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Qualitative research strategy is commonly called the interpretative research that rely heavily on thick verbal description 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

**TRUSTWORTHINESS**

Trustworthiness has grown to be a crucial concept as it enables investigators to explain the virtues of qualitative terms outside of the parameters which are generally used in quantitative research. The purpose of trustworthiness in qualitative research is to support the argument that the inquiry’s results are “worth paying attention to”. This is quite different from the typical experimental precedent of attempting to show validity, soundness, and significance.

Thus, the ideas of generalizability, internal validity, reliability and objectivity are reconsidered in qualitative terms. These substitute terms include transferability, credibility, dependability and confirmability. In simple term, trustworthiness refers to as the way in which qualitative research workers make sure that transferability, credibility, dependability, and confirmability are evident in their study.

**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 or informants and the context in which the research was undertaken. It determines how confident the investigator is with the truth of the findings based on the research design, informants and context. 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 rigor in the research process and the way we communicate to other people that we have done so.Credibility can be accompanied by prolonged engaged with people; continual observation in the field ; the utilization of peer debriefs or peer researchers; negative case analysis; research reflexivity; and participant checks, validation or co- analysis. Additionally, it is increased by thorough description of source data and emerging analysis in addition to by “thick descriptions”

1. **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 grater populations. Guba introduced 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. Transferability 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

1. **Consistency**

This means whether the conclusions would be consistent if the inquiry were 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 explicit and repeatable whenever possible. This is achieved by means of meticulously monitoring the emerging research design and thorough keeping an audit trail, which is, an in depth chronology of research activities and processes; influences on the data collection and analysis; emerging themes, classifications, or models and analytic memos.

1. **Neutrality**

It is defined 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.

Guba suggested that confirmability be the criterion of neutrality. Confirmability in Qualitative Research is founded on the acknowledgement that research is 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 investigator must properly tie together the data, analytic processes, and findings in a manner that the reader in a position to confirm the adequacy of the findings.

**SATURATION OF DATA**

This is a term used in research to indicate that no new information is expected to be added that will enhance or change the findings of a study. It is reached when there is enough information to replicate the study, when the ability to obtain additional new information has been attained and when further coding (identification of themes) is no longer feasible. The concept of data saturation is considered to be a neglected one because it is a concept that is hard to define and what is data saturation for one is not nearly enough for another.

There are two ways in which data saturation plays out itself in research:

**Data saturation in sampling:**

When a researcher chooses respondents for a study (conducts sampling), they may do so using ‘theoretical sampling’. This means they will continue adding new units to the sample until the study has reached a saturation point, that is, until no new data are produced through inclusion and analysis of new units. Theoretical sampling is an approach to acquiring respondents for research that is related to be an approach called ‘grounded theory’ and is characterised by the fact that the collection of data is controlled by the emerging theory.

**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 I done to ensure that saturation has been achieved.

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.

**CONTENT ANALYSIS**

Content analysis is a research tool used to determine the presence of certain words, themes, or concepts within some given qualitative data (I.e. text). Using content analysis, researchers can quantity and analyse the presence, meanings and relationships of such certain words, themes or concepts. Researchers can then make inferences about the messages within the texts, the writer, the audience and even the culture and time of surrounding the text.

**Uses of Content Analysis**

* Identify the intentions, focus or communication trends of an individual, groups or institution
* Describe attitudinal and behavioural responses to communications
* Determine psychological or emotional state of persons or groups
* Reveal international differences in communication contents
* Reveal patterns in communication content
* Pre-test and improve an intervention or survey prior to launch
* Analyse focus group interviews and open-ended questions to complement qualitative data

**Types of Content Analysis**

There are two general types of content analysis

**Conceptual Analysis**

Typically, people think of conceptual analysis when they think of content analysis. In conceptual analysis, a concept is chosen for examination and the analysis involves quantifying and counting its presence. The main goal is to examine the occurrence of selected terms in the data which may be implicit or explicit. Explicit are so easy to identify

General steps for conducting a conceptual content analysis

1. Decide the level of analysis: word, word sense, phrase, sentence, themes
2. Decide how many concepts to code for: develop predefined or interactive set of categories or concepts. Decide to either allow flexibility to add categories through the coding process or to stick with the predefined set of categories.
3. Decide whether to code for existence or frequency of a concept
4. Decide on how you will distinguish among concepts:

* Should text be coded exactly as they appear or coded as the same when they appear in different forms
* What level of implication is to be allowed? words that imply the concept or words that explicitly state the concept

1. Develop rules for coding your texts. After decisions of steps 1-4 are complete, a researcher can begin developing rules for translation of text into codes. This will keep the coding process organized and consistent
2. Decide what to do with irrelevant information: should this be ignored (e.g. common English words like “the” and “and “), or used to re-examine the coding scheme in the case that it would add to the outcome of coding?
3. Code the text: This can be done by hand or by using software. By using software, researchers can input categories and have coding done automatically, quickly and efficiently, by the software program

**Relational Analysis**

It begins like conceptual analysis, where a concept Is chosen for examination. However, the analysis involves exploring the relationships between concepts. Individual concepts are viewed as having no inherent meaning is a product of the relationships concepts. To begin a relational content analysis, first identify a research question and choose a sample or samples for analysis. The research question must be focused so the concept types are not open to interpretation and can be summarized. Next, select text for analysis carefully by balancing having enough information for a thorough analysis so results are not limited with having information for a thorough analysis so results are not limited with having information that is too extensive so that the coding process becomes too arduous and heavy to supply meaningful and worthwhile results.

**IN-DEPTH INTERVIEW GUIDE**

This is a method for structuring an interview and ensuring that important questions will not be forgotten during the interview. You need to have specific objectives in mind when figuring what to ask. You should ask questions in natural, conversational language-avoid jargon or technical terms your respondents may not know. Skilled in-depth interviewers do not stick to the script. In-depth interview guides allow for probing on related issues that might arise during the interview as well as expected.

Before you begin writing an in-depth interview guide, ask yourself the following questions:

* What is the specific purpose of the interviews?
* What information am I interested in exploring?
* Who needs this information and what are they going to do with it?

The research objectives will determine the content of the guide. The aim is to write questions that, when respondents answer them, will answer the organization’s questions and meet the research objectives. The guide should be kept brief and it should only include questions directly related to your research objectives.

**Components of an in-depth interview guide**

**Purpose and introduction**: The introduction of an in-depth interview is very similar to the introduction of a telephone survey; part of its purpose is to convince a potential respondent to complete an interview. Interviewers should introduce themselves and the reason the research is being conducted. The introduction of the topic should give away too many details about exactly what you will be asking but should be sufficiently informative so that the person will agree to speak to you.

**Questions:** In an in-depth interview, the questions themselves make up the vast majority of the guide.

**Conclusion:** The interviewer ends the interview by asking if respondents have any last suggestions or connects about the topic.

**Writing Good in-depth interview guide questions**

* Ask open-ended questions: Questions should reveal what respondents are thinking not what you think they are thinking. They should encourage an expansive detailed reply
* Ask effective probing questions: Probes increase better detail by clarifying or expanding upon earlier responses. Good probing generates responses
* Ask respondents to think back: Respondents are to think back to a specific event and reflect on their personal experience. This strategy invites concrete, specific responses and grounds them in their own experiences, attitudes and beliefs.
* Keep questions simple: Think of the shortest and most direct way to ask questions and avoid multiple interpretations.
* Avoid asking “why”:” why” puts respondents on the defensive; these questions can sound like an interrogation, feels inflammatory or rude. Consider alternatives. Instead of “why do you prefer that type of program” ask “what are the major reasons you prefer that type of program”.