

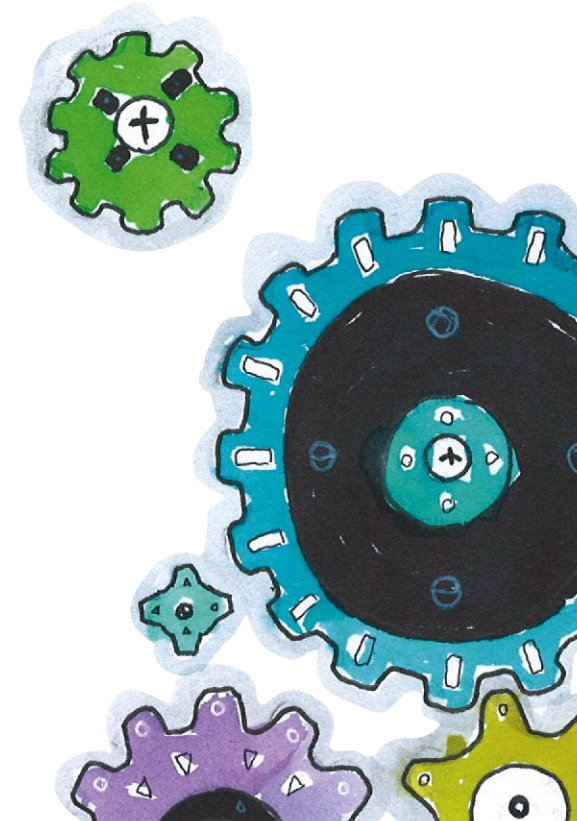
## Conducting grounded theory research: at social risk family context.

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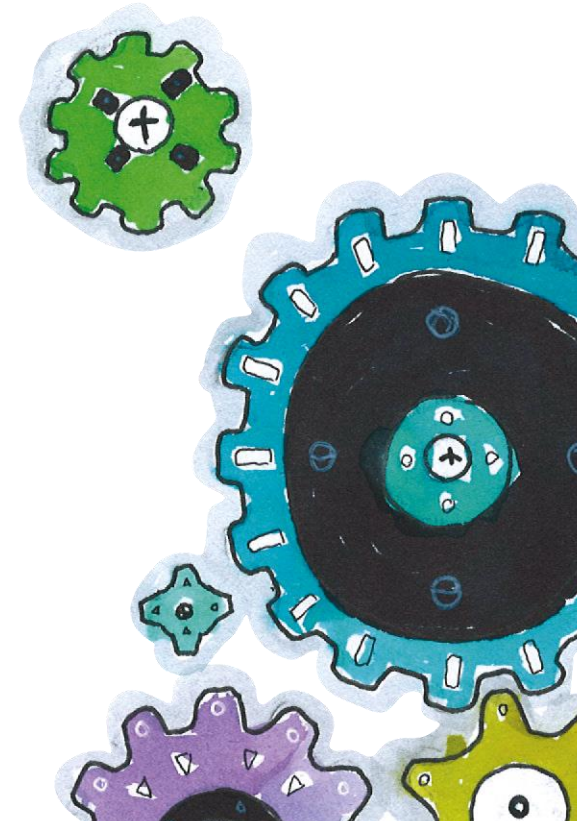
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## ***Social research strategy***

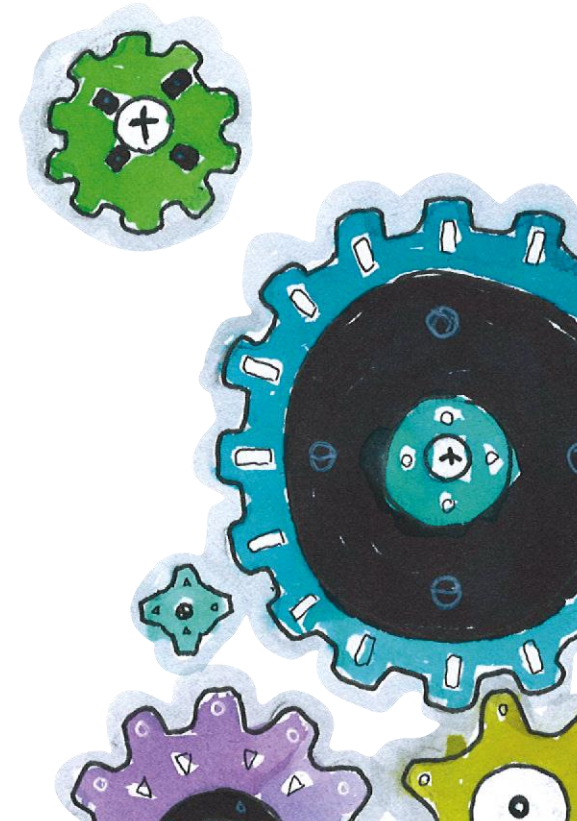
***It is been widely used in the field of social research because of it's universality and ability to explain specific social phenomenon***



***Discovered by A.Strauss and B.Glaser in 1967 as the result of the attempt to combine the best qualities of qualitative and quantitative research***

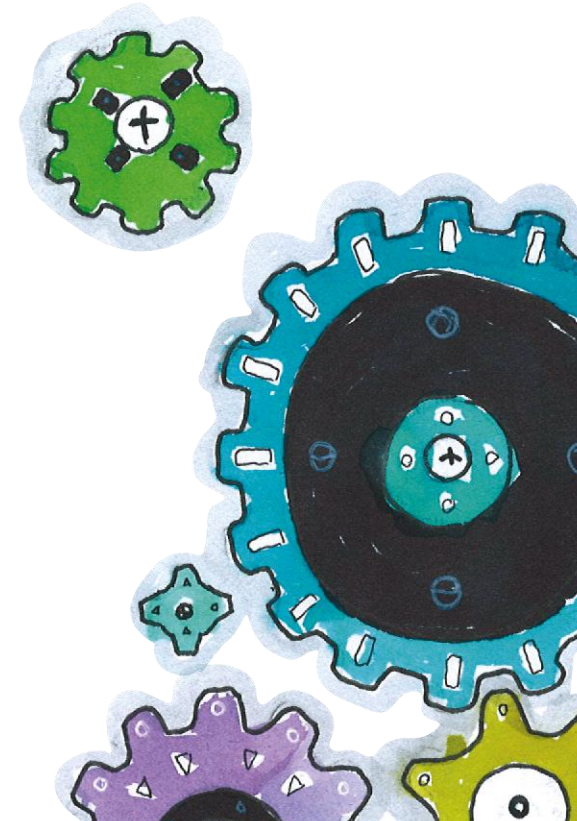


***Usually used to study a process – social phenomenon which is not explained by the science yet or the explanation is very fragmented and can not explore the full perspective***



***Non formal education of families at social risk***

***It is happening, implemented in practice, however no research or scientific explanation was available***







Is it the non formal education?



Or is it not?





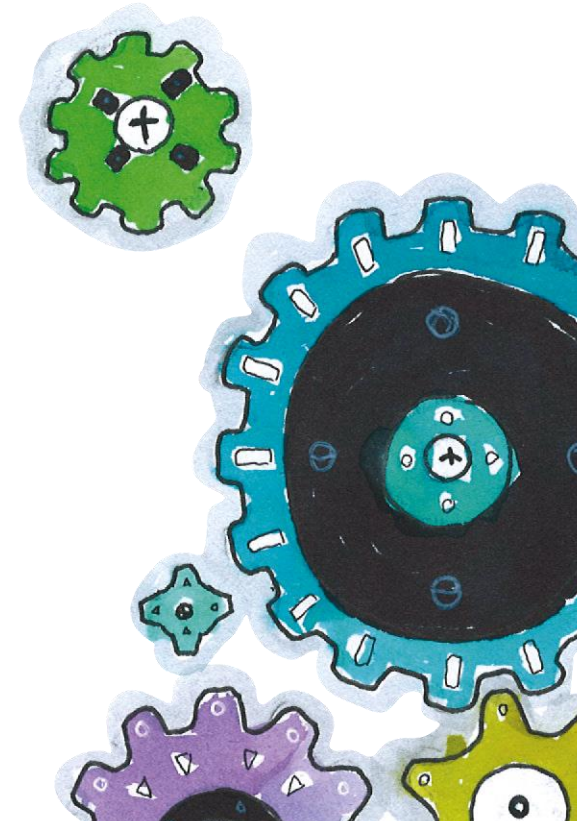
If so - how can we understand it?



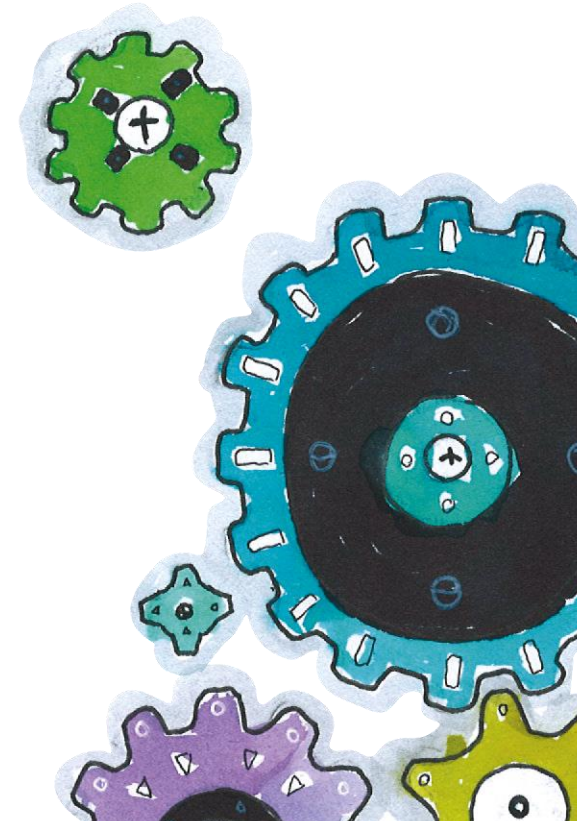


***The purpose – to discover a theory,  
grounded in empirical data that can  
explain the phenomenon:***

***What is happening – describe  
Why is it happening – explain  
How can it be managed, solved and  
processed - prescribe***

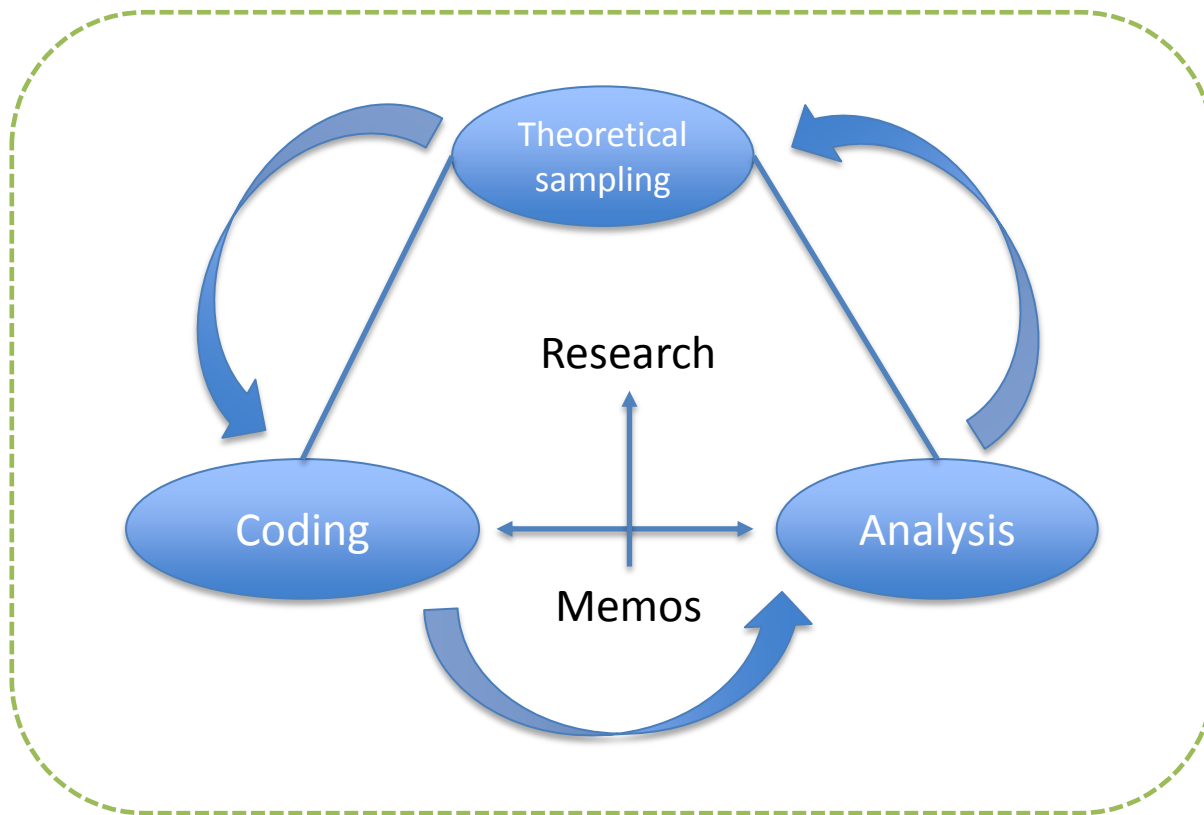


***Opposite to the traditional research strategies - everything starts with collecting the empirical data from the field***

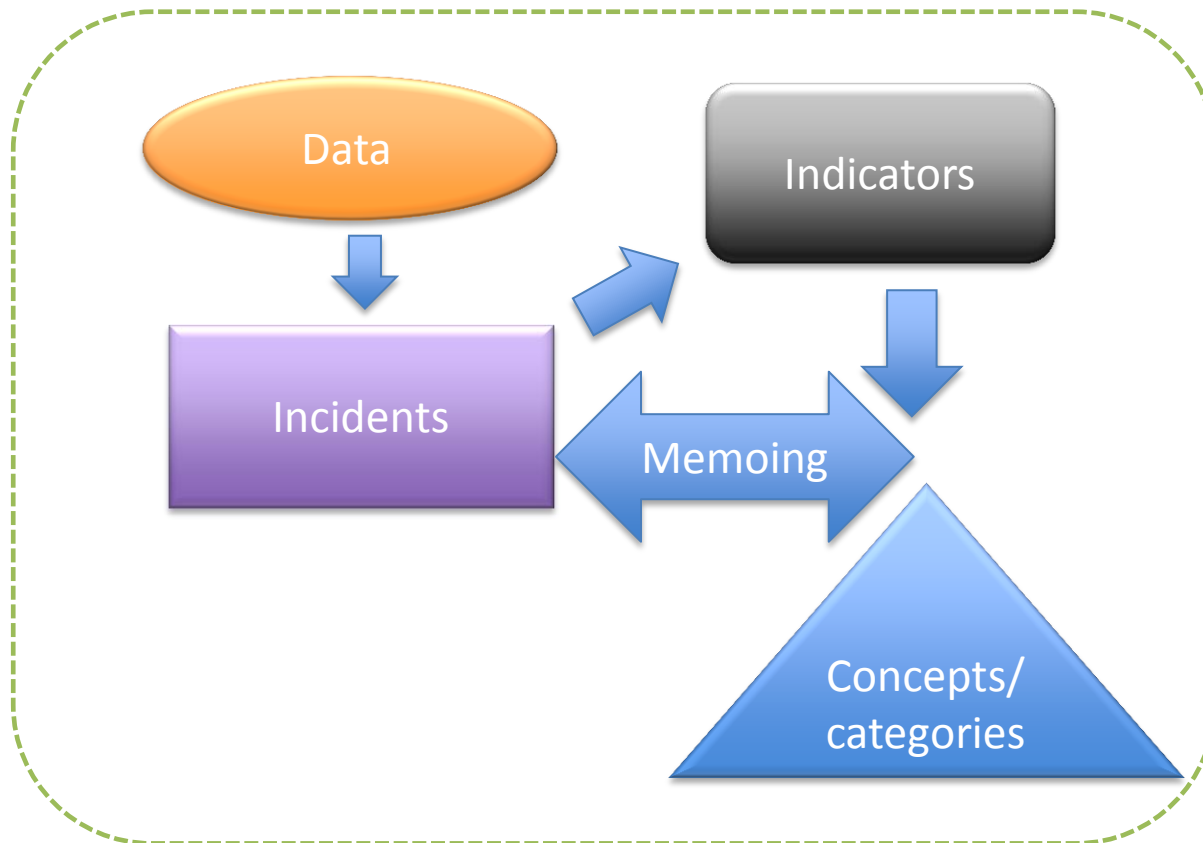




## Implementation – collecting data

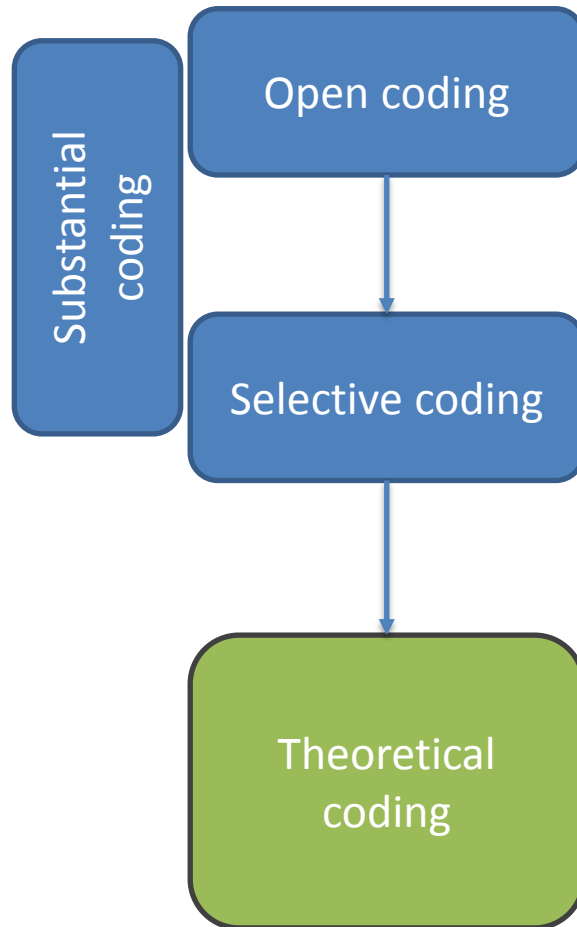


## *Implementation - data analysis*





## Implementation – coding stages



**1<sup>st</sup> Stage.** Broad data collected and analysed. The aim – to discover core category

**2<sup>nd</sup> Stage.** The data related to core category is collected. The aim – theoretical saturation of core category

**3<sup>rd</sup> Stage.**  
The aim – to discover the relations between categories and concepts. Writing theory



## OPEN CODING

*The main task – to discover main concern of the process and core category which is considered to be the key in solving it.*

*Ends when the core category is discovered.*





## CORE CATEGORY

*It is distinguished by:*

- ***Centrality***
- ***Frequency***
- ***Relevance***
- ***Grab***
- ***Variability***



## SELECTIVE CODING

*The constant comparative analysis is still used, however the data is selected to fit core category*

*Ends when the theoretical saturation is achieved and no new data shows any new concepts*



## **THEORETICAL CODING**

***The main task – discovering relationships between concepts and categories***

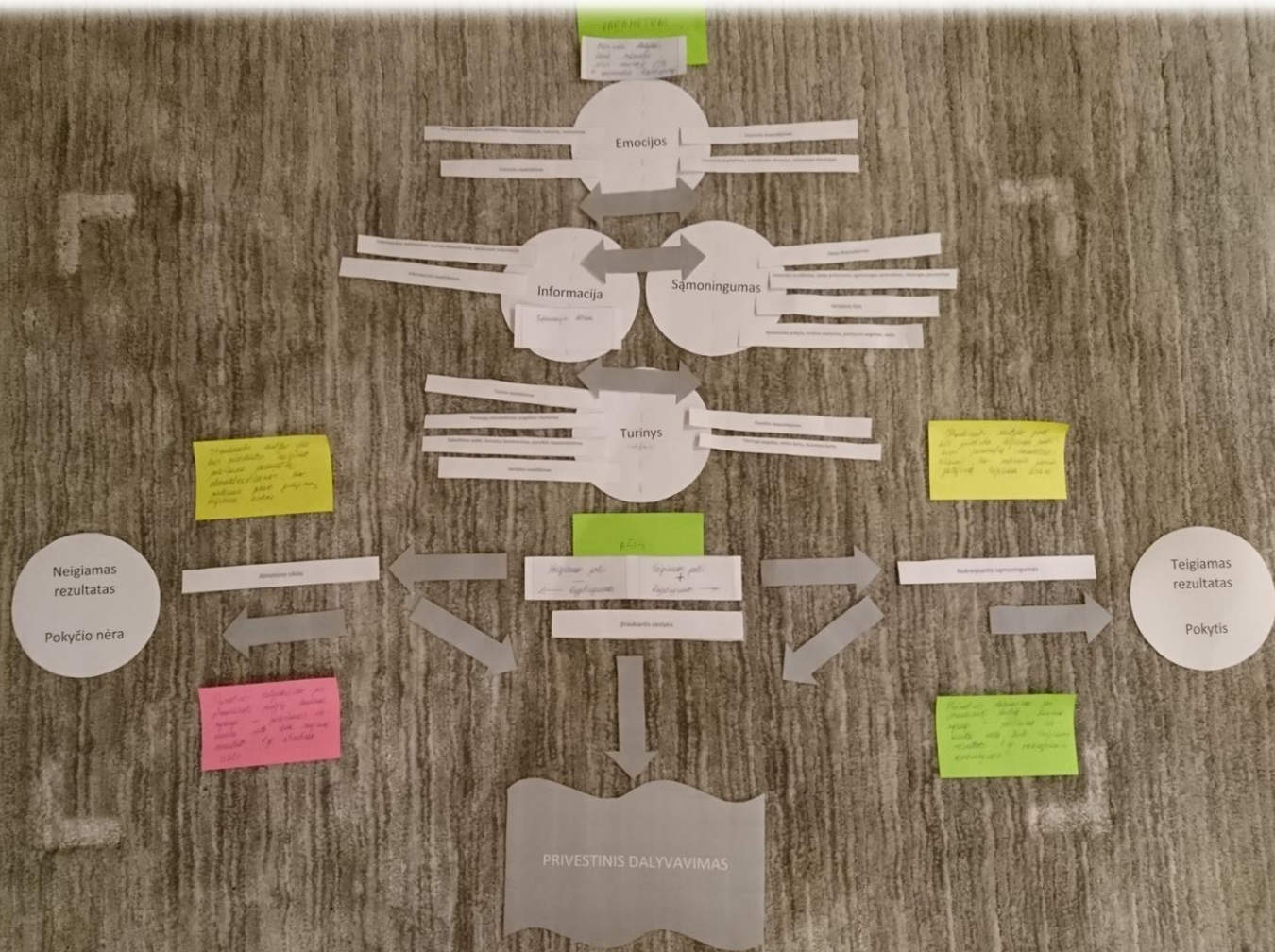
***Sorting of memos and memoing on how it is done***

***The theory discovered, writing the theory***





# THEORETICAL SORTING



## THE MAIN CONCERN

*„Lead to participation “*

*The main concern – it is the dominant difficulty or issue, which is faced during the process*



## CORE CATEGORY

*„Engaging relationship“*

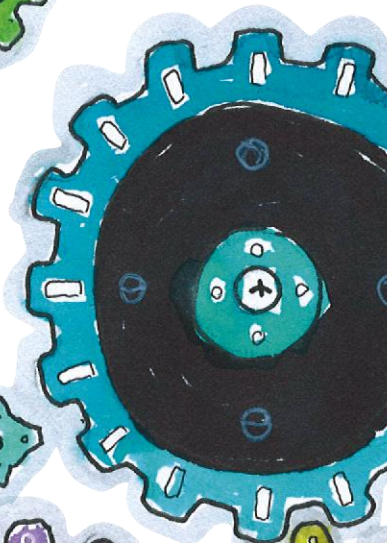
*Core category explains how the main concern is addressed, processed or solved.*

*It is dominant category, which is recognized and repeatedly found in the data. It is also distinguished by the tendency to interact with other concepts and categories.*

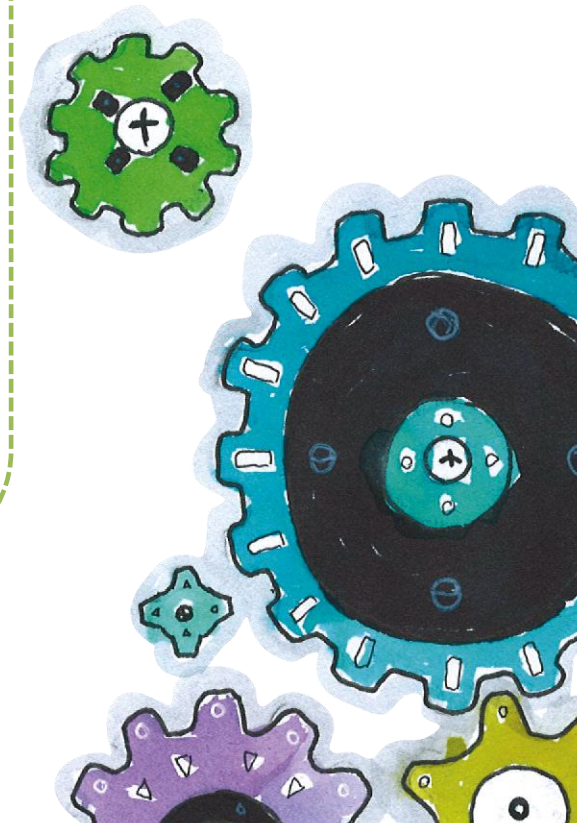




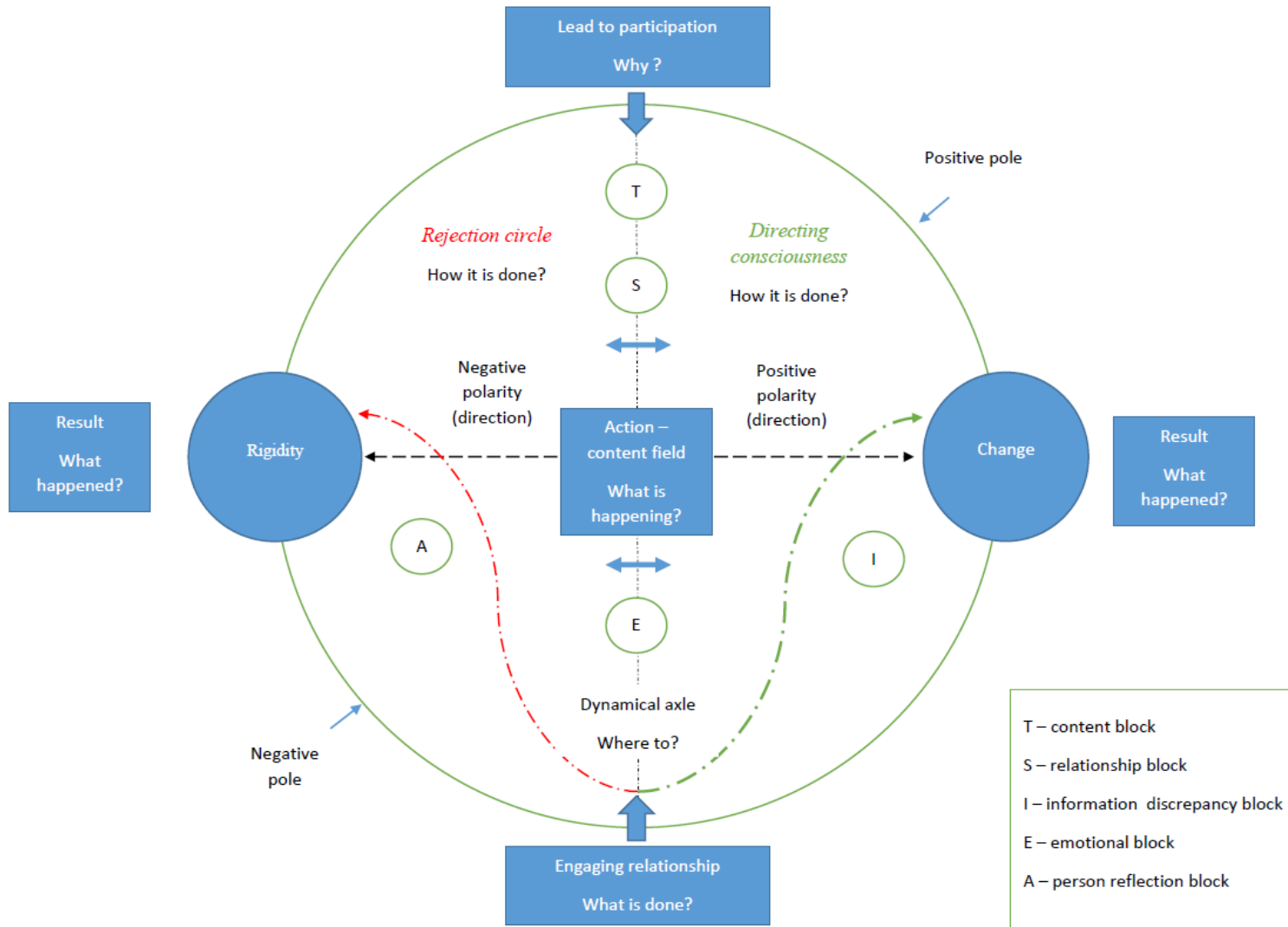
| Research sample                     | Number of informants | Data analysis cycles |
|-------------------------------------|----------------------|----------------------|
| Adults from families at social risk | 25                   | 22                   |
| Educators                           | 15                   | 9                    |
| Observation                         | 10                   | 2                    |
| Literature analysis                 | -                    | 2                    |
|                                     |                      | 35                   |



- ***In depth interviews***
- ***Focus groups***
- ***Field observation***
- ***Memoing***
- ***Literature analysis***
- ***Theoretical memo sorting***

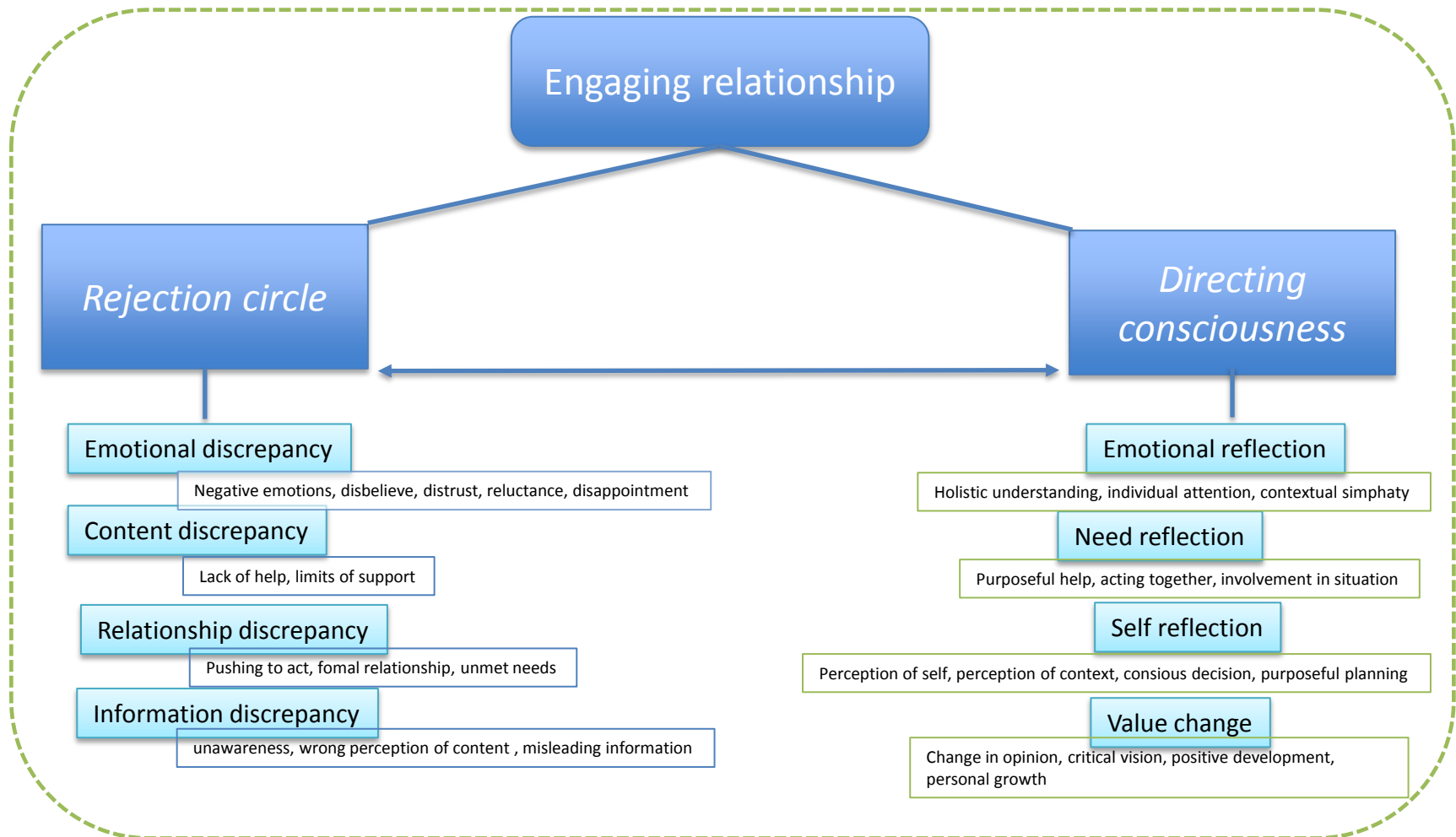


# RESULTS

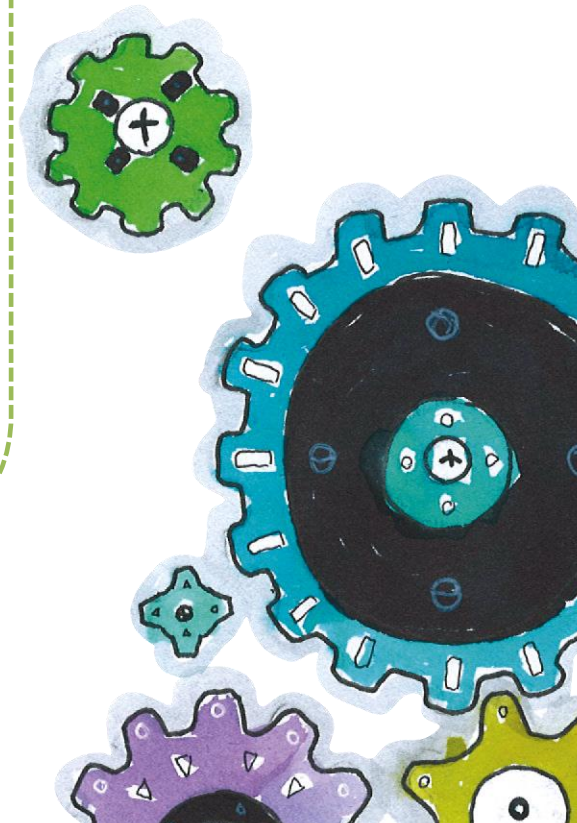




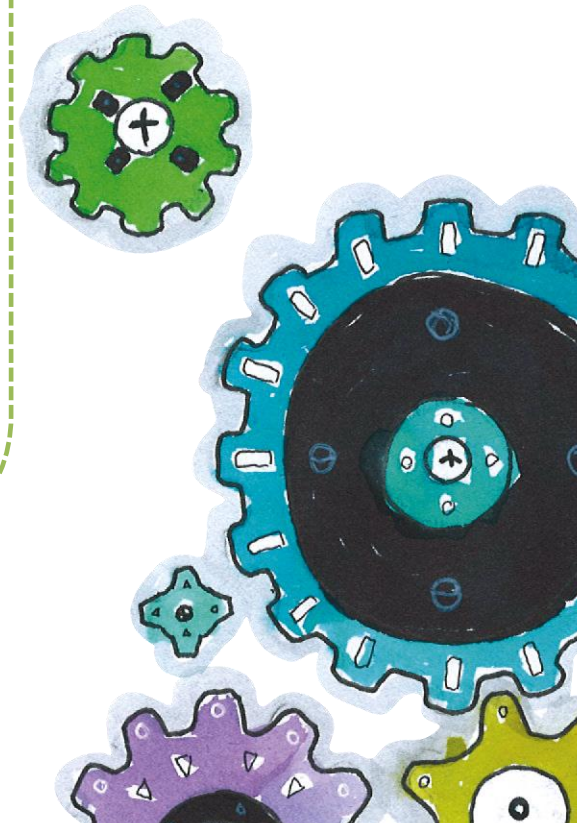
## Implementation and results – action and content field blocks



***The non-formal education of adults from at risk families is the process that is explained by the interaction between and among educator and student or group of students, which is so called engaging relationship.***

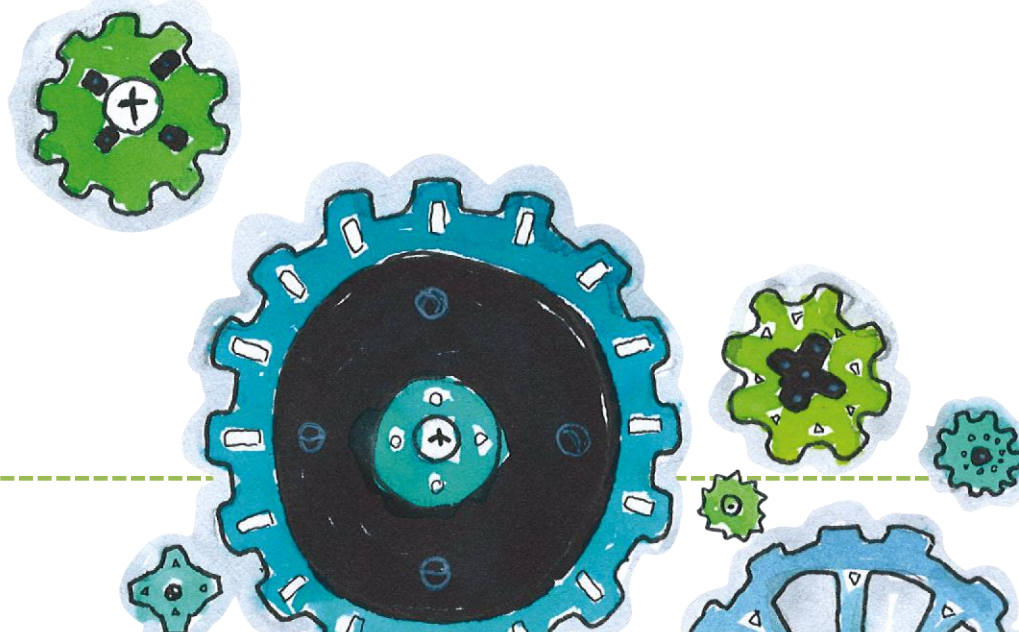


***This concept of adult education can acquire positive or negative purposefulness depending on the content of the education process.***





***The process is also distinguished by the polarity of the purposefulness – two different poles of the engaging relationship identified and characterized by the blocks of contextual elements in the emerged grounded theory. The two poles of the concept are: the rejection circle and opposite to it – directing consciousness.***



***Blocks of contextual elements in the emerged grounded theory:***

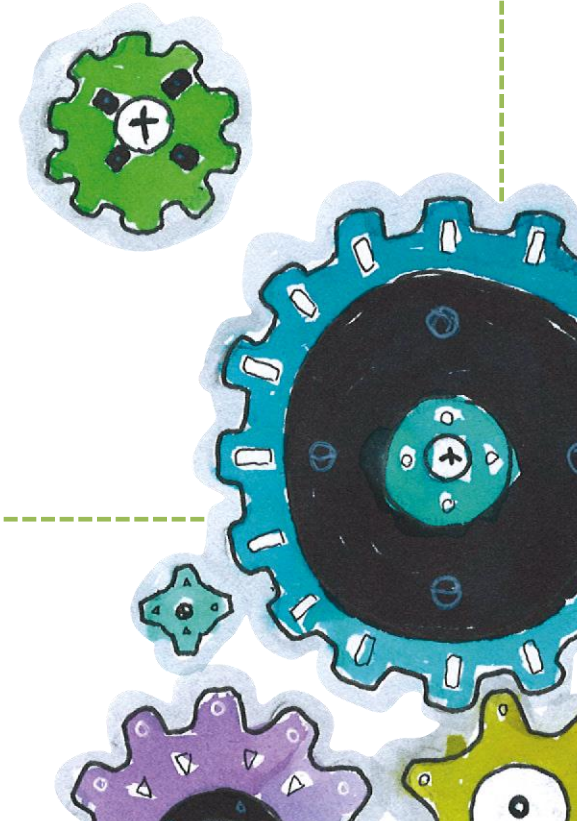
***Emotional block***

***Content block***

***Relationships block***

***Informational discrepancy block***

***Personal reflection block***



Thank you!!!

