main issue that “findings should signify, as far as possible, the specific situation being investigated as opposed to the beliefs, pet theories, or biases of the researcher. It is according to the perspective that the integrity of results is based on the data and that the researcher must properly link the data, analytic processes, and findings in a manner that the reader is in a position to confirm the adequacy of the findings.

1. **SATURATION OF DATA**

 Theoretical 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. It 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 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 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.

 Considering the various types of research in which saturation might feature helps to clarify the purposes it is intended to fulfil. When used in a deductive approach to analysis, saturation serves to demonstrate the extent to which the data represents previously determined conceptual categories, whereas in more inductive approaches (grounded theory in particular), it says something about the adequacy of sampling in relation to theory development. In narrative research, a role for saturation is harder to discern; rather than the sufficient development of theory, it might be seen to indicate the ‘completeness’ of a biographical account.

1. **CONTENT ANALYSIS APPROACH**

 Content analysis is a common 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.

1. **IN-DEPTH INTERVIEW GUIDE**

This is the most common format of data collection in qualitative research. Qualitative interview is a type of framework in which the practices and standards be not only recorded, but also achieved and as well as reinforced. As no research interview lacks structure most of the qualitative research interviews are semi-structured, lightly structured or in-depth. In research, in-depth interviews are the primary or sole source of data.

**Preparing Questions for a Qualitative Research Interview**

* Questions used should relate to; behavior or experience, opinion or belief, feelings, knowledge, sensory, and background or demographic.
* Use open-ended questions that allow the interviewee to share their experience in depth, giving them freedom to express their thoughts.
* Probing questions should be used to get more information about an answer or clarify something.
* Digress from the list from time to time when a new idea or question comes to mind (unless it’s a structured interview) but always return to the list to make sure all necessary information is gathered.