**Research Questions**

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**Author Note**

I have no known conflict of interest to disclose.

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**Relationship Between Research Questions and Purpose Statement**

For mixed-methods research as was utilized by Kiedis’ (2009) research questions (RQ) are typically designed to address a qualitative question, a quantitative question and a mixed methods question (Creswell & Creswell, 2018). “The mixed methods question represents what the researcher needs to know about the integration or combination of the quantitative and qualitative data” (p. 141). Kiedis asked six questions posed with the intent of narrowing and focusing his purpose statement of understanding the relationship between leadership development models (LDMs) and four select outcome criteria for seminary graduates. Kiedis noted that his specific focus could impact how much his findings were applicable to other populations.

**Why did Kiedis develop his six questions?**

Kiedis (2009) developed RQ1 to establish a taxonomic classification necessary in identifying leadership development models. It addressed the “issue of extant leadership development models” (p. 200). RQ2 set up an ANOVA to discover for potential relationships between the LDM and how long it took for a graduate to be hired. He addressed the leadership model specifically with the aim of discovering how seminary graduates benefited in terms of seminary and ministry employment. RQ3 utilized an ANOVA to compare scores from the Leadership Practices Inventory (LPI) with the LDMs. RQ4 used an ANOVA so Kiedis could discover if there was a meaningful relationship between the LDM selected and ministry satisfaction for the graduate. R5 used an ANOVA to find relationships between LDMs and seminary and ministry tenure. RQ6 was a mixed method question which utilized a MANOVA necessary for comparing the LDMs against ministry employment, leader effectiveness, satisfaction and tenure. Overall, by using these six questions, Kiedis crafted a framework that utilized quantitative and qualitative methods together to provide for accurate measurements.

**What role did the research questions play in the data analysis?**

RQ1 enabled Kiedis (2009) to identify seven different leadership models utilized by seminaries: Applied, Apprentice, Classic, Distance Education, Extension Site, Hybrid and Partnership. Kiedis carefully explained how these different models were utilized in the hiring process of seminary graduates by providing a description, characteristics, example and for some challenges and reflections. RQ1 led to the development of the “taxonomic classification of leadership development models” added to the statistical analysis of graduates’ answers (p. 201).

RQ2 enabled Kiedis to discover if there was a relationship between the number of employers after graduation and the LDM. This question helped him discover that Applied and Classic models led to more hiring than the Apprentice model.

RQ3 revealed that there was not a significant relationship between leader effectiveness and the LDM a graduate received.

RQ4 showed Kiedis there was no significant relationship between LDM and ministry satisfaction.

RQ5 helped Kiedis determine that the Apprentice model graduates had less employment history when compared to all the other models (except Partnership model) but overall there was no other significant discovered relationships.

RQ6 helped Kiedis examine the dependent variables: ministry employment, leadership effectiveness, satisfaction and tenure against an independent variable (type of model).

**References**

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