The State-of-The-Art-of Theory Development in The HRM Field (Theoretical Research)

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Abstract:

The study aimed to review of the latest theoretical developments in the field of human resources management through the review of previous studies, represented in: How To Define The Research Problem In The Field Of Human Resources Management, The Approach To Theory Development In The Field Of Human Resources Management, In Addition To Presenting The Reasoning And Theory Development Process , As Well As The Methodology Theory Development Through Abduction Approach, and Developing The Theory Through The Deductive Approach, And Finally Developing The Theory Through The Inductive Approach, Building Blocks Of Successful Theory Development Effort And Then Presenting The Gaps On Existing Human Resource Management Theory Development , Theoretical Contributions To Research.

الملخص :

تتناول الدراسة مراجعة أحدث التطورات النظرية في مجال إدارة الموارد البشرية في ضوء مراجعة الدراسات السابقة والمتمثل في: كيفية تحديد مشكلة البحث في مجال إدارة الموارد البشرية، منهج تطوير النظرية في مجال إدارة الموارد البشرية، بالإضافة الي عرض عملية التفكير المنطقي وتطوير النظرية، فضلا عن منهجية تطوير النظرية من خلال نهج اختزال، كذلك تطوير النظرية من خلال النهج الاستنتاجي، وأخيرا تطوير النظرية من خلال النهج الاستقرائي، ومن ثم عرض الثغرات في تطوير نظرية إدارة الموارد البشرية الحالية، المساهمات النظرية في البحث.

Introduction:

HRM research offers great potential to enhance the efficiency and effectiveness of the organization, and to achieve this the field must continually evaluate and improve research and theory, as philosophers of science argue that one of the main goals of science is to develop correct explanations for phenomena (Campbell, 2002).

Where it describes and predicts Phenomena and the goal of the practice is to develop models to manage the organization, so we find science is interested in controlling and arranging Observation, and works to reach the largest possible number of alternative explorations and find relationships between them, while it may overlook many variables that may They serve as auxiliary factors, but the practice depends on the observation that is carried out without restrictions to the scientific method that takes place naturally and takes into account the time and all other variables, and thus the scientific observation is carried out according to a statistical and experimental method to purify and clarify the effects away from the subjective judgment, so the reliability is measured Dependability, and the possibility of generalizability explicitly and known to practitioners.

Thus, the participation of the two goals of science and practice through researchers and practitioners together to reach an added knowledge value for the field of HRM is represented in the theory. By determining the relationships between variables for the purpose of explaining, predicting and controlling phenomena. (Campbell, 2002)

And then, through this research paper, some issues that have been raised in the field of HRM are clarified, namely: theory development ، Reasoning and theory development and process ،Building blocks of successful theory development effort, challenges of HRM theory development.

Research Problem

There are several issues that have been raised during the past period, and they still represent a great deal of controversy, including:

- There is a gap in the field of HRM between scientists and practitioners, as most of the academic members of The Academy of Management, as well as practitioners of The Society for Human Resources

Management found that there are few theories that practitioners can obtain and apply. (Tullar, 1991) Hence Tuller, emphasized the interest in theory in a special section called province, which is specific to those who play the role of scientists in terms of: easing regular relationships outside the scope of data, as well as practical experience and previous studies, and putting them in the form of a formal theory, then testing these formal theories with data, in order to solve the problem that lies In that the scientist is separated from the actual practice of HRM, and in addition there is a fundamental tension between scientists and practitioners in terms of goals, and thus reflected in the style of scientific publishing in the field where it showed few real innovations, i.e. a focus on Testing theory rather than Building theory And added a scientific contribution of added value to the field.

- A large proportion of published articles focus on non-core issues, and do not always make valuable contributions to applied problems (Dunnette, 1990), thus have limited applicability as well as conditional generalization.

- Due to the reference of human resource theory to various sources, including economics, political science, psychology and other branches of social sciences with different inputs to theory, it becomes difficult for any researcher to be fully aware of the disciplines that it includes during the process of building theory, as well as testing and generalization of theory It is applicable, as you need a researcher with appropriate specifications for the research based on his study, as well as the requirements of the research itself.

- There is an increase in research oriented towards testing theory rather than building theory, as this has influenced theoretical value-added contributions and innovation in the field of HRM. (Colquitt, J.A. & Zapata-Phelan, C.P.,, 2007)

- In addition to an important issue related to researchers' disagreement about the philosophy of Paradigm to study HRM issues from any reality perspective and how to address them from the researcher's point of view, and how this is reflected in the research through the consistency and coherence of the context during the research stages starting from identifying the problem and the relationship between the variables which are reflected in Follow the appropriate model to clarify the relationships, to rely

on data and analyze it, to reach valuable results that have a theoretical and applied contribution, and related references that are credible and have an arrangement in publication outlets in the field of specialization. (Van de ven, 2007)

- There are many articles that address the state of theory, research, and practice in HRM and make recommendations for progress in the field as a whole, and point out that successful science includes three objectives: to illustrate cumulative progress in the development of theory, as rigorous in its methodology, is relevant to important stakeholders, Moreover, the science of HRM has little in common with the three goals, so it needs more theory-based research that focuses on pursuing important research questions, as well as access to the correct theories in HRM that provide frameworks for predicting and understanding the impact on the behavior of individuals In organizations, it also contributes that the validity of the theory can be checked by evaluating the degree to which HRM scholars are willing to apply the relevant theory to practices in the organization. (Stone L. , 2007)

- Looking at the market for human resource theory, we find that the theory of HRM that is being tested and used is the theory that the market, consumers, and sponsors of the theory want to support. To what practitioners want in conducting research that is easy to understand and applicable (Tullar, 1991), where the market for human resources theory has witnessed a development in terms of describing HRM and its emergence as an administrative tool, then personnel management to its current developmental role as a strategic partner that helps the development of the organization to reach A dynamic high-performance organization through the conceptual development of human resources, Human Resource Development (HRD), in addition to (HRD) has become a High Performance Organization.

Through the foregoing, the aim of the research is to clarify in a desktop analytical way both: the development of the theory, the logic of inference of the theory development process, the basic structures of successful theoretical development efforts, the challenges of developing the theory of HRM.

Theory Development

It was noticed that the concept of theory passed through several stages, starting from what it raised (Sutton R & Staw B, 1995) about the question "What constitutes a strong theory versus a weak theory in the social sciences?", where they made it clear that the difference between strong versus weak theory is represented in the basic elements to judge the extent of its strength, which It is represented in: References, Data, list of variables, Diagrams, and Hypotheses. while (DiMaggio, 1995) argued that the problem with what Sutton & Staw dealt with to determine the basics of theory basics that requires a certain combination of education in addition to the talent that must be available to the researcher, also added more than one perspective for a goodness theory, including: theory as covering laws, Theory as enlightenment, Theory as narrative. Thus, pointed out that the good theory obvious the difference between: Clarity versus Defamiliarization, focus versus Multidimensionality, Comprehensiveness versus Memorability, and in light of the different basics of evaluation, it is difficult to produce a good theory because the concept of (goodness) has multiple dimensions. Therefore, the best theory often combines theorizing methods so this requires competitive and conflicting values, in addition to that, it requires an elaborate theoretical construction. A collaborative relationship between the author and the readers (Researcher, practitioners).

Therefore, the theory is a statement of the relationships between concepts within a set of assumptions and boundary assumptions, it is nothing more than a linguistic tool used to organize a complex empirical world, so the purpose is organized, communicate, and the theory has an alternative represented in Data, Typologies, and the study of two metaphors phenomena which makes a theoretical and empirical contribution. (Bacharach, 1989)

SO, the development of theory depends on conceptual contributions that include improving the original construct, in addition to defining the concepts added to the conceptual framework, as well as developing additional theoretical connections on a logical basis and developing the logical basis for the theory. As well as empirical contributions that test the connection between two constructs and examining the effect of the variable on the nature of the relationship, to determine the degree to which the

variable mediates in the relationship, in addition to verifying the psychological characteristics of the scale.

Hence, when using appropriate competition event studies, allowing investigation of "third-variable interpretations" of the results of previous studies, as well as reconstructing validity through the use of multiple replicates and/or the use of an approach that does not rely on self-reports.

Reasoning and theory development process

As mentioned above, it was found that the development of the theory through the theoretical and empirical contribution, which is considered a development in the knowledge of the field, and thus the process of developing the theory according to classification (Colquitt, J.A. & Zapata-Phelan, C.P.,, 2007) . That practitioners can make a combine between contribution of empirical research theory with in build and test or in both (Mixed research). So, it has been suggested that an empirical theory can make a strong theory through classify the empirical models into five categories (Expanders, Builders, Qualifiers, Testers, Reporters).

Where both Builders, testers, and extenders tend to focus on theoretical contributions, while correspondents and qualifiers tend to be less about their theoretical contributions in terms of building theory. When theory-building and theory-testing axes are considered simultaneously, five distinct types of articles are clear. These are the correspondent **reporters'** articles which have relatively low levels of both theory-building and theory-testing, such as those that examine rural-urban differences in job satisfaction, trying to replicate research that failed to reveal the effect as the study is a constructive version of previous research.

As for the **Tester** articles, which contain high levels of theory testing but low levels of theory building, such as studying the effects of theory-based variables Agency on compensates middle managers, Whereas **Qualifiers** articles have moderate levels of both theoretical testing and theory building , that qualify pre-established relationships or processes using conceptual arguments found in the literature, such as the personality examination as coordinator of the relationship between organizational justice and counterproductive behaviors. in addition to **Builders** articles are relatively high in theory building but relatively low in theory test, as it includes Builders on Inductive studies that focus on new constructs,

relationships, or processes, meaning that the relationship has not been explored before but rather bases expectations through extrapolation. Studies that dealt with the study of the variable.

Finally, **Expanders** articles are relatively high in both theory building and theory testing, focusing on structures, relationships, or processes that have not been the subject of prior theorizing and this examination is done while testing some of the existing theories and is thus considered a particular literature that studies a new orientate and different.

So, the field of HRM needs Builders and Expenders more than others, as most articles are geared towards Reporters and Testers which provide value additions to the field but are not as strong as Qualifiers, Builders and Expenders that is required to be published more.

Whereas, the case for theory, research, and practice in HRM, find that HRM is viewed as a "problem-driven" system, and as a result, they offer integrative theory based on many theories, and research in specific areas of HRM, and many researchers focus on state theory and research in specialized areas of HRM such as training, compensation, benefits, integrity testing, and safety and health, both of which have theoretical literature Clear. (Stone L. , 2007)

Also (Van de ven, 2007) discussed the theoretical contribution of empirical articles that reflect the development of theory through testing theory, which follows the use of the hypothetical deductive model to formulate hypotheses before testing those hypotheses with observations, and it takes place in stages: theory, hypotheses, Observation, Confirmation, or Building Theory that follows the inductive model with observations that authors use to generate the theory through inductive reasoning, and takes place in stages: Observation, Pattern, Hypotheses, Tentative, Theory.

Then it was found that writers are right in one description of a theory building activity but there is a mistake in ignoring the other activities involved in building a theory, and thus many of these differences dissolve when it is recognized that theory building is not a single activity but rather includes three activities represented in theory building First: Conceiving or creating a theory through conceiving or creating a theory (Abduction), second: constructing or explaining the theory through deductive reasoning

through constructing or elaborating the theory (deductive), third: justifying or evaluating a theory through justifying or evaluating a theory (Inductive).

Theory development through Abduction approach

The first step in building a theory is through a process of logical inference to conceive an idea that may become a theory. This idea may be a systematic guess created in response to an anomaly (or difference) in our understanding of the world, and is thus an evolutionary model for the diversity, selection, and retention of thought experiences, on the other. As suggested by Campbell (1988) and Weick (1989) where a difference is a number of different systematic conjectures developed to understand an anomaly observed in a problematic situation, selection involves the application of different criteria to choose from among these systematic conjectures, and retention is the formulation of fair theories for what was chosen

Involving researchers in the strategy of implementing these systematic guesses, to get diverse perspectives from other people, increases the independence of thought experiments for development, and to apply diverse selection criteria, as well as the perspectives and assumptions of key stakeholders, whenever we can selectively frame the structured guesses.

Therefore, shorthand is the process of forming an explanatory hypothesis and presenting new ideas by finding or proposing a hypothesis based on certain facts consisting of a compilation or discovery on the basis of an interpretation of collected data for which there is no suitable explanation that already exists in advance, where no suitable explanations can be found, Therefore, a new explanation must be found or discovered through a mental, organized, logical and systematic process, as well as it helps the explanations that have been developed in transforming "surprising facts" into real things. (Van de ven, 2007) , therefore, we find that such research needs researchers with a great deal of experience in a field with high talents in observing and linking phenomena and discovering latent variables that are difficult to know by any novice researcher.

Theory development through Deductive approach

Once the appropriate systematic guess is reached through the process of abductive reduction, the thinking pattern turns to the stage of developing

the systematic guess and its formation into a complete theory. One of the basic principles of deductive reasoning is that it provides a set of tools for building theory and includes the formulation and explanation of the systematic guess in terms of theory and observation, and the development of assumptions and hypotheses that link these terms Determining the conditions when applying them, as well as clarifying the semantic meaning of theories and defining the boundaries of concepts and their relationships, in addition to differentiating between logical "validity" and empirical "truth" of an argument or evidence (Van de ven, 2007). Benefit from empirical fact-finding by designing and implementing variance models or manipulating research models.

That is, deductive logic works from top to bottom, working from more general thinking to thinking more specific to the field or topic of interest and is concerned with testing the hypothesis, and then takes the rule and interpretation and derives the observation that is used in context; The conclusion also clarifies the hypothesis and deduces from it the necessary consequences that may occur.

Theory development through Inductive approach

A theory is developed by justifying or evaluating theories by testing their empirical suitability in reality using inductive reasoning, or by making rhetorical arguments about the logical validity, reliability, and persuasiveness of a theory. (Van de ven, 2007)

The main goal of building theory is to develop interesting and applicable conceptual models that answer a question about a previously formulated problem, and demonstrate the close interaction between theory and reality, in addition to formulating a research problem that requires strong theories and concepts, so it requires: Building a theory with intimate knowledge of the problem area, problem formulation and building theories go hand in hand, as well as greatly enhancing theory building through the involvement of knowledge experts in related disciplines and functions.

Often writers express different views on theory construction. Different views about theory building, and they range from those who emphasize theory creation and argue that trivial theories produce through methodological constraints that favor verification rather than fiction (Weick

K. E., 1989), to those who emphasize the need for clear definitions Clear definitions, internal logical consistency, and verifiability.

Where confidence in the plausibility of the theory depends on the development of many diverse tests for the hypothesis, meaning that the greater the number and variety of tests that do not reject the hypothesis, the greater its credibility, and then the credibility of the theory becomes a function of the possibility of its rejection, or another way is to exclude reasonable alternative hypotheses as a minimum. In order to be credible, a new theory must provide a better explanation of the phenomenon than the explanation of the status quo, so these two strategies reinforce the inductive conclusion that the hypothesis is more probable compared to the alternatives, i.e. more explanation of the status quo, although it cannot be proven correct, and therefore we find that the process of Basic induction of science should lead scientists to design critical experiments where evidence supporting a theory indicates the rejection or denial of a competing alternative theory, and argumentation provides a rhetorical strategy to explain and justify a theory, so not all theories are equal, and some can be supported with better reasons and evidence, but often It is difficult to convince the researcher and stakeholders, whether practitioners or other researchers, of the pros and cons of the theory compared to others.

To explain and justify the theory, the elements of the argument are arranged in statements that are represented in the context of the background, the problem, and the question being examined; The central claim, proposition, hypothesis, or theory being developed; the main reasons or explanations supporting the claim; Evidence supporting causes; Qualifications of the boundary conditions and presumptions of the claim and reservations, including limitations or grounds for challenging the claim, and the presumptions expressing the views of the beneficiaries being addressed are crucial to the development of these elements of argument. Three commonly used criteria for evaluating the theory are generality, accuracy, and simplicity. It is difficult for social behavior theory to be general, accurate and simple at the same time.

That is, inductive reasoning is a bottom-up exploratory approach in which theory is developed from observation of empirical reality to

generalization and broader theories, as induction either extends or generalizes the characteristics of the sample.

In addition to the foregoing activities to develop theory, we find that the post positivism, which studies problems quantitatively, reflects the need to identify causes that affect results, as well as reduces ideas to a small, discrete set of ideas that have been reached and selected, such as variables that include Hypotheses and research questions are based on the knowledge that develops through this approach to careful observation and measurement to study the behavior of individuals.

There is also Constructivism - interpretivism, which consists in studying the research in a qualitative manner, depending as much as possible on the opinions of the participants about the situation being studied, and the questions become broad, general and open where the researcher listens carefully, and therefore the researcher's goal is to understand or interpret the meanings that others carry about the world instead of starting Theoretical as in post positivism.

Building blocks of successful theory development effort

The building blocks for the theory development process are the answer to What, How, which is represented in describing the frame work or model, in addition to the When, Why to complete the basic components of the theory in terms of description, exploration and prediction. Three important issues are the criticisms of the theory, which must focus on the multiple elements of the theory to give the character of completeness and comprehensiveness, in addition to that, the criticisms must organize convincing evidence, whether logical, empirical or epistemological, and the criticisms also suggest solutions and alternatives as well as the responsibility to improve the formulation of concepts, and finally determine the factors Which is taken into account when evaluating and judging the article, represented by both What's new? , So what? , Why so? , Well done? , Done well? , Why now? , Who care? In a way that reflects the issues of both the basic components and the value-added contribution to the development of the theory. (Whetten, 1989)

Thus, the theorizing process consists of activities such as abstracting, generalizing, relating, selecting, explaining, synthesizing, idealizing. In

addition, references, data, variables, graphs, and hypotheses are considered as means of constructing a theory. (Weick K. E., 1995)

From the foregoing, three main themes underlie the Building Blocks of Theory: First, proposed improvements that address only one element of the current theory are rarely thought to suffice. Therefore, the general rule is that criticism should focus on multiple elements. From theory, this approach also adds qualities of completeness and comprehensiveness to the theoretical work. Second, criticisms of theory must organize evidence. This evidence can be logical, for example, a theory is not internally consistent, empirical, its predictions are inconsistent with the accumulated data from many studies, or epistemologically. Where assumptions are invalid or given information from another field, in addition, we find that the third generally specifies that criticisms of theory must suggest remedies or alternatives, although we can think of the usual classic criticisms in the history of science that were based on their own merits. The typical debate in our field is less straightforward, and thus critics must share responsibility for crafting improved concepts. Otherwise, we find it hard to tell if an asset is really the inferior, or simply the best we can do in a very complex world.

Previously, the criteria for evaluating theories identified by (Bacharach, 1989) through: variables and structures, i.e., abstract concepts, and the relationships that make up a theory together, in the light of two basic criteria for evaluating the theory, namely, proving the hypothesis false, and clarifying the utility. On the one hand, utility is determined according to the variable scope, the construct scope, the explanatory potentials related to relationships, the objectives as well as the suggestions, and the predictive adequacy, i.e., probabilistic versus theory-based, on the other hand. Falsifiability, which is determined by measurement issues in terms of: face & content validity, non-continuousness, reliability, as well as clarity and parsimony through: construct validity, convergent convergence, discriminant, and finally Logical Adequacy Which includes the logical structure of concepts and data, where the nature of the relationship is not automatic, nontautological, in addition to the empirical adequacy that deals with more than one topic or time frame and aims to correct all or most of the facts that can be observed correctly or indirectly.

Since basic structures provide an assessment of the theory's development in terms of conceptual coherence and the support that evidence provides for all other relevant theories, in addition, the use of criteria should improve theory building and evaluation by ensuring that theoretical boundaries are delimited, while ensuring Interpret assumptions in terms of values, scope, and time that bind the theory, as well as ensuring a common language for constructs and variables across levels, identifying differences between propositions and assumptions and their implicit relationships, and finally improving parsimony.

Gaps on existing HRM theory development

Van de ven argued that the research project includes four activities: problem formulation, theory building, which is concerned with developing or selecting a conceptual model that addresses the problem as it is in its own context, and research design and conduct through the collection of empirical evidence. To compare reasonable alternative models that address the research question, and finally problem solving by communicating and applying the research results to solve the research question about the problem in reality. (Van de ven, 2007)

The issue of theory-based research, which revolves around the practice, process and trick to discover the settings and conditions under which they are correct, so Weick presented three criteria for choosing a research problem that reflects knowledge, where the researcher chooses problems in the areas in which he has an accurate understanding, as well as lack of Satisfaction where testing problems that reflect valid, active opposition to current knowledge and methodology, and finally generalization through the selection of variables and situations that are universal and common rather than unique and rare. (Weick K. E., 1992)

From the above, it was found that there are several challenges and obstacles when conducting non-traditional Barriers to Conducting Unconventional Research (Bamberger, 2010), which are taken into account when preparing them, including: there may be issues related to the research being strange, far from management research, or There are concerns about generalization, or that the context or sample is unique. On the other hand, individuals participating in this research may suffer losses in their legal right to their research efforts. Therefore, scholars are often identified or

distinguished by the research they choose to conduct, and critics in universities may have difficulty in Recognize the value of a scholar's research and its importance to the mission of the organization, so those risks increase when similar scientists are faced with similar concerns in first-order fields. In addition, we find that it may be difficult to fund such research and share biases, and thus may use Funding is also a metric that favors traditional research.

Theoretical contributions to research

- The researcher should focus on the Tips for Publishing Unconventional Research, including: The researcher does not lose sight of his epistemology theory, so it must be clear to those trying to publish in a world-class journal AMJ, and unconventional research faces a challenge in that contexts and samples It is unconventional, and it may be prominent to the extent that it covers the theoretical message, and one of the ways of observing the theory is to ensure that the context and the sample serve the theory on which the researcher is based and not vice versa, in addition to helping to "normalize" the context and the sample, i.e. the natural generalization. Researchers examining non-traditional samples and contexts draw similarities between non-traditional and more traditional samples and contexts to establish empirical relevance, and finally non-traditional research can be used in some arguments such as reminding readers of the role of such research and the economic and social impact of research.

- The researcher must take the conditions accepted by the editors and reviewers of journals, and qualitative methods such as (micro ethnography, content analysis, and archive data analysis) can be used to build the theory, while theoreticians also consider the possibility of Focusing with Practitioners as a potential theoretical building tool to help connect with ultimate consumers.

- The researcher's knowledge that there is a dedicated section in practitioners journals that reviews fairly advanced theoretical work and promotes theories supported by multiple tests in practitioners' journals, and may include a section to report more complex and not immediately applicable theoretical findings; But it is certain that there are similar markets for real progress in human resource management that are referenced when conducting research.

- Educational programs such as universities include theoretical work in textbooks, including new theories, and encourage students to incorporate theory into their thinking and to be smart consumers of research findings.

- Theory development methods must be integrated into graduate programs so that researchers can produce new and more innovative theory.

- Postgraduate programs should help to eliminate the crisis of incrementalism that we find in studies, and therefore postgraduate studies need encouragement to build a new and innovative theory rather than the gradual and increasing combination that seems to be prevalent at present, and one way to help may be to offer a course or A program in theory development and having students try to build their own theory as part of it, and it may be based on completely different methods or paths, the point is that students don't learn how to develop and develop a theory unless they are taught to do so.

- The researcher's clarification of his epistemological point of view by following a certain methodology to clarify his approach to the reality he studies, which is called Ontological, meaning that the truth is one or that it has several Objectivist aspects.

- Focusing on the method of examining social phenomena through which it is possible to gain a specific understanding of these phenomena and attempting explanations, which is called a paradigm approach. There are several approaches to research, which are the quantitative approach, the qualitative approach, and the mixed approach, i.e., quantitative and descriptive together. The approach has advantages to take advantage of the complementary strengths of the quantitative or qualitative approach to research, as well as triangulation, that is, deduction from one side to two other sides by observation. Or understanding the reality and it is called Interpretive research, and finally understanding and changing the reality to solve the problem is called Pragmatic research.

- Clarifying the importance of the researcher dealing with the challenges that the researcher may face from undertaking a mixed research approach, including the cost of time, effort and money, due to the fact that the research includes at least two phases, as well as requirements for skills, talent and experience that must be met by the researcher himself.

- The researcher takes into account the differentiation between types of research design, including Convergent parallel mixed method, Explanatory sequential mixed method, and Exploratory sequential mixed method when conducting the research to reach results expressing reality in a more accurate and objective manner, and solutions more appropriate to reality.

- Focusing on an advanced philosophy that provides the researcher's relationship with research and logic to combine quantitative and qualitative approaches and methods, which is called pragmatism, in addition to everything related to what works, meaning that it is directed towards solving practical problems in reality, rather than being based on assumptions about the nature of knowledge and may take One of the following forms: Functional Pragmatism or Knowledge for action, Referential Pragmatism or Knowledge about action, Methodological Pragmatism or Knowledge through action.

- When the researcher resorts to multiparadigm, he must distinguish between three approaches: Multi paradigm reviews, Multi paradigm research, Meta paradigm theory building.

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