

Standards of validity and reliability in quantitative and qualitative research: Methods of application

Souhaila Dahmani ¹

¹ Abbas Laghrour University, Khenchela 3 (Algeria)

Correspondence: dehmani.souhaila@univ-khenchela.dz

Abstract---The data collection stage is widely recognized as one of the most challenging phases in scientific research. It requires the researcher to select an appropriate instrument capable of gathering the maximum amount of information necessary to achieve meaningful and generalizable results. When designing this instrument, it is imperative that the researcher conducts preliminary trials and applies established standards of validity and reliability. Such a process ensures that the data collection tools are truly valid and that the results produced are reliable. Any shortcomings in the instrument's validity or reliability directly compromise the accuracy and overall integrity of the study's findings, thereby diminishing the research's value and rendering it a waste of time, effort, and resources for both the researcher and its beneficiaries.

Keywords---Data collection, Tools, Data validity and reliability, Scientific research.

Introduction

The genuine researcher is the one capable of utilizing data-collection tools and applying them in practice according to a set of methodological principles. Many students commence by distributing the questionnaire or performing content analysis, believing that these are the crucial and challenging stages in scientific research, while they fail to recognize the importance of the pilot testing of data-collection tools—where the researcher applies the criteria of validity and reliability. This step is essential in acquainting the researcher with the subjects under investigation and enables him to rectify his formal, linguistic, and informational errors in his instrument.

Therefore, this research paper is highly important for students so that they may benefit from the stages of validity and reliability and apply them in their quantitative or qualitative research, accompanied by a presentation of a set of practical examples.

How to Cite:

Dahmani, S. (2026). Standards of validity and reliability in quantitative and qualitative research: Methods of application. *The International Tax Journal*, 53(3), 1422–1434. Retrieved from <https://internationaltaxjournal.online/index.php/itj/article/view/660>

The International tax journal ISSN: 0097-7314 E-ISSN: 3066-2370 © 2026

ITJ is open access and licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.

Submitted: 11 May 2025 | Revised: 09 December 2026 | Accepted: 22 February 2026

1422

Explanation of some mathematical symbols to facilitate the reader's understanding within the context of the article:

R	Reliability
V	Validity
,631	The correlation coefficient equals 63.1%, which is moderate—in the sense that a correlation below 50% is weak, around 70% is moderate, and up to 90% is strong.
,000	The significance level is strong, i.e. less than 0.001.

1 – Validity and Reliability Criteria in Quantitative Research

Empirical research relies on measurement—i.e., the linkage between concepts and theories on one hand and the actual results and practical influences on the other (Ahmed Badr, 1998, p.55). Therefore, the most significant feature that distinguishes measurement tools is the availability of both reliability and validity, so that the researcher can collect data and measure variables accurately and at a high level of efficiency (Hussein, 1983, p. 309).

1-1 Validity (V)

The test of validity refers to the extent to which an information-collection tool is capable of measuring what the study seeks to measure, such that the information gathered by it corresponds with objective facts and sufficiently reflects the true and actual meaning of the concepts contained in the study. In other words, the validity test aims to confirm the accuracy and suitability of the research instrument or measurement scale used in the study—both in data collection and variable measurement—with a high degree of efficiency and precision (Al-Mazahara, 2010, p. 56). It is known that several types of validity exist, as follows:

A. Face Validity

This type aims to ensure that the statements and questions included in the information-collection tool can lead to an accurate measurement of the variables (Hussein, 1983, p. 55).

It is expressed by the agreement of experts or respondents that the scale or instrument is indeed suitable for achieving the intended purpose, although the experts may agree or differ on some aspects of the content or construction regarding the measurement objective. Consequently, these evaluators should be specialists—either in the relevant scientific field or in research methodologies and techniques.

In such cases, the validity of the scale or instrument can be estimated by assessing the degree of agreement among these experts; if the experts agree, the scale is deemed valid in proportion to that level of agreement, while taking into account a reconsideration of the remarks made by the experts regarding certain modifications in the construction of the scale or instrument. (Abdelhamid, 2000, p. 430)

Important note for students: It is common to find that a student distributes the questionnaire to a group of evaluators merely by listing their names; however, this is erroneous. The student must distribute the questionnaire to evaluators from the same specialization or those who have previously handled the same subject or used the same tool, as the purpose of the evaluation is to engage with specialists.

B. Internal Consistency

This approach depends on the extent to which the items of the statements accurately represent the domain intended for measurement, as well as on the balance among these facets or fields such that the content of the questionnaire is considered valid provided it encompasses and represents all the elements of the subject matter to be measured. Therefore, obtaining the validity of the questionnaire

through this method is contingent on precisely defining the domain to be measured and then constructing a set of statements that cover this domain (Al-Mazahara, 2014, p. 97).

Table 1. The study results from the distribution of the preliminary questionnaire

Axis		Agree	Neutral	Disagree	Weighted Mean	Percentage	Standard Deviation	Rank	Overall Trend
Statement		Frequency	Frequency	Frequency					
		Percentage	Percentage %	Percentage %					
(Professional Ethics Level) 1	1	60	5	2	2,87	95,52%	0,42	1	Agree
		89,55	7,46	2,99					
	2	54	7	6	2,72	90,55%	0,62	2	Agree
		80,60	10,45	8,96					
	3	49	15	3	2,69	89,55%	0,56	3	Agree
		73,13	22,39	4,48					
	4	50	13	4	2,69	89,55%	0,58	3	Agree
		74,63	19,40	5,97					
	5	46	16	5	2,61	87,06%	0,63	5	Agree
		68,66	23,88	7,46					
	6	14	21	32	2,27	75,62%	0,79	7	Neutral
		20,90	31,34	47,76					
	7	28	20	19	1,87	62,19%	0,83	10	Neutral
		41,79	29,85	28,36					
	8	5	25	37	2,48	82,59%	0,64	6	Disagree
		7,46	37,31	55,22					
	9	30	19	18	1,82	60,70%	0,83	11	Neutral
		44,78	28,36	26,87					
10	19	15	33	2,21	73,63%	0,86	8	Neutral	
	28,36	22,39	49,25						
	35,82	32,84	31,34						
Weighted Mean					2.379			Low	

Source: (Dahmani, 2020, p. 65)

Table showing the results of the attitude-measurement questionnaire initially distributed among journalists to indicate their professional ethical level.

Subsequently, the internal consistency of the axis is calculated as shown in the following table:

Table 2. Internal Consistency of the Axis

Statement Number	Correlation Coefficient	Significance Level
1	,631**	,000
2	,711**	,000
3	,702**	,000
4	,613**	,000
5	,670**	,000
6	,673**	,000
7	,635**	,000
8	,605**	,000
9	,658**	,000
10	,640**	,000

Results based on SPSS outputs.

Source: (Dahmani, 2020, p. 66)

To better understand the tables, note that Table 01 pertains to the ethical level of the journalist following the distribution of the preliminary questionnaire. These results indicate that the outcomes of the statements are needed in order to calculate the internal consistency of the axis using SPSS, as shown in Table 02.

C. Criterion-Related Validity

This refers to the relationship between the results obtained from the instrument whose validity is being verified by reference to a criterion, and the results obtained from another measurement representing a specified criterion. In this case, the criterion may be another instrument, so that the correlation coefficient is calculated between the scores on the instrument under validation and the scores on the criterion (Bakr Nawfal & Mohammed Abu Awad, 2015, p. 272). In this case, the correlation coefficient is called the validity coefficient by criterion. There are two types: concurrent validity and predictive validity, which are detailed below:

❖ **Concurrent Validity:**

In this method, the measurement instrument is examined against a current standard—for example, by administering a test to a group of professional evaluators and a group of non-professionals. If the test adequately differentiates between the two groups, it can be said to have concurrent validity (Abu Asba & Fariq, 2013, p. 122).

❖ **Predictive Validity:**

This type of validity depends on the extent to which the questionnaire can predict the respondent's behavioral patterns in a future situation, particularly if that future situation is related to what the test measures. This validity must be associated with an external behavioral criterion after a period following the administration of the questionnaire (Al-Mazahara, 2014, p. 98).

D. Trustees Validity:

This is achieved by presenting the instrument to a number of specialists and experts in the field measured by the instrument. If they agree that the instrument is appropriate for measuring the behavior for which it was designed, the researcher may then rely on their judgment (Al-Mazahara, 2014, p. 273). The chi-square test (χ^2) is used to extract expert validity, as it is considered one of the most appropriate statistical tools for handling experts' opinions in determining validity. This test is represented by the following equation (Al-Mazahara, 2014, p. 57):

$$\chi^2 = \frac{(\text{Observed Frequency} - \text{Expected Frequency})^2}{\text{Expected Frequency}}$$

Where the **Observed Frequency** is the sum of the number of frequencies of experts who agreed with the validity of an item or question plus the number of frequencies of those who did not agree. The **Expected Frequency** in the chi-square test for a single sample is always the total number of experts divided by two, i.e., the sample size divided by two.

For example, if the number of experts is 16 and a questionnaire consisting of 50 items or questions is administered, and one wishes to test the validity of the first item or question, 12 experts agreed with this item while 4 disagreed. To extract validity using the chi-square test in this example, the following steps are taken:

✓ Calculate the observed frequency by recording the number of experts who approve and disapprove of the item as follows:

Yes = 12 **No** = 4

✓ Calculate the expected frequency by dividing the total number of experts by 2:

$16/2=8$

Therefore, the expected frequency is:

Yes No

12 4

8 8

A B

✓ Apply the chi-square formula:

a) For the "Yes" frequency:

$$\frac{(12-8)^2}{8} = \frac{16}{8} = 2$$

b) Similarly, for the "No" frequency:

$$\frac{(4-8)^2}{8} = \frac{16}{8} = 2$$

1-2 Reliability (R)

Reliability refers to the ability of the measurement instrument to consistently produce the same results when the instrument is repeatedly administered to the same group under identical conditions (Muhammad Al-Hasan, 2005, p. 310). It is known that several measures of reliability exist, among which are:

a. Test-Retest Method:

This method involves re-applying the research instrument to the same participants after a period from the initial administration, then calculating the reliability coefficient between the two sets of responses to affirm that the instrument reliably measures or collects the same information regardless of the time interval between administrations (Muhammad Al-Hasan, 2005, p. 311).

Table 3. The results of the experimental questionnaire:

Summary of Observation Processing		N	%
Observations	Valid	291	100,0
	Excluded	0	0,0
	Total	291	100,0

Reliability Statistics:

Cronbach's Alpha	Number of Items
,647	11

- a. Listwise deletion based on all variables in the procedure.

After modifying the pilot questionnaire based on respondents' feedback and redistributing it, the following results were obtained:

Final results after redistribution:

Reliability Statistics:

Cronbach's Alpha	Cronbach's Alpha
,761	14

Results based on the SPSS outputs

Source: (Dahmani, 2020, p. 66).

When the questionnaire was first distributed, the reliability level was 0.647. After readjusting the questionnaire and redistributing it, it reached 0.761, indicating that the instrument is moderately reliable.

b. Alternative-Forms Reliability

This method is based on using two equivalent forms of the instrument that are administered to the same subjects in two different periods. Several changes are made in the formal or structural design of the instrument, which is then reused and the responses compared. If the correlation coefficient between the two sets of responses is high, this indicates a high degree of instrument reliability.

Several key characteristics must be present in a questionnaire to enhance its reliability and consistency. These include complete clarity of the questions, precise specification of the information required for each question, and providing alternative answers to assist respondents in giving accurate responses (Manal Hilal Al-Mazahira, previously cited, p. 50).

C. Split-Half Reliability Method:

This method involves dividing the questionnaire items into two halves-typically odd-numbered items in one half and even-numbered items in the other. The correlation coefficient (r) between the scores of these two halves is calculated, and then corrected using the Spearman-Brown formula as follows (Samir Mohammed Hussein, previously cited, p. 310):

$$\alpha = \frac{n}{n-1} \left(1 - \frac{\sum \sigma_q^2}{\sigma_i^2} \right)$$

Reliability Coefficient = $\frac{2r}{1+r}$

D. Internal Consistency Reliability:

This approach measures the extent to which items within the questionnaire are correlated with each other, as well as how each item relates to the overall questionnaire. It is commonly assessed using Cronbach's alpha, introduced by Cronbach in 1951. Cronbach's alpha reflects the strength of the correlation among questionnaire items and is widely used by researchers via computer software. It is particularly recommended for attitude tests where responses are scored on a scale (e.g., 1, 2, 3, ...). Many researchers consider internal consistency (Cronbach's alpha) the best and most common estimate of reliability in many contexts (Al-Mazahara, 2014, p. 123).

Cronbach's alpha is calculated as:

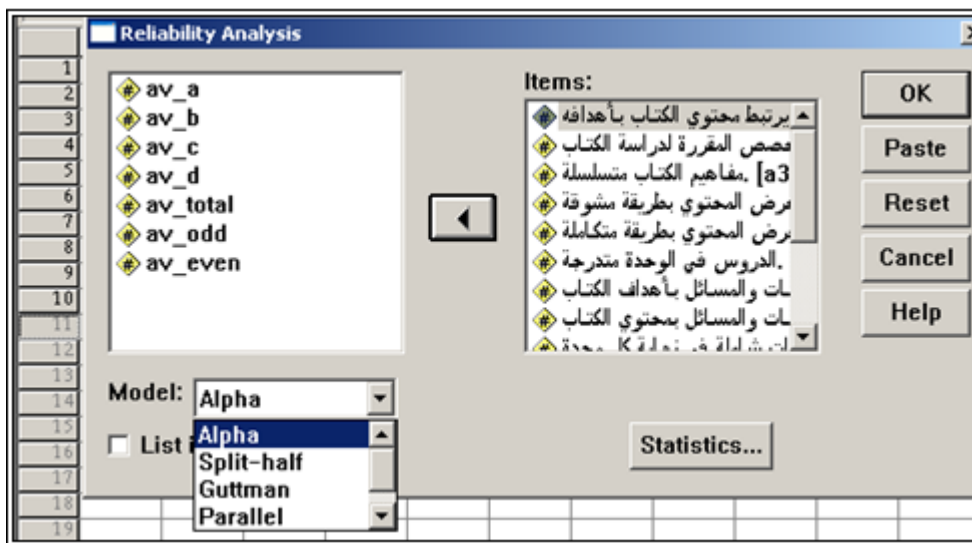
- n = number of test parts (items)
- σ^2 = variance of each part without considering length
- σ^2 = total variance of the test

Table 4. The ethical and productive level of the journalist

Axis		Public Newspapers								
		Agree	Neutral	Disagree	Weighted Mean	Percentage	Standard Deviation	Rank	General Trend	
		Frequency	Frequency	Frequency						
Statement	Percentage %	Percentage %	Percentage %							
(Ethical Level) Professional Ethics	1	60	5	2	2,87	95,52%	0,42	1	Agree	
		89,55	7,46	2,99						
	2	54	7	6	2,72	90,55%	0,62	2	Agree	
		80,60	10,45	8,96						
	3	49	15	3	2,69	89,55%	0,56	3	Agree	
		73,13	22,39	4,48						
	4	50	13	4	2,69	89,55%	0,58	3	Agree	
		74,63	19,40	5,97						
	5	46	16	5	2,61	87,06%	0,63	5	Agree	
		68,66	23,88	7,46						
		35,82	32,84	31,34						
	Weighted Mean					2,379			Agree	
	(Productive Level) Performance Effectiveness	6	48	15	4	2,66	88,56%	0,59	3	Agree
			71,64	22,39	5,97					
		7	18	11	38	2,30	76,62%	0,87	5	Neutral
26,87			16,42	56,72						
8		50	9	8	2,63	87,56%	0,69	4	Agree	
	74,63	13,43	11,94							
9	56	4	7	2,73	91,04%	0,64	2	Agree		

	83,58	5,97	10,45					
10	21	20	26	2,07	69,15%	0,84	7	Neutral
	31,34	29,85	38,81					
	34,33	35,82	29,85					
Weighted Mean				2,240				Neutral
Overall Weighted Mean for the Axis				2,309				Neutral

The questionnaire was completed in 2018 by Dr. Dahmani on a sample of journalists. To compute the reliability coefficient, SPSS was utilized, and the procedure was as follows:



From the Analyze menu, the Scale option was selected; a sub-menu appeared from which Reliability Analysis was chosen, thereby displaying the following dialog box:

- There are several types of reliability coefficients available, which may be selected from the Model section. We selected the Alpha reliability coefficient. After clicking the **Statistics** button, a dialog box appeared; within it, the option "Scale if item deleted" was checked. The purpose of this option is to identify items that could be deleted from the questionnaire in order to increase the reliability coefficient.
- The Continue button was pressed to return to the original dialog box.
- The OK button was then clicked, and the following results were displayed:

First Axis		
Ethical Level		
Item Number	Correlation Coefficient	Significance Level
1	,304**	,000
2	,365**	,000
3	,362**	,000
4	,496**	,000
5	,376**	,000

Second Axis

Production Level		
Item Number	Correlation Coefficient	Significance Level
6	,454**	,000
7	,629**	,000
8	,385**	,000
9	,540**	,000
10	,433**	,000

Construct Consistency of the Entire Questionnaire Items		
Dimension	Correlation Coefficient	Significance Level
Ethical Level	,831**	,000
Production Level	,922**	,000

The results indicate that the questionnaire items are internally consistent with their corresponding dimensions, as the significance level was very strong (i.e., less than 0.01). For further clarification, these outputs were computed using SPSS.

Estimation of the Reliability Coefficient:

The estimation of the reliability coefficient is quantitative in nature, as it is based on the analysis of observed results—whether from two or more tests, or from a single test conducted by two or more researchers. It requires the computation of the correlation coefficient between the results that reflect the stability of the scale, instrument, or measurement procedures, and the manner in which the instrument is employed.

Therefore, regardless of the numerous statistical methods available for estimating reliability, any method may be applied in conjunction with any testing procedure. In essence, the techniques for estimating reliability are a statistical translation of the simple correlation between two variables, relying on the raw scores obtained from the two tests and the squares of these scores as follows:

One of the formulas used for estimating reliability in split-half testing is the Guttman formula, which has been in use since the 1940s. This formula does not assume the equality of variance in the two halves of the test; rather, it establishes the relationship between the variance estimates of the two halves and the variance of the entire scale or instrument.

Estimation of Reliability in Content Analysis:

There are several methods proposed by researchers in content analysis to measure reliability by constructing a mathematical relationship between the levels of agreement, variance, and the total number of units evaluated by the raters. This relationship produces a reliability coefficient that is either accepted or rejected according to the researcher's desired level of reliability (Abdelhamid, 2000, p. 116). While it is noted that "Wayne Danielson" attributes the agreement between raters to the larger number of analyzed materials, "Holsti" attributes the agreement to the total number of materials analyzed by the raters for test purposes.

Danielson estimates the reliability coefficient by calculating the percentage agreement—that is, the ratio of the number of units on which the two raters agree to the total number of units in the analysis. For example, if Rater A analyzed 400 items, Rater B analyzed 420 items, and the two raters agreed on 360 items, then:

$$\text{Reliability Coefficient} = (360 \times 100) / 420 = 85.7\%$$

In 1955, Scott proposed an alternative formula as a development of the previous equation (Mohamed Abdul Majid, previously cited, p.436).

Analytical Reliability: Using the Holsti Measure:

After distributing the operational definitions guide for the indicators to specialized professors for coding, the resulting codes were translated into the following equation:

Applying Holsti's equation to measure the degree of homogeneity among the raters, represented by n (the average agreement):

$$\text{Reliability Coefficient} = \frac{\text{Average agreement among raters}}{1 + (n - 1)}$$

Based on this, the results were as follows:

Agreement between the raters:

Between A and B = 0.78, between A and C = 0.76, and between B and C = 0.84,

$$\Sigma = 2.38$$

$$\text{Average agreement} = 2.38 / 3 = 0.79$$

Thus, the reliability coefficient was computed as:

$$\text{Reliability Coefficient} = (3 \times 0.79) / [1 + (3 - 1) \times 0.79] = 0.92$$

(Here, the numerator is $3 \times 0.79 = 2.38$ while the denominator is $1 + 2 \times 0.79 = 2.58$.)

This coefficient confirms the adequacy of the analytical instruments used in the study.

In addition, there exist numerous other mathematical formulas proposed by different researchers, and a researcher may endeavor to establish the correlational or agreement relationship between the quantitative results of reliability tests.

2. Criteria for Validity and Reliability in Qualitative Research

The qualitative nature of research permits a comprehensive approach to understanding the subject of study, as qualitative research is interpretive, hermeneutic, inductive, multi-method, and in-depth. Moreover, it is flexible and sensitive to the particularities of the researched subjects and their social context. Accordingly, the flexibility inherent in qualitative research allows the researcher to adapt, modify, and gradually build their methodology as the research project progresses. Nonetheless, this approach—characterized by inclusiveness, complexity, and design flexibility—can lead to studies that are both credible and reliable. Reliability necessitates that the rules pertaining to validity and reliability be applied even when qualitative techniques are used, although such application possesses a distinct character—and sometimes even a unique designation. (Dallio, 2012)

2-1 Qualitative Validity:

While researchers in the quantitative field tend to avoid, as far as possible, fully immersing themselves in the research procedures, qualitative researchers emphasize such immersion and interaction, thereby underlining the importance of their role in the research process. They acknowledge, however, a need for some form of audit and validity in their studies. Consequently, they have coined terms analogous to the concept of validity, such as trustworthiness, value, relevance, plausibility, dependability, credibility, and strength of expression. (Abu Zeina, 2005, p. 145)

In general, validity in qualitative research—as in quantitative research—refers to the extent to which responses are independent of the incidental conditions of the study; however, it may also derive from the honesty, depth, richness, breadth of the data, and the multiplicity of sources. In contrast, reliability pertains to the degree to which the data are correctly understood.

The validity of qualitative research generally depends on resolving issues related to both internal and external design; validity is inherently linked to the possibility that other researchers might reconstruct the original analytical strategies. Hence, validity is associated with the reproducibility of experiments and scientific discoveries.

However, employing validity in qualitative designs (including ethnographic ones) is complicated with respect to reproducibility, because the study is usually conducted in a unique natural setting, and some examined cases cannot be replicated due to the dynamic (kinetic) nature of human behavior. Thus, qualitative studies are generally particularly prone to the difficulty or impossibility of replication.

Example: Dixon ventured into the Arabian Desert, familiarized himself with their customs, lived among them, and his most significant finding was the Law of Good Neighborliness—a law that protects strangers.

In this regard, both Gootz and Loukont assert that it is not possible to reconstruct the study conditions in ethnographic research with sufficient precision; they further claim that a meticulous repetition of the methodologies may likewise fail to yield comparable results (in terms of reliability). Nevertheless, throughout the procedural phase of the research, the researcher can adhere to the following principal guidelines in ethnographic qualitative research, as proposed by these two authors, in order to enhance the validity of the results:

- Objectivity regarding the role played by the researcher in the research field.
- Purposeful delineation of data collection domains and a clear description of the status of research assistants: whether they work independently, alongside the researcher, or within a group context.
- A transparent presentation of the definitions or units of analysis that constitute the research, with the necessity for these definitions to be sufficiently clear and "intersubjectively" accessible so as to be comprehensible to others.
- A transparent account of the data collection and analysis methods.

Transparency in both content and methodology is linked to the validity of the results in dual respects: it enhances the objectivity of the researcher and encourages the participation of the researched (the social actor, as this term is preferred in qualitative research), thereby rendering the collaborative construction of knowledge more credible. There is another common classification of validity in qualitative research proposed by Maxwell, in which he suggested five types of validity: (Dallio, 2014, p. 280)

A. Descriptive Validity: This refers to the accuracy of the observed facts as documented (described) by the researcher. This may be achieved, for example, through the application of a triangulation strategy (or multi-triangulation) using several observers.

B. Interpretative Validity: This is expressed in the accurate representation of the research participants' perceptions of the phenomenon under study, which may be verified through the analysis of participants' post-study feedback to ensure its congruence with the researchers' interpretations.

C. Theoretical Validity: This refers to the extent to which the significance of the collected data is consistent with the theoretical interpretation. It can be expressed in the theoretical plausibility of the results, especially when achieved by drawing on multiple theories (theory triangulation).

D. Evaluative Validity: This pertains to the degree to which an evaluative framework can be applied to the study's elements, as opposed to merely descriptive, interpretative, or explanatory frameworks.

E. Generalizability: This indicates the extent to which the researcher is capable of generalizing the findings. (Dallio, 2014, p. 283)

2-2 Qualitative Reliability:

Just as validity is associated with the reproducibility of scientific discoveries, reliability concerns their degree of accuracy. In this context, Pérez Serrano contends that determining reliability generally requires the following:

- (A) an assessment of the extent to which the conclusions accurately represent reality, and
- (B) an evaluation of whether the constructs devised by researchers genuinely represent or measure elements of the human experience.

Regarding this type of research, the degree of internal reliability depends on the techniques employed in data collection and analysis. This is supported by the following indicators:

- Engaging with social actors (the researched) and extending the data collection process over prolonged periods to facilitate continual analyses and comparisons of the data.
- Adapting the conducted interviews, which serve as one of the primary sources of data, to suit the various categories of social actors.
- Conducting participant observation as a primary data source in natural settings that accurately reflect the real-life experiences of the participants.
- Throughout all stages of his activities, the researcher subjects himself to self-monitoring (self-regulation) through ongoing processes of skepticism and reassessment. This process is termed "disciplined subjectivity" by Gootz and Loukont, and it may help mitigate the effects of weak external observation and the statistical controls (prior, concurrent, and subsequent) used in quantitative research.

At the same time, estimates of reliability in qualitative research can be obtained by various means, such as triangulation (or multi-triangulation), data saturation, and peer review by other researchers. Multi-triangulation, in particular, is a process that integrates various methodologies in the study of the same phenomenon. It aims to enhance reliability by employing compound processes, mixed strategies, and informational triangulation from different data sources—people, instruments, documents, or a combination thereof.

Therefore, it is common in qualitative studies to employ a biographical approach and the technique of multiple autobiographies in the form of a questionnaire, which, when selecting research subjects, relies on representative sampling measures (for example, through a classificatory typology of participants based on predetermined variables), or on the saturation technique due to the abundance of cases studied. This technique has two primary applications: parallel biographies and cross biographies.

Unlike the situation in which life histories are compiled as solitary cases, the accumulation of a large sample of biographical narratives permits comparisons and classifications of the research subjects—that is, enabling generalizations pertaining to a particular domain of knowledge.

As for the cross-biographical technique, it reflects a desire to achieve a holistic perspective and greater scientific credibility. These objectives may be pursued through an investigative process that considers the variability of personal narratives by comparing each account with others from within the same social milieu. For instance, one does not solely rely on an important personal account regarding the professional career of an individual; rather, that account is compared with those of his wife and son—

who may be engaged in the same profession (here, variables such as gender and generation, among others, may come into play). The first account provides the original structure, whereas the other two offer evidence of harmony, alternative perspectives, and distinctiveness that contextualize and enrich the first, emphasizing realistic elements and personal perceptions. Ultimately, this results in a biography with multiple centers and focal points that exhibits greater depth and objectivity—a complex biographical construction that not only reflects a professional life testimonial but also a quasi-objective and profound orientation toward an entire professional and social sector.

The biographical approach applied from this perspective—with its multiple centers focused on a single subject—can likewise be employed in the study of any other social configuration with limited demographic dimensions: an urban neighborhood, a small village, a charitable association for migrants, the establishment of a political party, or a media practice experience in a particular country. Such convergence necessarily produces a certain degree of saturation, because it allows for the differentiation of the intrinsic characteristics inherent to the research subjects from the common and structured elements of the social phenomenon.

References

- [1]. Abdelhamid, M. (2000). *Scientific Research in Media Studies* (1 ed.). Cairo: Alam Al-Kutub.
- [2]. Abu Asba, S., & Fariq, M. (2013). *Introduction to Media Research Methodologies* (1 ed.). Beirut: Center for Arab Unity Studies.
- [3]. Abu Zeina, F. (2005). *Scientific Research Methodologies: Qualitative Research Methods* (1 ed.). Amman: Dar Al-Masira for Publishing and Distribution.
- [4]. Al-Mazahara, M. H. (2010). *Media Research: Fundamentals and Principles*. Amman: Dar Kunooz Al-Ma'rifat.
- [5]. Al-Mazahara, M. H. (2014). *Media Research Methodologies* (1 ed.). Amman: Dar Al-Masira for Publishing and Distribution.
- [6]. Bakr Nawfal, M., & Mohammed Abu Awad, F. (2015). *Scientific Thinking and Research* (2 ed.). Amman: Dar Al-Masira for Publishing and Distribution.
- [7]. Dahmani, S. (2020). *Jaw Al-Moassasat Al-I'lamiyah wa Al-Adaa' Al-Mibani*. Algeria: Al Fa Publishing.
- [8]. Dallio, F. (2012). Criteria for Validity and Reliability in Quantitative and Qualitative Research.
- [9]. Dallio, F. (2014). *An Introduction to Research Methodology in the Humanities and Social Sciences*. Algeria: Dar Houma for Printing and Publishing.
- [10]. Hussein, M. S. (1983). *Content Analysis: Its Definitions, Concepts, and Parameters* (1 ed.). Cairo: Alam Al-Kutub.
- [11]. Muhammad Al-Hasan, I. (2005). *Social Research Methodologies* (1 ed.). Dar Wael for Publishing.