# A grounded theory approach: Introduction and application

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# TABLE OF CONTENTS

# LIST OF TABLE

# 1 Introduction

Grounded theory, which was first introduced by Glaser and Strauss in 1967, is a qualitative method for developing theory that is grounded in data systematically gathered and analyzed. Theory emerges through continuous interplay between analysis and data collection. In this methodology, theory may be generated initially from the data, or, if theories are existing, then these may be modified as newly investigating data are played against them.

However, dynamic changes in internal and external environments such as economic, social and political issues that may impact directly or indirectly on agriculture and rural society have been seen in the Korean context. In this circumstance, there may be a need for new, or revised, theories or concepts explaining how diverse social, economic, or political situations are related to farmers' managerial behavior, rural society, or rural governments. Therefore, the purpose of this working paper is to introduce the researchers who are trying to identify new concepts or new theoretical frameworks to an appropriate research method– a grounded theory approach.

In order to help the researchers understand the nature of grounded theory, theoretical background, characteristics, and the process of data collection and analysis are explained on the basis of literatures regarding a grounded theory approach in the chapter 2.

In chapter 3, the example of employing grounded theory as a research method is introduced on the purpose of supporting researchers who decide to use a grounded theory approach as a methodology. This example is extracted from an author's doctoral thesis that used a grounded theory approach to investigate Korean farmers' farm management decision–making process and its patterns.

# II A grounded theory approach as a research method

## 1. Theoretical basis for grounded theory

The grounded theory approach, which was first introduced by Glaser and Strauss in The Discovery of Grounded Theory published in 1967, is a qualitative method that relies upon a systematic set of procedures to develop an inductively derived theory about a phenomenon that is 'grounded' or based in the data gathered. As a result, theory emerges from the data that has been systematically gathered and analysed rather than from a priori assumptions, other research or existing theoretical frameworks (Glaser and Strauss, 1967; Corbin and Strauss, 1990; Strauss and Corbin, 1990; Strauss and Corbin, 1994; Parry, 1998; Strauss and Corbin, 1998; Charmaz, 2000; Charmaz, 2006).

The theoretical basis for grounded theroy is derived from the social psycho-logical theory of symbolic interactionism, which is a theory of human group life and human conduct (Blumer, 1969; Klunklin, 2006). According to Blumer (1969), symbolic interactionist directly examines the empirical social world. This involves confrontation with the empirical world that is accessible to observation and anl-ysis, the determination of data through disciplined exmination of that world, the relating of categories derived from those data, the construction of hypotheses re-lating to such categories, the weaving of such propositions into a theoretical scheme, and the testing of the categories, propositions and theory constructed by renewed examination of the empirical world (adopted from Klunklin (2006)).

According to Corbin & Strauss (1990), two important principles of ground-

ed theory are drawn from Pragmatism and Symbolic interactionism. The first principle pertains to change. Since phenomena are not static but continually changing in response to evolving conditions, an important component of the method is to build change, through process, into the method.

The second principle pertains to a clear stand on the issue of "determinism". Strict determinism is rejected, as is nondeterminism. Actors are able to make choice according to their perceptions, which are often accurate, about the options they encounter. Therefore, Corbin & Strauss (1990) insisted that grounded theory seeks not only to uncover relevant conditions, but also to determine how the actors respond to changing conditions and to the consequences of their actions.

## 2. Characteristics of a grounded theory approach

The characteristics of grounded theory are discussed here by comparing some similarities and differences between grounded theory and other qualitative methods such as ethnography, phenomenology and life histories. Because grounded theory methods specify analytic strategies, as opposed to data collection methods (Charmaz, 2000), the similarities tend to lie in the methods of data collection, while the differences tend to emerge in the types of findings (e.g. substantial theory or thick description) and the procedures of analysis.

The major similarity between grounded theory and other qualitative methods is that data can be collected from various sources such as via in-depth interviewing and field observations, as well as by reviewing various documents (e.g. biographies, newspapers and other media materials) (Corbin and Strauss, 1990; Strauss and Corbin, 1990; Strauss and Corbin, 1994; Strauss and Corbin, 1998; Charmaz, 2000).

Furthermore, as with other qualitative researchers, grounded theorists can use quantitative data and combine qualitative and quantitative methods of analysis (Strauss and Corbin, 1994). Another similarity, as asserted by Strauss et al.(1994), is that grounded theory involves interpretive work for the purpose of under-

standing human behaviour (much like other qualitative methods), and that this interpretation must necessarily include the perspectives and voices of the people being studied.

The major difference with other qualitative methods is that grounded theory places its emphasis upon substantive theory development through a constant interplay between data (Corbin and Strauss, 1990; Strauss and Corbin, 1990; Strauss and Corbin, 1994; Strauss and Corbin, 1998; Charmaz, 2000; Charmaz, 2006), whereas other qualitative researchers primarily produce accurate or full descriptions of what is being studied.

Therefore, the findings of other qualitative research is richly descriptive and is interspersed with the researcher's own interpretive comments in long descriptive passages (Strauss and Corbin, 1990; Merriam, 1998; Strauss and Corbin, 1998). Grounded theorists believe that theoretical formulation can be used to not only explain the reality under investigation but also provide a framework for action (Strauss and Corbin, 1990; Strauss and Corbin, 1998). Grounded theorists also believe that it is not sufficient to merely describe or give voice to the viewpoints of the people being studied.

Another way in which grounded theory and other qualitative methods differ is in the processes of data analysis. In this area, grounded theory uses more systematic and analytic procedures than other qualitative methods. In other qualitative methods (e.g. case studies), following the collection of large amounts of data, researchers try to search for patterns by comparing their results with the patterns predicted in the existing theory or literature, and attempt to build an explanation of the case (Creswell, 1994).

However, in grounded theory, there are specific analysis procedures including the systematic asking of generative and concept-related questions, theoretical sampling, coding procedures, and so on (Corbin and Strauss, 1990; Strauss and Corbin, 1990; Strauss and Corbin, 1998). Data collection and theoretical analysis occur simultaneously, and data are usually collected until no further new information is found (Corbin and Strauss, 1990; Strauss and Corbin, 1994; Charmaz, 2000; Charmaz, 2006).

By contrast, other qualitative researchers tend to collect much of their data

prior to starting systematic analysis (Corbin and Strauss, 1990). In this process, the grounded theory researcher attempts to saturate categories through the constant comparative method of analysis and through theoretical sampling that leads to the development of categories. These procedures enhance the conceptual density of the theory that refers to the richness of concept development and the relationships, variation and conceptual integration. Conceptual density is different from 'thick description', which emphasises description rather than conceptualisation (Strauss and Corbin, 1994).

Therefore, grounded theory that aims at the development of theory (or the development of theoretically informed interpretations) provides 'the most powerful and systematic way of building, synthesizing, and integrating knowledge' about the real world amongst the range of qualitative methods (Strauss and Corbin, 1990; Strauss and Corbin, 1998).

There are also some differences between Glaser's approach and Strauss's approach. Although Glaser's and Strauss's collaborative work led to the introduction of grounded theory, they show epistemological differences. Glaser's standpoint tends to be more traditional positivism with emphasis on supposition of an objective and external reality as well as being a neutral observer, while Strauss's viewpoint is based on the assumption of having an unbiased position in collecting data and applying a certain technical procedures by letting the participants have their own voice.

However, it is also necessary to decide on which grounded theory approach is more appropriate before going to the fieldwork. According to Glaser, it is the data that can help the researcher to generate the concepts for emerging theory (Glaser, 2002; Glaser, 2004). Thus, studying the literature prior to the emergence of the core categories should be avoided because this violates the basic premise of grounded theory, which is that theory emerges from data not from extant literature (Glaser, 2002; Glaser, 2004).

On the other hand, Strauss and Corbin recommend that it is better to begin the research process with a review of the literature because the literature provides not only theoretical sensitivity but also ways of approaching and interpreting the data (Strauss and Corbin, 1990; Strauss and Corbin, 1998).

Charmaz (2000, 2006) argues that grounded theory can be categorised into two paradigmatic types. These are the positivist and post-positivist paradigm, as described by Glaser and Strauss and which is still adhered to by Glaser, and the constructivist paradigm that has emerged in the approach of Strauss and Corbin. Charmaz (2000, 2006) supports the constructivist grounded theory approach on the basis of the nature of the constructivist paradigm. She believes that because the essence of grounded theory lies in its tools for understanding empirical worlds, positivist and post-positivist grounded theory (i.e. Glaser and Strauss's original approach) limits entry into the subjects' meanings and reduces understanding of their experience.

Glaser argues strongly against Charmaz's constructivist approach, stating that the purpose of grounded theory is to formulate and verify hypotheses based on conceptual ideas because it is a conceptual method not a descriptive method (Glaser, 2002). While Glaser and Strauss (1967) place their emphasis on systemic and formulaic procedures, Charmaz (2000) argues that grounded theory methods can be used as flexible, heuristic strategies and therefore, the grounded theorist does not need to be an objectivist or a positivist.

## 3. The process of data collection and analysis using a grounded theory approach

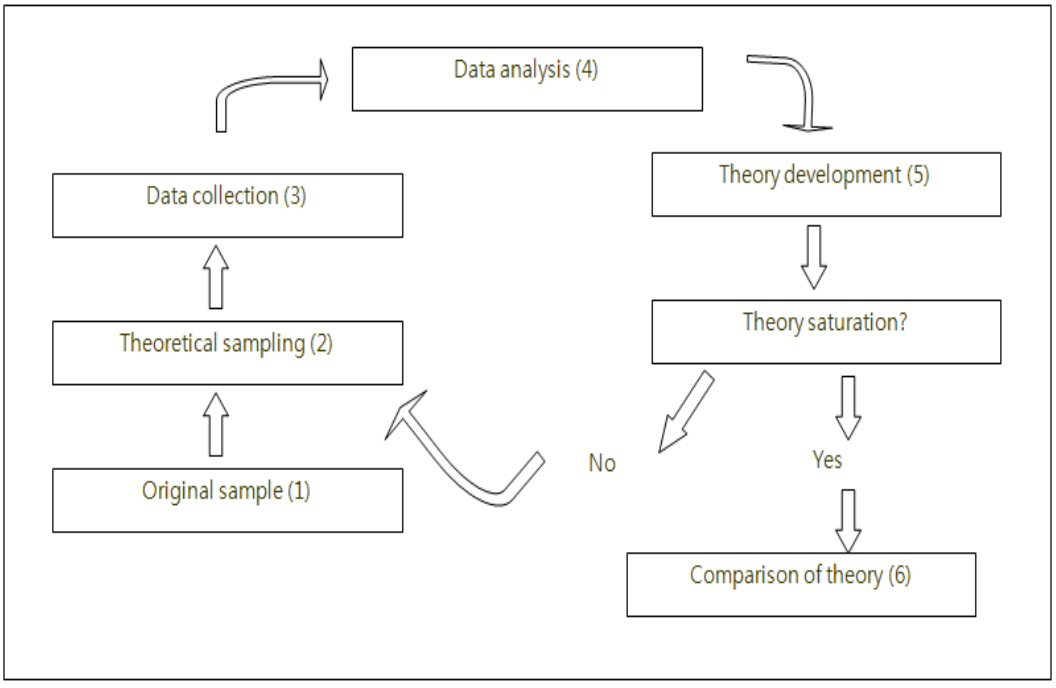
In this section, the process of data collection and analysis using a grounded theory approach is explained on the basis of Strauss's analytic procedures. This choice is made because Strauss's approach provides analytic techniques and guidance that are useful for researchers who are using grounded theory for the first time.

In the grounded theory approach, one of the most important goals is to develop theoretical sensitivity that refers to a personal quality of the researcher (e.g. the ability to give meaning to data) because this allows the researcher to develop a theory. Theoretical sensitivity can be developed through a review of the liter-

ature and via analytic procedures (Strauss and Corbin, 1990). Therefore, the liter-ature review on decision theory and other previous research continues until the development of the categories is complete.

The procedures for data collection and analysis of the qualitative data ob-tained through the fieldwork consist of six steps as shown in Figure 1. These pro-cedures are not linear but rather intertwined through various steps. For example, data collection and analysis are conducted simultaneously through the stage of theoretical sampling and the comparative method is ongoing. Because the ground-ed theory approach is generally aimed at generating theory, data collection is fo-cused on discovering concepts, categories, their properties and the relationships between them. The procedures are reiterated until theoretical saturation of each category is reached.

Figure 1. The process of data collection and analysis using a grounded theory approach




Source: based on Strauss & Corbin (1998)

## 3.1. Theoretical sampling

Theoretical sampling in the grounded theory approach refers to the sampling method based on the concepts that are significant and relevant to the evolving theory (Corbin and Strauss, 1990; Strauss and Corbin, 1990, 1998). Therefore, the aim of theoretical sampling is to sample specific issues that are indicative of categories and their properties by using the comparative method. Thus, theoretical sampling helps to develop emerging categories and make them increasingly definitive and useful.

Unlike sampling methods normally used in quantitative research and other qualitative research, theoretical sampling cannot be planned before embarking on a grounded theory study (Strauss and Corbin, 1990). Similarly, Charmaz (2000, 2006) recommends that theoretical sampling should be conducted after entering the field otherwise relevant data and analytic directions could be forced in the wrong direction.

Theoretical sampling is guided by questions and comparisons that occur during analysis. Therefore, every kind of source including interviews, government documents and newspapers can be considered to be part of the theoretical sampling. These constant questions and comparisons are helpful for discovering relevant concepts, categories and their properties (Strauss and Corbin, 1990).

## 3.2. The coding process and constant comparison

The core of the analytic procedures in the grounded theory approach is the coding process and constant comparison. Once collected through theoretical sampling, data are broken down, conceptualised, and put back together in new ways through the coding process in order to build theory from them (Strauss and Corbin, 1990). Because the coding process provides the rigor necessary to make theory into 'good' science, this research follows the coding process suggested by Strauss and Corbin (1990, 1998). There are three types of coding, which include open, axial and selective coding.

Open coding refers to the process of breaking down, examining, comparing,

conceptualising and categorising data (Strauss and Corbin, 1990, 1998). In the open coding process as well as with axial coding, the constant comparative method is required to reach the goal of conceptualising and categorising data, that is, the asking of questions and the making of comparisons. The constant comparative method of grounded theory means: (a) comparing different people (such as their views, situations, actions, and experiences); (b) comparing data from the same individuals with themselves at different points in time; (c) comparing incident with incident; (d) comparing data collected through theoretical sampling with a category; and (e) comparing a category with other categories, and so on (Charmaz, 2000).

These two analytic methods help to give the concepts and categories their precision and specificity. By using these two methods, data was compared with others for similarities and differences. In this way, conceptually similar decision processes, for example, were grouped together to generate categories and subcategories. Once initial categories and their properties have evolved, these become the basis of theoretical sampling for the next round of data collection (sampling for open coding). In this way, data collection and open coding are reiterated until no new categories are developed.

While open coding fractures data into concepts and categories, axial coding puts these data back together in new ways by making connections between categories. Thus, axial coding refers to the process of developing main categories and their subcategories. All of these categories are unified around a core category through selective coding.

Once the initial categories are identified through theoretical sampling and the analytical coding process, they are tested and developed by selecting additional samples. These processes allow categories to be further extended and sharpened. However, the analytical procedures for building a model stop when theoretical saturation of each category is reached. This means when: (1) no new or relevant data seems to emerge regarding a category; and (2) category development and the relationships between categories are well established (Strauss and Corbin, 1990). After that, the next step is to compare the emerging theory with the existing literature and examine what is similar, what is different, and why. These comparisons

are expected to enhance the internal validity, generalisabililty and theoretical level of the theory.

## 3.3. Guidelines for enhancing the validity and reliability of the findings

Despite the usefulness of grounded theory for developing theory from data, many discussions of its weaknesses relate mainly to the issues of validity and reliability. However, Corbin and Strauss (1990) insist that the criteria used to evaluate objectivist, positivist, and quantitative studies are not necessarily appro-priate for judging qualitative studies. As a result, they suggest more systematic guidelines for analytic research procedures and evaluative criteria that will also prove useful in ensuring the success of this study (see Table 1).

According to Corbin and Strauss (1990), a grounded theory publication should help the reader to assess the actual research process. Therefore, these actual research process illustrated in Table 1 would be useful information for the readers to assess. These guidelines are expected to provide this study with useful tools to enhance both the validity and reliability of the findings.

Table 1. Guidelines for analytic research procedures and evaluative criteria

| Subject | Guideline |
|---|---|
| The research process | 1. How was the original sample selected? On what grounds?<br>2. What major categories emerged?<br>3. What were some of the events, incidents, actions, and so on that indicated some of these major categories?<br>4. On the basis of what categories did theoretical sampling proceed?<br>5. What were some of the hypotheses pertaining to relations among categories?<br>On what grounds were they formulated and tested?<br>6. Were there instances when hypotheses did not hold up against what was actually seen?<br>7. How and why was the core category selected? |

| Subject | Guideline |
|---|---|
| Evaluative criteria of findings | 1. Are concepts generated?<br>2. Are the concepts systematically related?<br>3. Are there many conceptual linkages and are the categories well developed?<br>Do the categories have conceptual density?<br>4. Is there much variation built into the theory?<br>5. Are the broader conditions that affect the phenomenon under study built into its explanation?<br>6. Has “process” been taken into account?<br>7. Do the theoretical findings seem significant and to what extent? |

Source: Corbin and Strauss (1990, pp.16-20)

# III The application of a grounded theory approach: farm management decision-making

In the previous chapter, theoretical background and characteristics of grounded theory were discussed on the purpose of helping the readers understand the nature of the grounded theory approach. The purpose of this chapter is to provide the experience of applying grounded theory for the readers who decide to use a grounded theory approach as a methodology.

On the basis of the doctoral thesis that used the grounded theory approach as a methodology and identified the process of Korean farmers' management decision-making, the procedures of applying the grounded theory approach are illustrated in this chapter.

## 1. Selecting grounded theory as a methodology

Researchers are recommended in many text books to select a research paradigm and a methodology by considering the nature of the study. After that, researchers adopt grounded theory when the topic of interest has been relatively ignored in the literature or has given superficial attention.

The nature of the study on identifying the process of farm management decision making involves a theoretical study in addition to the descriptive study using qualitative methods. While descriptive studies (e.g. ethnography) are communicated through the data, theoretical studies (e.g. grounded theory) are communicated through concepts that are illustrated by the data (Taylor and Bogdan, 1998).

Therefore, developing a better understanding of various farmers' decision processes can be achieved by describing (descriptive study) every element (e.g. internal and external environments faced by farmers when they decide upon crucial issues on strategic or tactical farm management) and by categorising the processes pertaining to farmers' decisions (theoretical study). This process of categorisation transforms description into conceptual analysis by analytically and theoretically specifying the properties that have been observed. Therefore, a grounded theory approach is used for generating concepts, categories and theories of farmers' decision-making types and processes

There is a benefit associated with using grounded theory for developing a better understanding of Korean farmers' decision-making process. The theoretical framework (or theory) that is used to interpret Korean farmers' decision processes, and that provides the foundation of policy formation and farmers' training programs, can be newly generated with the use of grounded theory. According to the literature on farm management decision making (FMDM) research, much research on farmers' decision-making processes has been conducted around the world but there have been very few inquiries into this research area in the Korean context. Therefore, the theoretical framework related to the farmers' decision processes needs to be developed in the Korean context.

Therefore, newly generated concepts and a theoretical framework are crucial for explaining and interpreting the data related to farmers' decision-making processes within a context of dynamic change. However, most qualitative data are descriptive by nature and this can make theory development difficult (Parry, 1998). In this case, the grounded theory approach is suitable for integrating the descriptive data, as well as for interpreting and conceptualising those data.

## 2. Doing the fieldwork

### 2.1. Preparing for the fieldwork

Data can be collected through various sources according to the theoretical

sampling process in the grounded theory approach. In-depth interviewing is one of most appropriate ways of using the grounded theory approach for the purpose of building the decision-making process model because it is referred to as a flexible, dynamic, unstructured, nondirective and open-ended interview (Taylor and Bogdan, 1998). Furthermore, through in-depth interviews, more detailed qualitative data regarding farmers' personal aspects and the factors affecting decision-making and their degree of satisfaction with decision outcomes, can be collected.

In this section, the strategies for in-depth interviewing are designed and the process of selecting interviewees and follow-up questions are discussed in accordance with the theoretical sampling method.

Prior to commencing the in-depth interviewing with farmers, a pilot survey was conducted. This was done for the following reasons. First, interviewers (inquirers) need to practise their interviewing skills (e.g. establishing and maintaining rapport with interviewees) because this improves the credibility of data, as recommended by Taylor and Bogdan (1999). Second, a set of initial questions needed to be prepared for the early in-depth interviews prior to the application of the theoretical sampling process.

In the pilot survey, questions about general issues regarding farming activities were asked so as to obtain a wide range of knowledge about the current internal and external environments faced by farmers such as personal matters and economic and social situations. As a result of the pilot survey, inquirers were able to better understand the overall situation and subsequently, the initial questions for the first round of interviewees were constructed.

Before conducting the in-depth interviews, an interview guide needs to be prepared in order to be effective with the interview time and to reduce the risk of missing important issues in the discussion. An interview guide includes a brief explanatory statement about the purpose of the interview, the methods of analysing and using the interview data, and issues of confidentiality. This interview guide is necessary to remind interviewees of the nature of the study and of the confidentiality of the data.

Detailed questions were not administered systematically during the in-depth

interviews, as the interview process varied somewhat according to each interviewee's responses. For example, the questions regarding decision situations or farmer background relied upon the use of open-ended questions as part of the theoretical sampling in the grounded theory approach. Examples of an interview guide used in the in-depth interviews are illustrated below.

[Example of an interview guide]

□ Introductory statement included in the interview guide
- The purpose of interview and study
- The way of analysing interview data
- Issues of confidentiality

□ Open-ended questions (example)

① Opening question:
- Could you tell me your story about decisions on, for example, buying land, building farming facilities?

② Follow up questions based on interviewee's response to the opening question:
- Why did (or didn't) you make that decision?
- What problems did you have in the decision-making process?
- How (or where) did you get information concerning your decision?
- Did you consider other alternatives?
  (What alternatives? Or why not?)
- What do you (or your family members) think about your decision?

## 2.2. Selecting the orignal sample group

As depicted in Figure 1 in the previous chapter, the first step of the grounded theory approach is to select the original sample group for interview. Among the mail survey farmers, those who indicated they had implemented stra-

tegic decisions in their responses to the mail survey were chosen as the original sample group for interview prior to commencing the fieldwork. Selecting these mail survey farmers to be the original sample group for interview was also designed with the following advantages in mind.

The first advantage was that because basic information about the interviewees such as their demographic characteristics and business performance had already been collected during the mail survey, the questions asked during the interview could be focused on strategic and tactical decision-making processes, unless this information had been vaguely described in the questionnaire. Furthermore, their willingness to participate in an interview had been determined by their decision to provide their contact number with their survey response. This also made it easier to organize the interview schedule.

The second advantage was that interviewees already understood the nature of the study and the questions as a result of their participation in the mail survey. Therefore, it was possible to maintain a rapport with the interviewees as a result of this prior contact and to encourage their participation in the interview process. Given the use of these procedures, the credibility of data was also anticipated to be much improved (Taylor and Bogdan, 1998).

During the fieldwork, interviewees were selected from the original sample group according to the theoretical sampling method in the grounded theory approach. After completing each interview, each farmer's responses were analysed and compared through the open and axial coding processes. Based on the results of the analysis and the farmer's availability for interview at the time of the survey, the next interviewee was selected. This process of selecting interviewees was continued until new ideas ceased to emerge from the in-depth interviews.

While interviewing, the interviewees' responses were written up as field notes and recorded with the use of tape recorders only in cases where interviewees gave their permission for the use of audio recordings to be made prior to commencing the interview. After completing each interview, the notes taken by the other researcher and myself were compared and discussed so as to conduct theoretical sampling in keeping with the grounded theory approach.

## 3. Note-taking and memo-writing

Grounded theory begins with a research situation. Within that situation, the main task of a researcher is to understand and find out what is happening there, and how the people manage their roles through observation, conversation and interview. It is necessary to note down something important or the key issues in the process of interview, which is called 'note-taking. Also, a researcher could do tape recording and word-by-word transcripts.

Although Glaser (2002) recommends not to do taking note and tape recording during an interview because he think this task could interrupt the interviewer in understanding what the interviewee say, many researchers recommend to take key-word notes and tape-record the interviews at the same time during the interviews and check notes against the tape recording after the interviews. This will help the researcher make the coding process easier.

In addition, memo writing is the intermediate task between the coding process and the first draft of the analysis (Charmaz, 2000). It can also help the researcher to define leads for further initial coding and later theoretical sampling. According to Charmaz (2000), memo writing helps the researcher (a) grapple with ideas about the data, (b) set an analytic course, (c) refine categories, (d) define the relationships among various categories, and (e) gain a sense of confidence and competence in the researcher's ability to analyze data.

Memo writing continues in parallel with data collection, note-taking and coding. In effect, a memo is a note to yourself about some hypothesis you have about a category or property, and particularly about relationships between categories.

Here is the guideline for note-taking and memo-writing suggested by Dick (2003)[1]. During having an interview with the person, for example, it is better idea

1) I used this guideline for my doctoral thesis. This guideline is extracted from a resource paper which supports the regular public program "areol" (action research and evaluation on line) offered twice in a year by the University of Queensland in Australia.

to put a set of interview notes in front of the interviewer. In the left hand two-thirds of a piece of interview notes, you can note down any important bio-data about the farmer interviewed at the head of it (this may later help to identify properties). In the other part of the right hand, leave the blank for cording. You can also use the bottom part of the note for memo-writing.

For the first interview you are merely asking yourself: What is going on here? What is the situation? How is the person managing that situation? Therefore, what categories are suggested by sentence. Code the second interview with the first interview in mind. Code subsequent interviews (or data from other sources) with the emerging theory in mind. That is constant comparison: initially comparing data set to data set and later comparing data set to theory. When any theoretical ideas come to mind, note them down immediately on preferably cards, which is fit in your pocket. That is memo-writing. You carry these cards around with you most of the time and examine it whenever you want. This may help you make sorting, categorizing, and constant comparing easier.

For the actual sorting, group cards used for memo-writing on the basis of the similar categories or properties they address. After that, arrange the groups to reflect on the sorting surface their relationship and gather the cards in the se-quence which will allow the structure to be described. This provides the basis for the writing up.

# Ⅳ Conclusion

In this working paper, the nature of the grounded theory approach is introduced as well as its examples of applying in the area of farm management study. This is intented as a useful guideline for researchers using or having interests in grounded theory. As mentioned many times in the previous chapters, grounded theory refers to theory developed inductively from systematically collected and analyzed data, and this methodology is widely believed to be appropriate to pioneer the new research area or to modify the existing theory.

The original intent of grounded theory was a methodology specifically for sociologist. In the recent years, the diffusion of this methodology seems to be increasing in numbers of disciplines such as social work, health studies, psychology and more recently management. Grounded theory is, therefore, expected to be useful methodology for building up new or modified research frameworks that contain rapid changes in agricultural management and rural society.

If concepts or theories emerged from the grounded theory approach are tested again through the statistical (quantitative) method with a larger number of samples in further study, these would be better for explaining what is happening in the real world.

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