MATRIC NO: 16/MHS02/027

COURSE TITLE: RESEARCH METHODS IN NURSING

COURSE CODE: NSC 414

TRUSTWORTHINESS

The trustworthiness of qualitative research generally is often questioned by posi- tivists, perhaps because their concepts of validity and reliability cannot be addressed in the same way in naturalistic work. Nevertheless, several writers on research methods, notably Silverman [1], have demonstrated how qualitative researchers can incorporate measures that deal with these issues, and investigators such as Pitts [2] have attempted to respond directly to the issues of validity and reliability in their own qualitative studies. Many naturalistic investigators have, however, preferred to use different terminology to distance themselves from the positivist paradigm. One such author is Guba, who proposes four criteria that he believes should be considered.

Data trustworthiness has four key components:

a) credibility (in preference to internal validity); b) transferability (in preference to external validity/generalisability); c) dependability (in preference to reliability); d) conﬁrmability (in preference to objectivity).

Credibility

Triangulation and member checks help establish credibility and contribute to trustworthiness. Other factors include prolonged engagement with and persistent observations of research subjects.

Triangulation asks the same research questions of different study participants and collects data from different sources through different methods to answer the same questions. Member checks occur when researcher asks participants to review the data collected by interviewers and the researcher’s interpretations of the data.

Transferability

This generalizes study findings and attempts to apply them to other situations and contexts. Researchers cannot prove definitively that outcomes based on the interpretation of the data are transferable, but they can establish that it is likely.

Dependability

Many qualitative researchers believe that if credibility has been demonstrated, it is not necessary to also and separately demonstrate dependability. However, if a researcher permits parsing of the terms, then credibility seem more related to validity, and dependability seems to relate to reliability. Sometimes data validity is assessed through the use of a data audit. A data audit can be conducted if the data set is both rich-thick so that an auditor can determine if the research situation applies to their circumstances.

Conformability

Qualitative research can be conducted to replicate earlier work, and when that is the goal, it is important for the data categories to be made intentionally consistent. It is important for other researchers to be able to replicate the results to show that those results are a product of independent research methods and not of conscious or unconscious bias.

SATURATION OF DATA

Data saturation refers to the point in research process when no new information is discovered in data analysis, and this redundancy signals to researchers that data collection may cease. It refers to the quality and quantity of information in a qualitative research study. 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. When researchers can claim that they should report how, when, and to what degree they achieved data saturation.

CONTENT ANALYSIS APPROACH

Content analysis is a method of studying and analysing communication in a systematic, objective and quantitative manner for the purpose of measuring variables. There are three concepts involved

Systematic

Objective and

Quantitative

Limitations amd steps of content analysis

* Content analysis cannot serve as the sole basis for claims about media effects
* Researchers who use different tools of measurement arrive at different conclusions
* Lack of messages relevant to the research
* Content analysis is time consuming and expensive

Steps

* Formulate the research questions or hypothesis
* Define the population in question
* Select an appropriate sample from the population
* Select and define a unit of analysis
* Construct the categories of content to be analyzed
* Establish a quantification system
* Train coders and conducts a pilot study
* Code the content according to established definitions
* Analyze the collected data
* Draw conclusions and search for indications

IN-DEPTH INTERVIEW GUIDE

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.

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.”

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.

Can be time-intensive: Interviews can be a time-intensive evaluation activity because of the time it takes to conduct interviews, transcribe them, and analyze the results. In planning

Process of conducting in-depth interview

1. Plan

2. Develop Instruments

3. Train Data Collectors

4. Collect Data

5. Analyze Data

6. Disseminate Findings