NAME: OGUNNIYI BUKOLA

MATRIC NUMBER: 16/MHS02/033

COURSE CODE : NSC 414

COURSE TITLE : RESEARCH IN NURSING

1) **TRUSTWORTHINESS**

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 each study, researchers should establish the protocols and procedures necessary for a study to be considered worthy of consideration by readers. Although most experts agree trustworthiness is necessary, debates have been waged in the literature as to what constitutes trustworthiness.

. 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;**

* **Credibility** is 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.
* **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.

2) **SATURATION OF DATA**

Saturation is a tool used for ensuring that adequate and quality data are collected to support the study. Saturation is frequently reported in qualitative research and may be the gold standard.

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.

Data saturation is important to achieve. It is reached when there is enough information to replicate the study, when the ability of obtain additional new information has been attained, and when further coding (identification of themes) is no longer feasible

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 analyzed. 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.

3). Content analysis approach

Content analysis serves the purpose in qualitative research to enable you to study human behavior indirectly through how people choose to communicate. The type of data collected can vary tremendously in this form of research. However, common examples of data include images, documents, and media

Content analysis in qualitative research is carried out by recording the communication between the researcher and its subjects. One can use different modes such as transcripts of interviews/discourses, protocols of observation, video tapes and written documents for communication. Its strength lies in its stringent methodological control and step-by-step analysis of material. In other words every element in the data collected is categorized into themes which are identified through secondary literature. The method of the analysis comprises following 8 steps:

1. **Preparation of data:** There are several ways by which one can collect the data for qualitative content analysis. However one needs to be transform the data before the analysis can start. From the data set which the researcher has collected, choice of “content” need to clearly defined and justified. 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.
2. **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.
3. **Developing categories and coding scheme**: 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.In case of deductive approach, it is important to link the interpretations with the existing theories in order to draw inferences. However, in case of inductive approach the objective is to develop new theories. So, it is important to evaluate secondary sources in order to stimulate original ideas. In order to ensure consistency in the codes, the categories as per their properties with examples has to be defined.
4. **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.
5. **Coding all the text**: After the coding consistency in the previous stage, it is important to apply the coding process to the data.
6. **Assessing the consistency of coding employed**: After coding the whole data set [validity](https://www.projectguru.in/publications/validity-qualitative-research/" \t "_blank) and [reliability](https://www.projectguru.in/publications/measuring-reliability-questionnaires/" \t "_blank) should be checked.
7. **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. It is important to explore the properties, dimensions and identify the relationship and uncover patterns in order to present the analysis.
8. **Presentation of results**: To present the results under each theme with conclusions the results should be supported by secondary data and quotes from the developed code. Further, based on the analysis, the researcher can also present the results in the form of graphs, matrices, or conceptual frameworks.

**4). IN DEPTH INTERVIEW ANALYSIS**

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. They are often used to refine questions for future surveys of a particular group.

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.