

8 **Developing the Research Statement and Research Questions**

Objective

- Readers will be able to:
 1. Develop a research statement and research questions

Introduction

The craft of conducting research is one of the most exciting endeavors for professors and students. Conducting research provides us with many fascinating subjects of inquiry. To conduct research, we must develop research questions. Research questions are the driving force behind many studies.

Some researchers and doctoral students in particular are not properly taught how to develop research questions. This is a common issue with researchers. They mix quantitative research questions with qualitative research questions. This presents a challenge that we want to underscore with this problem.

Research Questions: Definition and Meaning

How do we define what a research question is? There are many definitions, so we will try to keep this simple. A research question is defined as a specific inquiry that the research seeks to provide a response to. The research question resides at the core of systematic investigation, and it helps you to clearly define a path for the research process (Formplus Blog, n.d; White, 2017).

The research question is usually the first step in any research project. The research question is the primary interrogation point of your research, and it sets the pace for your work (Formplus Blog, n.d.). Most commonly, the research question focuses on the research, determines the methodology and hypothesis and guides all stages of inquiry, analysis and reporting. For the researcher, with the right research questions, you will be able to gather useful information for your investigation (Formplus Blog, n.d.).

For doctoral students, developing research questions is one of the hardest parts of starting a dissertation. It is important to make sure that the research questions address these characteristics: (a) your questions must be precise; (b) your questions

must cover the problem you want to address; and (c) your questions must indicate how you will create the answer (Creswell, 2009, 2013; Newton & Rudestam, 2007).

Developing Research Questions for a Quantitative Study

In quantitative studies, investigators use research questions and hypotheses to shape and focus on the purpose of the study. These research questions tend to be interrogative questions that the researcher seeks to answer.

Creswell (2009) asserts that there are two usual types of quantitative questions: (a) *descriptive questions*, based on descriptive statistics; and (b) *inferential questions*, based on inferential statistics. Here are some examples.

Descriptive Research Questions

- What is the students rate on critical thinking skills (a descriptive question focused on the independent variable)?
- What are the students' achievement levels (or grades) in science classes (a descriptive question focused on the dependent variable)?

Inferential Research Questions

- Does critical thinking ability relate to student achievement (an inferential question relating the independent variable and the dependent variable)?
- Does critical thinking ability relate to student achievement, controlling for the effects at prior grades in science and the educational attainment of the eighth graders' parents (an inferential question relating the independent and the dependent variables) (Creswell, 2009)?

These two question types are one approach to developing quantitative research questions. Another approach to developing research questions for a quantitative study is to use a typical template. The typical research question for a quantitative study uses about four to five phrases, such as "*To what degree ...*," "*How much ...*," "*Is there a relationship between ...*," "*What is the relationship between ...*," and "*What is the difference... .*"

The researcher will be measuring the relationship between the independent variables and dependent variables (Creswell, 2009). Table 8.1 shows typical examples of quantitative questions that will drive the investigation.

Using the Theoretical Constructs in the Instrument as a Basis for Developing Quantitative Research Questions

Using a Researcher-Designed Instrument and Developing Research Questions

When developing research questions, the researcher usually develops them based on the problem statement. Sometimes the researcher can do this and sometimes

Table 8.1 Example of common research questions for a quantitative study

<i>Question Type</i>	<i>Question Example</i>
<i>Type 1a</i>	1a: To what degree do first-year department managers subscribe to Theory X management beliefs as measured by the Myers-Brigg Scale?
<i>Type 2a</i>	2a: Does a rise in bad management behavior lead to employee turnover in an organization as measured by the Myers-Brigg Scale?
<i>Type 3a</i>	3a: Do first-year department managers report adhering to an authoritative leadership style as measured by the Myers-Brigg Scale?
<i>Type 4a</i>	4a: Is there a relationship between autocratic management style and the narcissistic behaviors of first-year department managers as measured by the Myers-Brigg Scale?
<i>Type 5a</i>	5a: What is the relationship between autocratic management style and the narcissistic behaviors of first-year department managers as measured by the Myers-Brigg Scale?
<i>Type 6a</i>	6a: How much time do first-year department managers spend mentoring and coaching during their first year as measured by the Myers-Brigg Scale?
<i>Type 7a</i>	7a: What is the difference between autocratic management style and the narcissistic behaviors of first-year department managers as measured by the Myers-Brigg Scale? (Miles & Scott, 2017)

they can't. Take that into consideration when using an instrument. Many times, when doctoral students are using an established instrument for their dissertation research, they should use the theoretical constructs in the instrument as a basis for the research questions. However, that does not work if the researcher creates their own instrument. This is because the instrument is neither established nor has it been proven to have both reliability and validity. So, the rule for developing research questions with a researcher-developed instrument is that the researcher can develop the research questions from a descriptive or inferential point of view. The researcher can develop general descriptive or inferential types of research questions. Again, because the researcher-developed instrument generally does not have constructs or a theoretical framework, the researcher would have to develop general research questions.

Using an Established Instrument and Developing Research Questions

Nevertheless, when the researcher uses an established instrument, it is best to use the theoretical constructs in the instrument as a basis for developing the research questions. You must align the research questions with the theoretical constructs or subscales within the instrument used for the study. For statistical analyses, most likely the researcher will align their data analyses with the theoretical constructs of the instrument. For example, if the instrument has three theoretical constructs or

Table 8.2 *Example of aligning quantitative research questions with instrument/scale constructs for a dissertation study*

<i>Theoretical Constructs and Subscales in the Baldrige Instrument</i>	<i>Quantitative Research Questions</i>
<i>CONSTRUCT 1: Category 1: Leadership</i>	R1: Is there a relationship between <i>leadership</i> behaviors and management style as measured by the Baldrige Instrument?
<i>CONSTRUCT 2: Category 2: Strategic Planning</i>	R2: Is there a relationship between <i>strategic planning</i> behaviors and management style as measured by the Baldrige Instrument?
<i>CONSTRUCT 3: Category 3: Customer and Market Focus</i>	R3: Is there a relationship between <i>customer and market focus</i> behaviors and management style as measured by the Baldrige Instrument? (Morales, 2017)

subscales, there must be three different research questions to align with those theoretical constructs (Table 8.2).

Another rule for developing research questions using an established instrument is always use the name of the instrument in the research question. For example, if you are using an instrument in the research question, it should be written like this:

- **RQ1:** Is there a relationship between autocratic management style and the narcissistic behaviors of first-year department managers as measured by the Myers-Brigg Scale?
- **RQ2:** Is there a relationship between autocratic management style and the followship behaviors of first-year department managers as measured by the Myers-Brigg Scale?

Once more, the researcher should always use the name of the established instrument in the research question. The researcher must align the research questions with the theoretical constructs or subscales within the instrument used for the study. This is usually not taught by dissertation chairs and committee members, but it is a much-needed practice that needs to be shared with doctoral students (Bryant, 2003; Jacobs, 2011; Madsen, 1990; Mauch & Birch, 1998; Thomas & Brubaker, 2000; Webster, 1998a, 1998b).

Writing Up the Research Statement and Research Questions

When developing the research statement, we will use the *Statement Grid*. Again, the Statement Grid is a useful tool that helps doctoral students visually when they are

Table 8.3 The Statement Grid for research statement development

The Research Statement:

Research Question 1:	Research Question 2:	Research Question 3:

Table 8.4 Example: The Statement Grid for research statement development

The Research Statement:

The central problem to be researched is There are three research questions that will guide this research.

Research Question 1:	Research Question 2:	Research Question 3:
RQ1: ...	RQ2: ...	RQ3: ...

having trouble coming up with their research statement. It helps them with their thought process by describing three possible research question that will guide the study (see Table 8.3).

Directions

First, write the research statement. **Second**, divide the research questions to be investigated into two or three questions that align with the issues (subproblems) of the problem statement and the purpose statement objectives (see Table 8.4).

Here is another example using the Statement Grid for research statement development and research questions (see Table 8.5)

Here is another example using the Statement Grid for research statement development and research questions (Table 8.6). Also provided are examples in paragraph form from actual dissertations.

Table 8.5 *Example: The Statement Grid for research statement development*

The Research Statement: <i>The central problem to be researched involves how principals manage job stress. There are three research questions that will guide this research.</i>		
Research Question 1: RQ1: How do K–12 principals and administrators describe their experiences of job stress in an urban Central Texas school district environment?	Research Question 2: RQ2: How do K–12 principals and administrators describe their experiences of using coping skills for job stress in an urban Central Texas school district environment?	Research Question 3: RQ3: How do K–12 principals and administrators describe their experiences of coping with work-life balance and job stress in an urban Central Texas school district environment (Beltran, 2020)?

Table 8.6 *Example: The Statement Grid for research statement development*

The Research Statement: <i>The central problem identified by the researcher is the issue of organizational performance, leadership and employee empowerment. There are three research questions that will guide this research.</i>		
Research Question 1: RQ1: To what extent does a relationship exist between customer and market focus and organizational performance?	Research Question 2: RQ2: To what extent does a relationship exist between employee empowerment and organizational performance?	Research Question 3: RQ3: To what extent does a relationship exist between leaders’ openness to new business strategies and organizational performance (Morales, 2017)?

Example 8.1: Quantitative Research Questions Based on the Theoretical Framework and Constructs in the Instrument (with Hypotheses)

The research questions and hypotheses included in this study are for addressing if and to what extent statistically significant differences in levels of technostress exist among employee groups in US higher education (faculty administrative, staff and contractors). Five objectives delineate the purpose of this study for analyzing differences in technostress levels (techno-overload, techno-invasion, techno-complexity, techno-insecurity and techno-uncertainty) based on employee groups (faculty, administrative, staff and contractors) in the stated population. The following five research questions and hypotheses guide this quantitative study:

- **RQ1:** Is there a statistically significant difference in levels of techno-overload among employee groups (faculty, administrative, staff and contractors) in US higher education as measured by the Technostress Productivity Instrument?
- **RQ2:** Is there a statistically significant difference in levels of techno-invasion among employee groups (faculty, administrative, staff and contractors) in US higher education as measured by the Technostress Productivity Instrument?
- **RQ3:** Is there a statistically significant difference in levels of techno-complexity among employee groups (faculty, administrative, staff and contractors) in US higher education as measured by the Technostress Productivity Instrument?
- **RQ4:** Is there a statistically significant difference in levels of techno-insecurity among employee groups (faculty, administrative, staff and contractors) in US higher education as measured by the Technostress Productivity Instrument?
- **RQ5:** Is there a statistically significant difference in levels of techno-uncertainty among employee groups (faculty, administrative, staff and contractors) in US higher education as measured by the Technostress Productivity Instrument? (Cornish, 2022).

Example 8.2: Quantitative Research Questions Based on the Theoretical Framework and Constructs in the Instrument (with Hypotheses)

A correlational analysis will be conducted to determine if there is a relationship between the following variables: leadership; strategic planning; customer and market focus; measurements, analysis, and knowledge management; human resources focus; process management; and business results. Six questions guided this study:

- RQ1:** Is there a statistically significant relationship between leadership and strategic planning as measured by the National Baldrige Quality Survey Instrument?
- H01: There is no statistically significant relationship between leadership and strategic planning as measured by the National Baldrige Quality Survey Instrument.
- Ha1: There is a statistically significant relationship between leadership and strategic planning as measured by the National Baldrige Quality Survey Instrument.
- RQ2:** Is there a statistically significant relationship between strategic planning and customer and market focus as measured by the National Baldrige Quality Survey Instrument?

Ho2: There is no statistically significant relationship between strategic planning and customer and market focus as measured by the National Baldrige Quality Survey Instrument.

Ha2: There is a statistically significant relationship between strategic planning and customer and market focus as measured by the National Baldrige Quality Survey Instrument.

RQ3: Is there a statistically significant relationship between customer and market focus and measurements, analysis and knowledge management as measured by the National Baldrige Quality Survey Instrument?

Ho3: There is no statistically significant relationship between customer and market focus and measurements, analysis and knowledge management as measured by the National Baldrige Quality Survey Instrument.

Ha3: There is a statistically significant relationship between customer and market focus and measurements, analysis and knowledge management as measured by the National Baldrige Quality Survey Instrument.

RQ4: Is there a statistically significant relationship between measurements, analysis and knowledge management and human resources focus as measured by the National Baldrige Quality Survey Instrument?

Ho4: There is no statistically significant relationship between measurements, analysis and knowledge management and human resources focus as measured by the National Baldrige Quality Survey Instrument.

Ha4: There is a statistically significant relationship between measurements, analysis and knowledge management and human resources focus as measured by the National Baldrige Quality Survey Instrument.

RQ5: Is there a statistically significant relationship between human resource focus and process management as measured by the National Baldrige Quality Survey Instrument?

Ho5: There is no statistically significant relationship between human resource focus and process management as measured by the National Baldrige Quality Survey Instrument.

Ha5: There is a statistically significant relationship between human resource focus and process management as measured by the National Baldrige Quality Survey Instrument.

RQ6: Is there a statistically significant relationship between process management and business results as measured by the National Baldrige Quality Survey Instrument?

Ho6: There is no statistically significant relationship between process management and business results as measured by the National Baldrige Quality Survey Instrument.

Ha6: There is a statistically significant relationship between process management and business results as measured by the National Baldrige Quality Survey Instrument.

These research questions, in conjunction with the Baldrige Quality Criteria survey, have the purpose to demonstrate Theory X and Theory Y of Douglas McGregor. These theories have been studied in different organizations, but there is a lack of studies based on these theories in air transportation organizations. The Baldrige Quality Criteria instrument is developed in a way that demonstrates, based on empirical data, if the employees surveyed have work responsibilities on their own (Theory Y) or need incentive (Theory X) to perform their duties at work.

(Morales, 2017)

Example 8.3: Quantitative Research Questions Based on the Theoretical Framework and Constructs in the Instrument (with Hypotheses)

The purpose of this quantitative, correlational study is to determine if or to what extent OCBs predict job stress among middle grade-level teachers in one district located in the southwestern United States. OCBs, categorized as OCB-I and OCB-O, are the predictor variables for this study as measured by Somech's (2016) OCBs (OCB-I and OCB-O) Scale. OCB-I are geared towards the individual, and the OCB-I tasks are those that employees perform with intentions that the tasks will aid individuals to include students, fellow workers or colleagues. OCB-O are geared towards the organization, and the OCB-O tasks are those that employees perform with the intentions that the tasks will benefit the whole organization. "Job stress" is the criterion variable as measured by Yozgat's et al. (2013) Job Stress Scale. The criterion variable "job stress" is described as an emotional condition experienced by individuals when they encounter circumstances, demands and restrictions that have important and undetermined outcomes (Yozgat et al., 2013).

This study will use the the OCB (OCB-I and OCB-O) Scale (Somech, 2016) and the Job Stress Scale (Yozgat et al., 2013) quantitative surveys to collect data on OCBs and job stress among middle grade-level teachers. The OCB (OCB-I and OCB-O) Scale will be used to measure the predictor variable "OCBs". The OCB Scale contains 13 questions for measuring the degree of OCBs. The Job Stress Scale will be used to measure the criterion variable "job stress." The Job Stress Scale contains 13 statements used to measure the degree of

stress experienced by middle grade-level teachers. The OCBs and the job stress are scaled at the interval level. The research questions and hypotheses are framed from the theoretical concept observation of resources theory (Halbesleben, et al., 2014) and the role theory (Biddle, 2013). The research questions and hypotheses may be answered using a quantitative methodology. The sample will include a minimum of 68 public middle grade-level teachers. The following research questions and hypotheses will be used to guide this study.

RQ1: If or to what extent do organizational citizenship behaviors *individualized* (OCB-I) have a relationship with job stress behaviors among middle grade-level teachers?

Ho1: Organizational citizenship behaviors in the *individualized* (OCB-I) do not have a significant relationship with job stress behaviors among middle grade-level teachers.

Ha1: Organizational citizenship behaviors *individualized* (OCB-I) do have a significant relationship with job stress behaviors among middle grade-level teachers.

RQ2: If or to what extent do organizational citizenship behaviors *organization* (OCB-O) have a relationship with job stress behaviors among middle grade-level teachers?

Ho2: Organizational citizenship behaviors *organization* (OCB-O) do not have a significant relationship with job stress behaviors among middle grade-level teachers.

Ha2: Organizational citizenship behaviors *organization* (OCB-O) do have a significant relationship with job stress behaviors among middle grade-level teachers (Kinsey, 2021).

[Note: In-text citations included for illustrative purposes only]

Developing Research Questions for a Qualitative Study

Because qualitative research is exploratory in nature, your qualitative research questions should be open-ended and start with words such as *what*, *why*, *where* and *how*. Qualitative researchers normally generate research questions from the purpose of the study in order to maintain consistency among the main components of the study. For example, if your plan is to explore the way Generation Z (i.e., people born between 1997 and 2021) use social media to create worth (Dimock, 2019), your research question could be, “How does Generation Z use social media to create worth?” As shown here, you can see that the research question is open-ended and aligned with the purpose statement.

Qualitative research questions can be grouped into descriptive, exploratory, process-focused, comparative and explanatory (see Table 8.7). Note that some

Table 8.7 Types of research questions and their characteristics

<i>Type of Research Question</i>	<i>When To Use</i>	<i>First Word Normally Used</i>	<i>Example</i>
<i>Descriptive</i>	When you plan to use data collected to describe the phenomenon of interest	What	What is the experience of mothers homeschooling their children?
<i>Exploratory</i>	When you want to engage in inquiry to find out what is going on	What, How	What makes physicians quit their jobs?
<i>Process-focused</i>	When you want to demonstrate how a phenomenon occurs	How	How do people labeled as Generation Z become financially independent?
<i>Comparative</i>	When you plan to compare entities or phenomena or processes	How	How is working from home different from working in the office?
<i>Explanatory</i>	When you plan to explain a phenomenon or process	Why, How	Why are some CEOs concerned about allowing employees to work from home?

questions can be associated with more than one type of research question. For instance, an exploratory research question could also be considered a process-focused question.

You may ask, “How many research questions do I need?” You can have as many questions as you want, but make sure they are consistent with your purpose statement. Also, it is important to note that the more questions you have, the more data you need to help you address the questions. So, we advise that you focus on not more than three questions. You could even have one research question if it covers everything you plan to find out as depicted in the purpose statement.

Concerning whether you need to have a sub-research question, you do not need to have one unless it would assist you to adequately address the main research question. Some research questions may have some layers/components that warrant the need to be broken down into simple questions. These questions generated from the main questions become sub-research questions.

Let’s look at this example, “How does experience of mindfulness contribute to doctoral students’ quality of life?” With this main research question, there are two main concepts in the question: (1) experience of mindfulness; and (2) quality of life. Based on these components, these are the suggested sub-research questions:

1. What is the experience of mindfulness among doctoral students?
2. What is the experience of quality of life among doctoral students?

Table 8.8 Example of research questions for a qualitative study

Question Type	Question Example
Type 1b	1b: How do freshmen students describe the experiences of living in a residence hall learning environment?
Type 2b	2b: How does a 9/11 tragedy survivor describe their lived experiences and health issues in the US?
Type 3b	3b: What is the experience of nursing staff during an interrogation following Chief Nursing Officer separation turnover?
Type 4b	4b: Why does domestic violence often occur with victims who are financially dependent on the perpetrators for shelter (Miles & Scott, 2017)?

With this format, addressing these two sub-questions will help in answering the main questions. Alternatively, you could add a question to the main research question to get two main questions, such as:

1. What is the experience of mindfulness among doctoral students?
2. How does the experience of mindfulness contribute to doctoral students' quality of life?

As you can see, you can create any number of qualitative main questions and sub-questions. The most important thing is to make sure they align with the purpose of the study, and you have the rich data to adequately address them.

Qualitative research questions assume two forms: (a) *central questions*; and (b) *associated sub-questions*. The format of the qualitative research questions usually relates back to the strategy of inquiry (Bryant, 2003).

The typical research question for a qualitative study uses a few different phrases, such as “*How do ...*,” “*How does ...*,” “*What is the experience of ...*” and “*Why does ...*” (see Table 8.8). In the practice of conducting qualitative research, the researcher will be investigating a phenomenon.

Qualitative research questions typically use *exploratory verbs* and convey the research design. Common verbs used in qualitative research questions include (a) *discover* (e.g., grounded theory); (b) *seek to understand* (e.g., ethnography); (c) *explore a process* (e.g., case study); (d) *describe the experiences* (e.g., phenomenology); and (e) *report the stories* (e.g., narrative research) (Bryant, 2003). Table 8.8 shows some typical examples of qualitative questions that drive the investigation.

Using the Theoretical Framework as a Basis for Developing Qualitative Research Questions

Previously, we stated that, with developing quantitative research questions, you most likely will be using an established instrument for your dissertation research.

You will use the theoretical model or theoretical constructs based on the research instrument as a basis for the research questions.

However, this does not necessarily work with qualitative research and methodology. With qualitative research, you can use a theoretical framework as a basis for your research questions, or you can develop your research questions based on the problem to be investigated as a basis for the study. Because qualitative research is primarily exploratory in nature, it does not follow the theoretical framework or theoretical constructs in an instrument compared to quantitative research. It can be very confusing for doctoral students to understand this difference when using a qualitative approach to research.

In essence, the qualitative researcher creates their own instrument; this is the interview questions. However, with the qualitative researcher, the interview must align with the research questions. The researcher usually develops the research questions for the study first then the interview questions. Here are some examples from actual dissertation studies.

Example 8.4: Qualitative Research Questions (without a Theoretical Framework)

Research questions are the basis of a study, since they determine the methods or research designs, data collection techniques, analysis procedures and reporting of the results. The present study seeks to explain how the internal and external daily experiences of African American women college presidents determine a successful presidency role. The study employs Collins' (2021) five dimensions derived from the model of *Black Feminist Thought*, leading to the following research questions:

- RQ1:** How do African American women college presidents describe their experiences in terms of success and achievements in their leadership role in the higher education environment?
- RQ2:** How do African American women college presidents describe their experiences with external/internal daily activities and leadership role in the higher education environment?

This framework explored five specific dimensions that identify how African American women link their voice to the reality of lived experiences based on several factors of life that involve race, gender and class. These dimensions include: (a) core themes of a Black woman's standpoint, (b) a variation in the responses to core themes, (c) the interdependence of experience and consciousness, (d) consciousness and the struggle for a self-defined standpoint, and (e) the interdependence of thought and action (Collins, 2021). Thus, the first research question proposed to know how African American women college presidents defined success utilizing Collins' five dimensions listed above. The second research question proposed to identify how African American women college

presidents described the experience of internal and external daily activities in their leadership role at an institution of higher education (Ray, 2020).

Example 8.5: Qualitative Research Questions (with Theoretical Framework)

The overarching research question that guided this qualitative descriptive study was intended to address the following problem statement: it is not known how African American women small business owners in the services industry describe challenges with professional social networks, challenges with professional mentoring and challenges with access to resources in their businesses. Networking is defined in research as a tool for career development (Gibson, 2014), and networking could provide access to social resources embedded in the network (Murwatingsih et al., 2019). Dodd (2019) determined in research the influence professionals have in providing intangible resources for organizations and the significance managers play in the social capital for their organizations. In the context of small businesses, networking aids business owners in identifying needed resources to sustain their firms (Mohamad & Chin, 2019). The theoretical framework derives from the social networking theory and the Social Entrepreneurship model that guide this proposed study. The research questions were developed based on the synthesis and on this theory and model.

According to Ritchie et al. (2013), a sample size of under 50 participants is appropriate for single studies. The research questions that guide this study are:

- RQ1:** How do African American women small business owners in the services industry describe their experiences with the challenges of professional social networks in the context of the success of their businesses?
- RQ2:** How do African American women small business owners in the services industry describe their experiences with the challenges of professional mentoring in the context of the success of their businesses?
- RQ3:** How do African American women small business owners in the services industry describe their experiences with the challenges of access to resources in the context of the success of their businesses?

The research questions mentioned in this section will address the gap determined by literature on African American women small business owners in the services industry and their descriptions of the challenges with professional social networks, challenges with professional mentoring and challenges with access to resources. The research questions provided a guideline for developing interview protocols in this proposed study. They were intended to provide specific data to develop perspectives on challenges with professional social networks, challenges with professional mentoring and challenges with access to resources in the context of

the business success of African American women small business owners in the services industry. Aamir (2015) noted in research that it is the way the research question is structured that will determine the most appropriate study design (Dwight, 2022).

[Note: In-text citations included for illustrative purposes only]

Summary

The craft of developing a research statement and research questions is based on the methodology of the research. The craft of developing quantitative research questions is quite different compared with qualitative research questions. Understanding the differences between the two research question types is the first step to getting them done correctly.

First, this chapter discussed approaches to developing the research statement and research questions for a quantitative study. We also discussed using the theoretical constructs in the instrument as a basis for developing quantitative research questions.

Second, this chapter discussed approaches to developing research questions for a qualitative study. We also discussed using the theoretical constructs in the instrument as a basis for developing qualitative research questions.

Third, this chapter discussed approaches to examples of quantitative research questions. We also provided examples of qualitative research questions.

Lastly, this chapter discussed different types of research questions and their characteristics. A potential shortcoming of developing research questions is that it can be confusing if the research methodology for the study is not established first. This will provide a strong foundation.

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