

Grounded Theory in Guidance and Counseling Research

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Abstract: Grounded theory is a qualitative research method that uses a number of systematic procedures aimed at developing action-oriented theories, interactions, or processes based on data obtained from the field. Grounded research method, currently, is not only used in sociology, but has been used in various fields of science, such as health, education, psychology and guidance and counselling. The reasons for using grounded theory in guidance and counselling research are: 1). researchers want to develop a number of theories that have not been tested strongly in explaining the concept of human life experience, 2) Researchers want to understand possible direct experience (source) data and want to be able to display a detailed analysis related to the study. The impact of the use of grounded theory method in other fields raises its own problems in grounded theory namely the number of researchers who do not really understand the procedure in developing the theory that comes from the field data. In addition to the above problems that are often encountered in grounded theory research, another problem is the analysis in grounded theory research requires a very deep analysis that requires a long time in the implementation.

1 INTRODUCTION

The term guidance and counselling is a different terminology. However, when the terminology is coupled as a coherent service of experts in which counselling is a technique used to facilitate counselees in problem solving and constructive decisions, while guidance contains a variety of techniques that are more pedagogic in an effort to develop long-term behavior in a way healthy and develop a development environment that open wide access to the counselee in order to obtain success in learning. (Kartadinata, 2011).

Furthermore, in addition to the affirmation of guidance and counselling terminology, a point that needs to be emphasized is the scientific position of guidance and counselling. Counselling is one of counselling and counselling techniques is considered closer to psychology so it, sometimes, is considered to be part of psychology. However, education also recognizes that guidance and counselling are part of education. (Kartadinata, 2011).

Based on the above description, it can be interpreted that guidance and counselling is a science and is part of the science of education. Guidance and counselling is said as a science can be seen from the

foundation: 1) ontology, that is what is studied from the science?; 2) axiology, i.e. for what knowledge is used? Or usefulness of the sciences; and 3) epistemology, that is how to get the knowledge or how to develop the science? (Susanto, 2011).

Firstly, the foundation of ontology, guidance and counselling is said to be a science because of the guidance of having a study. Guidance and counselling studies are cognitive, affective of human behavior and development (Gladding, 2015). Secondly, the foundation of axiology, the purpose of counselling and counselling helps counselees to achieve their developmental tasks on the personal-social, career, and academic/learning aspects (MoNE, 2007); Thirdly, the foundation of epistemology, the way used to acquire knowledge in guidance and counselling is the same as the other sciences that is by using the scientific method of seeking the truth, that is scientific truth. The scientific method is commonly referred to as scientific research (Dallos & Vetere, 2005). This research will give birth to science. According to Almack (1930) the relationship between science and research is the result and process. Research is a process whereas science is the result (see Figure 1).

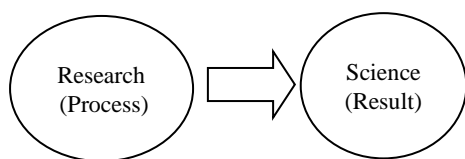


Figure 1: Research is a process whereas science is the result

A different point is delivered by Whitney (1960). He said that research and science have the same position, that is the same process. The result is the truth gained through research into the phenomenon of a truth discovered through the scientific process (Nasir, 2014). More details can be seen in Figure 2 below:

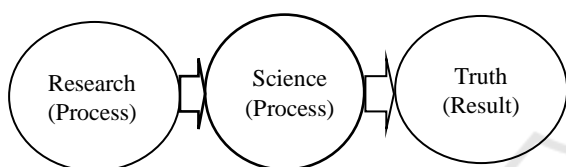


Figure 2: process of attaining truth which is found through scientific process

Figure 2 explains that research and science have the same position, that is a process of attaining truth which is found through scientific process, that is, a rational and empirical answerable truth because the discovery is done scientifically. Conversely, many truths to the phenomenon received are not through the research process (Nasir, 2014).

Based on the data and research paradigm, the research is divided into two, namely quantitative and qualitative research. Quantitative research is a study of the type of data in the form of numbers or symptoms and events that quantified. Quantitative paradigm is a study that refers to the flow of positivism that research activities oriented to the results in the form of conclusions that are definite and clear, generally using the hypothesis. While qualitative research is a research that the type of data in the form of images or social phenomena that often can be presented without the form of numbers, but in the form of data exposure and sentences that describe the situation, symptoms or events that exist (Poerwanti, 2000).

Recently, the use of research in guidance and counseling and psychotherapy is dominated by quantitative research. Quantitative research is used to help determine and describe characteristics of a particular phenomenon. Such information is very useful in developing interventions for both the eradication and prevention of a person's problems.

Some quantitative research used is experimental research, survey, descriptive quantitative and correlational research (Cohen et al., 2007). While the qualitative method experienced rapid development in the field of counseling and psychotherapy in the 1950s (McLeod, 2001).

One of the main features of qualitative research is the uniqueness of the cases raised (Herdiansyah, 2002). Further, Herdianyah (2002) says because of its uniqueness that qualitative research may not be generally applicable and not for the sake of generalization. The uniqueness of what is being studied is almost in every qualitative research model. Because of its uniqueness the qualitative research has been widely used in various disciplines such as anthropology, education, nursing, sociology, psychology and counselling with various ethnographic strategies, grounded theory, phenomenology, biography and case studies (Happer, 2008). Of the five types of qualitative research, currently grounded theory is a 'Leader Market' in qualitative research because grounded theory is designed to facilitate the process of 'discovery', or direct theoretical generation of phenomena/ events data not built from previous theories. This method gives researchers a number of ways to challenge challenges that are hostile to qualitative research.

2 THE DEFINITION OF GROUNDLED THEORY

Grounded theory was developed by two sociologists, Barney Glaser and Anselm Strauss in the book entitled "*The Discovery of Grounded Theory*", (Glaser & Strauss). The first objective is to rationalize the theory that is grounded, processed and developed through data processing activities during the research process takes place. Second, formulate the logic and characteristic of grounded theory while the third goal is to legitimize qualitative research (Denzin & Lincoln, 2000). The underlying point of Barney Glaser and Anselm Strauss developed this method because they did not accept views of sociologists at the time who held that qualitative research cannot be verified and challenged the dominant trend "excessive dependence on quantitative testing hypotheses derived from a small number of theories and statistical approaches other" (Henwood & Pidgeon, 2003). They further argued that researchers need a method that will allow them to move from data to theory so that new theories can emerge (Willg, 2008).

Grounded theory is a term used by many researchers to describe the general method of developing inductive theory constructs from data sources collected as part of a qualitative research study (Dillon, 2012). Grounded theory is a common method for developing theory. Theoretical development is based on data collection and analysis. As the study progresses, theory evolves and the rate of development occurs as data collection and analysis takes place (Denzin & Lincoln, 2000).

Nowadays, grounded theory has evolved from sociological roots to widespread adoption by researchers in various fields, particularly in the fields of health and nursing but also in education and business as well as a number of psychological specialties such as social, clinical, feminist, organizational psychology, and environment and guidance and counseling (McLeod, 2001, p. 70., Henwood & Pidgeon, 2003).

The use of grounded theory in guidance and counselling is caused by several reasons, namely: 1) Researchers want to develop a number of theories that have not been tested strongly in explaining concept of human life experience, 2) researchers want to dive possible direct experience (source) data directly and would like to be able to present a detailed analysis of the subject of research, 3) the researcher wishes to use the analytical method which allows to use his interpretation skills as a researcher before a more rigorous analysis is then used in the next research phase, 4) the researcher wishes to continuously retrieve the data in the field on an ongoing basis until the built theory can be realized (Dallos & Vetere, 2005).

The application of grounded theory in guidance and counseling can be seen in some experts who have used in their research. Martin et al (2005) used grounded theory in analyzing articles and book chapters describing the development and practice of school-based counseling in 25 different countries in order to identify factors affecting the development and practice of school counseling and counseling. There are 11 factors developed analytical framework; namely: cultural factors, national needs, large social movements, school counseling models, education laws and policies, general characteristics of education systems, professional counseling, research and evaluation, related professions, community organizations or NGO coalitions, and perceptions of local stakeholders. The results show that the 11 factors identified in this study all reflect significant and potential effects on school-based counseling development and practice in the national context in the United States. Thus, these 11 factors can serve as

a focal point for international comparative research on the development of school-based counseling.

Furthermore, research conducted by Brott & Myers (1999) aimed at generating a basic theory of professional development of school counsellors. The results showed that the determination of counselling programs in schools, the transformation process emerged as school counsellors moving from the determination of the program based on external influences (namely structural) such as the accepted undergraduate training for the internal conceptualization (namely attitude) of the role. Another research results show the professional identity of the counsellor develops in accordance with the development of time and is part of the process of experience and maturity.

3 THE PHILOSOPHY FOUNDATION OF GROUNDED THEORY

Grounded theory research is developed from the philosophical foundations of symbolic interaction (Anells, 1996). Symbolic interaction is a theory of human behavior and an approach to investigate human behavior and group behavior. According to symbolic interactions, humans actively interpret their own body language in social interaction and act on their interpretation (Shibutani, 1955). Through social interaction, people become aware of what others are doing or what they are willing to do. In turn, one's behavioral mode takes into account the behavior of others who interact with it through a process called "collective action" (Blumer, 1969).

Aldiabat & Navenec (2011) argue that there is an equality of objectives and ontological, epistemological, and methodological assumptions so that symbolic interactions serve as the philosophical basis of grounded theory. Judging from the objective equation, the main purpose of both is to provide a theory that explores human behavior, or an approach to study human behavior and the life of human groups (Chenitz & Swanson, 1986).

The equations of the ontological, epistemological, and methodological assumptions of both namely, first, the assumption "ontological refers to the nature of reality and human knowledge of reality. For researchers who use symbolic interaction and grounded theory, the existence of reality in human life as meaning" social that can be shared.

Second, the epistemological assumption refers to the naturalness of the relationship between the parties

knowing the researcher and the participant experiencing the social phenomenon. For the method of symbolic interaction and grounded theory, the reality of human and social meanings shared by human beings can be explained only through the interaction among the researchers themselves with their participants in the context of curiosity over the existing phenomenon.

Third, methodological assumptions refer to how researchers can deepen the social experience being explored through his research, how the "social experience formed and how the social experience" gave meaning to human life (Guba & Lincoln, 1994).

4 THE PRAXIS OF GROUNDED THEORY

The main purpose of the grounded theory research method is to discover the "social process underlying a phenomenon, which Glasser describes as," theoretical reflections and summary summaries of various social patterns, the similarities of systems occurring in social life of society, which can be observed 'conceptually and subsequently understood through the preparation of the basic social theory (Glasser, 1978).

There are several steps that must be followed in grounded theory research to arrive at the discovery of a theory. According to Creswel (2015) put forward eight steps of grounded theory research. The steps are as follows:

Step 1. Decide the grounded theory design as the best design to answer the research problems. Grounded theory research is used when researchers want to develop or modify theories, explain the process and develop a general abstraction of the interactions and actions of many people.

Step 2. Identify the process to be researched. In this step, grounded theory researchers begin to identify problems that will be researched and make research questions. The grounded theory researchers make research questions to focus their attention on certain phenomena they wish to investigate (Strauss & Corbin, 1990). Research questions in grounded theory should be open and not closed questions that require yes / no answers. As well as the researcher's recommended questions are questions that are action-oriented and process-oriented (e.g. 'How do counselees do x?') (Willig, 2008). The purpose of grounded theory is to uncover the basic social processes underlying behavior (McLeod, 2003).

Step 3. Seek approval and access. This is necessary so that the researcher gets guaranteed protection on the spot and participant / participant during conducting the research. In addition, researchers need access to those who can provide an understanding of the process to be researched.

Step 4. Carry out theoretical sampling. Like other qualitative research, the sample size on the grounded theory research may vary but tend to be small. Sampling technique is done by purposive sampling. However, the snow ball technique can be used when in the research process one of the participants informs the researcher of others who may be willing to participate in the research. This may be necessary if the observed phenomenon is rare as, for example, the experience of caring for infants with fenilketonuria (Bluf, 2005).

The data collected in the grounded theory research is sourced from 8-20 informants. Less than 8 informants are basically the same case-based approach. More than 20 informants tend to produce too much data to be analyzed, and will result in excessive collection of data (not necessarily repetitive) (McLeod, 2003,).

Data collection in grounded theory research is done by interview and/or observation of phenomenon being studied (Bluf, 2005). Strauss and Corbin (1998) suggested diaries; autobiographies, letters and historical records, but many other sources can be used such as newspapers, and other media.

Interviews can be done in a structured or semi-structured manner. Structured interviews generally consist of one or two open-ended questions. Participants are then free to say as much or as little as they want and researchers do not impose their own ideas (Bluf, 2005). Questions that ask or encourage participants to decipher things can be submitted to participants (Patton, 2002). While the interviews become semi-structured because of emerging key issues such as, there is a need to focus the development of theory. Issues that are less relevant to emerging theories are not pursued. Interview guidelines can be used to record questions that highlight key issues (Holloway, 1997). If the problem does not appear spontaneously the researcher can then overcome it; the question will be important in developing emerging theories.

Observation provides an opportunity to witness the interactions that occur between individuals in the social environment. The researcher gives an interpretation of events. Combining observations with interviews explains the meaning of the events from the participants' perspective (Bluff, 2005). This can be useful in discovering whether what is said

matches what is done in practice and can provide an opportunity to clarify any difference.

Step 5. Data encoding (coding). Coding is a very important activity among data collection activities and elicits theory in explaining the existing data. The purpose of doing coding in grounded theory is: 1) obtaining accuracy in the research process, 2) constructing a theory, 3) helping to overcome the occurrence of bias and false assumptions, 4) providing a basis and density of meanings, and 5) developing sensitivity in generating new theory (Budiasih, 2014). The coding steps start from open coding, axial coding and selective coding.

Open coding

Open coding of observed data with one line, one sentence or one transcription paragraph, each separate event, idea or event is given a name or code representing the concept under observation. The goal is to gain a new understanding of the data.

Axial Coding

This axial coding process is used to create relationships between categories and subcategories and allows conceptual frameworks to emerge. Using a paradigm model, a relationship is defined by determining causes, contexts, possibilities, consequences, covariates, and conditions (Glaser, 1978).

Step 6. Using selective coding and developing theory. Selective coding is a process that links all the categories and subcategories to the core categories so as to facilitate the emergence of the 'storyline' or theory.

Step 7. Validate the theory. After developing the theory, grounded theory researchers validate the process by comparing it with existing processes found in the literature (Creswel, 2015).

Step 8. Write a grounded theory research report. Grounded theory reports can be made ranging from structures in emerging design and constructivist design to more quantitatively oriented structures in systemic design. The structure of grounded theory research includes problems, methods, discussions, and results. All grounded theory reports end with a theory produced by researchers who report their abstraction of the process under study (Creswel, 2015).

5 THE PROBLEM OF GROUNDED THEORY

Currently, the popularity of grounded theory research is increasingly visible in the number of studies, the types of phenomena studied, geographical distribution, and various disciplines. The spread of grounded theory research even encompasses specialization in certain disciplines (Denzin & Lincon, 2000).

Further, Denzin & Lincoln (2000) explained that the impact of such developments, grounded theory research threatened to be just a kind of trend. The same point expressed by Strauss & Corbin (1990) also expresses concern that the increasing popularity of grounded theory has resulted in researchers who lack understanding of some of its components. So the latter do not always set out to develop theories, fail to develop solid theory or believe that they use grounded theory because they use an inductive process.

There are various causes that make it happen, first, they are too fixated on certain things. Second, they may not be well aware that the variation of findings may enrich grounded theory analysis. They are usually over-coded because they consider this process to be the most important aspect of grounded theory. They tend to forget the theoretical encoding, which is to populate how a substantive code can relate to other substantive codes, such as hypotheses integrated into theory (Glaser, 1978). However, theoretical coding that is not based on a constant comparison will not produce a rich theory. Third, the grounded theory researcher himself conducted the research, not aiming to develop the theory. Thus, it can be said that they have completely forgotten the main aspect of the grounded theory methodology, the grounded theory methodology is used only to pass personal interests (Denzin & Lincoln 2000).

In addition to the developmental problems of grounded theory, another problem faced by grounded theory researchers is when in the grounded theory research, grounded theory researchers often find it difficult to find large amounts of data. Large data leads to difficulties in researchers and requires a long time in data analysts. Therefore, grounded theory research is recommended to be carried out by researchers who have experience and have patience in conducting this research (Danijel, 2015).

6 CONCLUSION

Grounded theory as a research model differs with other qualitative research. The focus of grounded theory research is on the development of a theory constructed from the data of a phenomenon and in an inductive analysis, not from the development of previous theories.

One study of guidance and counselling is human behavior, so that grounded theory research can be applied to the field of guidance and counselling in generating theory which conceptually explains social process in understanding the phenomenon of human behavior by using philosophical perspective of symbolic interaction and paradigm of constructivism.

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