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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. Explain the following concepts used in qualitative research:

1. Trustworthiness
2. Saturation of data
3. Content analysis approach
4. In-depth interview guide

1. TRUSTWORTHINESS

This refers to the degree of confidence in data, interpretation and methods used to ensure the quality of a study. Trustworthiness deals with the establishment of four concepts which are:

a. CREDIBILITY:

This refers to the level of confidence a qualitative researcher has regarding the truth of the research study findings. It determines how confident the investigator is with the truth of the findings based on the research design, informants, and context.

Credibility refers to 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. It can be accomplished by prolonged engagement with people; continual observation in the field; and participant checks, validation, or coanalysis.

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.

b. TRANSFERABILITY:

This 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 study,

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.

c. **CONFIRMABILITY:**

This 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.

d. **DEPENDABILITY:**

This refers to the extent that the study could be repeated by other researchers and that the findings would be consistent. In other words, if another researcher wants 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 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 refers to the point in the research process when no new information is discovered in data analysis, and this redundancy signals to researchers that data collection may cease. Saturation means that a researcher can be reasonably assured that further data collection would yield similar results and serve to confirm emerging themes and conclusions.

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. . When researchers can claim that they have collected enough data to achieve their research purpose, they should report how, when, and to what degree they achieved data saturation.

3. CONTENT ANALYSIS APPROACH:

Content analysis is a research tool used to determine the presence of certain words, themes, or concepts within some given qualitative data. This is done by making effective interpretations through reading and coding the qualitative data. In other words, texts are assigned labels, also known as codes, to show the existence of important patterns. Qualitative data may include documents, texts, charts or even oral communications.

The content analysis helps in the study of many significant but difficult-to-study issues of interest to organisational researchers in many diverse areas.

There are three major approaches for content analysis:

a. CONVENTIONAL CONTENT ANALYSIS:

Conventional content analysis is commonly used with a study whose main intention is to designate a certain incident. It is usually applicable when research literature is limited regarding the examined phenomenon. During conventional analysis, researchers avoid using fixed categories. As an alternative, they let the categories as well as their designated labels to flow from the literature. In addition, researchers usually engage themselves in the data in order to allow new observations to develop. This method is also known as inductive category development. Many qualitative approaches use this preliminary process to study design and analysis.

The process is as follows:

- first, data is analysed in a general manner by reading all information continually. This is done in order to achieve engagement and gain a sense of the whole idea. This step is similar to one reading a novel.
- Next, data is read again, however this time it is cautiously prepared word by word. This step involves first highlighting the precise words from the information read that appear to capture crucial concepts.
- Then, the researcher addresses the text by making notes of the main impressions, thoughts, and initial analysis found. This is done with the aim of developing codes. As this process lasts, labels for codes develop that reflect the main thoughts of the data it examines.
- After that, codes are organised into groups. The grouping system is done based on how codes are correlated. Thus, the grouping's main aim is to group codes into meaningful clusters.

b. DIRECTED CONTENT ANALYSIS

In this approach, the researcher would choose a directed approach to content analysis when preceding incomplete research about the examined phenomenon is available. The preceding research could help the researcher for developing additional research which is

the main objective of using a directed approach. Additional benefits from existing prior research would include: supporting the development of the research question as well as providing forecasts about the key variables and the links between those variables. Consequently, this can help in determining the preliminary coding scheme. This is also known as deductive category application.

The process of using a directed approach is more organised than using a conventional approach. The process starts by identifying the main variables as preliminary coding categories. Next, operational definitions for each category are determined. Based on the research question, data and the researcher's goals, labelling/coding can follow two main strategies. If the research objective is to classify and sort all cases of the examined phenomenon then reading and highlighting all data that seems to represent the needed reactions is considered the best solution. The step that follows is to label all highlighted information by the predetermined codes. Any data that could not be coded from the existing coding scheme would be given a new code.

The second strategy that can be used in directed content starts with immediate labelling using the predetermined codes. In this case, the researcher is confident that initial coding will not bias the identification of relevant text. Through the process, information that could not be given code is recognised and analysed later to decide if they denote a new category in the coding scheme.

c. SUMMATIVE CONTENT ANALYSIS:

A study using a summative approach begins with classifying and counting specific words in the examined data. The main objective of this step is to investigate the usage of specific words and not understand the meaning of content. This type of analysis is also known as manifest content analysis. If the analysis process ends at this step, the analysis would be considered as quantitative analysis. However, a summative method main goal includes discovering underlying data meaning through analysis as well as quantifying words. Understanding the meaning of data is also known as Latent content analysis.

4. IN-DEPTH INTERVIEW GUIDE:

An in- depth interview is a loosely structured interview. It allows the freedom for both the interviewer and interviewee to explore additional points during an interview.

A qualitative data collection method, in-depth interviews offer the opportunity to capture rich, descriptive data about how people think and behave, and unfolding complex processes. They can be used as a standalone research method or as part of a multi method design, depending on the needs of the research.

In depth interviews are normally carried out face to face so that a rapport can be created with respondents. Body language is also used to add a high level of understanding to the answers.

Telephones can also be used by a skilled researcher with little loss of data and at a tenth of the cost.

The style of the interview depends on the interviewer. Successful in-depth interviewers listen rather than talk. They have a clear line of questioning and use body language to build rapport. The interview is more of a guided conversation than a staccato question and answer session.

The interview is conducted using a discussion guide which facilitates the flushing out of the respondent's views through open ended questioning. Projective techniques can be incorporated into the interview too.