A Qualitative Research Technique: Interview

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Abstract

The purpose of this research is to explain the interview technique, which is mostly preferred as a data collection tool in qualitative research methods. In this review research, the definition, purpose, importance of the interview technique, planning of the interview technique, the strengths and weaknesses of the interview technique are focused on. In the research, a general evaluation of the sources related to the ethical dimension of the interview technique, the types of the interview technique, the analysis of the interview technique, the interview data, the validity and reliability of the interview technique, and the interview technique were made. To carry out the interview process successfully, it is aimed to give information about the use of the interview technique, considering all these factors. For the interview process to be carried out successfully, it is aimed to give information about the use of the interview technique by considering these factors.

Keywords: Qualitative research, research techniques, interview technique

INTRODUCTION

The purpose of this article is to make detailed analyzes about the interview technique, which is one of the qualitative research methods, and to reveal the features of this technique and how it can be used in practice. In this study, it has been tried to determine the content of the interview technique according to the subject to be used, and to determine how the features and stages of this technique are classified. It was carried out to contribute to the literature on the stages of the interview technique, what tasks the interviewer has, what kind of strengths and weaknesses the technique has.

The interview, which is one of the data collection techniques frequently used in qualitative research, aims to reveal the experiences of individuals and how they make sense of these experiences. In other words, the interview is the process in which the researcher is asked various questions to the person participating in the interview and is trying to obtain information from the interviewer about a certain subject (Adhabi & Anozie, 2017). From here, the interview technique can be understood as an interactive process in which the researcher asks questions to seek specific information. In the interview technique, the interviewer is considered to have significant experience and the research topic is investigated in depth (Charmaz, 2014). It is a data collection technique in which the participants in the sample group tell the researcher their knowledge, intentions, feelings and thoughts about the research (Baltacı, 2019).

Merriam (1998) states that the main purpose of the interview technique is to obtain a special kind of information. Patton (2015), on the other hand, states that the purpose of the interview, people's feelings, thoughts and information, and intentions cannot be observed directly, and comments cannot be made about them. Therefore, he states that how people perceive phenomena and how they attribute meanings to them can only be learned by interviewing about them and asking research questions in these interviews. According to Patton (2015), the purpose of the interview

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is to "let other people get into their point of view". It is to understand the inner world and perspective of an individual. With the interview method, the researcher tries to understand the facts by looking at the events from the participant's eyes. Thus, it will be possible to evaluate the point of view of the person with explanations from his mouth.

The fact that detailed and in-depth data can be obtained with the interview technique forms the basis for calling the interview technique a "digging tool" preferred by social researchers (Benny and Hughes, 1984). On the other hand, Kvale (1996) tried to explain the interview, which is a qualitative research technique, with a miner's metaphor. In the data collection process, the researcher's in-depth data collection effort has been compared with the miner's effort to reach the mine in the depths of the ground (Türnüklü, 2005). The researcher asks questions about the subject of the study in a conversational style (Bogdan & Biklen, 1998) and tries to reveal his knowledge, intention, and thoughts in line with the answers of the participant during the interview.

Interview, a qualitative research technique, is considered an effective and powerful data collection technique in social science studies and is used in most types of qualitative studies (Rice & Ezzy, 1999). The widespread use of this technique includes the processes that need attention for the interview to be successful. To achieve the desired result in the research and for the technique to be successful, the interview technique and its stages should be well known by the researcher. It is necessary to plan the interview process well and, in parallel, to ensure the harmony between the researcher and the participant during the interview process.

METHOD

In this research, a comprehensive study based on the document analysis method was carried out by making detailed examinations about the interview technique, which is one of the qualitative research methods. In the research, the contents focused on the interview technique were examined, and the interview technique was looked at from a holistic and detailed perspective.

Preparation of questions

The interview questions used in the interview can be structured, unstructured and semi-structured. Question lists are prepared by the researcher before the research in structured and semi-structured interviews; the researcher tries to reveal the participant's feelings and thoughts within the framework of this list of questions. Unstructured interviews, on the other hand, provide flexibility to the researcher, and in the interview, the researcher can reshape the flow of the interview with the answers from the participant. The questions should be meaningful and integrated with themselves. Interview questions should be classified into two groups closed and open questions; should be ordered from specific to general, and should be ordered from the type of question that the researcher can answer to complex questions (Büyüköztürk, et al., 2019).

The questions should be relevant to the purpose of the research and related to the research. Questions that will confuse the participant should be avoided and care should be taken to ensure that the questions are clear and understandable while preparing the questions. By asking different types of questions, the views of the participants on the questions under different headings should be sought. To get the desired efficiency from the interview and to collect the purposeful data in detail, the researcher should construct the interview questions well and shape the questions according to the flow during the interview process. To increase the validity and reliability of the interview, questions that may cause misunderstandings and waste of time should be avoided, and focused questions based on the experiences of the participant should be emphasized (Yıldırım & Şimşek, 2018).

Preparation of the interview form

Before starting the interview, the main questions suitable for the purpose and the questions that are planned to be directed to the participant should be prepared. Interview questions are thematic in terms of generating knowledge; It is evaluated in terms of two dimensions, one being dynamic in terms of the relationship between the people in the interview (Brinkmann & Kvale, 2015).

The structure of the interview questions depends on the researcher's expertise and prior knowledge of the subject. The interview will be long if the researcher is not knowledgeable about the subject on which he/she is planning to research.

Interview questions should be able to reveal an in-depth answer on the subject of interest (Seidman, 2013). Asking interview questions that do not answer the research question and do not answer the research question causes the researcher to lose a lot of data, time and energy. Asking irrelevant and leading interview questions reduces the reliability of the research. For the interview questions to be more effective, open-ended questions can be preferred and guiding questions should be avoided. In addition, introductory, follow-up, probing, customizing and direct question types should be preferred, allowing the participant to express their own views.

Interview questions should be compatible with the purpose of the study (Brinkman & Kvale, 2015). Interview questions should be expressed in an easy-to-understand way and the research participant should be able to freely express their thoughts and feelings. Instead of directing the course of the research to a certain point with the questions asked, questions should be asked to reveal or explore the unknown in the participant (Seidman, 2013; Patton, 2015). Questions should be hypothetical, allow complex answers, and allow the researcher to express experiences in different dimensions. Interview questions should be structured according to the topic of interest. The participant should feel what is important and be able to express himself by focusing on his personal experiences and thoughts (Rubin & Rubin, 2012).

The order of the questions in the interview should be from simple to complex, from specific to general (Patton, 2015). Questions about people's jobs, private lives, quality of life, lifestyles and social discrimination should be avoided (Schofield, 2002; Patton, 2015). Obtaining data that will cause problems in terms of the validity and reliability of the research should be prevented (Cansız Aktaş, 2015).

The following principles should be considered while preparing the interview form (Patton, 2015; Yıldırım & Şimşek, 2018; Cansız Aktaş, 2015):

- The questions should be written in a way that is easily understood by the participant.
- Questions that distract the participant from the purpose of the research should be avoided.
- Questions with uncertain answers should be avoided.
- Questions should be asked from specific to general, from simple to complex.
- To examine the subject in detail, questions of different dimensions should be directed.
- Different types of questions should be prepared for the participants.
- Instead of asking questions with only one correct answer, open-ended questions should be asked to reveal the participant's feelings and thoughts.
- Questions should be simple.
- Asking more than one question at a time should be avoided.
- When rich data is obtained from a question, the next question should be asked.
- Focused questions should be prepared.
- Questions for detail, explanation and clarification should be prepared.
- Questions about knowledge and skills should be asked by integrating them with the participant's experiences.

Planning the time

Time is precious in the interview. Long answers, irrelevant explanations, and breaks in the conversation shorten the planned time to focus on critical questions of the research (Patton, 2015: 375). In the interview technique, obtaining in-depth information is related to the interviewer's ability to use the time to answer the questions. There is a dynamic relationship between the interviewer and the participant, and the interviewer is responsible for its management (Whiteley, 1998).

During the interview, while the timing of the questions asked and the answers can be controlled by the interviewer, the participant's behavior and expressions are beyond the control of the interviewer. At this point, it is the interviewer himself who will activate the participant in the interview process or prevent his statements. The interviewer's interaction with the speaker should be under the control of the interviewer.

The interviewer should prepare and try the interview before and check how long it takes to conduct the interview. During the interview, the researcher should focus on discovering the participant's feelings and thoughts about the research topic. During the interview, participants may experience hesitations while organizing their thoughts about the research questions in their minds due to distraction, impatience and hesitation. Here, the researcher should interact with the participant again and the participant should be allowed to think about the question asked. He should save the interview process from such time traps and be able to manage time well. To prevent time and data loss, every question in the interview should have a purpose (Büyüköztürk et al., 2019).

Identification of participants

Gathering data through interviews involves "determining who to interview". It depends on what the researcher wants to know and from whose point of view the information is sought to be evaluated (Merriam 1988).

While in quantitative research, attention is paid to the selection of the sample to represent the universe, it is important to reach data satisfaction, not the number of participants, in the interview technique, which is one of the qualitative data collection tools. Qualitative research is carried out with a small sample, and qualitative research can be carried out with only one person (Patton, 2015). While the data obtained from the sample group can be generalized in quantitative research, the lack of such a purpose in qualitative research, the satisfaction and elaboration of the information to be obtained are taken into account in the selection of the sample, not the numerical data. While the findings obtained from the sample group in quantitative studies can be generalized to the population; in qualitative research, it can be generalized to participants with similar or the same characteristics (Maxwell, 2021). Since most qualitative research does not involve making statistical generalizations, researchers state that sample size and designs are not a problem in qualitative research (Omona, 2013). Sample selection may vary depending on how efficient each research will be. There is no rule that it will be done with only one person or only 10 people. When the researcher reaches the richness of the data and decides that it is sufficient, he may prefer not to interview different participants (Çokluk, Yılmaz, & Oğuz, 2011).

The number of samples in the interview technique can vary according to the subject, purpose and sub-problems of the research (Türnüklü, 2005). The objectives of the research and the characteristics of the research sample determine which and how many people will be selected (Moriarty, 2011). Data saturation becomes evident as the researcher uncovers new categories, themes, or explanations from the data as they conduct interviews and practice (Marshall, 1996).

Duties of the interviewer

The interviewer and participant work together in the interview to answer the research questions (Rubin & Rubin, 2012). The harmony and cooperation between them during the interview process increases the quality of the interview and is necessary for the research to reach its purpose. Before the interview, the interviewer outlines the interview by describing the topic and preparing the questions (Charmaz, 2014). During the interview process, when the interviewees ask the participants how they perceive a phenomenon related to the subject, the participant expresses their experiences by restructuring them according to their understanding of what is important without being guided by the interviewer (Seidman, 2013).

A skilled interviewer asks good questions about the research, minimizes bias with his neutral stance, and tries to produce quality data and valid findings from the interviews. That is, he should avoid arguing with the participant, no matter how contrary to the beliefs and values of the

interviewer, for the interview to be successful; to influence the opinions of the interviewee as little as possible, they should approach without judgment (Brinkmann & Kvale, 2015) and should not be threatening. The interviewer is also a good observer (Merriam, 1998). In addition to the participant's explanations, he/she can analyze the reliability of his/her feelings, thoughts and information from his/her body language, gestures and facial expressions. According to Patton (2015), the interviewer can ask different types of questions to the participant, such as experiential and behavioral questions, intellectual and value questions, informational questions, emotional questions, retrospective and demographic questions, according to the flow of the interview and to encourage responses from the interviewee. In all these questions, the interviewer should avoid being too harsh and oppressive. Because here, the participant is not questioned, only interviewed. The interviewer should continue the interview by switching from general questions to more specific questions and deepen the interview by generating new questions from the keywords that stand out from the interviewer's ideas (Merriam, 1998). The interviewer should have a good command of the subject to avoid spending time indiscriminately with meaningless questions during the interview (Karasar, 2015).

ISSUES TO BE CONSIDERED WHEN MAKING AN INTERVIEW

While conducting the interview, the researcher should pay attention to some frameworks for the interview to be efficient and to obtain reliable and accurate data (Yıldırım & Şimşek, 2018). The principles and processes to be considered to make the interview process more effective and efficient are as follows (Yıldırım & Şimşek, 2018; Karasar, 2015; Büyüköztürk, et al., 2019):
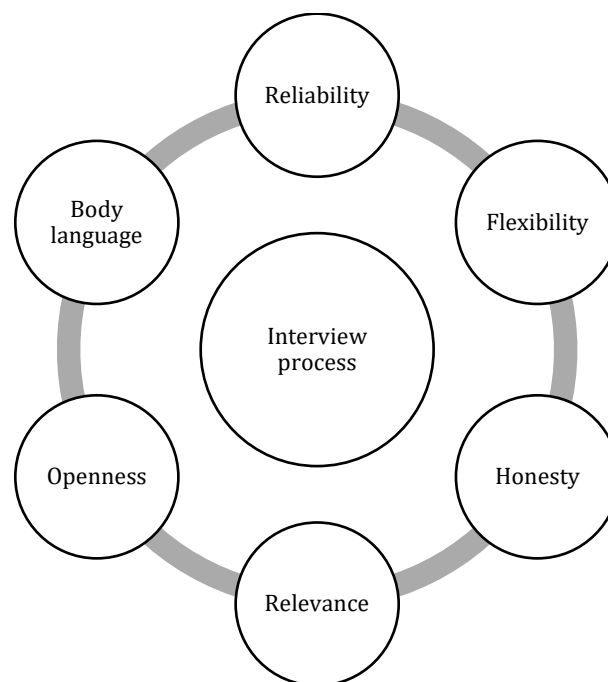

Figure 1.Principles and Processes of Interview

Before starting the interview, the participant should first introduce himself/herself, talk about the subject to be discussed and enlighten the participant about the purpose of the interviewer. Before the interview, participants should be informed about the details of the study and should be assured that confidentiality and ethical principles are respected.

Interviews should be held in a quiet environment to avoid the distraction of the participant and should be held at the most convenient time for the participants. For the interview to be productive, it is important to establish closeness with the hereditary before the interview, as it can have a positive effect on the interview (Karasar, 2015).

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Before the interview, it should be stated that the data to be obtained from the interview will be confidential and that ethical principles and rules will be followed at every stage of the research. To avoid data loss, permission should be requested to record the interview (Merriam and Grenier, 2019).

The interviewer should take care to hold the plan he made during the preparation phase, and let the interview flow within the framework of the plan. Another basis for obtaining strong data in such an environment is the interviewer's subject area and technique. The most important of these is listening attentively (Gill, et al., 2008). He should listen to the feelings and thoughts of the participants without interruption, and should not judge by intervening because of their expressions.

The interviewer should be able to use body language well, in addition to using his expert knowledge well. There should be a listening expression on his face, he should be moderate and smiling, he should appear interested, and he should use encouraging expressions such as "uh, hmm..." that show that he is listening.

During the interview, he should remain silent in some parts and allow time for the participant to think more deeply and express his ideas in detail (Kvale, 1996). Questions can be asked at the end about the statements given by the participant, and different questions can be asked that have the same meaning as the statement he/she says. Thus, if the explanations made by the participant are not clear, different types of questions can be asked to clarify the explanations.

At the end of the interview, the participants should be thanked for their time and asked if they have anything to add.

STRENGTHS AND WEAKNESSES OF INTERVIEWING TECHNIQUE

Like other data collection tools, interviews have their strengths and weaknesses.

Strengths of the interview technique

- There is no significant delay between question and answer in face-to-face interviews; the interviewer and participant can react directly to what each other says or does.
- Ending the interview is easier than other techniques. A clear way to end the interview is to thank the interviewee for his cooperation and ask the participant if he or she has any further explanations about the topic or the interview process (Opdenakker, 2006).
- The interview technique gives participants the flexibility needed to explain problems based on how well they know. The researcher intervenes when necessary, and can ask different questions about the subject.
- During the interview process, the researcher can collect as detailed data as possible. It can deepen the data and provide data diversity with different question forms.
- The researcher can give immediate feedback on the data received by the participant during the interview (Karasar, 2015). In this way, complex instructions can be explained by the interviewer. If the participant started to make statements that are far from the research purpose, the interviewer may pause taking notes or ask the participant's permission to ask a new question. If the participant has started to give in-depth information that is suitable for the research, the interviewer can continue to take his notes, shake his head, show that he is listening quietly and carefully and give feedback to the participant that he has made explanations from the right point (Yıldırım & Şimşek, 2018).
- The interview technique can be used at any stage of the research process (Büyüköztürk, et al., 2019).
- When reliability is established between the interviewer and the participant, the participant can express himself/herself on emotional and sensitive issues.

Weaknesses of the interview technique

- In the qualitative research interview, the interaction between the interviewer and the interviewee is on a personal level. The interviewer may approach prejudice because of his/her feelings, thoughts and values. It does not seem possible for the interviewer to be completely objective and impartial. The fact that the participant, like the interviewer, does not want to tell the truth even though he knows the truth, may prevent the interview from being objective.
- The interviewer may misunderstand the statement of the participant or write by interpreting the participant's feelings and thoughts. This may affect the reliability of the research (Oral & Çoban, 2020).
- One of the weaknesses of the interview technique is that the preparation of the interviewer and the completion of the interview and the data density in the analysis require a long time (Adhabi & Anozie, 2017). Making the interview in a short time can be an obstacle to reaching the desired healthy and valid data. Therefore, the researcher should allocate a long and flexible time for the interview to collect detailed data. Therefore, there is a tendency to reach the research result without meeting a sufficient number of participants (Karasar, 2015).
- Visiting research participants on-site can be costly for the interviewer to reach the remote participant. Travel expenses, tools used to record the interview, and transcription of the interview recordings and notes can increase the cost (Oral&Çoban, 2020).
- While the data obtained from the sample group in quantitative research can be generalized to the population, the findings obtained from the sample group can be evaluated on similar samples due to the nature of qualitative research.

ETHICAL DIMENSION of INTERVIEW

One of the most important problems encountered at every stage of the research process and in reporting the results is the issue of ethics (Tural, 2015). To ensure ethical behaviors, some ethical committees (YÖK, TÜBA, TÜBİTAK, UAK) have been established in Turkey.

Unethical behaviors in scientific research are listed as follows according to these institutions (Tural, 2015):

- Undisciplined, careless and sloppy research
- Intentionally modifying data
- Unfounded data
- Harming the participants
- Anonymity and privacy violations
- Ignoring the voluntary principle
- Giving only biased findings in analysis and reporting

The basis of interviewing is the protection of participant rights. Consent, anonymity and confidentiality are of great importance in the analysis and results of the interview data. The participant should be given explanations about the nature of the research and the format the interview will take. Written consent should be obtained before the interview and participants should be given sufficient time to consider whether they would like to participate before the interview.

If private and sensitive issues arise during the interview or if the interviewee gets into trouble, it is important to ask the interviewee if he/she wants to continue and to get his/her consent throughout the interview process (Ryan, Coughlan, & Cronin, 2009). It is important to ensure that the interviewees understand the research and also to protect their anonymity and privacy by not disclosing their identities. Being honest with the interviewer, the person will express his/her true and true thoughts during the interview process. Records and documents of the interview should not contain any identifying features and all data should be stored securely. Any information

obtained from the interview should not be used against the participant and should not be a threat (Tekin & Tekin, 2006).

The researcher must comply with scientific research ethics; should not be indisciplined and careless during the research process, and avoid artificiality, diversion and deception in the reporting part of the study. It is necessary to comply with ethical rules during the interview process, data analysis and reporting phase (Patton, 2015).

TYPES of INTERVIEW

Karasar (2015) categorizes interview types in 3 different ways structured, semi-structured and unstructured according to the strictness of the rules. This classification of interviews is based on the power of the interviewer, which is the main difference between these types. In each type of interview, the researcher takes responsibility to a certain extent (Marshall, 1996; Edwards & Holland, 2013; Jamshed, 2014). Regardless of the type of interview, the researcher should have a master the subject.

Unstructured interview

Due to the nature of the interview, it cannot be pre-structured. Although the researcher, who is expressed in the unstructured interview here, determines the interview questions with the main lines before starting the interview, he can produce new questions according to the flow of the interview with the flexibility and freedom given by the interview process (Karasar, 2015). According to the participant's answer, the interviewer should prepare new questions at that moment and ask them by structuring open-ended questions.

While interviewing for the research, the interviewer takes informal notes and generates questions at the time of the interview. Although it is not structured before the research, the interviewer checks for the research. In this respect, this type of interview is classified as a narrative interview (Stuckey, 2013). Since there is no predetermined set of questions, these interviews are conducted for exploratory purposes (Merriam & Grenier, 2019). The interviewer must be skilled in this area to bring together the independent data and different perspectives obtained from the interview.

Merriam and Tisdell (2015) evaluate unstructured interviews as follows:

- Open-ended questions are used in unstructured interviews.
- The interviewer is flexible and acts as an explainer in complex situations.
- The interview is more like a conversation.
- Used when the interviewer does not know enough to ask questions about the research topic.
- The purpose of the unstructured interview is to create questions suitable for subsequent interviews.
- Unstructured interview is used primarily in ethnography, participant observation and case studies.

Structured interview

This type of interview is carried out by the interviewer in a detailed and regular manner. It is carried out with an interview form that includes questions written in a standardized format. Structured interviews are controlled by the interviewer and therefore the interviewee is given less time to be flexible and comfortable (Stuckey, 2013). In the structured interview, the interviewer draws a framework and asks the questions he prepared for it. The interviewer asks short questions prepared in advance and the participants are expected to give short and understandable answers. While this type of interview offers the opportunity to work with larger groups, survey studies can be given as an example. Structured interviews can be thought of as the oral form of written questionnaires. As in the questionnaires, the structured interview aims to avoid answering the question or to minimize the participant's inadequate response (Türnüklü, 2005). In structured interviews, the researcher should stick to the interview form that he prepared beforehand. During the interview, the question order and question statements should

be followed. In this type of interview, also called standardized interviews, questions and the order in which these questions are asked are predetermined (Merriam & Grenier, 2019).

Merriam and Tisdell (2015) evaluate structured interviews as follows:

- The questions to be asked in the structured interview are predetermined.
- The order of the interview questions is predetermined.
- Interview questions are the oral form of a written questionnaire.
- It is generally used in qualitative research to obtain demographic data such as age, gender, ethnicity and educational status.

Semi-structured interview

It is the type of interview that is frequently preferred by researchers (Alshenqeeti, 2014). It is more flexible than the structured interview type. The interviewer schematized the flow of the interview beforehand. But here, the researcher can ask different questions according to the flow of the interview. He may ask the participant to express his views more clearly and clearly to obtain more detailed information (Türnüklü, 2005).

The semi-structured interview is between a structured and an unstructured interview. In this type of interview, questions can proceed more flexibly. This type of interview can be shaped according to the current situation of the interviewer, the answers given by the participant, and their views on the subject.

Merriam and Tisdell (2015) evaluate semi-structured interviews as follows:

- Interview questions are less structured.
- There is flexibility in interview questions.
- In the interview, private data is usually tried to be obtained from all participants.
- Most of the interview is guided by the list of questions or topics to be explored.
- There is no predetermined order or plan in the meeting.

ANALYSIS of INTERVIEW DATA

In a qualitative study, the researcher knows what the problem is and chooses a purposeful sample to collect data to solve the problem. Content analysis or descriptive analysis is used in the analysis of the data obtained from the sample group. In the descriptive analysis, interview questions are analyzed according to the themes revealed. First, the data is described in detail, and explanations are made by taking direct analyzes to support these descriptions.

In content analysis, the aim is to bring together data that are close to each other from the collected data. In content analysis, first, the data is coded, then the codes obtained are classified and themes that best explain these codes are created, and the data is organized according to themes and codes (Yıldırım & Şimşek, 2018).

The interviewer takes notes on the topics discussed in each interview. These notes were taken by the interviewer during the interview both helping prevent data loss and enrich the data. Recording the interview requires analysis of them later. In the analysis of the interview record, first, the documents are read from beginning to end within the general themes and notes are taken. Documents are read again and categories and themes have been created that address all aspects of the content; coding is done (Cansız Aktaş, 2015).

Category creation process

Creating categories in the research process is a systematic process to reveal the purpose of the study and the orientation of the research. The analysis process starts with reading the first text obtained from the interview, the notes taken and the documents collected in the study. While reading the interview document from beginning to end, attention is paid to notes, comments, observations and queries. Pieces of data that seem potentially relevant are uncovered to answer research questions. These pieces of data are encodings. Since all kinds of information related to

the research are evaluated, this coding format can also be called open coding. Focusing on data pieces at the beginning of the study and creating categories from them indicates the use of the inductive analysis strategy. As we collect and analyze more data, categories derived from previous data are checked to see if they are valid. As you progress through collection and analysis, some of the categories created will remain the same, while others will become obsolete.

Some points should be considered while creating categories (John, 2005):

• Categories should be suitable for the research.

• Categories should be comprehensive; all data judged to be relevant or important to the study can be placed in one category.

• Categories should be conceptually compatible.

Naming categories

 The naming of categories can be created from three sources; researcher, participant statements, and external sources. The most commonly used method in category naming is to create categories from terms and concepts that reflect what the researcher sees in the data.

To compare the data obtained from the interviews, and to reveal the points of consensus or disagreement, it is necessary to categorize the answers according to their frequencies and to reflect the thoughts of the participants as they are by including direct quotations in this process (Yin, 1994).

VALIDITY AND RELIABILITY in INTERVIEW TECHNIQUE

While validity and reliability are used for data collection tools in quantitative research, these two concepts are used in qualitative research methods in different contexts and meanings (Türnüklü, 2005). While validity and reliability studies of data collection tools such as scales and questionnaires are carried out in quantitative research, the data collection tool in qualitative research methods is the interviewer himself. All researchers focus on ethically producing valid and reliable information.

Validity

It is very important to ensure the content validity of the data obtained in the interviews (Karasar, 2015). The content validity of the prepared questions should be confirmed by taking the opinions of the experts. To ensure validity, the interview questions in the interview form must accurately measure the phenomenon to be measured. It will contribute to the validity of the research so that the obtained data reflect the truth.

Validity is divided into internal and external validity. When we look at the internal validity, whether the data obtained with the interview questions reflect the real thoughts about the perceived phenomena; It deals with whether the data obtained through interview questions are consistent and meaningful within themselves. The researcher is expected to be consistent both in the data collection process and in the analysis of these data, and to explain how this consistency is achieved (Yıldırım & Şimşek, 2018).

When we look at external validity, it deals with the transfer of data obtained from research results to different groups. The collection of subjective data from studies conducted with a limited group in qualitative research causes discussions on the generalizability problem in qualitative research. To obtain accurate, realistic and unbiased information with the interview technique, continuous controls should be carried out in the collection of data, in the categorization, coding and analysis of these data (Türnüklü, 2000). The quality of the interview can also affect the validity of the interview process. Having a friendly, comfortable environment; the interviewer's ability to express himself accurately and unbiasedly will support the validity of it. Representing the data obtained from the research to the participants and having the person confirm the accuracy of these data will also increase the validity (Yıldırım & Şimşek, 2018).

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Reliability

In quantitative research, reliability refers to the stability of the data over the given time and working conditions (Polit & Beck, 2014). The quality of the data, the interpretation of the data and the use of reliable methods in the interview increase the reliability of the research (Polit & Beck, 2014). The researcher's doing the necessary studies and taking notes about all the activities that take place during the research process and who will be interviewed increase the reliability of the research (Connelly, 2016). The purpose of the research is not to list how many participants were, but to focus on understanding the causes of the behaviors that occur. The researcher should demonstrate in the research how he conducted the interview and how he made the decisions. At this point, the researcher should have common sense of the information disclosed by the participants. The rationale for the design and implementation of the interview should be explained in full transparency and detail (Fitzgerald & Dopson, 2011). To ensure reliability in qualitative research, the research process and results must be consistent. The data obtained from the research process and results should be reviewed by another expert. Evaluation of a different specialist should be sought. The data obtained from the participants should be shared with the participants and verified by the participants (Büyüköztürk, et al., 2019).

The researcher should clearly define the interview technique; should write clearly and in detail what he did when collecting, analyzing, coding, interpreting and reaching results. Interviews should be recorded, and then these records should be transcribed without interpretation. During the interview, the researcher should compare the notes he took with the data in the recording. Another method of providing reliability is expert review. It is a detailed examination of the study by a researcher who has sufficient knowledge about the research, is an expert in this field and can criticize and evaluate the research from different aspects (Creswell, 2003). The expert examines the purpose of the research, data collection, pre-interview preparation, interview questions, analysis of the interview and the results of the interview carefully, and evaluates and gives feedback to the researcher by making comments.

Another reliability method is intercoder reliability, which is called multiple coding (Smith & Noble, 2014). Different researchers extract themes and codes related to the topic from the transcribed interviews. It can be decided that the research is reliable according to the results of the agreement between the coders of the Miles & Huberman (1994) reliability formula [Reliability=Consensus/(Agreement+Disagreement)] used in the analysis of qualitative data and the coding performed by independent researchers.

RELATED RESEARCH

Akman Dömbekci and Erişen (2022), in their study called "Interview Technique in Qualitative Research", tried to reveal how the interview technique was not published in the literature and that one of them was in a more appropriate place. This study includes areas of guidance for using the interview technique. It is emphasized that the readers who use the interview technique should pay attention to which stages they should be at.

Yüksel (2020), in his research titled "As a Qualitative Research Technique: Interview", conducted a study on the interview technique that is frequently preferred in qualitative research, its reason, the types of interviews, the application phase, the selection of the people who will participate in the interview, the implementation of the interview, the management of the interview process, the recording of the data. analysis, the advantages and disadvantages of the interview technique, and aimed to make informative explanations about these issues. When we look at the results of the research, it is seen that the interview technique is a convenient and rich technique used to collect in-depth information; however, he stated that the interview technique may be adversely affected because the researcher is not an expert or cannot manage the interview process well.

In their research called "Literature view for the type of interview in qualitative research", Adhabi and Anozie (2017) investigated the interview technique, which is an important technique in conducting qualitative research, the central aspects of qualitative data collection and related issues related to interviews. In this research, besides the experiences of both the participant and

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the researcher throughout the process; the strengths and weaknesses of the interview technique, the difficulties in the interview and ethical dilemmas.

Ryan, Coughlan and Cronin (2009) gave general information about the type, structure and philosophy of the interview in their research called "Interviewing in qualitative research: The one-to-one interview". In their research, while making references to different approaches, the process of interviewing with a general point of view was examined.

Gill, Stewart, Treasure, and Chadwick (2008) explained in detail the interview technique, which is one of the commonly used data collection tools in qualitative research, in their research titled "Methods of data collection in qualitative research: interviews and focus groups". In this research, the purpose of the interview technique, its development process, and the nature of the interview technique was investigated. How the interview technique is applied in practice has been explained in detail.

Tekin and Tekin (2006), in their research called "In-depth interview of qualitative research method as a data collection technique", tried to present information about how the in-depth interview technique is done after the existing information in the literature is given. In this study, the definition of the interview technique, its types, strengths and weaknesses, starting the interview process, the duties of the researcher and the points to be considered, the selection of the interview environment, the ethical dimension of the interview, the difficulties encountered in the interview technique, the analysis of the interviews, the analysis of the data were emphasized.

In the research titled "Qualitative research technique that can be used effectively in educational science research: Interview", Türnüklü (2005) tried to introduce the interview, which is used as a qualitative research technique. In this study, the place and importance of using the interview technique were emphasized. The purpose of the interview technique, sample selection, ethical principles, ensuring validity and reliability, data collection, reporting and analysis, and problems experienced in practice were emphasized. It has been tried to produce solutions for the difficulties and problems encountered in the interview technique.

Minocha (1982) discussed the interview technique with a general point of view in his work called "Interview Technique". With a series of questions, it provides information to the reader about the purpose, technical part, features, strengths and weaknesses of the interview technique, the setting of the interview environment and the participants, and the recording and analysis of the data.

CONCLUSION and RECOMMENDATIONS

The interview is a technique that is frequently used in qualitative research and tries to reveal the experiences of individuals and how they make sense of these experiences. This technique provides interactive information sharing between the researcher and the interviewer on a certain subject; structured, semi-structured and unstructured. In the structured interview, the questions are predetermined and standardized; In the semi-structured interview, some of the interview questions are determined in advance, while some are shaped during the interview. In unstructured interviews, interview questions are shaped according to the flow of the interview and are more flexible than in structured and semi-structured interviews. For the data obtained from the interviews to serve the purpose of the research, the researcher should also have a good command of the interview technique. Be impartial in the interview process and analysis; build trust with the interviewee; should respect the feelings, thoughts and ideas of the interviewee and approach them without judgment.

In the analysis of the data obtained from the interviews, the researchers follow the categorization and naming process, respectively, after translating the interviews into writing. The data obtained from the interviews are analyzed in two ways: descriptive and content. In the descriptive analysis, interviews are analyzed according to predetermined themes. Categories and codes suitable for themes are created. In content analysis, while the data obtained from the interviews are brought together, firstly the codes and categories are created, and then the codes and categories are classified and themes are tried to be created. When we look at the studies to ensure reliability and

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validity in the studies in which the interview technique is used, the interviews should be recorded with the permission of the participants to obtain accurate and unbiased information with the interview technique. While analyzing these data, the researcher should check the codes and themes frequently; should seek expert advice. At this point, the Miles & Huberman (1994) reliability formula, which is used to provide reliability between codes, can also be used to decide whether the research is reliable by revealing the result of the intercoder agreement.

Guideline information has been compiled to guide the researchers about the research using the interview technique, which is one of the qualitative research techniques, to design their interviews following the research problem, to collect their data by following the stages of the interview technique, and to analyze the processes.

As a result, data collection and analysis in the interview technique, as in the techniques used in the qualitative research method, and the basic stages of the interview technique are presented in detail. Within the scope of qualitative research techniques, it is suggested that other approaches such as the interview technique should be written in detail according to their characteristics and stages and that they should be included in the literature to guide the researchers.

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