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APPLICATIONS OF GROUNDED THEORY METHODS IN RESEARCHING RURAL ENTREPRENEURSHIP DEVELOPMENT

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Abstract

This paper aimed at bridging a literature gap in the application of qualitative research methodologies in the Rural Entrepreneurship Development (RED) studies. Having carried out a focused literature review on Grounded Theory (GT) and Rural Entrepreneurship Development (RED), a model of an application of major GT approaches in researching RED has been developed. The study, sought to resolve the main questions of: what are the major research areas involved in RED process? Where can the main approaches of GT be applied? And how should the GT methodologies be applied in researching about RED?

Key Words: Rural Entrepreneurship, Grounded Theory, Glaser, Strauss and Corbin.

INTRODUCTION

As an emerging field, Rural Entrepreneurship Development (RED) is gaining wider importance in the policy planning and its implementation in many countries. It has been placed under the influence of a broader spectrum of basic and applied sciences such as mathematics, biology, psychology, sociology, economics, business and entrepreneurship (Bygrave, 2007). However, it has been shown that more innovative approach in studying about the field is needed, yet the current studies still employed traditional methodologies. Besides, the use of qualitative research methods is lacking in the field. In this context, Grounded Theory (GT)—a qualitative research method— stands as important as other qualitative research methods used in RED (Carson & Coviello, 2009; Hill & McGowan, 1999) Therefore, this study discusses the importance of GT in RED research with a comparison among main GT approaches and provide a model of GT's application in the main areas of RED researches.

METHODOLOGY

This is a conceptual paper based on a focused literature review. The presented model is developed after reviewing the core literature in GT to discuss its philosophical roots and the similarities and dissimilarities of alternative GT approaches to identify the appropriate

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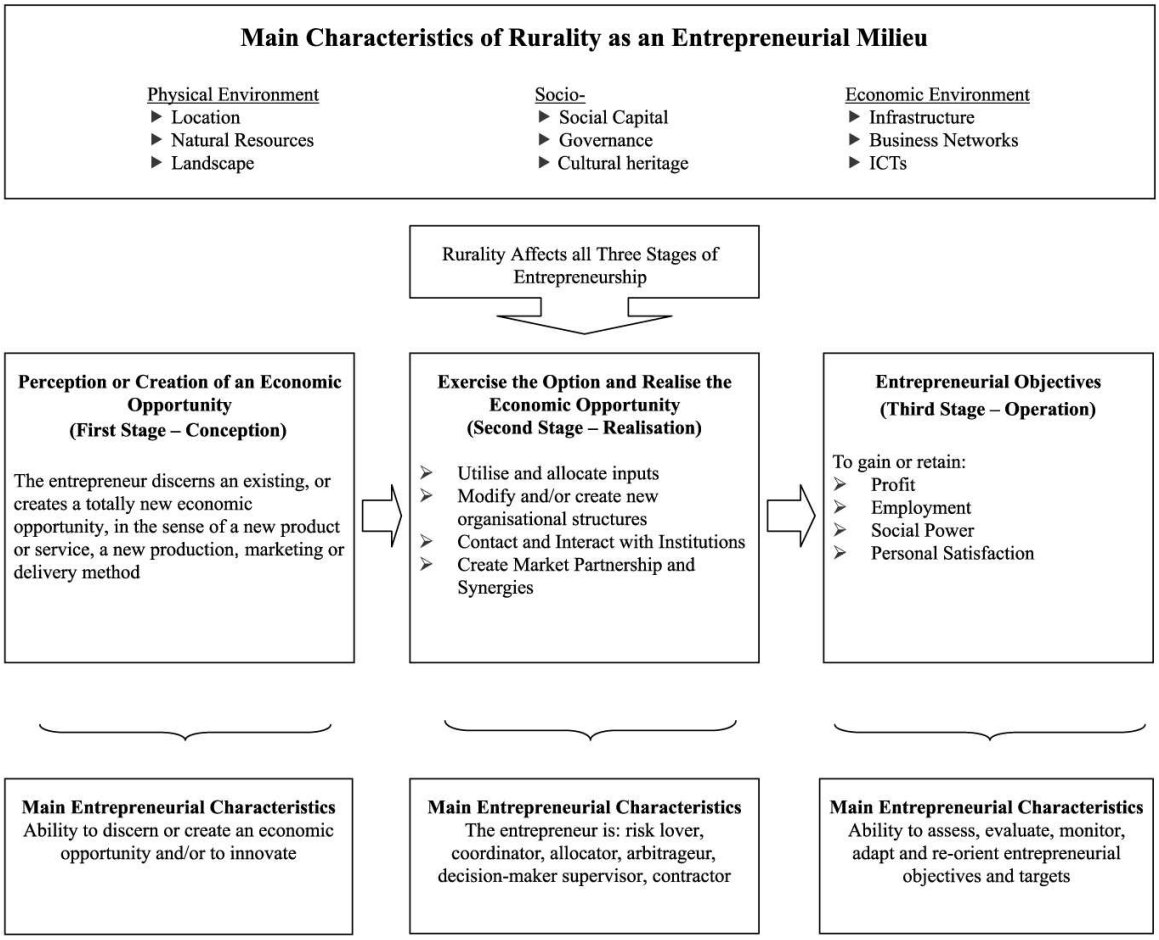
circumstances of their relevance. A purposive review of literature on entrepreneurship and rural entrepreneurship was carried out to identify the definitions, processes, challenges and obstacles of RED. Finally, based on the evidence from the literature, the authors creatively conceptualised a model showing the areas of the RED studies in which alternative GT approaches can be applied.

ENTREPRENEURSHIP AND RURAL ENTREPRENEURSHIP

Rural Entrepreneurship Development (RED) is a key theme in national development strategies in many countries such as Canada, Europe, America, and Malaysia. It has been gaining wider popularity as: a mean of eliminating rural poverty and rural-urban imbalance, and resolving deep rooted economic problems in low income communities and depressed regions in rural areas (Dabson, 2001); and job creation, raising local income, adding to local wealth, and connecting the communities to global economy (Henderson, 2002). With these importance realized, the studies on entrepreneurship development have also widening its spheres. However, scholars have not yet come to a consensus in defining entrepreneurship (Low & MacMillan, 1988), and that, it has been evolving to a complex set of ideas (Henderson, 2002). However, referring to some scholars' work, Low and MacMillan (1988) highlighted certain common aspects of entrepreneurship: carrying out new combinations; predicting the future; working hard and smarter than the competitor; initiating, maintaining, and developing profit oriented business; being driven by perception of opportunity rather than resources currently controlled; and creation of new organizations. Further, Low and MacMillan suggested an overall and common purpose of entrepreneurship as the 'creation of new enterprises' (1988: 141). Stathopoulou, Psaltopoulos & Skuras referred to Hoy (1983), to describe a rural entrepreneur as someone who is " . . . independent, risk-taking, achievement-oriented, self-confident, optimistic, hard working and innovative" stressing more on the creation of new employments in rural areas through generating new ventures (2004:412). Stathopoulou, Psaltopoulos & Skuras further referred to Wortman (1990) to define rural entrepreneurship as "the creation of a new organization that introduces a new product, serves or creates a new market, or utilizes a new technology in a rural environment" (2004:412). However a rural entrepreneur can be differentiated from an urban entrepreneur as someone in a rural location who is in the effects of rurality on the entrepreneurial process (Stathopoulou, Psaltopoulos & Skuras, 2004).

ENTREPRENEURIAL PROCESS

Entrepreneurship is an outcome of many factors. Earlier, it was believed that Entrepreneurship is based on personality and cultural background of the individuals, and later, the role of context and the process involved in entrepreneurship development were also recognised (Low & MacMillan, 1988). Entrepreneurship on the other hand is a multilevel phenomenon. That can be studied at individual, group, organizational, industry, and societal levels (Low & MacMillan, 1988). Hence, the studies on rural entrepreneurship development need a consideration of diverse factors and more focus on special areas pertinent to 'rurality'. A model presented by Stathopoulou, Psaltopoulos & Skuras (2004) placed rural entrepreneurship development in such a more dynamic context to explain the entrepreneurial process in the rurality (Figure 1).



Source: Stathopoulou, Psaltopoulos & Skuras (2004: 413)
Figure 1: A Three Stage Entrepreneurial Process in the Rural Milieu

CURRENT CHALLENGES AND OBSTACLES FOR RED

With a critical review of literature on rural entrepreneurship, Low and MacMillan (1988) have discussed some challenges for entrepreneurship: need for focusing entrepreneurial process in its social context rather focusing on personality of cultural dimensions only; encouraging multilevel analysis instead of using a single level analysis; and use of wider time frame for analysis rather using narrow time frames for analysis. Giving access to knowledge and innovation outside rural areas, finance, technical and managerial know-how are also become certain challenges in developing high growth rural entrepreneurs in rural America (Henderson, 2002). On the other hand, rural women entrepreneurs face some obstacles specifically in marketing their products, managing the family and business roles, and in holding property and entering contracts (Sathiabama, 2010). By his dissertation, Hamidon (2009) found out: pitfalls in government efforts in Malay entrepreneurship development programmes such as inability to find and empower right person as entrepreneurs; corruption; lack of policy-wide initiatives to create an entrepreneurial culture among Malays making them more depended on government support; political influences in government's entrepreneurship development mechanism; and problems in the implementation of the entrepreneurship development programs such as lack of support from the private sector, lack of

coordination with the different government sector agencies, and changes in entrepreneurship development initiatives with the change of leadership and budget allocations. Some obstacles in this regard in the context of America have been identified by Dabson, (2002). They are mainly the small size and low densities of rural communities that limit the expansion of business, the social and economic composition of rural communities that are not encouraging to start new ventures, and the nature of internal and external linkages that are also insufficient in varied ways.

In the analysis of the challenges mentioned above, it is clear that there are important areas to be of concern under the study of rural entrepreneurship development namely: the entrepreneur himself/herself; immediate socio-cultural environment, geographical conditions and infrastructure facilities in the rurality; external economic and socio-cultural conditions; national policy and leadership; and outside-country conditions. Besides, as depicted in Figure 1, the characteristics of rurality differ from one region to another. Hence, each domain of rurality has unique aspects determined by the integration and interrelationships of, and interdependencies among the characteristics of rurality. This nature, demands more innovative methods to: explain about 'how such conditions of rurality amalgamated with RED process, and obstacles and challenges affect or influence the effectiveness of RED; and to explore right course of actions to revitalize RED for better outcomes at all levels involved in it.

CURRENTLY APPLIED RESEARCH METHODOLOGIES IN RED AND METHODOLOGICAL DEFICIENCY

Entrepreneurship is a field that is lacking methodological variety (Neergaard and Ulhoi 2007). It seems that quantitative research has been dominantly used in the entrepreneurship studies. As reported by Hindle "… it is fair to say that quantitative methodology within a positivist or post-positivist paradigm dominates the entrepreneurship research literature in both the mindset of the majority of its practitioners and the volume of output in journals addressing the field" (2004: 2) According to Hidle (2004), Chandler and Lyon (2001) had reviewed 216 double-blind, refereed journal articles in nine top-tier journals, and found that only 18% of the empirical studies had employed any qualitative techniques, and have sited only two qualitative research methods as prominent in this group of studies. These few cases are enough to claim about the gap in utilizing the resources pertained to innovative research methods especially the qualitative research paradigms in researching rural entrepreneurship.

THE ROLE OF QUALITATIVE RESEARCH METHODS IN RED

Out of the many qualitative research methods which can be highly relevant and important in its research context, grounded theory research can be highlighted as one of the most appropriate tool for studying a subject like entrepreneurship (Carson & Coviello, 1996; Hill & McGowan, 1999). Based on the above discussion, the authors highlight that the entrepreneurship studies need more context orientation to mainly explain the causalities that hinder entrepreneurship development process especially in a rural context, and to explore what remedies will help to boost the field. Further the main challenge of rural entrepreneurship development is to overcome the obstacles inherited by the 'rurality' that are uniquely established under the influences of macro level conditions such as geography, demography, culture, and society. Therefore, the solutions for the main challenges and problems sought to be worked out in its real context. In this case, studies that ground on the real data pertained to the phenomenon in question and its real context by using a more inductive approach have many advantages in rural entrepreneurship development studies. This is because, firstly, entrepreneurship is unique to individuals and that studies must capture the individual uniqueness. Secondly, it also faces lots of context and culture related problems and obstacles that are different in different cultures and contexts that demand studies to capture such cultural and contextual sensitivities. And finally, entrepreneurship studies should mostly focus on

its applicability rather than mere knowledge creation since the applied nature of the subject that forces to resort to studies and methodologies that develop knowledge that can really work in its original context. Therefore, all these requirements can be properly addressed by a study designed based on the grounded theory canons and procedures as: they are inductive in bringing the evidence and the knowledge of the issue/s pertained to the phenomenon and its context; that employs the procedures to capture the uniqueness of individuals and their sensitivities to the particular contexts; generates workable research in its immediate contexts (substantive area) with a high consideration of its causal and macro conditions such as culture; and discover priory hypothesis to be tested in different and larger contexts for theory generation at later stages.

GROUNDED THEORY AS A RESEARCH METHOD AND ITS APPLICATION IN RED

Here, a comparison of main GT approaches was made and how GT can be applied in RED was presented**.**

Introduction to GT Methodology

GT has been presented as a theory building methodology by Glaser and Strauss in 1967. Glaser defined GT as "… a general methodology of analysis linked with data collection that uses a systematically applied set of methods to generate an inductive theory about a substantive area" (1992: 16). Corbin and Strauss used GT … "in a more generic sense to denote theoretical constructs derived from qualitative analysis of data" (2008: 1). GT ontologically started in post positivism as the classical grounded theory and moved towards the constructivism (Annells, 1996).

Having started it by Glaser and Strauss in 1967, GT has been using in different spheres even in some unexpected fields of studies as per the claims of the co-originators of the study (Strauss & Corbin, 1998). This laid the basis to take more scholarly efforts in systemising the GT canons and procedures. A collision between the core-originators of the GT methodology seemed to kick off with these contextual requirements, perhaps stimulated by the major ontological differences of them. Glaser's most engagement was in quantitative research domain backed by the quantitative research traditions of the Colombia University whereas Strauss was trained in the Chicago University that was backed by the qualitative research paradigm (Urquhart & Fernándaz, 2006). Until 1990, before the 1st edition of 'basics of qualitative research' by Strauss and Corbin, the GT canons and procedures were aligned to its original work— 'The Discovery of Grounded Theory". Glaser's work of 'Theoretical Sensitivity' (1978) and the Strauss's work of 'Qualitative Analysis for Social Scientists' (1987) could further develop their 'break-through discovery in 1967'. From 1990, the close friends began to openly contend for securing their identities for the originality of the so-called discovery of grounded theory (Management Research Centre, 1999). The results were the two different perspectives came up with regular modifications and improvements in their works. Glaser seemed to take a more critical approach in defending his position letting the reader that he was the 'father of GT'. Instead, Strauss and his students, engaged in their work silently modifying the GT canons, and presenting their contributions to qualitative research methodology.

It can be noted that while Glaser gets hold onto his arguments in a constant manner, the Straussian perspective has been evolving into new directions (after Strauss's passing away) under his students such as Corbin and Charmaz. Anyhow, Glaser is still batting against all of them who take their own shape of interpreting and describing the GT methodology.

Glaserian and Straussian approaches of GT can be differentiated in relation to different dimensions.

Comparing and Contrasting between Glaserian and Straussian GT Approaches

Glaserian and Straussian perspectives of GT are different in terms of the paradigmatic dimensions, formulation of research questions, analysis procedures used, usage of literature, sampling procedures, and the procedures for validating the resultant theory.

Paradigmatic differences

The Glaserian perspective in GT is more towards the Annells' (1996) classification. Basing on its philosophical roots, Glaserian grounded theory relates to critical realism (post-positivism) ontologically, modified objectivist's epistemologically, and methodologically, it discovers theory and that is verified by sequential researches (Annells, 1996). Glaser's GT mainly focus on "...what is truly going on in the substantive area under study..." (1992: 3). For this reason, Annells showed that Glasarian GT reinforced the critical realist's "real reality" (1996: 385). However, Corbin and Strauss (1990, and 2008) explained their philosophical orientation as evolving from "… tradition of Chicago Interactionism and the philosophy of Pragmatism …" (2008: 2). Corbin and Strauss (2008) rejected labelling them as 'post-positivists' by Denzin in 1994 (p. vii). Instead, they seem to prefer to be called as 'constructivists'. Charmaz (2000) also confirmed more strongly the Straussian's paradigmatic position. The work of Strauss, Corbin and Charmaz has taken a shape as relativist ontologically, subjectivist epistemologically, and in its methodology it recognizes the interactive nature of the inquirer and the participants, placing their GT approach under constructivist paradigm of inquiry.

Formulation of research questions

Glaser (1992) rejected to start the research process with a research problem followed by research questions. His argument is that the start of a research with research problems will bring the researcher's preconceptions into study that leads to 'force' the data rather letting the data to 'emerge' (Glaser, 1992, and 1998). He suggested starting the research in a substantive area only with an interest in it. Further, the researcher needs to wait until the research problems emerge as a result of the analysis in the substantive area. "..The research problem and its delimitation are discovered or emergent as the open coding begins on the first interviews and observation" (Glaser, 1992: 21). So the researcher must enter the field "suspending the knowledge, especially of the literature, and experience" (Glaser, 1998: 122). The researcher must go to the field with an open mind (not an empty mind).

According to the Straussian perspective, entering the field with some research questions is allowed, and when formulating the research problems and questions, the researcher can use his experience, knowledge and even the literature if it is needed (Corbin & Strauss, 1990; and Strauss & Corbin, 1998). Further, they list some sources of problem from: "suggestions or assignments by an advisor or mentor; technical and non technical literature; personal and professional experience; and the research itself" (Corbin & Straus, 2008: 21).

Use of literature

Both perspectives in GT recognize the role of literature in developing the new theory. The difference is where the literature is used. Glaser (1992, 1998) strongly recommended not using literature at the beginning of the research to avoid forcing data with the researcher's preconceptions. Instead, he suggested comparing and contrasting the emerging theory with the extant literature at its later parts when the substantive theory is beginning to emerge.

In contrast, in the Straussian approach, there is no such hard and fast rule as in the Glaserian approach with regard to the use of literature. However, it emphasizes that there is no need to review all the literature before the study. Yet, how the technical literature be used has been

highlighted by Corbin and Straus, as: "a source for making comparison; to enhance sensitivity; to provide a cache of descriptive data with very little interpretation; to provide questions for initial observations and interviews; to use to stimulate questions during the analysis; to suggest areas for theoretical sampling; and to confirm findings and the reverse—use of findings to decide whether the literature is incorrect, simplistic, or partially explains a phenomenon" (2008: 37).

Sampling procedures

Both perspectives agree on the use of theoretical sampling as the method of sampling. The procedures of theoretical sampling also seem to be not much different. However, Glaser (1992) identified and criticized some aspects of Straussian theoretical sampling procedures. First, in Straussian procedures, data are gathered under the actions /interactions, conditions that give rise to the actions and interactions and their variations, the consequences of actions and interactions, and the interplay between the actions/interactions and the conditions (Strauss & Corbin, 1990). Glaser (1992) named this as 'model sampling' based on a pre-existing framework from which the researcher deduces hypothesis and questions on where to go next. So, Glaser criticized this saying that this sampling is "... not guided by emergent but by testing his logically deduced hypothesis in service of his paradigm" (1992: 103). Further, Glaser (1992) claimed that, the Straussian sampling is controlled by evolving relevance comes from testing out what is looked for based on the initial framework of the phenomenon, not what is emerging.

Analysis procedures

In both approaches, the main analytical methods are coding and constant comparison methods controlled by the theoretical sampling. Coding consists of open coding, axial coding and selective coding. However, in the Straussian approach open coding is called 'beginning coding' (Corbin and Strauss, 2008). The result of open or beginning coding is to generate a set of concepts based on the raw data. The Straussian research process starts with the priori established knowledge and experience of the researcher, and the open coding takes place under a priori modelling of a sample framework based on the phenomenon's actions/reactions, context and conditions, and consequences. For these reasons, the establishment of the relationships among the categories (axial coding) is said to be forced by the researcher's preconceptions as Glaser (1992) pointed out.

In case of the selective coding, Glaser and Strauss are more different. Corbin and Strauss defined it as " the process by which all categories are unified around a core category, and categories that need further explication are filled-in with descriptive details" (1990: 14). Glaser provided a critique on this definition saying that "... the selective cording starts after and only when the analyst is sure that she has found a core variable" (1992: 75). According to Glaser (1992), the core category simply emerges from the constant comparative coding that then becomes a guide for further data collection and theoretical sampling. Thus, the further analysis is guided by the core variable until it develops a parsimonious theory. In their new book, Corbin and Strauss (2008) did not use the selective coding. Instead, they had used the term 'integration' in explaining the core category. On the other hand, the final outcome of the analysis in the Glaserian approach is a more abstract conceptualization (Glaser, 2002a) rather a full conceptual description as in the Straussian approach. Corbin and Straus (1990) discovered the phenomenon in terms of its actions/reactions, conditions, and consequences. In other words, it needs descriptions of the new theory for its applicability in varied conditions based on time, place, and people. Glaser (2002a) on the other hand, advised to wait for an emergence of a more abstract conceptualization from the time, people, and places.

Procedures for validating the resulting theory

In validating the resultant theory, Glaser (1992 and 1998) focused on four criteria: 'fit', 'relevance', 'work', and 'modifiability'. Fit is another word for validity according to Glaser (1998). It

means that whether "... the concepts represent the pattern of data it purports to denote" (Glaser, 1998: 236). 'Fit' or validity is achieved by the Glaserian grounded theory by developing concepts on the data and constantly adjusting the best word to denote pattern with the constant comparison. The relevance is the next criteria that emerges with 'fit'—to which extent a theory relates to a true issue that was studied. This is also achievable since it generates a theory of "how what really is going on is continually resolved" (Glaser, 1998: 236). According to Glaser (1998) 'Work' is the result of fit and relevance. Accordingly, if the theory can explain more generally what is going on and why, then it works! Modifiability is the ability to incorporate explanation for new happenings (Glaser, 1998). By this way, the theory is constantly modified to fit and work with relevance.

In contrast, Corbin and Strauss (1990) used validity, reliability, credibility, plausibility and value of the theory, adequacy of the research process, and the empirical grounding of the research process. They further presented (2008) fit, applicability, concepts, and contextualization of concepts, logic, depth, variation, creativity, sensitivity, and evidence of memos as the criteria for evaluating the research.

THE CHALLENGE OF GLASARIAN AND STRAUSSIAN GT METHODS

Having compared and contrasted between the Glaserian and Straussian GT approaches, the main distinction can be identified in their paradigmatic differences. Glaser (1998) wished to accept all data whether they are quantitative or qualitative in nature, and he did not care about the multiple nature of realities that leads the value-bounded inquires (Lincoln & Guba, 1985). Instead, Glaser (1978, 1992, 1998, and 2004) preferred to wait until whatever emerges for the conceptualisation from what is really going on by letting the data to drive the research without forcing the data, and allowing it to be emerged. Further, Glaser emphasised that the "conceptual reality DOES EXIST" (2002b: 7). In other words it (the reality) is there (Glaser, 1998). This is what Guba and Lincoln identified as "an apprehendable reality" (1994: 109) which is investigated by an independent relationship between the investigator and the investigated (Guba &Lincoln, 1994) where the influence in either direction is eliminated to discover 'replicable findings that are true (Guba & Lincoln, 1994). Glaser (1978) identified this nature of 'influence' in a relationship between the investigator and the investigated that appears with multiple realities, as forcing data. Thus, Glaser explained the nature of his ultimate conceptualisation or the theory as something "which can be applied to any relevant time or place" (2002a: 7). This notion of Glaser clearly belongs to what Guba & Lincoln described about how "the knowledge of the 'way things are' is conventionally summarised in the form of time and context-free generalisations" (1994: 109) in positivism. Therefore, it is now clear what Glaser meant by "what is really going on" (1992: 4). It is about a real reality as Annells (1996) also explained. This means that Glasarian GT talks about the concept of true reality which is explicit and related to something happened or currently happening. Therefore, Glaser's challenge is to see the reality by collecting and fixing the needed data. This process is similar to a puzzle game. In a puzzle game, 'this time piece of picture determines the requirement of the next level pieces of the picture'. However, the picture is there and it will emerge when the right sets of data are gathered and fixed together. Similarly, in the Glasarian approach, this time data will guide and suggest the next level data requirements to discover what is out there—the real reality.

However, Strauss believed in a 'constructive reality' (Corbin and Strauss, 2008). Hence, in the Straussian perspective, since there is no true (one) reality, the researcher and the participants together will construct a reality which is relative to time, and the study context (Lincoln & Guba, 1994). The challenge in the Straussian approach therefore, is to reveal the right interpretations that describe the implicit phenomenon. In this case, researcher's role is twofold. First, the researcher must go deeper in extracting the more varied and valid data sets as 'building blocks' from different

sources regarding the phenomenon in question. Second, constructing the reality that best describes the implicit phenomenon in question by fixing the right data set or the 'building blocks' in appropriate ways that finally build or construct the wholesome meaning of the unseen reality that is perceived or interpreted by the people subject to time and contextual characteristics. In this way, Straussian approach allows the researcher to interactively construct the reality with the participants that is strictly prohibited in the Glasarian perspective.

APPLICATION OF GT METHODOLOGIES IN RED RESEARCH

RED, like in other social sciences, has both objective and subjective phenomena. Objective phenomena are explicit and the cause and effect can be analyzed using a scientific method. Subjective phenomena are implicit (Nonaka & Toyama, 2005; Wright, 1992) and unseen. And that their nature causes, effects, occurrences, and the relationships among them cannot be explicitly analyzed, but it is possible to make interpretative judgments. On this basis, if the phenomenon is explicit, what is happening or already happened can be seen and be discovered as it is. The reason is that it is now real and independent to our beliefs about it (Wright, 1992). In other words, 'there is a real reality or ultimate truth' (Lincoln & Guba, 1985). So in this case, the challenge for the researcher is to collect exact data that can reveal the real reality. The Glaserian approach is more appropriate in this sort of research as it focuses on 'discovering the real reality' by letting the data to emerge it without any force. So, the researcher's role is to find exact data and see what patterns it postulates and what concepts it derives. The final outcome is the emergence of a conceptualisation of an objective phenomenon, "out there" (Glaser, 1998) —a real reality (Glaser, 1992) that is independent from the people, place, and time (Glaser, 2002a). Therefore a peculiar attribute of Glasarian GT is that the researcher focuses on data inductively even to find a real reality (a positivist's reality). For this inductive nature of Glaser's approach it may belong to qualitative research. However, Glaser wished to make his methodology as another 'general methodology of research' not either a quantitative or qualitative (Glaser, 2002a).

If the phenomenon is implicit, although it has already happened, it cannot be seen and can be interpreted, perceived, or expressed based on the individual's meaning making process that is cognitive. These sorts of phenomena are subjective in nature and uncovering or discovering such phenomena should value the interrelationship between the researcher and the participants (Lincoln & Guba, 1994). In other words, the researcher and the participants together construct a reality that does not really exist, but relative to their meaning making process. In this sort of research, Straussian GT approach is more appropriate. The outcome or the conceptualisation in the Straussian approach is descriptive in relation to particular people, place and time. Therefore, the Straussian approach carries the real sense of qualitative research at all its phases since: there is no real reality, it is constructed inductively, and it is subjective to interplay between people, place, and time. The phenomena in RED research, as in Figure 1, can be in two parts (even in all social sciences): Behavioural phenomena—all what people do explicitly and implicitly; and structural phenomena—all what people have made or arranged as the context of behavioural phenomena, and the natural conditions that determines the characteristics of the behavioural context. The behavioural phenomena can be either explicit behaviour or implicit behaviour. Structural phenomena can be explicit structures (natural and physical structures and systems) or implicit structures (such as culture, norms, and values).

In summarizing, the Glaserian approach is appropriate to study about the explicit behaviours and the explicit structures that describe the real realities (realism) while the Straussian approach is more suitable to study about the implicit behaviours and implicit social structures that describe relative realities (relativism).

On this basis, applicability of Glaserian and Straussian GT approaches in RED phenomena can be conceptualised based on the two dimensions; components of phenomena (behavioural and Structural); and nature of the phenomena (implicit and Explicit) as in Figure 2:

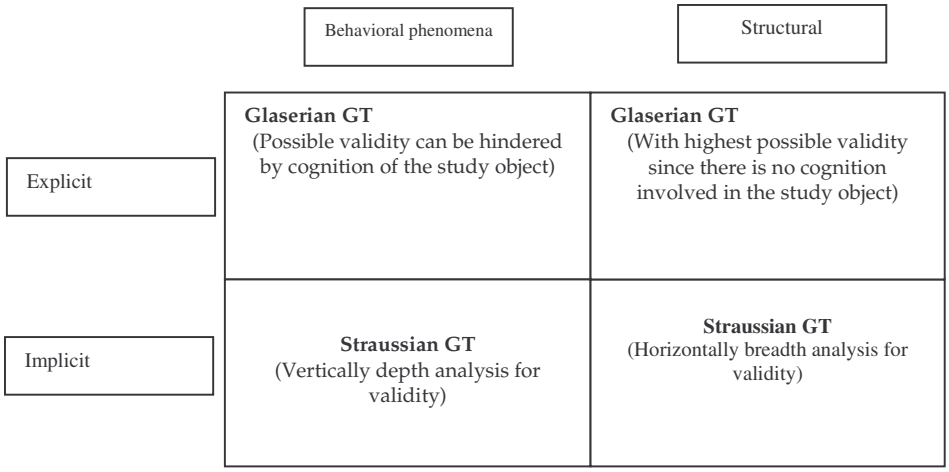


Figure 2: Modelling the GT Applications in RED research phenomena

As depicted in Figure 2, for explicit phenomena, Glaserian approach is more appropriate. The reason is that, the explicit behaviour can be seen and that, there is real evidence of what happened or happening. The advantage of adopting Glaserian approach is that it generates the highest level of validity— the fit between what data postulates to study and the reality (what was studied) that was/is in existence. The reason is that if Straussian perspective is adopted here, it will allow for different interpretations or meaning makings to construct the reality that may be different to the real reality or what was/is really in existence. This will weaken the so called 'fit' or the validity. In this case, one can infer that even the application of Glaserian approach to study about explicit behaviour may hinder the validity when the respondents' cognition involves in. The reason, is that the cognition can modify or distort the conceptualisation of a phenomena pertained to the real explicit behaviour (Since the individual and the behaviour is inseparable and linked to cognition). Therefore, it needs more rigorous procedures to avoid this tragedy. In the case of explicit structures, the use of Glaserian approach can yield the maximum validity since now the study object does not have a self modifying component like cognition involved in behaviour.

For the implicit phenomenon, the Glaserian approach is not suitable at all due to the main assumption of the reality. The Straussian perspective for studying about implicit behavioural phenomena need more detailed and depth analysis to reveal the real causes, purposes, nature and effects of the behaviour since now it has to be revealed through individuals' perceptions and interpretations (In this case, there is no real evidence that can be seen). Individuals' perceptions and interpretations, at first level, will not be the real effect, or the cause of the behaviour in most cases, because of self modifying nature of individuals (an effect of the cognition). Such cases are the most qualitative in nature and demand sophisticated qualitative techniques in the research process. On the other hand, with regard to implicit structures, the main concern is about how to capture the different interpretations of different people over the same phenomenon in question. It requires collecting different interpretations of different individuals to achieve horizontal breadth. However, some implicit structures (for an example individual value system) are directly and openly attached to individual's cognition. In that case, such study requires vertical depth as well as horizontal breadth in their analysis. However, a study can be designed by integrating both Glaserian and

Straussian approaches by employing the relevant canons and procedures appropriately when such a study deals with both the implicit and explicit phenomena.

Based on the above discussion, the application of major GT approaches in researching the main areas identified by Stathopoulou, Psaltopoulos & Skuras (2004) can be presented as in Table 1.

Table 1: Application of GT Methodologies in the Areas of RED Research

Research areas of RED	**Research approach required**	**Dimensions of the phenomenon**
Physical environment	Glaserian	Explicit, structural
Social environment	Glaserian (for physical social environment) Straussian (for implicit socio-cultural structures)	Explicit, structural Implicit, structural
Economic environment	Glaserian	Explicit, structural
Conception	Straussian	Implicit, behavioural
Realization	1.Glaserian (for exercising operations) 2.Straussian (for realization of opportunities)	Explicit, behavioural Implicit, behavioural
Operation	1.Glaserian (for quantifiable objectives) 2.Straussian (for qualitative objectives)	Explicit, behavioural Implicit, behavioural
Entrepreneurial characteristics	1.Glaserian (for explicit behavioural characteristics) 2.Straussian (for implicit behavioural Characteristics)	Explicit, behavioural Implicit, behavioural

IMPLICATIONS AND CONCLUSION

The modelling of the application of the Glaserian and Straussian GT approaches can guide on how to integrate the pros and corns and/or arguments and counter arguments of a particular methodology in one's research. An application of a wrong approach in the RED research may hinder the validity of that research when evaluating it not only based on the particular methodological canons and procedures concerned but also the criticisms raised against the application of such methodology. Therefore, it is important to consider the criticisms of and arguments against your research methodology. Our model help researcher in opting to a more valid approach in their GT researches since the model has considered such arguments, counter arguments, and criticisms that can be seen in GT literature.

Researchers are guided, in a way, to make decisions regarding the validity, depth and the breadth of the research expected by the methodological canons. For an example, the model suggests that Straussian approach used for researching implicit behavioural phenomena requires more depth analysis rather in the case of applying Straussian approach in researching the implicit structural phenomena that must focus more on breadth. So, this model guides the researcher on how to face the challenge of achieving the quality of grounded theory research by selecting the right research method appropriately. The other indication is about deciding the numbers of unit of analysis needed. Innovation in the research process is greatly encouraged with guidance for the application of right set of procedures at the right time. The model, although provides a framework of using the different GT approaches in RED research that has not been in the discussion in the RED literature, it further welcomes the criticisms for its further developments or rejection.

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