Book Review

Reviewed by Md. Mizanur Rahman

Email: mizanur.rahman@bracu.ac.bd
Email: mizanmgt@gmail.com

Qualitative Methodologies and Data Collection Methods: Toward Increased Rigour in Management Research
by: Edward Groenland and Leo-Paul Dana
Published 2019
by World Scientific
New Jersey, London, Singapore, Beijing, Shanghai, Hong Kong, Taipei, Chennai, Tokyo, 298pp
ISBN: 9789811206535

As a social science researcher, I have always believed that "qualitative research is the actual beauty of research," though I am more focused on quantitative research. When I had the opportunity to read *Qualitative Methodologies and Data Collection Methods: Toward Increased Rigour in Management Research*, my belief came to the truth. My heartiest thanks to Edward Groenland and Leo-Paul Dana, the authors of this book, who offer constructive ideas and methods for the academic community interested in qualitative research. I have read many qualitative research books, but this book is one of the best, considering some mentionable issues. First, each chapter and its contents are extraordinarily well-designed and placed for the readers. If any reader carefully reads only the chapter and its contents, they will get the basic ideas of qualitative research. Second, focusing on the reader's diversified languages, Groenland and Dana have used the text in such a way that it is easy to understand from advanced-level researchers to nascent. Third, the authors have many years of experience conducting qualitative research and have implemented their experiences in this book. Thus, this book would be a great resource for academic researchers, doctoral students, and masters (research mode) students. Finally, academicians of higher education may suggest this book to their undergraduate students as one of the textbooks for research methodology courses. Certainly, this book will help them complete their undergraduate research projects. This book has seventeen chapters, which I critically analysed and categorised into five themes:

Theme 1 Basic understanding regarding qualitative research (chapter 1)

When I read the first chapter, I understood that this chapter is helpful for novice researchers who want to get a clear idea regarding research philosophy, the reality of the research, theories, the difference between qualitative and quantitative research, and so on. A few rules, principles, and procedures have been suggested (page no. 13) for both academic and applied researchers, which are very eye-catching and essential. Another

Copyright © 2025 Inderscience Enterprises Ltd.

important issue is that most students need clarification on positivism and constructivism (page no.23). However, if anyone reads this book, it will be clear.

Theme 2 Overview of various qualitative methodologies (chapter 2 to chapter 9)

Depending on the study's objective, the quality of data becomes a crucial factor in the choice of methods among various methodological approaches. Thus, a brief overview of eight types of qualitative methodologies has been described from chapter 2 to chapter 9:

a *Case study*: The case study is one of the most used methodologies in qualitative research, as discussed in chapter 2. After reading this chapter, the most important thing I learned is that when the phenomenon is contemporary but its evidence is not clear, the researchers can use this methodology as an in-depth inquiry, considering its real-life context.

b *Critical incident methodology*: A comparatively new qualitative methodology called 'critical incident methodology', discussed in chapter 3, is commonly used for collecting, analysing, and classifying observations of human behaviour.

c *Ethnographic methodology*: Chapter 4 discusses the brief description and procedure of 'ethnographic methodology'. Ethnography comes from the Greek words ethnos (people) and graphei (to write) (Reeves et al., 2013). It is the study of social interaction and cultural groups, which can be treated as organisations, societies, or communities (Dana and Dana, 2008).

d *Field stimulation*: It is comparatively one of the innovative qualitative methodologies (chapter 5) that help to explore behaviour and phenomena by stimulating a specific condition in management, education, organisational behaviour, and social science.

e *Grounded theory*: It is the most widely used qualitative methodology in educational research, along with management, psychology, nursing, sociology, and even medicine (Birks and Mills, 2015; Creswell and Poth, 2018; Holton and Walsh, 2017; Dana, 2008). Grounded theory (chapter 6) is different from hypotheses-driven deductive approaches (commonly used to test the existing theory); instead, it mainly focuses on developing or driving a theory from the collected data.

f *Content analysis*: After reading this chapter, I realised that content analysis can be used for qualitative and quantitative research, depending on the researchers' aim and the nature of the data. However, this book describes content analysis (chapter 7) focusing on qualitative perspectives.

g *Semiotic methodologies*: The word semiotic means the study of signs and symbols. In this methodology, researchers collect data from texts, pictures, audiovisual materials, posters, and social media. Later, they interpret the collected data to draw a conclusion (finding).

h *Narrative inquiry*: One popular qualitative methodology focuses on detailed historical, story, or life experiences of an individual or a small group of individuals or even an event or a small group of events (Elliott, 2005; Dana, 2004).

More importantly, some sample studies, including research goals, research sample and design, data collection procedures, data analyses, and even report writing styles, have been briefly described in some of the chapters. For that reason, the readers of this book easily choose their desired methodology from these eight qualitative methodologies for their studies.

Theme 3 Short description of data collection methods (chapter 10)

Considering the advantages and disadvantages of the eight types of qualitative methodologies, the researchers have to choose the method or methods and have to collect the data by following the guidelines of an appropriate method. From this chapter (chapter 10), the readers get a clear idea regarding the difference between research methodology and research methods. Besides, readers also get the opportunity to know the useful six data collection methods:

1 the Delphi method

2 document analysis

3 focus groups

4 interviews

5 elicitation techniques

6 observation and participant observation.

Theme 4 Brief description of data collection procedures (chapter 11 to chapter 16)

With the best practice and sample study, the detailed data collection procedures for qualitative research have been briefly described from chapter 11 to chapter 16. In these chapters, the authors, who are seasoned qualitative researchers, share skills and knowledge based on their research experiences that will help other qualitative researchers collect their data smoothly and effectively. Each of the data collection methods has been described with necessary examples from actual qualitative research viewpoints; thus, qualitative researchers, whether beginners or advanced, may take this book as their qualitative guidelines.

Theme 5 Suggestions and guidelines for qualitative researchers (chapter 17)

The authors conclude the book (chapter 17) uniquely by providing ten steps to increase the rigour of a qualitative study. If qualitative researchers follow these ten steps, they will certainly enhance the quality of their studies.

After reading and critically reviewing this book, readers will find few books as comprehensive and well-organised as this. As a social science researcher, I can attest to the authors' successful description of all qualitative methodologies and data collection methods, complete with necessary examples and guidelines. However, the book could benefit from more attention to reliability, validity, and ethical issues during data

collection. I urge the authors to address these issues in their subsequent editions, along with some real qualitative questionnaires, to further enrich the book's scope.

One of the key invaluable and insightful strengths of this book is that the authors clearly make a balance between theory and practice; thus, I strongly recommend *Qualitative Methodologies and Data Collection Methods: Toward Increased Rigour in Management Research* for doctoral, masters, and undergraduate students as one of their research methods textbooks. Besides the theory and practice, this book emphasises the essentials of reliability, validity and rigor in qualitative data collection and analysis, which will give the necessary guidelines for academic researchers and practitioners to plan and conduct qualitative research effectively and efficiently.

References

Birks, M. and Mills, J. (2015) *Grounded Theory: A Practical Guide*, Sage Publications, Los Angeles.

Creswell, J.W. and Poth, C.N. (2018) *Qualitative Inquiry and Research Design: Choosing among Five Approaches*, 4th ed., Sage Publications, Thousand Oaks, California.

Dana, L.P. (Ed.) (2004) *Handbook of Research on International Entrepreneurship*, Edward Elgar Publishing, Cheltenham, UK.

Dana, L.P. (Ed.) (2008) *Handbook of Research on European Business and Entrepreneurship: Towards a Theory of Internationalization*, Edward Elgar Publishing, Cheltenham, UK; Northampton.

Dana, L.P. and Dana, T.E. (2008) 'Ethnicity and entrepreneurship in Morocco: a photo-ethnographic study', *International Journal of Business and Globalisation*, Vol. 2, No. 3, pp.209–226.

Elliott, J. (2005) *Using Narrative in Social Research: Qualitative and Quantitative Approaches*, Sage Publications, London.

Holton, J.A. and Walsh, I. (2017) *Classic Grounded Theory: Applications with Qualitative and Quantitative Data*, Sage Publications, Los Angeles.

Reeves, S., Peller, J., Goldman, J. and Kitto, S. (2013) 'Ethnography in qualitative educational research: AMEE Guide No. 80', *Medical Teacher*, Vol. 35, No. 8, pp.e1365–e1379.