The International Journal of
INDIAN PSYCHOLOGY

Review Paper

The Grounded Theory Methodology in Psychology: A Review

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ABSTRACT

Psychology has established itself as an empirical science and its application is essential in varied areas of human interaction. It needs a methodology to straddle the rigors of research, authenticity in application and construction and validation of theories and models that are pragmatic and underpin a strong knowledge base. Grounded Theory Methodology with its focus on inductive reasoning approach, ecological validity and empirical methods is suited to become the method of choice for qualitative research in varied domains of applied psychology.

This paper is based on the literature review of the research methodology for the doctoral dissertation. It reviews a collection of research papers, articles and dissertations that were carried out by psychological researchers utilizing the GT methodology. It identifies their rationale for choosing GTM, their data collection methods, the data analysis processes, the methods for ensuring the credibility of data and the research process, and the research outcomes and practical applications.

It concludes with recommendations to integrate the GT methodology into the research methodologies taught at the institutions of higher learning, to promote its use in organizations like government services, hospitals, NGOs, and workplaces to assess the suitability of interventions and their impact at multiple levels.

'**R**esearch in psychology, it is argued, lacks relevance for everyday life because it is not sufficiently dedicated to exactly describing the details of a case in its concrete circumstances' (Flick, 2006). In order to address these lacunae researchers in psychology are utilizing the Grounded theory methodology to identify, explore and study to generate understanding and find solutions to real-life issues in the communities in which they practice.

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The following article is based on the literature review of the research methodology, namely Grounded Theory Methodology, conducted by this researcher for her doctoral dissertation. The utilization of the Grounded Theory Methodology (GTM) in psychology was reviewed. The article identifies the applied areas in psychology, the issues of concern that were studied by the researchers, their rationale for choosing grounded theory, their methods for data collection and analysis, the quality criteria chosen to ensure authenticity and empirical worth of their research. The article concludes with discussion and recommendations about the need for adopting and integrating the grounded theory methodology into psychological research in order to find solutions to real world issues and make a positive impact at the individual and societal levels.

The review of research methodology began with Flick (2006) who makes a well-argued case for use of qualitative research in social sciences and psychology to develop ' socially and methodologically relevant knowledge', he encourages researchers to ' formulate subject and situation related statements which are empirically well founded'. He asserts that ….. "the fields of study are not artificial situations in the laboratory but the practices and interactions of the subjects in everyday life… *The goal of research is less to test what is already known but to discover and develop the new and to develop empirically grounded theories. Also the validity of the study is assessed with reference to the object under study and doesn't exclusively follow abstract academic criteria of science as in quantitative research. Qualitative research's criteria depend on whether findings are grounded in empirical methods, whether the methods are appropriately selected and applied as also the relevance of findings and reflexivity of proceedings."*

GTM is a comprehensive and systematic research methodology to study in-depth any real-life phenomenon within the environment in which it occurs. It takes an open-minded approach, i.e. it doesn't examine the phenomenon with any preconceived notions, theoretical constructs, or tentative hypotheses. It is basically a data-driven method to construct a theory or model: it first collects data as it occurs in the field and then finds the patterns and categories in it. It was developed by sociologists Glaser & Strauss in 1960s and further developed by Strauss & Corbin (1994). Its aim was to contribute towards closing the gap between theory and empirical research in social sciences. Theory evolves during actual research, through continuous interactions between analysis and data collection. If existing theories seem appropriate to the area of investigation, then they may be elaborated or modified as data is gathered, analyzed and constantly compared against their precepts. Strauss & Corbin stress the importance of asking questions about all the conditions that impact a phenomenon under investigation, especially in social sciences as the knowledge is bound by time and space.

The salient features of GTM: GTM takes an inductive reasoning approach to create a wide-ranging understanding of the phenomenon under study. The researcher examines multiple occurrences of the phenomenon of interest until he has compiled a comprehensive list of all its facets to discern the underlying principles.

GTM is empirical in nature; it does not begin the study of the domain with a rational analysis and theorizing. Rather the researchers adopting the GTM scrutinize the issue of concern and collect the relevant information about impinging factors, and then build a model or theory. Therefore it is 'grounded' in the phenomenon that is seeks to explain. Its methods of data collection, analysis, discovering patterns and drawing conclusions and building models and theories are pragmatic, and it substantiates its findings with exemplars of the phenomenon.

Ecological validity is another distinguishing feature: Researchers who utilize GTM realize that in order to retain the relevance of their studies they have to study the occurrences within the social and cultural milieu in which it occurs. GTM isn't confined to the lab, because it is not constrained by standards of objectivity that are the defining features of the physical sciences. Therefore it has ecological validity.

RESEARCH METHOD AND SAMPLE

The literature survey of GTM included, besides concerned books and readings, google scholar searches and followed up with linkages to websites of various international journals. About twenty-two research studies, articles and dissertations were chosen that were published in the last couple of years. These studies had utilized GTM approach in various domains of Applied Psychology –Learning, Education, Social Psychology, Organization Behavior, Counseling, and Mental Health.

APPLICATION OF GROUNDED THEORY METHODOLOGY IN PSYCHOLOGY

GTM Research Topics: All these research articles, dissertations and scientific papers study human behavior situated in specific social contexts. Psychological researchers noted that such phenomena cannot be studied in isolation, abstracted from its contextual underpinnings. It has to be observed, examined, researched and theorized within the ambit of human interactions. These studies are solution-oriented and have identified particular issues of concern in specific areas such as:

- Leadership in troubled situations (Ryan, C. N. 2016).
- A normative model of marital relations (Ahmadi, K., Bolghan-Abadi, M. 2016)
- Teachers' perceptions of teaching reflected in their motivations and practices in the classroom (da Silva Lopes, B., Pedrosa-de-Jesus, H., and Watts, M. 2016)
- Stakeholders attitudes and behavior during change in their work place in a non-profit hospital (Rosenbaum, D., More, A. M. E., and Steane,P. 2016)
- Students reasons and behaviors for not using available technology for improving their writing skills (Godwin, M. 2016)
- Online purchasing behavior through simulation (McEneaney,J.E. 2016)
- Attitudes, motivations and behaviors of a backward community towards modern education (Rabahi,M. , Yusof,H., and Awang, M. 2016)
- Facilitating factors in learning using multimedia resources (Pastore, R. 2016)
- Promoting children's emotional well-being in pre-school settings: role of the pre-school teacher (Bertagno, P. 2016).
- Conceptual article supporting Qualitative Research to generate social validity criteria for interventions (Kozleski, E.B. 2017)

- Clients experiences with Cognitive Behavioral Therapy for Generalized Anxiety Disorder (Macaulay, C., Angus, L., Khattra, J., Westra, H. and Ip, J. 2017)
- Transgender youth and their families perspectives on their future (Katz-Wise, S.L.; Budge, S.L.; Orovecz, J.J.; Nguyen, B.; Nava-Coulter, B.; Thomson, K. 2017)
- Ensuring positive learning outcomes in higher education offered through distance-mode (Mahdiuon,R. et al. 2017)
- What do IT employees want from their employer and what the company does to retain high performers (Premalatha, P. 2017)
- Study habits of undergraduate in Science Technology Engineering and Math (STEM) courses (Hora M.T., and Oleson A. K. 2017)
- Consequences of Unhappiness of software engineers while Developing Software (Graziotin, D., Fagerholm, F., Wang, X., and Abrahamsson, P. 2017)
- How is trust manifested in behavior among teachers and between principal and teachers in three countries including India (Pirttilä-Backman, A-M., Menarda, R., Verma, J., Kasseac, R. 2017)
- Mental health needs of children in foster care: the experiences of foster care-givers. (York, W. and Jones, J. 2017)
- Motivations and behaviors of journalists in exile (O'Loughlin, C., & Schafraad, P.2016).
- Professional Identity Development of Counselors (Moss, J. M., Gibson, D.M., and Dollarhide, C. T. 2014)
- Improving the outcomes of mental health interventions of aboriginal patients (McGough, S., Wynaden, D. and Wright, M. 2017)
- Effectiveness of Peer Support Groups for Depression/Bipolar disorder patients (Behler, J., Daniels, A., Scott, J., & Mehl-Madrona, L. 2017).

Use of Theoretical Underpinnings: Most of the research in this methodological literature survey is green-field research, which has been conducted for the first time by any researcher. Some of these researchers have situated their work within the ambit of a particular theoretical or conceptual framework, but topic specific variables and contextual factors of their research works are sufficiently distinct and well defined to warrant the originality of their research studies. Theories and models are used flexibly in GTM. Unlike deductive reasoning approach, which begins with a hypothesis that proves or disproves the predictions of a theory, the GT approach doesn't use theories restrictively. Rather, theories provide a supportive framework that work as broad guidelines. So in this inductive reasoning approach research questions are framed which will add and extend to the knowledge base of the theory within whose framework they may situate their work. Ryan (2016) utilizes the 'disruptive leadership' model and behavioral indicators from a blog of the same name by Yorkovich published in 2012. Ahmadi and Bolghan-Abadi (2016) draw inspiration from the Islamic-Iranian culture to propound a model of family as a cultural institution and try to identify culturally acceptable solutions to marital issues. They reject western models of family relations and interventions based on western cultural values as lacking in ecological validity. Rosenbaum et al (2016) who are change management consultants document a single case study about the research undertaken over a 3-year period in a large nonprofit general hospital undergoing the implementation of a technological change. Pastore (2016) studies the

relevance of various multimedia principles and learners preferences in design of instructional software.

Rationale for GTM: All the researchers and authors have affirmed the usefulness of qualitative research methods in general and GTM in particular as their method of choice for conducting their studies. GTM provides a 'structured freedom' that prescribes guidelines for carrying out research, provides a cogent underlying philosophy for its methods and gives freedom to the researcher to approach his subject with authenticity. It grants credibility and methodological moorings, which help a researcher to balance the external norms of conducting and reporting research with internal focus of discovery. Ryan (2016) sums up her rationale for choosing this approach 'to gain an understanding of a potentially new and unique form of leadership that can lend to the construction of a new theory'. Rosenbaum et al (2016) examine individual's role in change management as they are 'experiencing it, planning it, and managing it'. Rabahi et al (2016) try to gain understanding on how aboriginal students are adapting to modern education in order to provide 'lessons for students, parents, teachers, schools, community, and policy makers to consider for the betterment of the Indigenous education'. Bertagno (2016), in her dissertation uses GTM 'to develop a contextualized theory of the factors which underlie the promotion of children's emotional well-being'. Kozleski (2017) offers 'a rationale for the contributions of qualitative research to evidence-based practice in special education' in order to 'study significant problems of practice, engage with practitioners in the conduct of research studies, and provide expansive data sets that help clarify both independent and dependent variables', and to 'shape and advance important questions of educational practice and policy'. Premalatha (2017) intends 'to understand the returns for an organization when it could successfully retain its employees'. Moss et al (2014) want 'to investigate the practicing counselors' professional identity development at nodal points during their career'**.**

Sampling and Sample Size: Sample size was dictated by the demands of the research question and ranged from a few participants to a couple of hundred participants. Theoretical sampling was adopted by most of the psychological researchers as it is a crucial component in the GT methodology. GT, like other qualitative methods takes the side of the research-participant. The participant is not objectified and abstracted from his milieu. The researcher tries to understand his subject's 'reality' from her/his perspective. This authenticity in the areas of applied psychology is crucial if it has to retain its relevance outside the confines of the laboratory.

Glaser (1992) indicated that the aim of grounded theory research is to reach "theoretical saturation". However, Dey (1999) suggests that in real world studies it is difficult to reach "theoretical saturation" and indicates that "sufficiency" rather than "saturation" can be used to describe how conceptual categories can lead to the development of a theory.
Ryan, C. N. (2016) studied the disruptive leadership demonstrated by three women in south central Kentucky as a unique model of leadership. Four Portuguese university teachers, lecturing in biology to undergraduates, were observed during four consecutive academic

years by da Silva Lopes et al (2016). A single case study was undertaken over a 3-year period in a large nonprofit general hospital to track before-the-change, during-the-change, and after-the change processes by Rosenbaum et al (2016). Godwin, M. (2016) sample were 20 students, and 2 focus groups of 5 participants.

A total of 25 college-age study participants at a medium-sized Midwestern university in the US were the subjects of McEneaney (2016). Pastore's (2016) participants were 148 undergraduate university students at a medium-sized university in the United States. Katz-Wise et al's (2017)sample was of 16 families (16 transgender youth, ages 7–18 years, and 29 caregivers). Premalatha's (2017) sample was line managers (16), employees (17), HR managers (10) and top-level executives (2) in the IT sector. Graziotin et al (2017) had a sample size of 181software engineers. Hora and Oleson (2017) studied 61 undergraduates at three research universities in the USA andCanada who were enrolled in biology, physics, earth science, and mechanical engineering courses. Pirttilä-Backman et al (2017) had a sample of 111 including nineteen focus groups from Cameroon, Finland and India. 10 journalists from 5 different countries were the sample for O'Loughlin & Schafraad (2016). 26 counselors shared their experiences with Moss et al (2014). Behler et al's (2017) participants were 43 adults attending 4 peer led support groups for depression/bipolar disorder.

Data Collection Methods: Multiple data collection methods were used by most of the researchers. The most common method for eliciting data was the semi-structured interview. Other methods used in conjunction with it were focus groups, non-participant observation at the participants' place of stay or work and interacting with significant others in their milieu, open-ended questionnaire, documents and digital resources like websites and blogs. Some researchers have also used mixed-methods research in which GT formed the qualitative part of their project. Behler et al (2017) collected data by observations of all 43 participants interacting in their group, in-depth interviews of 20 participants, and results from 2 standardized questionnaires to assess the level of symptom severity. Moss et al (2014) designed questions, based on the literature in the specific domain of professional identity development of counselors. Ryan's (2016) data sources for her dissertations included semi-structured interviews, field observations through attendance at relevant meetings, workshops and events in which the participants served in leadership roles; documents (blogs, articles, editorials, social media posts, their websites and other written works) of the participants**.** da Silva Lopes et al (2016) gathered data by participant and non-participant observation of the teachers' professional activity during their lectures, through semi-structured interviews and the application of a translated and validated version of the revised Approaches to Teaching Inventory. Rosenbaum et al (2016) collected data through 56 structured and semi structured interviews and, for triangulation purposes, a range of hospital based documentation, as well as information gleaned from attendance at a number of staff meetings, which the principal researcher attended as a nonparticipant observer. Only Semi structured interviews were conducted by Godwin (2016) and York and Jones (2017). Video of participants' screen activity and think-aloud protocols served as the primary data for analysis for McEneaney (2016).

A team of four researchers conducted 22 focus group interviews with 61 students using a semi-structured interview protocol for Hora and Oleson (2017). Graziotin et al (2017) conducted a survey using a questionnaire. Moss et al (2014) collected data through the use of 6 focus groups of beginning, experienced, and expert counselors, based on questions that were identified from the domain specific literature. Questionnaire, interviews and group observations were utilized by Behler et al (2017).

Data Analysis: Various components in the GT methodology are utilized flexibly by researchers; they are adapted and modified by researchers to fulfill the requirements of their research projects. However, the most common and consistent factor amongst all researchers is their use of the Data Coding analysis and its step-by-step procedure to make sense of the data through Constant Comparison method. The first level analysis is open coding done line by line to identify all the factors impinging on the area of study. The second level analysis is axial coding, in which low level categories are grouped based on shared concepts, to 'identify the causes, influences, outcomes' (Corbin & Strauss, 2008). The final level of analysis involves selective coding in which all the conceptual categories identified in the axial coding stage are integrated to present a cogent model or theory. (Moss et al 2014, O'Loughlin et al 2016, Katz-Wise et al 2017, Macaulay et al 2017, Bertagno 2016).

Pirttilä-Backman et al (2017) wrote summaries of all the interviews of their subjects. Software for qualitative analysis, *NVIVO 11,* was used and then segmented into codes. (Graziotin et al 2017, Hora and Oleson. 2017). Premalatha (2017) used the software Atlas ti version 5.0.

Memo writing or memoing is an important GT method that was utilized by the researchers during the data analysis process. It is undertaken simultaneously along with data analysis. It is a process in which the researcher captures his thoughts, linkages, comparisons, existing literature, infact anything that seem to have an impact on the on-going data analysis process. During memoing researchers identify codes, categories and their inclusion criteria, possible conceptual gaps in the categories, further clarifications and confirmations from data which might lead to further theoretical sampling.

Data Credibility Methods: GTM researchers have adopted many methods for ensuring the credibility of their research processes and its outcomes. "Qualitative Research Guidelines Project" (Cohen D, Crabtree B. 2006) provides a comprehensive overview of the various research credibility methods that are recommended by writers subscribing to different methods of qualitative research including GTM. One of the most important methods adopted by GT researchers for ensuring credibility of data was researcher reflexivity i.e., the researcher is conscious of the rationale for his own decisions, biases, and shortcomings. These are noted down by the researcher in a research notebook. Member checking is another common method to ensure credibility of data. Member checking refers to the participants of the research study, the researcher reverts back to the participants with the outputs of the data analysis and gets their feedback on whether the data analysis captures all the points they had

mentioned, if anything was left out or misinterpreted. The participants may confirm, add or delete parts of the data analysis. Peer-debriefer or Peer-checking refers to another researcher in the same department or a colleague of the researcher with the same professional qualifications, who codes a small segment of the raw data to check for consistency of coding and shared understanding of concepts. Research supervisor, where warranted, provides critical inputs at all stages of the research process and is a reliable method for ensuring trustworthiness. Wherever two or more researchers are involved in the research, each is a peer-debriefer for the other and they check and verify each other's codes and arrive at a common understanding. Literature review for the purpose of comparison in the form of conceptual clarity, theoretical frameworks and/or empirical evidence wherever applicable are used to provide context validity.

Bertagno (2016) lists four indicators of quality criteria which are credibility, transferability, dependability and conformability (Guba & Lincoln, 1985), and these are ensured through transparency in the data collection and analysis process. Transparency is "how well the reader can see exactly what was done, and why" Yardley (2008). Bertagno provided a detailed description of the methods used, and the data including in vivo quotes from the semi-structured interviews in her dissertation to clarify how the analytic interpretations emerged. An audit trail of the analysis was kept to aid transparency by recalling all its stages (Yardley, 2008). Memo writing aided in establishing the audit trail and in writing the results and discussion section. The researcher asked a fellow trainee to code three interview transcripts during the final stage of analysis (at the axial coding stage) for peer-checking. For research reflexivity 'the researcher was mindful of the way in which the researcher's position, values and preconceptions may have influenced the way the research was conducted and the effect it might have had on the interpretation of results'. This involved keeping 'a research diary to record assumptions and the process of supervision helped to reflect upon potential biases and preconceptions'.

Ryan (2016) used participants' checking of data analysis and interpretation to explain the social processes of leadership within context that includes a test for practical adequacy from the perspective of the study interviewees. Godwin (2016) ensured credibility by using member checks to review the conclusions arrived at the data analysis stage. A peer debriefer, who was a colleague who teaches English at the college and who has been involved in publishing materials for teaching English for the hospitality industry, reviewed transcripts, notes and memos.

McEneaney (2016) established reliability by considering 'both temporal and nominal coding accuracy' of the video segments of the subjects' on-screen activity. 'Temporal accuracy refers to agreement between coders on when events begin and end. Nominal accuracy refers to agreement between raters in the assignment of codes to specific segments in the video stream. Inter-rater reliability of codes ranged from good to excellent'.

da Silva Lopes et al (2016) propound a comprehensive conceptual framework to establish varied types of qualitative criteria and illustrate it with reference to their research project. They include five types of validation including context validation, theory validation, response validation, criterion validation and consequential validation. They illustrate their framework with reference to their research project on the approaches to teaching. They establish context validation by conducting their project in a naturalistic environment to explore real life conditions. Theory-Based Validation included the extensive literature review in their domain of research, and the research aim of the project was the identification of the teachers' conceptions of teaching. Response Validation was ensured through translation of the original English questionnaire into Portuguese and development and use of a Teacher Questioning Categorization System. This was 'validated through a two-step process which involved whetting by a panel of Seven Judges and the Four Teachers who are the participants in the project'. Criterion-Related Validation includes establishing 'the relationship of the research to the interpretative frame of reference'. 'A strong internal relationship between teaching conceptions and the adopted teaching practices' was confirmed by data from the interview and inventory , 'reinforcing the theoretical assumption that "teaching in action" and "theories of teaching" are complementary phenomena'. 'Consequential Validation means the relevance of the Project for Its Stakeholders (Academics and Educational Researchers). The use of real data from the lectures of each teacher in an organized way revealed to be an efficient strategy to enhance teachers' positive motivation toward reflection'.

Rosenbaum et al (2016) relied on writing a detailed research log, and utilized it to 'effectively "think-through" the more challenging aspects of grounded theory in areas of constant comparison, theoretical saturation, theoretical sampling, validity, and transparency'. Mahdiuon et al (2017) utilized member or participant checking of the analysis and conclusions 'to verify that their understandings were accurately reflected' by the researchers. Peer checking involved four experts who 'read and reanalyzed the transcribed interviews and made conclusions' that validated the conclusions of the researchers.

O'Loughlin et al (2016) took five measures to assure internal validity. The first was the 'writing of memos throughout the study'; the second measure was 'the strictly verbatim transcriptions of each interview so that the quality and accuracy of the information could be ensured'. 'The third measure was peer debriefing'. 'Fourth measure was triangulation of interpretations' which was ensured by the 'second author who read all transcripts and codes and added new codes and reflections …after the first coder's analysis was finished. Finally, 'categories and concepts were checked for richness and fit' so that 'conclusions were based upon multiple utterances across journalists and not just by exaggerating the relevance of individual anecdotes, quotes or examples. Some codes were given weight by the sheer volume of their occurrences but other values were accorded too, such as consistency across cases'.

Moss et al (2014) used researcher reflexivity to 'recognize their assumptions and biases relating to counselors' professional identity development as all the three researchers were

women, practicing counselors and the 2nd and 3rd researchers are counselor educators'. 'Using multiple researchers during the coding process and member checking by participants of the study helped ensure the trustworthiness of data analyses'. Taking field notes, writing reflexive journals and memo writing were used to control for biases.

Behler et al (2017) utilized researcher reflexivity throughout the processes of data collection, analysis and writing. Dr. Behler, a psychiatrist, was surprised at the efficacy of peer support groups for the recovery of patients 'because he had not been trained to believe that peer support could be so effective or so engaging'. They discovered that participation in 'peer support groups is one important way that people find a sense of belonging, a feeling of acceptance, and a social identification'. The 'mental health services follow a professional model of hierarchy and expertise' while Peer 'support emerges from similar experiences'. Watching others 'help themselves can encourage and normalize behavior. Peer support augments traditional services'.

Outcomes of The Research Projects: The outcomes from the research processes justify and validate the research methodology that was chosen by the psychological researchers. da Silva Lopes et al (2016) conclude 'future research efforts …should integrate … data gathered through direct observation with theory to understand the differences between belief and practice. The validation model' that they are proposed and demonstrated its use 'would constitute a useful instrument for researchers and PhD students in their studies'.

The outcome of Godwin's (2016) research project was 'a training program: a total immersion writing development program (WDP) carried out over two days with follow-up mentoring'. Rabahi et al's (2016) detailed description of their implementation of GT contributes to the domain knowledge of the GT research process. The role of literature review in GT is clarified, 'to provide additional data and theoretical sensitivity'.

Pastore's (2016) research clarifies many issues in the design of instructional software for e-learning solutions. It was found that students 'did not prefer the sound and image representations as much as the text and image representations. They prefer to see the text for the ability to reread. Additionally, they preferred text + narration + images which directly violates the redundancy principle. They enjoy seeing the images and then want to choose if they want to listen, read, or do both'. This case proves that the theoretical assumptions in a domain have to be validated with data from the field to improve its efficacy.

'The interviews with the employees, managers and HR professionals revealed the importance of retention and outcomes of retention strategies' Premalatha (2017).

Hora et al (2017) recommend that 'studying involves multiple states, resources, strategies and actors', so it is not enough 'to provide "how-to" guides for studying or recommendations to use high-impact practices'. Students have to be educated about the ' role that cue-seeking, resource acquisition, and distraction management play in shaping students' study habits' to

create an environment that prompts particular study behaviors including fostering self-regulated learning and using principles from instructional design to encourage high-impact studying'.

Graziotin et al (2017) 'found several instances of job related adverse effects and indications of mental disorders: work withdrawal, stress, anxiety, burnout, and depression'. They reiterate that 'software engineering research require approaches from the behavioral and social sciences'.

York et al (2017) proves that mental health nurses have a pivotal role in providing a more responsive and needs-led service' , 'professional support to foster care-givers' and 'clinical interventions for the looked after children'.

O'Loughlin et al (2016) propose a typology of journalists in exile. They are organized across four dimensions according to their motivations (symbolic or functional) and their idea of truth utility (as a goal or as a means). The four resulting types are described as idealist, pragmatist, dialogist and activist.

McGough et al (2017) discovered that 'cultural safety has not been adequately addressed by organizations, health services, governments, educational providers and policy makers'. These service providers 'must work with aboriginal people to identify strategies that inform and empower their staff to practice cultural safety' so that the patients don't feel overwhelmed and alienated by the dominant culture which they may perceive as threatening.

Behler et al (2017) say that people who use peer support appear to benefit greatly and differently from other mental health services. Long-term outcome studies of at least two years may be necessary to gain insight into how peer support helps in the overall management of serious mental illness. They sum-up 'Small, qualitative studies like ours can help determine who peer support most benefits'.

CONCLUDING COMMENTS

This literature review of the research methodology of GTM through these research projects, dissertations, and consultancy assignments reiterate the usefulness, in fact, the critical need for integration of a methodology that offers a bridge between the theorizing of concepts and their practical applications in varied real-time situations. All the researchers share an overarching problem-solving approach to their concerned domains and the outcomes of their research stress that the GTM offers them the necessary tools and techniques to explore study and find workable solutions. GTM offers them the rigor of a comprehensive problem-identification tool, the authenticity of locating their knowledge within the specific milieu in which it occurs, and the satisfaction of offering workable solutions. Various academic institutions of psychology and other organizations serving and influencing human behaviors would greatly benefit their communities, as GTM would be a very useful technique to pursue and implement in their services.

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