

Perspectives on the Use of Grounded Theory in Social Development Studies

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Abstract. This methodology paper introduces insights and perspectives on Grounded Theory (GT) as a social science research methodology. While GT emanates from the field of education, this paper shows that it can also be potentially used in development studies. The concept of the GT is first explained including the alternative views on its implementation. It has limited application in the Philippine context, and the current application that is cited is based on an education study called *"Becoming Gift: A Classic Grounded Theory of Charism in Sectarian Institutions"*. The end goal of the paper is to argue for the application of GT in social development.

Keywords: *Grounded Theory, social development, social science methodology*

I. Introduction

Grounded Theory (GT) is a qualitative research approach developed by sociologists Barney Glaser and Anselm Strauss (1967) in the 1960s. According to them, GT was derived from a systematically-gathered and analyzed data using a certain research

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process. Also, in this method, data collection, analysis and theory are in close relationship with one another. Martin and Turner (1986, as cited by Pandit 1996) also defined GT as an inductive methodology in theory discovery that allows researchers to develop a theoretical account of the general features of the topic while concurrently grounding the account in empirical study of data.

There are three dominant designs for GT. These are the systematic design (Strauss and Corbin 1998), the emerging design (Glaser 1992), and the constructivist approach (Charmaz 2006). The systematic 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, hypotheses. The emerging design stresses the importance of comparing and connecting categories and emerging theories from the data collected, allowing the researcher to develop a theory and discuss the relationships between categories. On the other hand, the constructivist approach focuses on the importance of meanings that 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 these information into categories during data collection. Furthermore, this technique allows the researcher to bring some of his/her own views, beliefs, feelings, and questions to the data.

This methodology paper intends to present issues on the GT framework, the GT methodology, and its application in development research. The insights and perspectives presented as bases of discussion were culled from the articles of Glaser and Strauss (1967), Strauss and Corbin (1990), Glaser (2004), Charmaz (2006), and Yin (1989).

II. The GT Methodology

The Original Approach of GT

Glaser and Strauss (1967) published an extended exposition of GT. The publication postulated the principle that researchers must fully understand their subject by entering into its "world". Through the use of the said principle, collection and the analysis of the qualitative data are developed. The basic idea of the GT approach is to read (and re-read) a textual database (such as a body of field notes) and "discover" or label variables (called categories, concepts, and properties) and their interrelationships. The ability to perceive variables and relationships is termed "theoretical sensitivity" and is affected by a number of things including one's reading of the literature and one's use of techniques designed to enhance sensitivity.

Stages in GT (Glaser and Strauss 1967 and Strauss and Corbin 1990 as cited by Borgatti 1996)

A. Identification of an area of interest and research question

The process starts with an area of interest that the researcher wishes to explore further. In most cases, the researcher focuses on topics within his/her own disciplinary background. In some cases, he/she looks into relevant topics that have been relatively ignored in literature or have been given superficial attention. The process also involves the selection of a suitably complex research question. As GT is inductively developed from the phenomenon it represents, and theories emerge from data obtained from the phenomenon under study, the research question should be stated in a form that can be tested by GT.

The core category is the central phenomenon around which all other categories are based. Once this has been identified, the storyline is generated as a restatement of the project in a form that relates to the core category. Validation is done by generating hypothetical relationships between categories and using data from the field to test these hypotheses. Categories may be further refined and reclassified and the storyline may be further refined. This completes the grounding of the theory.

B. Data acquisition

A GT research may be based on a single or multiple sources of data. In GT methodology, data are collected in the same way, using the same techniques as other research methodologies, i.e., interviews, observations, focus groups, life histories, and introspective accounts of experiences. Data may be qualitative or quantitative or a combination of both types. However, the researcher must be cautioned to veer from being too structured in collecting data because this will defeat the objective of getting information from the point of view of the informants.

C. Data analysis

The analysis of data collected in research is often referred to as 'coding'. Data is coded differently depending on the purpose of the data and the stage of the project. Three stages of data analysis are involved in GT. These are open coding, axial coding, and selective coding. The features and uses of these methods are explained below.

To simplify this process, rather than look for any and all kinds of relations, grounded theorists emphasize causal relationships and fit things into a basic frame of generic relationships.

Table1. Elements of the GT framework (Glaser and Strauss 1967 and Strauss and Corbin 1990 as cited by Borgatti, 1996a)

Element	Description
Phenomenon	This is what in schema theory might be called the name of the schema or frame. It is the concept that holds the bits together. In GT, it is sometimes the outcome of interest, or it can be the subject.
Causal Conditions	These are the events or variables that lead to the occurrence or development of the phenomenon. It is a set of causes and their properties.
Context	Hard to distinguish from the causal conditions. It is the specific locations (values) of background variables and a set of conditions influencing the action/strategy. Researchers often make a quaint distinction between active variables (causes) and background variables (context). It has more to do with what the researcher finds interesting (causes) and less interesting (context) than with distinctions out in nature.
Intervening Conditions	Similar to context. If we like, we can identify context with moderating variables and intervening conditions with mediating variables. But it is not clear that grounded theorists cleanly distinguish between these two.
Action Strategies	The purposeful, goal-oriented activities that agents perform in response to the phenomenon and intervening conditions.
Consequences	These are the consequences of the action strategies, intended and unintended.

Note that grounded theorists do not show much interest in the consequences of the phenomenon itself.

It should be noted again that a fallacy of some GT work is that they take the respondents' understanding of what causes what as truth. It sees the informants as insider experts, and the model they create is really the informants' folk model.

Open coding. Open coding is the part of the analysis concerned with identifying, naming, categorizing, and describing

phenomena found in the text. Essentially, each line, sentence, paragraph, etc. is read in search of the answer to the repeated question, "what is this about? What is being referenced here?"

Axial coding. Axial coding is the process of relating codes (categories and properties) to each other via a combination of inductive and deductive thinking.

Selective coding. Selective coding is the process of choosing one category to be the core category, and relating all other categories to that category. The essential idea is to develop a single storyline around which everything else is draped. There is a belief that such a core concept always exists.

Memos. Memos are short documents that one writes to oneself as one proceeds through the analysis of data, namely: the field note and the code note. Equally important is the theoretical note. A theoretical note is anything from a post-it that notes how something in the text or code relates to the literature, to a 5-page paper developing the theoretical implications of something. The final theory and report is typically the integration of several theoretical memos. Writing theoretical memos allows you to think theoretically without the pressure of working on "the" paper.

Process. Strauss and Corbin (1998) consider that paying attention to processes is vital. It is important to note that their usage of "process" is not quite the same as that of Lave and March (n.d. as cited by Borgatti 1996b), who use process as a synonym for "explanatory mechanism". Strauss and Corbin (1998) are really just concerned with describing and coding everything that is dynamic - changing, moving, or occurring over time - in the research setting.

Table 2 shows an example of the relationship between the stages in the GT methodology and the data collected in the final study

Table 2. Relationship between the data collection and analysis stages
(Strauss & Corbin 1998)

Stage in the final study	GT stage
Preliminary stage	Open coding starts
Involving	Producing a preliminary structure of categories, sub-categories and variables
Data collection	Axial coding starts
Questionnaire	Modification of structure
Interviews	
Final study - data collection stage	Axial coding continues
Data collection methods	Identification of causal relationships
• Video • Interviews • Pre-test and post-test • Data logging • Questionnaire • Tasks and questions • Focus groups • Staff evaluation • Staff diary • Staff interviews • Staff report • Expert evaluation	Selective coding starts
	Assigning values to variables from data
	Modification of structure based on data
	Identification of the core category
	Generation of theory
Final study - data analysis stage	Validation of theory with data
	Selective coding continues
	Grounding the theory
	Core theme specified
	Emergence of the theory
	Production of narrative
	Presentation of theory
	Validation of theory with data

In a more recent proposition of the GT, Pandit (1996) identified five analytic (and not strictly sequential) phases of GT building, namely: research design, data collection, data ordering, data analysis, and literature comparison.

Within these phases, nine procedures or steps are followed (Table 3). These phases and steps are evaluated against four research quality criteria: construct validity, internal validity, external validity, and reliability.

Construct validity is enhanced by establishing clearly specified operational procedures. Internal validity is enhanced by establishing causal relationships whereby certain conditions are shown to lead to other conditions, as distinguished from spurious relationships. In this sense, internal validity addresses the credibility or "truth value" of the study's findings. External validity requires establishing clearly the domain to which the study's findings can be generalized. Here, reference is made to analytic and not to statistical generalization and requires generalizing a particular set of findings to some broader theory and not broader population. Finally, reliability requires demonstrating that the operations of a study - such as data collection procedures - can be repeated with the same results.

Table 3 provides an overview of these phases, steps, and tests and forms the template which moves from a normative or prescriptive account of recommended activities to a descriptive account of how such prescriptions can be applied.

Table 3. The process of building GT (Pandit 1996)

	Phases	Activity	Rationale
<i>Research design</i>			
Step 1	Review of technical literature	Definition of research question Definition of a priori constructs	Focuses efforts Constrains irrelevant variation and sharpens external validity
Step 2	Selecting cases	Theoretical, not random sampling	Focuses efforts on theoretically useful cases (e.g., those that test and/or extend theory)
<i>Data collection</i>			
Step 3	Develop rigorous data collection protocol	Create case study database Employ multiple data collection methods Qualitative and quantitative data	Increases reliability Increases construct validity Strengthens grounding of theory by triangulation of evidence Enhances internal validity Synergistic view of evidence
Step 4	Entering the field	Overlap data collection and analysis Flexible and opportunistic data collection methods	Speeds up analysis and reveals helpful adjustments to data collection Allows investigators to take advantage of emergent themes and unique case features
<i>Data ordering</i>			
Step 5	Data ordering	Arraying events chronologically	Facilitates easier data analysis Allows examination of processes

Table 3 continued...

	Phases	Activity	Rationale
<i>Data analysis</i>			
Step 6	Analyzing data relating to the first case	Use open coding Use axial coding Use selective coding	Develop concepts, categories, and properties. Develop connections between a category and its sub-categories. Integrate categories to build theoretical framework. All forms of coding enhance internal validity.
Step 7	Theoretical sampling	Literal and theoretical replication across cases (go to step 2 until theoretical saturation)	Confirms, extends, and sharpens theoretical framework
Step 8	Reaching closure	Theoretical saturation when possible	Ends process when marginal improvement becomes small
<i>Literature comparison</i>			
Step 9	Compare emergent theory with extant literature	Comparison with conflicting frameworks Comparison with similar frameworks	Improves construct definitions, and therefore, internal validity Also improves external validity by establishing the domain to which the study's findings can be generalized

The theory develops during the research process itself and is a product of continuous interplay between analysis and data collection (Glaser and Strauss 1967). GT, which is inductively derived from the phenomena, represents and must satisfy four central criteria: fit, understanding, generality, and control.

“A theory provides the best comprehensive, coherent and simplest model for linking diverse and unrelated facts in a useful and pragmatic way. Theorizing is the process of constructing alternative explanations until a “best fit” that explains the data simply is obtained” (page 123).

III. Applications of GT

Experiences in Research Practice

The use of GT is summarized through the experiential insights (Table 4) related to characteristics and features of GT, methods and techniques in GT, identified advantages and purposes, related problems/directions/challenges, and GT report requirements.

Table 4. Perspectives of GT methodology

Characteristics/Features
It is used as a method per se extensively in social science.
It is a general method of theory analysis through comparison.
It requires developing a theory from the experience of respondents.
It is aimed at establishing local-specific application instead of universal application.
It is gleaned from theories based on the data. Development of theory from one context (substantive theory) and from numerous contexts (formal).
It is conceptually crowded and grounded in multiplicity of actors in a particular scenario.
Theorizing always involves knowledge or of a development of a theory.
Grounded theories are developed in relation to current perspectives or discourse around a phenomena.

Table 4 continued...

Characteristics/Features
GT is an approach in qualitative data. It is procedural; it is either qualitative or statistical. GT is a dynamic perspective on theory construction. GT is a theory that must be grounded on the data. GT approach is inductive and not deductive. Theory is emergent from the data. Process of theory-building is highly iterative, as <i>comparative analysis</i>. It builds upon <i>theoretical sampling</i> as a process of data collection and analysis that is driven by concepts that emerge from the study and appear to be of relevance to the nascent theory. Method/Technique Begins by focusing on an area of study and gathers data from a variety of sources, including interviews and field observations. Interviews usually play a major role. Observations, documents, historical records, videotapes, and anything else of potential relevance to the research question may also be used. Only restriction: the data collected <i>must</i> include the perspectives and voices of the people being studied. Data analysis begins almost immediately; the researcher develops categories to classify the data. The aim of subsequent data collection is to saturate the categories and find any disconfirming evidence that might suggest revisions in the categories identified or in interrelationships among them. GT is said to emerge inductively from its data source in accordance with the method of "constant comparison." Advantages/Purpose GT is versatile. It is helpful for studies involving phenomenon in which current theories are either lacking or do not exist. Many researchers find its objectivity appealing. It provides a structured and relatively systematic way of boiling down a large body of data into a concise conceptual framework that describes and explains a particular phenomenon. It can cover reform projects in the areas of technical, social, health, economic, and ecological development, as well as citizens' participation projects.

Table 4 continued...

Characteristics/Features
The aim is to develop <i>and not to test</i> theoretical ideas. The general goal of GT research is to construct theories in order to understand phenomena. These include education, nursing studies, political science, and to a very limited extent, psychology.
Problems/Direction/Challenges Some find the process too structured. It has the potential to limit a researcher's flexibility. It might predispose the researcher to identify categories prematurely. A good GT is one that is: (1) inductively derived from data, (2) subjected to theoretical elaboration, and (3) judged adequate to its domain with respect to a number of evaluative criteria.
Report Requirements A description of the research question A review of the related literature A description of methodology and data analysis A presentation of one's theory A discussion of implications
Note: Based on the author's field research practice, acknowledging some GT authors like Annie Norton; Jenifer Fowler; Bro. Hans Steven Moran; Trevor Barker; Sara Jones; Carol Britton; Stefan Seidel; Rahmat M. Samik-Ibrahim; Martyn Hammersley; Jan Fook; Kerry Chamberlain; and Brian D. Haig.

In theory generation, GT also demonstrates some strengths and weaknesses. One of the strengths of the GT is its capacity of building theory from a set of data, which automatically ground the theory on empirical findings. This means that there is a good traceability of the data including categorization and theory building. Thus, it will lead to a transparent process that can make the study credible. Another strength of GT is the encouragement in using an action-oriented paradigm model in axial coding. Realistically, this supports the possibility of achieving a good theory.

A weakness of the GT involves the users; they have to rid themselves of pre-assumptions to be able to let the true nature of a study come out. To do so, researchers shall avoid reading some other literatures until the study is completed. The lack of good illustration techniques is seen as another weakness of GT. In this case, there is a need to further develop illustration techniques to further support axial coding and the final theory.

Developed Theories in the “Becoming Gift”

“Becoming Gift: A Classic Grounded Theory of Charism in Sectarian Institutions”, a theory that proposes how stakeholders in charism-driven school organizations and communities become persons who live spiritually-integrated lives, could not have been more significant in its emergence as analyzed from the GT approach (Yasa 2007). Using Glaser and Strauss’ (1967) GT methodology, new knowledge was constructed, and a new illumination on how stakeholders in Hijas de Jesus schools and communities manage their “becoming gifts” and charisms to one another and to the world. However, according to Chalmers and O’Donoghue (2001), in their study on “Inclusivity, the Disabled Child, and Teacher Strategies: The Development of a Theory,”

“The theory, which was developed in the present study, may stimulate others to explore related areas...with the aim of developing further theory” (page 51).

In this respect, the analysis of the process for becoming a gift illustrates the value of conducting inductive research to discover “grounded” variables. These variables may become very useful in the long-term quest to understand the phenomenon that is currently referred to as a charism or gift.

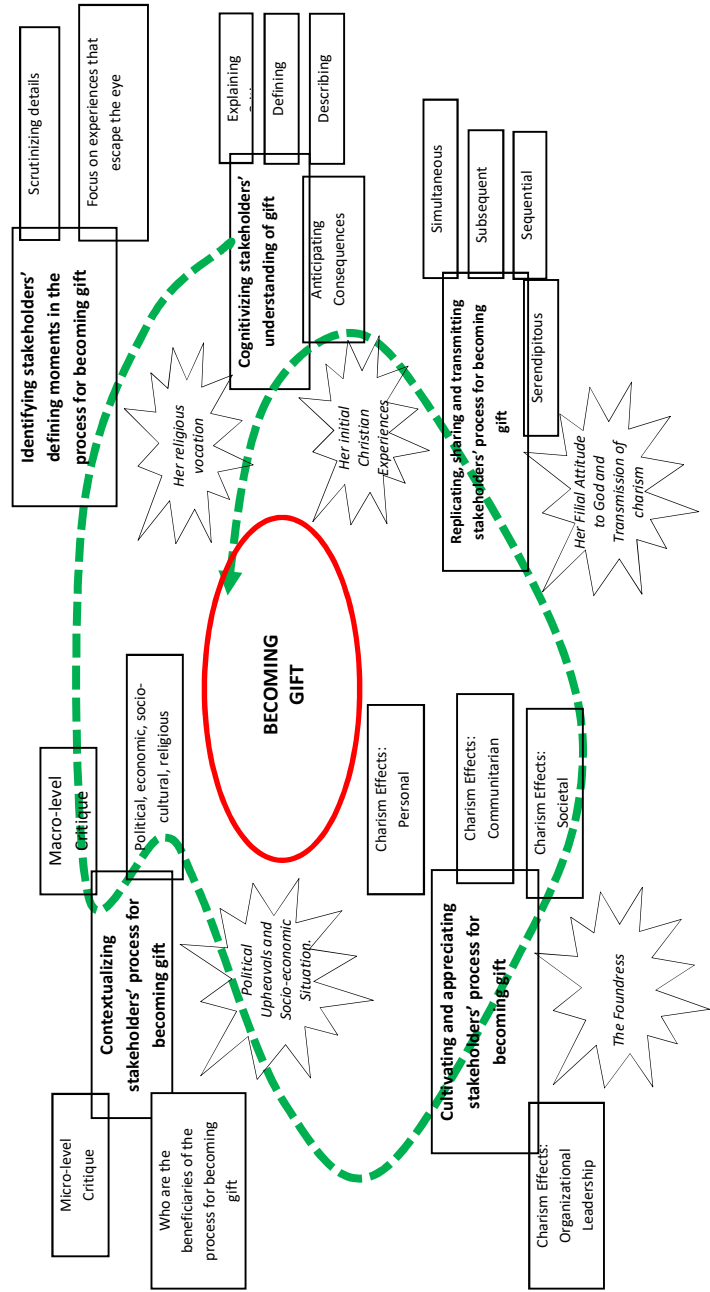


Figure 1 shows a diagram on the major categories and their respective emergent properties and how these parallel with significant episodes in the life of Blessed Candida Maria de Jesus. Next category, which is identifying stakeholders' defining moments in a process for becoming gift, is aligned with her process of discovering a religious vocation. It was at this juncture that Blessed Candida made a definitive choice to spend the rest of her life for God. The third category, which is contextualizing stakeholders' process for becoming a gift, fits the external environment which situated Blessed Candida's own process of becoming a gift to the Church and society. In the fourth category, which is cultivating and appreciating stakeholders' process for becoming a gift, God's intervention in the life of Blessed Candida through Fr. Jose Herranz, S.J. was clear to her becoming a Foundress. He helped her cultivate this process as he appreciated the mysterious ways with which God manifested himself to and in her and through the historical circumstances of the time. Finally, the last category, which is a series of replicating, sharing and transmitting stakeholders' process for becoming a gift, fits Blessed Candida's own series of action when she began to concretely manifest her filial attitude to God by building schools that would cater to the needs of women and the youth through Christian education.

GT Versus Traditional Social Science Research Methods

Table 5 compares the GT approach vis-a-vis traditional methodologies such as case study, ethnography, and phenomenology (Guest et al. 2012). A case study provides an in-depth investigation and a basis for generalization. Ethnography assigns a different view of individuals in developing a theory. Phenomenology accepts a different point of view whether a theory is being developed or not.

Table 5. Some insights on GT and case study, ethnography, and phenomenology (Guest et al. 2012)

Case study in GT	Traditional case study
Investigation of phenomena at great and narrow depth	Investigation of contemporary phenomena at real-life context
Report is augmented through contextual excerpts.	Multiple sources of evidence are used.
Does not rely upon thick description	Provides thick description
Provides generalized explanation of the process	Provides little basis for generalization
Ethnography in GT	Traditional ethnography
Relies on the examination of individuals who may not share a common culture to develop social theory	Relies on the examination of a group of people sharing similar culture to develop social theory
Unconcerned whether guided by implicit or explicit theory; relies on the absence of a theory	Guided by implicit or explicit theory
Does not require a luxury of time	Requires a luxury of time for intensive investigation of data
Phenomenology in GT	Traditional Phenomenology
Uses theoretical sampling in selecting individuals who have different perspectives and who complement the accumulating body of knowledge	Provides subjective view of what the participant is experiencing in a given situation

IV. Insights on the Use of GT in Social Development Studies

Grounded theory specifically developed for the study of human behavior can be applied to a broad range of subjects that have a human dimension. GT had been adapted by many different disciplines such as social work, health studies, and psychology and more recently, management. Glaser and Strauss (1967) developed the GT methodology with the vision of having a more defined and systematic procedure for collecting and analyzing qualitative data.

GT offers a method, which could track, check, and validate the development of theory from a qualitative perspective.

One of the research thrusts formulated by the University of the Philippines Los Baños' College of Public Affairs and Development (UPLB-CPAf) is social development. The CPAf can make use of GT as a primary research methodological framework in advancing its thrust on social development. Social development starts with listening to people, understanding their social aspirations, and incorporating their voices in the development process. The less structured and informal method of data collection in GT methodology allows the researcher to collect first-hand information from the informants' points of view. The purpose is to have a balance that allows informants to feel comfortable enough to expound on their experiences, without telling them what to say. Structured data collection sometimes is just an extension of the researchers' expectations, but totally unstructured interviews can result to confusion and incoherence, thus meaningless data (Glaser and Strauss 1967; Yin 1989; Strauss and Corbin 1990; Glaser 2004; and Charmaz 2006).

The idea is to theorize the components of social development through GT methodology. GT can be used to determine the dominant social and structural processes; interaction between subjective experience and social structure; and underlying thought processes (e.g., how information is processed and used); among others (Glaser and Strauss 1967; Yin 1989; Strauss and Corbin 1990; Glaser 2004; and Charmaz 2006).

In GT methodology, the researcher is required to "enter" the world of his/her subjects to observe their environment and the interactions and interpretations that occur. The researcher engaged in symbolic interaction is expected to interpret actions, transcend rich description, and develop a theory that incorporates concepts of "self, language, social setting, and social object" (Schwandt 1994). To

ensure that the emerging framework is grounded on data, the GT process involves an ongoing confirmation and modification of hypothesized relationships through comparison of data already collected or new data. Moreover, the developed theory should be presented in a form that creates an eidetic picture (Glaser and Strauss 1967; Yin 1989; Strauss and Corbin 1990; Glaser 2004; and Charmaz 2006).

This process of theorizing the components of social development will provide a better and unbiased understanding that is grounded on data of the subject (people) – their thought processes and social aspirations – and the existing socio-cultural structure. This better understanding may translate into more appropriate laws, policies, procedures, control, incentives, and intervention. The derived understanding has evolved into various components of social development, such as follows (First CPAf Research and Extension Planning Workshop 2010):

- Social equity/Social justice (access to land and productive resources),
- Social inclusion (gender, physical capability, age, socio-economic status),
- Empowerment (social education, health, nutrition), economic (sustainable livelihoods), political (independence from patronage),
- Knowledge generation and management (learning system, teaching innovations, societal learning environment),
- Human security (social stability, social cohesion),
- Migration,
- Remittances (proportion of remittances to rural income),
- Property rights,
- Knowledge systems (traditional knowledge in a modernizing community),
- New safeguards (traditional insurance system, rural structure),

- Educational system (traditional curriculum vs. market demand),
- Microfinance,
- Community transformation (from rural to urban),
- Multi-enterprise farming system,
- Millennium Development Goals (MDG),
- Climate change, and
- Adjustment in community structures (e.g., family, indigenous people's organization, social exchange).

Theorizing the components of social development will initially emanate from the general notion of development as it evolved in eras shown in Table 6.

Table 6. Meanings of development over time (Pieterse 2010)

Period perspectives	Meanings of development
Classical political economy	Remedy for progress, catching up
Latecomers	Industrialization, catching-up
Colonial economics	Resource management, trusteeship
Development economics	Economic growth – industrialization
Modernization theory	Growth, political, and social modernization
Dependency theory	Accumulation – national, autocratic
Alternative development	Human flourishing
Human development	Capacitation, enlargement of people's choice
Neoliberalism	Economic growth – structural reform, deregulation, liberalization, privatization
Post-development	Authoritarian engineering, disaster
Millennium Development Goals	Structural reforms

According to Pieterse (2010), understanding development theory means being aware of the multiple layers as explained in Table 7. Each development theory can be read on multiple levels and in terms of the on-going and shifting relations among the following

components: practice – research – policy – ideology – image – theory – ideology – policy – practice – theory – ideology – image – policy.

This perspective offers one angle on current trends in development studies. Several trends are linked to these general changes (Table 8), or follow from it, without being reducible to it. Current trends are discussed further with a view to changes in different spheres. In methodology, what stands out is the trend towards interdisciplinarity and the role of discourse analysis. In general sensibilities, the cultural turn is significant. In development policy, significant themes are inter-sectoral cooperation, social diversity, human security, gender and environment, and changes in development cooperation and structural reform.

Table 7. Dimensions of development theories (Pieterse 2010)

Context	Historical context and political circumstances
Explanation	Assumptions about causal relationships
Epistemology	Rules of what constitutes knowledge
Methodology	Indicators and research methods
Representation	Articulating or privileging particular interests and cultural preferences
Imagination	Images, evocations, symbols of development, desire
Future	Policy, agenda, future project

Table 8. General trends in development theory over time
(Pieterse 2010)

From	To
Macro-structures	Actor-orientation, agency, institutions
Structuralism	Constructivism
Determinism	Interpretative turn, contingency
Generalizing, homogenizing	Differentiating
Singular	Plural
Eurocentrism	Polycentrism, multipolarity

GT can be used by researchers and practitioners in issues relating to human behavior in organizations, groups, and other social configurations. One field that possesses these characteristics is leadership. GT is essential to the study of leadership and other similar fields. However, GT does not contribute to the generation of new concepts or patterns; rather, it contributes a better conceptual grasp of basic social processes.

Aside from GT being used in fields like leadership, it can also be used in further data triangulation and methodological triangulation within its analysis. This can be best done through the use of qualitative questionnaires as a complement to quantitative questionnaires. Also, interviews, observation, and participation of respondents can be used. Criticized before because of its insufficient visuals, GT can be seen as a model to visually represent hierarchies of abstraction generated by the analysis. Hence, the huge potential of GT application to development theorizing is recognized.

V. Conclusion

The GT has posed several future research directions, and the following are the stated directions of the theory (Glaser and Strauss 1967, Yin 1989, Strauss and Corbin 1990, Glaser 2004, Charmaz 2006). First, the greater use of biographical, autobiographical, and historical analysis shall be included for a wider coverage of societal phenomena. Second, there is a need for further data triangulation and methodological triangulation within the analysis of the GT. To do this, scholars have proposed the greater use of qualitative questionnaires. GT can also be used in seeking a theoretical explanation of incompatibilities represented by conclusions drawn from the analyses of questionnaires. Third, GT can be used in models that visually represent abstractions generated in the analyses of the theory.

GT can indeed be useful as we theorize development pathways of countries like the Philippines and share these theories with other countries.

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**Appendix 1. Excerpts of the coding methodology in the study
“Becoming Gift” (Yasa Sr. 2007)**

Incidents	Coding/ Category	Coding/Sub- category/ Property	Memo
We are very clear about our charism.	Degree of understanding the meaning of charism	Collective ownership and understanding	There is a very high degree of collective understanding of the meaning of charism among members.
We inherited this charism	Process of becoming charism	Collectively inherited	The charism is something that is collectively inherited and/or is gained through a process.
from Mother Foundress.	Source	Root	A woman-person is the source or root of charism.
Incident	Coding/ Category	Coding/Sub- category/ Property	Un-coded memo
Siding with the truth...	Anticipated consequence of charism	Taking sides	Charism is not politically neutral on issues. Charism takes sides on issues.
Putting deeper meaning to the words of Mother Foundress...	Anticipated consequence of charism	Alignment with the Foundress' values	Charism entails a person's adherence to the root of the gift and eventually to the ultimate source of such gift. Charism creates and makes meaning in one's life.

Appendix 1 continued...

Incident	Coding/ Category	Coding/Sub- category/ Property	Un-coded memo
and go back to her words and see my decisions...	Anticipated consequence of charism	Decision making	Charism moves a person to base decisions on values of the Foundress.
we multiply it...	Anticipated consequence of charism	Involvement in the transmission	Charism gets replicated as person becomes the gift.
Gains the love of people...	Anticipated consequence of charism	Love as reward	Charism is not something that goes without recompense.
Caring attitude, concern for others...	Anticipated consequence of charism	The source's perspectives	Charism evolves perspectives of altruism and caring
Students are trained to be simple...	Anticipated consequence of charism	Training in simplicity	Charism ensues a training in simplicity, a letting go of what is sophisticated and superfluous.
With honest virtues...	Anticipated consequence of charism	Training in the spiritual exercises	Charism involves educating the heart.
Memo	Coding/Process of becoming gift category		
Charism at a critical juncture faces challenging and overcoming barriers to becoming gift such as human weakness and limitations.	Process of becoming gift (charism): challenges during process of becoming gift; barriers stage		
Charism becomes the same gift and source in the Foundress' disciple.	Process of becoming gift (charism): replication stage		

Appendix 1continued...

Memo		Coding/Category
Charism and mission originate from God and are bequeathed to the Foundress.		Explanation/description/ultimate source and origin
Charism and Mother Foundress are inseparable.		Explanation/description/ultimate source and origin
Charism comes as a first gift and source in the Foundress.		Explanation/description/source/gift/Foundress
Defining Moment	Process Nomenclature	What happens here?
First Moment for Becoming Gift	Incipient stage	A person gets attracted to the values, attitudes, and behavior of Blessed Candida or a replicator. He or she takes moves to get to know Blessed Candida or the replicator more. The first and second behaviors, respectively come out as consequence of a person's longing to be something more or for someone greater than himself or herself.
Second Moment for Becoming Gift	Profundization or intimacy stage	A person takes on Blessed Candida's perspective after understanding the meaning of his or her personal and/or religious identity. He or she learns what it means to make choices the "Candida way," using discernment and subordination to God's will as means.
Third Moment for Becoming Gift	Patterning behavior stage	A person trains in simplicity as well as develops the virtues, attitudes, and values of Blessed Candida such as humility.

Appendix 1 continued...

Defining Moment	Process Nomenclature	What happens here?
Fourth Moment for Becoming Gift	Crises-barriers stage or decision- making stage	A person embraces and faces the difficulties enshrined in the transition towards becoming Blessed Candida (gift). He or she opts to either remain “un-Candidized” or move towards becoming gift.
Fifth Moment for Becoming Gift	Conviction stage	A person is able to take action and integrates suffering as part of becoming a gift and then blooms and fully swings knowing that suffering, death, and resurrection are very much a part of daily life. Here, he or she cooperates and collaborates more deeply in helping others become a gift.
Sixth Moment for Becoming Gift	Leadership development stage	A person develops a low profile leadership but marked with close attention to the marginalized.
Seventh Moment for Becoming Gift	Transmission stage	A person replicates/becomes the gift and shares it with everyone.