Grounded Theory
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Introduction - Definition

- Glaser & Strauss (1967):
  ‘The discovery of theory from data - systematically obtained and analysed in social research’

- Strauss (1987:1):
  ‘The methodological thrust of grounded theory is towards the development of theory, without any particular commitment to specific kinds of data, lines of research, or theoretical interest... Rather it is a style of doing qualitative analysis that includes a number of distinct features... and the use of a coding paradigm to ensure conceptual development and density’
Introduction-Definition

- Strauss & Corbin:
  “is a general methodology for developing theory that is grounded in data systematically gathered and analyzed”.

- Schwandt, 1997:
  “is often used in a nonspecific way to refer to any approach to developing theoretical idea (concepts, models, formal theories) that somehow begins with data”.
Background of the two scholars

**Anselm Strauss** joined University of California, San Francisco (UCSF) School of Nursing appointed as Director of the Department of Social and Behavioral Science.

**Barney Glaser** completed his PhD at Columbia University in New Your, Strauss was granted a four-year funded study to examine the experience of dying, and recruited Glaser to the research team.
Introduction-History

- Glaser’s beliefs of induction and empiricism emphasised the generation of theory from the viewpoint of the participants.

- Strauss’s interpretive beliefs influenced the fieldwork and the participant-focused side of grounded theory.
Introduction-History

Glaser

Empiricism

Strauss

Interpretive

GROUNDTHED THEORY
Introduction-History

- Glaser’s and Strauss’s beliefs enable qualitative research to become an explanatory theoretical framework.

- In the 1990’s, Strauss joined with Corbin to take grounded theory in another direction, to include predetermined categories for data and acknowledge problems with validity and reliability.
When should GTM be used?

- According to Glaser:

"Grounded Theory becomes an answer where other methodologies did not work well enough, especially in the sensitive dependent variable fields within the health science and business and management."

- According to Stern:

"the strongest case for the use of grounded theory is in investigations of relatively uncharted water, or to gain a fresh perspective in a familiar situation."
Types of Grounded Theory

- There are three dominant designs for grounded theory:
  - **Systematic design** (Strauss and Corbin: 1998)
  - This grounded theory design has three stages of coding which assist in developing categories from the data collected and creating a visual depiction of the coding paradigm. These categories evolve into theory generation and, subsequently, hypothesis.
Types of Grounded Theory

Emerging design (Glaser: 1992)

This design stresses the importance of comparing and connection categories and emerging theories from the data collected, allowing the research to develop a theory and discuss the relationships between categories.
Types of Grounded Theory

○ **Constructivist approach** (Charmaz 1990, 2000, 2006).

○ This form of research design focuses on the importance of meanings individuals attribute to the focus of the study. Applying active codes, the researcher looks at the participants’ thoughts, feelings, stances, viewpoints, assertions etc. and places this information into categories during the data collection. Furthermore, this techniques allows the research bring some of their own views, beliefs, feelings and questions to the data.
Process of Grounded Theory

The following steps are a systematic form of investigation which is often used in grounded theory research as it is easy to follow and allows some structure for beginning inexperienced researchers. However, emerging and constructivist forms of inquiry are also useful in conducting grounded theory research.
1. DECIDE if a grounded theory design best addresses the research problem
2. IDENTIFY a process
3. SEEK approval and access
4. CONDUCT theoretical sampling
5. CODE the data
6. USE selective coding and developing theory
7. VALIDATE your theory
8. WRITE a grounded theory research report
Similarities to other Qualitative Methods

- Sources of data are the same:
  - Interviews
  - Field observations
  - Document of all kinds (including diaries, letters, autobiographies, historical accounts and newspapers and other media materials)
  - Videotapes

- Providing evidence to support the validity of the theory, interpretations, must or should, include the perspectives and voices of those studied
Differences to other Qualitative Method

- Emphasis upon theory development rather than the nature of their methodology
- Verification done throughout the course of a research project rather than through follow-up
Article Review
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<td>Leadership under Severe Stress : A Grounded Theory Study.</td>
<td>Gerry Larsson, Ann Johansson, Tina Jansson, Gunilla Gronlund</td>
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<td>2</td>
<td>Humanitarian Nursing Challenges: A Grounded Theory Study.</td>
<td>CDR Angelica L.C.</td>
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<td>6</td>
<td>Keeping Vigil Over The Profession: A Grounded Theory Of The Context Of Nurse Anaesthesia Practice.</td>
<td>Rita S Schreiber and Marjorie A MacDonald</td>
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Aims:

Article 1
To develop a theoretical understanding of leadership under severe stress using a grounded theory approach

Article 2
1) To explain U.S Navy nurses’ experiences during Operation Unified Assistance (OUA) – how they prepared, clinically performed, and worked with non-governmental organization nurses.
2) To construct a grounded theory

Article 3
To gather information about experiences of patients suffering spinal cord injury (SCI), their needs and perceptions, to enhance effective rehabilitation nursing care.
To explore how young people experienced the onset of mental health problems and to investigate their initial interactions with the health system by using Grounded Theory Method.

The purpose of the study was to develop an understanding of the relationships between secondary school principals’ servant leadership in lower achieving and higher achieving schools and student achievement.

To explore how nurse anaesthetists protect and promote their profession.
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Sampling

Article 1
- 5 Swedish Officers and 3 soldiers
- 4 Norwegian Officers and 4 psychologist

Article 2
- 11 Navy nurses consented to participate in the research study

Article 3
- 15 patients (11 males and 4 females)
Article 4

41 certified registered nurse anaesthetists, 18 males and 23 females

Article 5

70 teachers from five higher achieving schools and five lower achieving schools

Article 1

8 males and 12 females between the ages of eighteen and twenty five
Methodology

Article 1
- Individual Interviews and follow up group interviews (interviews were transcribed verbatim and analyzed according to constant comparative method)

Article 2
- Tape-recorded interviews (face-to-face and telephone conversation).
- Observations.
- Field notes.
- memos

Article 3
- Semi-structured, tape recorded interview and observation of a group discussion.
- In open sampling, interview was done to explore as many properties of categories as possible.
- After the core category emerged, theoretical sampling was performed.
Article 4
• Tape recorded in-depth semi-structured interviews.

Article 5
• An open ended question was administered.

Article 6
• Participant observation and
• Interviews
Article 1

- Open coding
- Sorted into categories by constant comparison between categories
- Fitting together the categories using constant comparative method

Article 2

Strauss and Corbin’s methodology of open coding, axial coding and selective coding was used to analyze the data.
- Examine each line of data to define and categorize information through open coding, then focused on participants’ view of reality through line-by-line coding.
- Resulting data were divided into segments and re-examined for commonalities that reflected like categories or themes.
- Once categorized, data were examined for properties such as specific attributes or subcategories.
- Throughout this process the constant comparative method was utilized where current data are compared to incoming data.
- Progressed to discussion of the interconnections between categories and subcategories.
- The research team collaborated in selective coding, focus coding efforts and discussing.
- Subsequently, a theory grounded in the participants’ data which explained the phenomenon studied through a visual model was formed.
- A grounded theory mentor was conducted to performed and review the research process as it unfolded and to ensure dependability of the findings.
- To ensure the resulting theory was empirically grounded in the data, credibility of the findings was achieved through “member checking” where the participants were given opportunities to review transcripts and validate that information accurately reflected their OUA experiences.
The following were interwoven with each other from the beginning of data collection until theoretical saturation was achieved:

- Constant comparison methods,
- Asking questions,
- Keeping memoranda and diagramming record,
- Reading literature.

- Constant Comparative Analysis during interviews (by using open ended questions)
- Coding: to distinguish the difference in data
- Theoretical Saturation was evident after examining 16 transcripts
A diagnosis of open ended questions focused on the principal’s philosophy of leadership and impact on student achievement.

Assigned increasingly abstract codes and compared incoming data to other data, to concepts, and to emerging categories. Constantly made comparisons among ideas about actions and interactions occurring in the data and constructed a theory of nurse anaesthesia practice, Keeping Vigil comprising two major categories.
Article 1
Model of leadership under severe stress and the underlying circumstances

Second stage data used to add, elaborate and saturate codes and categories

Article 2
A theoretical model was developed to illustrate how participants experienced the mission. Key lessons learned were that most were unprepared for providing pediatric care and saying “No” in delivering care.

Article 3
The findings resulted in the core category ‘living with a spinal cord injury’ and identify the experiences of a SCI.

Three stages were identified as the individual experiences:

- A catastrophic life event,
- Confronting challenged,
- Moving forward or withdraw from society.

Findings
Finding A Way has four stages:

- First Sign
- Recognition
- Understanding
- Resolution

Shared decision making and principal compassion and positive attitude emerged as the reoccurring pattern to the open ended questions for teachers at higher achieving schools.

From our study of the context of nurse anaesthesia practice, it is clear that CRNAs are dedicated to protecting their ability to provide high quality patient care by maintaining constant vigilance over their profession.
Summary

Summary on Grounded Theory


References


References


Thank you!