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Pepperdine University
Graduate School of Education and Psychology

THE BOARD AND CEO: AN ANALYSIS OF ROLES, RELATIONSHIPS,
AND PERFORMANCE EXPECTATIONS IN CHRISTIAN SCHOOL
GOVERNANCE

A dissertation submitted in partial satisfaction
of the requirements for the degree of
Doctor of Education in Organizational Leadership

By

Lorynn K. Selby

July, 2011

Farzin Madjidi, Ed. D. – Dissertation Chairperson

This dissertation, written by

Lorynn K. Selby

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

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DEDICATION

This dissertation is dedicated:

To my Lord, Jesus, who has redeemed me by his mercy and grace.

To my husband, Rob, and daughter, Kristin, who have loved, laughed, encouraged, and lived each step with me through this extraordinary journey.

To my late mother, Ellyn Jacobs, for her faithful love and resolute belief in me and to my mother-in-law, Roberta Selby, whose fifty-year service as a missionary in the Philippines has been a constant inspiration.

To my colleagues in Christian school education, who daily commit to teaching young people to view the world through the lens of biblical perspective.

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Finally, special thanks and appreciation go to my family who has been cheering me on since day 1. Your love and prayers mean more than I can express and you have added joy to the journey.

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ABSTRACT

Literature addressing the function of non-profit boards provides a beginning focus for this study. However, literature regarding Christian school governance issues is still fairly limited. As a result, most Christian school boards face challenges regarding expectations for their role and the role of the head of school (CEO).

This quantitative study examined the differences between how Christian school board members and their CEOs believe they perform their roles and responsibilities as compared to how they believe they should perform those same roles and responsibilities. Analysis was conducted to identify the extent of the gap between the two views of “does perform” and “should perform” for each group, with further analysis focused on the gap between how the boards and CEO’s perceived each other’s performance.

The study included 20 accredited Christian schools with 800 or more students in a K-12 program. These schools are located across the United States, representing a broad demographic area and operating with a variety of board structures.

The research findings indicate Christian school boards believe there is a gap in their performance across all eight areas of function, with current board function falling below desired function. Data reveals that while CEOs identified areas of concern, statistical analysis revealed no significant gaps, so CEOs believe they are performing as they should in all eight functions. The findings of this study can assist boards in addressing areas for growth to improve their effectiveness in board leadership.

Chapter One: The Problem

The Boards of Directors for Christian school organizations encounter unique challenges in governance, often struggling with how to measure their effectiveness in fulfilling board responsibilities. This paper will focus on the roles and relationships between not-for-profit boards of Christian schools and their CEOs, analyzing the expectations of each group and their perceived effectiveness in leading a private school designed to provide a rigorous academic program presented through the lens of a biblical worldview.

Chapter one provides a brief history of non-profit organizations in the United States, followed by a discussion of their governance models. Against this background, the discussion will focus on governance in Christian schools and the challenge board members face in identifying roles and responsibilities that will assist them in determining how effectively they are fulfilling their duties.

Background

A history of non-profit organizations in the United States indicates that early public-serving (charitable) organizations included voluntary organizations designed to provide services to the public and included schools and churches. Today, IRS rulings for non-profit status apply to organizations whose purposes are religious, charitable, scientific, literary, or educational. These organizations represent a broad spectrum of services designed to meet identified needs within the community and enhance services offered to specific interest groups (Arnsberger, Ludlum, Riley & Stanton, 2008).

The number of non-profits has continued to rise through the years, showing a dramatic increase over the past two decades. According to the Winter, 2008, Statistics of Income Bulletin, the IRS Master File records listed approximately 335,000 active non-

profits in 1985. By 2004, the list reached 933,000, nearly tripling the number of non-profits. It should be noted that these statistics do not reflect all public charities since most churches and certain other religious organizations are not required to apply for non-profit status. Referencing this same time period, public charities and private foundations reported 171 percent more revenue for 2004 than for 1985. Much of this revenue was directed back into programs and grants resulting in a 182 percent increase in charitable expenditures in 2004, over expenditures for 1985 (Arnsberger et al., 2008).

Non-profit organizations are generally managed by a governing board which provides ultimate corporate responsibility, beyond that found with an advisory board, which simply provides counsel (Carver, 1997). Many non-profit board members are more familiar with the corporate world than with the non-profit world and struggle with the differences which lie in the organization's purpose, effectiveness and motivation (Andringa & Engstrom, 1997).

Non-profit executive boards operate from a unique position that differs greatly from their for-profit counterparts. The effective leadership of the for-profit board is easily measurable through a series of performance objectives based on financial growth, i.e. a for-profit organization has achieved its goals "when the customer buys the product, pays for it, and is satisfied with it" (Drucker, 1990, p. xiv). The performance of non-profit boards is far less measurable and is often tied to less tangible factors related to the organization's mission. Peter Drucker (1990) defines the work of non-profit organizations as "human-change agents", wherein the focus and intent of the organization is to impact people's lives for the better (p. xiv).

While there are a number of distinctions between the activities of for-profit boards and not-for-profit boards, the roles and responsibilities for both reveal a number of similarities. Both types of organizations must maintain effective governance, provide leadership and support for the CEO, ensure cost-effective operations, and are bound by legal regulations as defined by the structure of their organizations (McNamara, 2008). The roles and responsibilities of boards, established by each group, define the structure and focus of operations for the organizations they represent. How well those roles and expectations coalesce with their roles and expectations for the CEO will determine the strength and effective operation of the organization.

Further distinctions can be drawn between the function of various non-profit boards based upon the types of organizations they represent. In the education arena, both public and private schools are considered non-profit organizations. Private Christian school boards and public school boards exhibit many of the same characteristics in that they set policy and oversee fiduciary responsibility. However, the structures are entirely different.

Public schools have operated under a hierarchical, bureaucratic structure that has dominated the twentieth century American school system (Bess & Goldman, 2001). The United States demonstrates a decentralized approach to governance, policy and funding in K-12 public education (Jacobson, Johnson, Ylimaki, & Giles, 2005). The federal government may only assume duties expressly granted by the Constitution; education does not fall in those responsibilities. Therefore each of the states has primary authority for K-12 education of children within their state, essentially creating 50 independent, yet similar school systems. State education departments further delegate significant authority

to local school districts. The 2000 Census recorded approximately 14,700 school districts in the United States, serving over 47 million children from Pre-K through 12th grade. Funding for public education comes from federal, state, and local sources representing an average of 7 percent from the federal government, 48 percent from state funds, and 45 percent from local sources. This report is based on 1998 figures. (2000 Census, as cited in Jacobson et al., 2005).

Christian school boards are also responsible for governance, policy and funding, yet they approach decision making from a different perspective as they maintain the unique distinctive of providing evangelical faith based education in their schools. They begin from the belief that God exists, He has spoken through his Word, the Bible, and He is the center of life (Lowrie & Lowrie, 2004); whereas secular education begins from the belief that God, if He exists, is irrelevant as faith and religion are private issues that do not belong in the educational setting. Therefore, Christian school governance policies incorporate a statement of faith and their mission focuses on providing high quality education with biblical principles woven throughout the curriculum (Lowrie & Lowrie, 2004). Christian schools do not receive any funding from state or federal agencies. Revenue is based on tuition, fundraising and donations.

The role of the non-profit Christian school board is also distinctly different from that of a church board. One of the challenges many Christian school boards face is to make the transition in governance from a “church board” structure, where most work is done by volunteers and income is based on donations, to the non-profit business structure of the Christian school, with multiple employees, whose income is established on a fee-for-service basis. These boards are often limited in their effectiveness because they

approach the school board role as they would a church board role, lacking a clear understanding of the essentials for successful board leadership in a nonprofit business.

Keenan (2004) notes that many school board members become involved because of their strong commitment to the school but bring little background in education or board governance.

Board members who have previously served, or are serving, on church leadership boards often struggle with the dichotomy of roles and expectations they experience in the school board environment. This “shifting of gears” is essential for the board to operate effectively (Lowrie & Lowrie., 2004).

In church operated Christian schools, the church often insists they retain all powers, even though several other churches may be represented in enrollment (Lockerbie, 2005). This often results in a board of all parents (who attend the church) or assigning “warm bodies” in board positions which limits the number of qualified, equipped board members a school needs for effective governance.

There are two fundamental distinctions in Christian school leadership that present challenges and separate them from the traditional church board model. The first challenge is to shift from a church ministry mindset. This difference is demonstrable in the very structure of the board. Conservative church groups generally follow the New Testament pattern of church government (Köstenberger, 2005). Current church governance reflects a two-tiered hierarchy with “plurality of pastors/elders/overseers in charge and with deacons (both male and female) fulfilling serving roles in the church. Referencing 1 Timothy 3, overseers (equivalent to the pastor/elder) bear ultimate responsibility for the church, before God, and only men are eligible for this office

(I Timothy 2:12). Further, the pastor and elders must meet specific requirements:

Now the overseer must be above reproach, the husband of but one wife, temperate, self-controlled, respectable, hospitable, able to teach, not given to much wine, not violent but gentle, not quarrelsome, not a lover of money. He must manage his own family well and see that his children obey him with proper respect...He must not be a recent convert...He must also have a good reputation with outsiders, so that he will not fall into disgrace and into the devil's trap. (I Timothy 3:1-7, New International Version)

Without a doubt, Christian school boards and CEOs need to be exemplary role models to carry out their work. However, these positions should not be limited by the same constraints placed on church leaders. The field of educational leadership has long been populated with women both in the public and private sector. A survey published in 2002, by the American Council of Education, indicates the number of female college presidents has more than doubled since the mid-1980s (Valdata, 2006). The Association of Christian Schools International (ACSI) 2009 directory also reflects a growing number of women CEOs; the current ACSI board chair is the Chief Academic Officer for her school.

The second significant distinction between church and Christian school boards is the approach to setting policy and managing staff. In *High Impact Church Boards*, T. J. Addington (2010) addresses the current state of church boards reflecting the ineffective approach of reacting to situations rather than being strategic about leadership. He writes, "We have allowed our church structures to hinder and handicap ministry initiatives...we have allowed accidental rather than deeply intentional ministry to characterize our

leadership” (p. 1). Carver (1997) refers to this as “reactivity rather than pro-activity”, suggesting this can lead to a “rubber-stamp” approach for decision making (p. xiv).

Stevenson (2010) expands on this thought noting:

The church often finds itself in an identity crisis with regard to how things should be done, what is most important, and who is in charge...most of which can be traced back to the church boardroom and its members. (as cited in Addington, 2010, testimonial)

The requirement for Christian school boards to establish a clearly defined mission and create policies for the health of the organization is essential for the scope of the task. Boards that seek to move away from the church governance model and understand the non-profit model will establish clearly defined roles and expectations for themselves and the CEO, enabling them to fulfill their purpose to partner with the CEO in creating effective operations of the school organization. The working relationship between a board of directors and the Chief Executive Officer (CEO) of any given organization plays a significant role in the organization’s ability to effectively achieve its established goals. A successful partnership between the board and the CEO lends itself to a successful governance process (Kilmister & Nahkies, 2004).

Problem Statement

Christian school boards often operate using a church board model, resulting in difficulty identifying their purpose, roles, and responsibilities both in leading the school organization, and in understanding their relationship with the CEO. These Christian school boards tend to approach decision making from a church leadership mindset by considering the school as a ministry vs. a non-profit business, neglecting the focus on

essential business actions (Lockerbie, 2005). A further challenge, identified by Drucker (1990) is that non-profit boards are generally deeply committed to the organization, which is especially evident in church organizations. Their strong commitment can influence the board to engage in an over-zealous concern with managing, further blurring the lines between the responsibilities of the board and the CEO. This “meddling” can result in conflict that damages the working relationship between the board, the CEO, and the staff (p. 157).

Another problematic issue with the overlap between church board and Christian school boards lies in the approach to policy formulation. Church board leadership generally follows a simple governance model requiring relatively few formal policies. Most policies evolve out of a major issue or recurring concern that can result in the board focusing on the problem areas instead of the full work of the board. Evidence indicates this practice is often followed by the Christian school board, as well, preventing them from taking the pro-active approach necessary to maintain a strong organization (Lowrie & Lowrie, 2004).

Statement of Purpose

The purpose of this study is to evaluate how Christian school boards and CEOs view their roles and responsibilities to the organization. The study will evaluate the working relationship between the school boards and CEOs and identify their assessment of how well each party fulfills those roles.

The resulting data will be used to analyze how the efforts of the school boards and CEOs impact the overall effectiveness of the school organizations they serve based upon a list of objectives designed for Christian school organizations. These objectives were

developed from research on organizational performance of non-profits (Green & Griesinger, 1996; Green, Madjidi, Dudley & Gehlen, 2001), as well as a study on church board effectiveness (Millar, 2005).

It is the intention of this study to provide the Christian school boards and CEOs with a survey that will provide a basic tool for evaluating their effectiveness. This tool will provide participants with a framework for further discussion and analysis of effective governance within their own organizations.

Setting

Christian school governance is unique to each school. Membership in the Association of Christian Schools International (ACSI) does not require a specific model for board governance; although a collection of reference materials are available for school boards to use as a guide in developing their governance model (ACSI Resources).

Two general models for organizational structure are employed in the Christian school arena. First, are the church sponsored schools where the school board is an extension of the church governing board. In this structure, the school board serves as an oversight committee, reporting directly to the church board. Membership on the school board is generally limited to members of the sponsoring church.

The second model is an independent school structure. In this model, the school board is not limited to members from one church but is comprised of members representing a variety of local churches, as well as business people from the community, and parents. The primary requirement in this model is that all board members agree to the ACSI Statement of Faith to ensure on-going commitment to the biblical principles upon which the schools have been founded (ACSI Directory, 2009).

This study will be conducted using a sampling of accredited ACSI member schools located in the continental United States that have K-12 programs with a minimum of 800 students.

Research Questions

To study the relationship between Christian school boards and their CEOs, their perceived roles and responsibilities, and the impact these factors have on effective governance practices in their organizations, research was conducted to identify a group of specific activities found in effective non-profit governance. Building upon the research of Green and Griesinger (1996), Andringa and Engstrom (1997), Green et al. (2001), and Millar (2005), a list of key responsibilities for non-profit boards was determined, with specific emphasis on the expectation that governance decisions for Christian schools would stem from the foundation of a bibliocentric philosophy (Byrne, 1981).

The research questions for this study will focus on how well Christian school boards and their CEOs understand their individual roles and to what extent they fulfill those roles for effective governance and leadership. The following questions will be asked of the study schools:

1. To what extent do members of Christian school boards believe they perform their roles and responsibilities?
2. To what extent do Christian school boards believe they should perform their roles and responsibilities?
3. To what extent do CEOs believe they perform their roles and responsibilities?
4. To what extent do CEOs believe they should perform their roles and responsibilities?

5. Is there a gap between how Christian school boards believe they should perform and how they believe they do perform?
6. Is there a gap between how CEOs believe they should perform and how they believe they do perform?
7. Is there a difference of opinion between boards and CEOs regarding the extent to which they believe they perform their tasks?
8. Is there is difference of opinion between boards and CEOs regarding the extent to which they believe they should perform their tasks?

Significance of the Study

Christian school board members are dedicated volunteers who have a strong commitment to Christian education but may have little background in the field of education or fully comprehend their responsibility as board members (Keenan, 2004). The essential starting point for effective board service requires a clear understanding of Christian education (Lowrie & Lowrie., 2004). Board members understand that education is designed to prepare students for their future life but they must also understand that the Christian school desires to prepare students for eternity.

Boards provide the corporate leadership of the school. In Christian schools they also provide the spiritual covering. Lowrie and Lowrie (2004) wrote, “Failure to comprehend the board’s responsibilities will result in confusion, awkward situations, poor decisions, and oversights” (p. 13). Without training, it is difficult for board members (and often parents) to understand the dynamic and complex Christian school organism. Lockerbie (2005) notes:

By definition, the Christian school is both a ministry and a business. It is a service to parents and their children and at the same time a marketplace competitor that must succeed in attracting and retaining its clientele. It is an idealistic educational institution, yet it is also a practical enterprise that must be able to pay its employees and its vendors. (p. 158)

It is the intent of this study to provide Christian school boards with a survey that will enable them to better understand their unique roles and responsibilities, as well as those of the CEO, which will then allow them to evaluate their effectiveness in carrying out the mission of the organization. The value gained by a diligent, intentional study of roles, responsibilities and outcomes may allow both boards and CEOs to assess areas for growth and development that will strengthen their organizations.

It is further intended that the results of this survey will contribute to the growing body of literature on Christian school boards, thus providing every Christian school with an evaluation tool that can assist in validating effective board governance.

Limitations

The analysis in this study will be based upon a questionnaire for school board members in a sampling of Christian schools located in the United States. The following limitations should be considered in relation to the study:

1. Findings will be based on responses from schools who are members of the Association of Christian Schools, International (ACSI), representing a range of Protestant Christian schools – and may not translate to other private schools.
2. Sites will be limited to fully accredited Preschool through 12th grade ACSI Christian schools with 800 or more students.

3. The opinion of the respondents may differ within the governing board due to factors not considered in the research questions.

Definition of Terms

For the purposes of this study, the following terms will be defined as noted:

1. *Accreditation*. The process by which school organizations are evaluated and recognized for complying with and maintaining established standards of professional educational practices.
2. *ACSI*. The accepted acronym for the Association of Christian Schools International. This organization serves a consortium of Christian schools representing a broad range of denominations. Member schools pay annual membership fees which support regional and international staff and programs. The ACSI organization provides support and training for member schools, as well as providing legal and legislative updates. All schools in this study are members of this association (ACSI Directory, 2009).
3. *Board members*. A group of people chosen to make executive or managerial decisions for an organization.
4. *Chairman of the board*. The chief officer of a corporation, elected by the board members, who is responsible for corporate policy and supervision of upper management.
5. *CEO*. The accepted acronym for Chief Executive Officer – representing the position of superintendent or head-of- school. (Lockerbie, 2005, p. 162)

6. *Christian Schools*. Private schools, ranging from Preschool through 12th grade, which embrace a Christian philosophy of education and integrate biblical truth throughout the curriculum. These schools hold to distinctly Protestant evangelical doctrinal beliefs as identified in the ACSI Statement of Faith. (see Appendix A)
7. *Elder board*. A group of people elected by church members to serve as the governing body for church administration and governance.
8. *For-Profit*. Organizations designed to provide goods or services to consumers with a focus on financial performance to increase assets.
9. *Head-of-school*. A title similar to CEO that denotes the office of highest executive authority within an organization. (Lockerbie, 2005, p. 163)
10. *Non-profit*. Organizations focused on providing a public service, that do not operate to make a profit.
11. *School Board*. The governing body chosen to make executive decisions for a school organization, operating under established by-laws and policies.
12. *Trustee Board*. A group of people responsible for managing the financial affairs of an organization.

Organization of the Study

To present the detail of this study, the material has been organized into five chapters, as noted below.

Chapter one presents the introduction to the problem with a brief background, describes the purpose for the study, and identifies the research questions, including an

explanation of the research setting. The chapter describes the significance of the study, noting possible limitations, and provides a general list of key definitions.

Chapter two provides an overview of the literature regarding the roles and responsibilities of Christian school board members and their Chief Executive Officer (CEO). Beginning with a review of for-profit vs. non-profit governance models, the chapter transitions into a brief history of Christian schools that is followed by a discussion on Christian school governance practices in current society. Attributes of effective non-profit governance related to board function, CEO responsibilities, and the relationship between the two parties, incorporates a review of leadership styles specifically identified in Christian organizations.

Chapter three presents the research design and methodology for conducting the study. The purpose of the study and research questions are restated, followed by a description of the nature of the study. The population and sampling method are established. An explanation of the instrument provides background on how it was developed and the process used to determine its reliability and validity. A discussion on procedures for protection of human subjects is included. The chapter concludes with a description of the data collection strategy and data analysis methods used for the study.

Chapter four provides the data analysis and findings of the study with specific detail presented in tables. The chapter includes the factor analysis conducted to identify the underlying constructs of the instrument and quantifies the difference of opinion between board members and CEOs.

Chapter five provides a summary of the results, drawing inferences and conclusions from the data, in alignment with current research studies. The chapter

concludes with general recommendations for further research possibilities to enhance the topic.

Chapter Two: Review of the Literature

Christian schools hold a unique position in today's educational arena. From the earliest days of the Christian faith, to the American one-room school house, to the Christian schools of the 21st century, biblical teachings have formed the educational foundation for learning. The Bible has been a key component of the curriculum, providing lessons in history, literature, poetry, moral values, and a vast array of stories for students to evaluate and analyze, developing critical thinking skills.

Chapter Two examines the literature regarding Christian education, with specific focus on the roles and responsibilities of Christian school board members and their Chief Executive Officer. Beginning with an overview of the distinctions between for-profit and non-profit governance models, the literature review will establish the non-profit framework for modern Christian school governance.

Next, a brief history of Christian school education will provide the backdrop for discussing the transition from the earliest Christian school models to current models, presenting the shift in leadership and governance roles.

Finally, the review will present the current trends and expectations for Christian school governance as it is transitioning from the church governance model to a non-profit model. Following will be a discussion on the role of the board in establishing the mission, setting policy, selecting the CEO, and ensuring the integrity and financial management of the organization. This will include a breakdown of specific tasks considered essential to effective board leadership.

The role of the CEO will be presented next. This will encompass a review of key characteristics attributed to effective CEO's. The leadership styles most commonly

associated with Christian organizations will help establish a list of expected leadership practices for CEO's to work effectively in their relationship with the board as well as the role they play in training and developing the school board.

The chapter will conclude with a discussion about governance and accountability, describing the responsibilities of the board and the CEO for maintaining focus on the mission, vision, and policies, which is made especially effective through a timely, consistent process of self-evaluation.

For-Profit vs. Non-Profit: Distinctives and Responsibilities

Corporations operate as either for-profit organizations or non-profit organizations. There are several fundamental differences between the two boards identified in their purpose, motivation and effectiveness (Andringa & Engstrom, 1997). The primary difference between the organizations is identified in their titles. For-profit organizations provide a product or service with the goal to build revenues that will generate money for the owners (shareholders). Success can be measured in terms of their profit margins. Board members of a for-profit organization are usually shareholders in the company and receive remuneration for serving on the board. As shareholders, they have a vested interest in the company's growth and development (McNamara, 2008).

By contrast, non-profit organizations provide a service to the community. They are focused on meeting the needs of their constituents and all revenue received goes to pay expenses and provide services. Non-profits may maintain a reasonable surplus for the purposes of sustaining operations, however, since most revenue is derived from donations, the bulk of the funds must be used to serve the public need. Non-profit board

members are usually volunteers, receiving no remuneration for their services (Drucker, 1990; McNamara, 2008).

Non-profits, like their for-profit counterparts, need to pursue good business practices if they desire to be effective in fulfilling their purpose. The difference between the two groups lies in the fact that non-profits are not pursuing profits but are, instead, changing lives by providing services to members of the community. For their services they receive contributions and tax benefits. Table 1 presents a simple comparison between the two types of organizations.

Table 1

Comparison Between For-profit and Non-profit Corporations

For-profit corporations	Non-profit corporations
Owned by stockholders	Owned by the public
Generate money for the owners	Serve the public
Success is making sizeable profit	Success is meeting needs of the public
Board members are usually paid	Board members are usually unpaid volunteers
Members can make very sizeable income	Members should make reasonable, not excessive, income
Money earned over and above that needed to pay expenses is kept as profit and distributed to owners	Money earned over and above that needed to pay expenses is retained as surplus and should be spent on meeting the public need (can earn profit from activities not directly related to the mission; has to pay taxes over a limit)

(continued)

For-profit corporations	Non-profit corporations
Chief Executive Officer is often on the Board of Directors, and sometimes is the President of the Board	Conventional wisdom suggests that Chief Executive Officer (often called the “Executive Director”) not be on the Board.
Usually not exempt from paying federal, state/provincial, and local taxes	Can often be exempt from federal taxes, and some state/provincial and local taxes, if the non-profit was granted tax-exempt status from the appropriate governmental agency
Money invested in the for-profit usually cannot be deducted from the investor’s personal tax liability	Money donated to the non-profit can be deducted from the donor’s personal tax liability if the non-profit was granted charitable status from the appropriate government agency

Note. Adapted from “Field Guide to Developing, Operating and Restoring your Non-profit Board,” by C. McNamara, 2008. Copyright 2008 by Authenticity Consulting, LLC. Reprinted with permission.

The role of governing boards, in both for-profit and non-profit organizations, maintains similar expectations in that each must have effective governance, strong leadership, a commitment to strategic planning, ensure quality products and services to constituents, and maintain cost-effective operations (McNamara, 2008). A significant difference appears in the board structure. In for-profit corporations, board members may be paid executives of the organization and the chief executive usually serves as chairman of the board. In non-profit corporations, the only paid employee is the chief executive who functions as an ex-officio member of the board without a vote (Andringa & Engstrom, 1997).

The distinctions that identify non-profit institutions have emerged over time. Drucker (1990) views non-profit institutions central to today's American society. In *A History of Non-profit Boards in the United States*, Hall (2003) wrote:

Although few practices are more ancient than communities delegating authority to small groups of elders, deacons, proprietors, selectmen, counselors, directors, or trustees, the formal responsibilities and informal expectation defining who they are, what they do, and how they do it have varied from time to time and from place to place. (p. 3)

Modern non-profit governance practices in the United States can be traced back to colonial times when private companies had been instrumental in settling many of the colonies and maintained a vested interest in the success of the colony. The Massachusetts Bay Company's charter provided for creating what has been recognized as the first American board which overlaps in both the public and private domains (Hall, 2003). The structure incorporated an executive component (the governor) and two legislative components (representing assistants and a general court of elected members) which were empowered to make decisions in governing the corporation, thus establishing a model that was adopted by other groups in the colony. Hall (2003) notes that churches in the colony adopted a similar structure with "the roles of the minister, elders (deacons), and the congregation as a whole, mirroring the relationships between government bodies" (p. 4). These decision-making bodies served those who had elected them.

Modern day Christian school governance models have generally built upon this framework by establishing a board-CEO structure for governing. However, there is a

broad disparity between how these boards function within this framework as many lack clearly defined roles and responsibilities (Biehl & Engstrom, 1998).

A Brief History of Christian Schools

Kienel (1998), in *A History of Christian School Education*, writes "...Christian school education is the second oldest form of continuous education in the Western world, second only to Jewish schools" (p. 7). The Jews had been the first to establish a church supported religious school system in 75 B.C., incorporating a school building in their synagogue complex. The school was called *Beth Hasepher*, the House of the Book, because the primary purpose was to teach the Torah.

The earliest evidence of Christian education appears during the first century in Rome, beginning in the early days of the Christian church. Following the Jewish school model, first century Christians were inspired to establish their own schools in response to the Roman government schools, which were influenced by belief in the gods, and did not emphasize morality or acceptance of a biblical creed (Kienel, 1998). They joined together to provide education for their children from a Christian perspective, with church leaders providing direction for the teaching. Good (1960) writes:

A new tradition of Christian schooling dates from these early centuries after the birth of Christ....In part, it was the tradition of *lectio divina*: the centrality of reading the Holy Scriptures, reflecting that aspect of Christianity's origins that stressed the Word as written and building on the Greek and Roman achievements in alphabetic literacy and in its popular dissemination. (p. 19)

Later, the Catholic Church came into dominant influence and education primarily fell under the direction of the Catholic Church with clerics as educators (Kienel, 1998).

Even secular education was generally controlled through the church. Eavey (1964) notes:

During the Early Middle Ages some secular authorities sponsored education, but they generally operated through the clergy. When secular rulers wanted schools established, these schools, with few exceptions, were set up in churches or cathedrals or monasteries....The agency of control of most schools was the church. (pp. 102-103)

As evidenced, governance in these early religious schools was generally provided by the same religious and community leaders who served as the leaders for the synagogue or church, with the local Rabbi, Priest, or Pastor serving as the head of the school, essentially filling the role of CEO. The church hierarchy filled the role of governing body.

Through the following centuries, the Christian education movement went through several iterations, eventually branching into two distinct philosophies, described by Kienel (1998):

The Renaissance, which preceded the Reformation by 215 years, was an attempt to return to humanistic ideals espoused by Socrates, Plato, and Aristotle, and was centered, for the most part, in the Italian peninsula...The Reformation, on the other hand, was centered in Germany and was a retreat from the authority of the Catholic Church to the authority of Christ as revealed in the Scriptures, which had been newly translated from the original languages. (p. 95)

Seven men are considered the key influencers in the development of the Reformation movement because of their on-going insistence that the Bible be available to all the people, and not limited to the priests and leaders of the Catholic Church. Of the seven, John Wycliffe (1329-1384), John Huss (1373-1415), and William Tyndale (1494-1536) were all Catholic priests with doctorates in theology, who taught at the university level.

Wycliffe believed that every Christian should have access to Scripture and began translating the Bible from the Latin into English with the help of a long time friend, John Purvey. Purvey is considered responsible for completing the translation, now known as the Wycliffe Bible which paved the way for other translations of Scripture. *Christianity Today*, in an on-line series of articles on Wycliffe's work, described the Catholic Church's bitter opposition to his translation: "By this translation, the Scriptures have become vulgar, and they are more available to lay, and even to women who can read, than they were to learned scholars, who have a high intelligence. So the pearl of the gospel is scattered and trodden underfoot by swine" (*Christianity Today*, 2008a, ¶ 13).

Wycliffe's translation drew so many followers that, 43 years after his death, church officials dug up his body, burned his remains, and threw the ashes into the river Swift, hoping to emphasize his heresy and further suppress his work. However, Wycliffe's followers ensured that his teachings continued to spread. The emblem of his ashes being cast into the water to be dispersed into the ocean has come to represent his doctrine being dispersed through the world (*Christianity Today*, 2008a).

The writings of Wycliffe intrigued John Huss leading him, with several others, to push for "more emphasis on the Bible, expand the authority of church councils (and

lessen that of the pope), and promote the moral reform of clergy” (*Christianity Today*, 2008b, ¶ 6). Branded as a heretic, Huss was imprisoned and ultimately burned at the stake, his ashes tossed on a lake.

More than 100 years after Wycliffe, William Tyndale also came to believe that the Scriptures should be written so that the poor people might see the simple plain truth of God. With this conviction, Tyndale’s first printing of the New Testament came out around A.D. 1525 (Foxye, 1981). Over the next few years, Tyndale continued to translate the Bible and copies of his Testament were distributed; however, he too was ultimately arrested as a heretic and burned at the stake.

All three men, Wycliffe, Huss, and Tyndale were compelled to expose theological errors they found in the Catholic tradition and were ultimately declared heretics (Kienel, 1998). Followers of these pioneers in the pre-Reformation movement undertook the secret distribution of the Bible, which had been translated for the common people. For these teachings to be meaningful, it was essential to equip the people with basic literacy skills which led to the establishment of many Christian elementary and secondary schools that operated in secret to avoid persecution or death.

Martin Luther (1483-1546) was also a Catholic priest who served as the rector of Wittenberg University. A theologian and biblical scholar, Luther sought reform in the Catholic Church. On October 31, 1517, he nailed his handwritten Ninety-five Theses to the Castle Church door, calling for theological debate and reform on the issues, igniting a revolution that would re-shape the worldview of the church and education reform. Luther’s Ninety-five Theses were removed from the church door, translated from Latin into German, printed on the University’s Guttenberg press, and distributed throughout

Germany. *The Encyclopedia of Living Divines* (1891) notes the Theses “went through the entire land [western Europe] in fourteen days” (as cited in Kienel, 1998, p. 155).

Frederick Eby (1934) wrote:

The Reformation was the most far-reaching and profound awakening in the history of western civilization. To think of it merely as a reform of church organization or moral practices and doctrine is to misinterpret its broader significance for human progress. No aspect of human life was untouched, for it involved political, economic, religious, moral, philosophical, literary, and institutional changes of the most sweeping character. (p. 1, as cited in Kienel, 1998, p. 153)

Luther’s writings and work made significant contributions to the growth of the Christian education movement. He believed the role of the Christian school was essential to perpetuating a strong church. He wrote:

When schools prosper, the church remains righteous and her doctrine pure...Young pupils and students are the seed and source of the Church. If we were dead, whence would come our successors, if not from the schools? For the sake of the church we must have and maintain Christian schools. (Painter, 1889, pp. 132-133, as cited in Kienel, 1998, p. 167)

During this same period, Ulrich Zwingli (1484-1531), a young Catholic priest in Switzerland, also began to question Catholic doctrine after reading the New Testament that had been translated from the original Greek by Erasmus. In response to his bold stand against several practices in the church, Zwingli’s bishop elected to transfer him to the cathedral at Zurich, to be the chaplain, rather than excommunicating him (Kienel,

1998). Zwingli quickly established himself as a force for Christian education, persuading the town council of Zurich to take ownership of all Catholic properties and later convincing them to use the income from those properties to establish a system of Christian schools throughout the city. His book, *The Christian Education of Boys*, is considered the first book on education to be written from a Protestant viewpoint (Boyd & King, 1921, as cited in Kienel, 1998).

The final two men instrumental in the Reformation, were second-generation reformers. John Calvin (1509-1564) and John Knox (1505-1572) were Catholic priests who became aggressive education reformers because of their commitment to Bible-centered Christian education. Escaping persecution in France, Calvin moved to Switzerland in 1534, eventually moving to Geneva in 1536. While Calvin established numerous churches, he also established Christian schools to train children in the faith which became a citywide system in Geneva, later known as the center of Calvinism (Cubberley, 1920).

Knox's work began in Scotland. Having been influenced by the writings of Luther and Calvin, he began teaching reform and in 1546 he became pastor at St. Andrews Castle of a new Protestant congregation. Shortly thereafter, he was captured by French soldiers, charged as a heretic, and forced to serve as a slave in the galley of a ship for 19 months. Released in 1549, he became even more outspoken in his preaching and was soon appointed as Chaplain to King Edward VI. At the death of King Edward in 1553, Mary Tudor (known as Bloody Mary for her numerous executions of Protestants) ascended to the throne, determined to stamp out all groups opposed to the Roman Catholic church. Knox escaped to Europe, where he pastored an English church in

Frankfurt, Germany, eventually accepting Calvin's invitation to pastor the English church in Geneva (Hunter-Blair, 1910).

Knox was called back to Scotland to pastor St. Giles Cathedral in 1559. As part of his work, he participated in creating a plan for how the church should be governed which included a comprehensive plan for Christian school education which was published in *The First Book of Discipline* for Presbyterians in 1560. Lockerbie (1994) wrote:

Knox laid out the details for a compulsory and free education for all children, with special provision to insure that children of the poor would also receive an education. Knox's plan called for each church to appoint a schoolmaster. Even in the remote Highlands, where there were no schools, the minister himself was to take responsibility for educating the youth of his parish, making certain that they could read and understand the principles of religion. (p. 141)

United in their beliefs on the essentials of biblical authority over papal authority, and teaching the Gospel of Christ, Calvin and Knox each worked tirelessly to build the church and school as one unified ministry, impacting Switzerland, France, England, Hungary, Holland, Scotland, and America (Boyd & King, 1921, as cited in Kienel, 1998). Kienel notes, "America's earliest schools, established by the Puritans, bore the undeniable imprint of Knox's and Calvin's Bible-centered educational philosophy".

Traditional academic schools were almost non-existent in the first years of the new American colonies with most education being conducted in the home or local church. Boston Latin was the first formal school, founded in 1635, to prepare the colonist's sons for Cambridge University in England. Within two years, the first college was founded with the primary purpose of preparation of ministers to proclaim the gospel

of Jesus Christ, “to prevent ‘an illiterate Ministry to the churches, when our present Ministers shall lie in dust’” (Lockerbie, 1994, p. 234). Built on the Charles River, near Boston, the college in the city of Cambridge existed for two years without a name. When a young minister, John Harvard, died, leaving his entire library to the new college, the college adopted his name. The Latin motto selected by the founders of Harvard College was *Veritas pro Christo et ecclesia*, meaning “Truth for Christ and the Church” (Lockerbie, 2005, p. 125).

On June 14, 1642, the Massachusetts Bay Colony’s court ordered the town leaders to take a periodic accounting of all parents and masters for training their children, “especially their ability to read and understand the principles of religion and capital laws of this country” (Mann, 1877, as cited by Kienel, 1998, p. 32). The Massachusetts Education Act of 1647 required that towns with at least 50 households appoint a teacher (either a minister or approved by the ministers), whom the town would pay. Known as the “Ye Old Deluder, Satan” act, it stated “one chief project of ye old deluder, Satan [is] to keep men from the knowledge of ye Scriptures” (Lockerbie, 1994, p. 242).

From this point forward, education became a significant component of colonial America. Primary education began with the Hornbook, a simple, one-page paper bearing the alphabet in capital and small letters, the vowels, vowel-consonant combinations, the Apostolic Benediction, and the Lord’s Prayer. As children gained skill in reading, they advanced to the catechism (compiled by Calvinist scholars to teach basic doctrine), the Psalms, and the Bible (Kienel, 1998). Without doubt, the distinct purpose was to educate the people for their role in society. Walner (2000) writes, “the Bible was seen as a book which touched on all aspects of life: familial relationships, personal property rights, rights

of restitution, fairness in commerce, morality, religious practices, and, importantly, the fundamental view of man as fallen creation and redemption of mankind from sin by the very Creator” (p. 18).

By 1750, the Quaker Anthony Benezet, who had been teaching at the William Penn Charter School, founded the first girls’ school in Philadelphia and later began teaching children of slaves from Africa and the Caribbean. In 1770, his influence led to the Philadelphia Society of Friends building a school dedicated to educating slave children (Lockerbie, 2005).

By the early 1800s, education had generally transitioned from church-based schools to “common schools” or community schools. Governance structures for these schools varied from area to area, but they initially maintained ties to the religious community, with control gradually shifting away from individual churches to religious school societies that encompassed a broad spectrum of churches. While many common school societies were effective in their school oversight responsibilities, many others were not, prompting a number of states to move toward centralized control of their schools (Kienel, 2005).

The first community schools were established in the colonies as independent pay schools, with funding from local taxes, tuition, and benevolent gifts (Kienel, 2005). However, as cities grew in population, there were an ever-increasing number of students who could not afford even the lowest tuition costs and who were not affiliated with any religious society to assist with fees.

In New York City the desire to educate all children led to the formation of a Free School Society established to raise funds for a free school education. This move paved

the way for the transition to a public school system (Kienel, 2005). The advent of the first state-run publicly funded schools shifted responsibility for board governance from religious and private organizations to governmental agencies. The transition from the faith-based one-room school house model to a more secularized approach to education began to expand. Ellwood Cubberley (1920) wrote a history on the education system, describing the emergence of the public school system in America. In his book *Public Education in the United States*, he wrote:

Schools, with us, as with the older European countries from which our early settlers came, arose as children of the Church. From instruments of religion they have been gradually changed into instruments of the state. (p. 19, as cited in Kienel, 2005, p. 166)

With increasing waves of European immigrants, predominantly from Catholic countries, migrating to the United State in the 1800's, a significant shift in educational philosophies emerged. The clash of beliefs made it difficult for the Catholic immigrant children to integrate into the schools dominated by Protestant doctrine. In response to this issue, the Maclay Bill, signed in April, 1842, "eliminated any vestige of Christian doctrine from (New York) public schools" (Kienel, 2005, p. 206).

Further change came about in 1848, as Horace Mann espoused his belief that "currently prevailing instruction in Protestant religious principles was a disruptive element in public schooling" proposing that reading the Bible should be maintained for moral benefits, but that it "must speak for itself", without dogmatic overlay (Lockerbie, 1996, p. 4).

The move away from Protestant religious instruction was welcomed by many. However, the Catholic Church recognized the need to educate their believers in the Catholic faith, leading to the establishment of Catholic schools in 1886. To fulfill this need, each parish church was required to build a parish school and the parishioners were expected to send their children to these schools. Again, the primary purpose of these schools, like the Protestant private schools, was religious education of the children (Walner, 2000).

With the increasing number of immigrants who practiced different faiths arriving in the country, the need for public schools continued to grow rapidly. Lockerbie (1994) notes that 90% of students in 1830, attended privately funded religious schools. By 1930, that number had dropped to 10% of students in private religious schools.

The need to accommodate the broad range of cultures, values, and beliefs eventually resulted in the Bible being removed from the public school because it was held by the Supreme Court to violate the establishment clause of the First Amendment (*School District of Abington Township, PA, v. Schempp*, 1963). A year earlier, the Court had determined that saying an opening prayer in public school violated the First Amendment (*Engel v. Vitale*, 1962). This shift in public school curriculum resulted in growing secularism which eventually prompted the launch of the modern Christian school movement in the early 1960s (as cited in Kienel, 2005). Kienel (2005) further notes:

The growing insensitivity to Christian values in the nation's schools, along with the 1962 and 1963 U.S. Supreme Court rulings outlawing mandatory prayer and Bible reading in the state schools created a powerful stimulus for the ...Christian school movement. (p. 309)

With the advent of alternative schools in the 1960's (Schneider, Teske, and Marschall, 2000) opportunities for school choice greatly expanded in the public school systems. Churches across the nation also began establishing small Christian schools to meet the need of educating children of church families from a biblical perspective. These schools were considered an integral ministry of the sponsoring church. As such, the church board exercised direct authority over the school (Lowrie & Lowrie, 2004).

As the Christian school movement grew, support organizations were formed to provide training and materials to these schools. In 1978, several of these support organizations merged to form the Association of Christian Schools International (ACSI), which is now the largest association of Christian schools.

Though the early Christian schools were often viewed as little more than an extension of the weekly Sunday school, today's effective Christian schools are fully accredited, having established elevated standards for teacher qualifications, school improvement, and academic rigor, as evidenced by high standardized test scores and students' acceptance into prestigious universities (ACSI website).

Academic standards in Christian schools have developed dramatically over the past fifty years, yet for a large number of schools, the board governance model has remained fairly consistent with that of the one-room school house, as evidenced by the school board membership being generally comprised of church elders who may, or may not, have an understanding of how non-profit organizations operate. Lockerbie (2005) wrote:

...few people – including board members, pastors, and parents – seem to understand the complex and dynamic organism that is any Christian school. By

definition, the Christian school is both a ministry and a business.....It is an idealistic education institution, yet it is also a practical enterprise that must be able to pay its employees and its vendors. (p. 158)

Whether a Christian school is church sponsored or independent in their organizational structure, many dynamics found in church board leadership impact the attitudes and operations of Christian school boards as they approach decision making from a church board mindset, i.e., viewing the Christian school as a “ministry” only, as opposed to a non-profit business model for operating a private school (Lockerbie, 2005, pp. 197-198). These boards generally consist of parents and members of the host church. Unfortunately, church leadership tends to follow a pattern of assigning individuals with little or no experience to the school board, while appointing the most “godly” members to the elder board and “business-oriented” individuals to the trustee board.

These school boards are often uncertain as to their role in guiding the school organization because they do not have clearly defined roles and responsibilities (Biehl & Engstrom, 1998). Without a clear understanding of board member expectations, it is difficult to ascertain the value of their contributions in leading the organization, thus limiting the ability to measure performance (Carver, 1997).

The challenge for today’s leaders in Christian education is the shift away from the traditional model of church leadership to a business model for non-profit leadership (Lockerbie, 2005). While many acknowledge the need for this shift in approach, the difference in roles and responsibilities has left many board members unsure as to the expectations for their performance, and their role in relationship to the CEO and governance in the school (Lowrie & Lowrie, 2004).

The need for strong leadership and sound governance practices is a priority as the Christian school movement continues to develop and flourish. Walner (2000) notes, “In its founding year, the Association (ACSI) had 1294 member schools representing 220,001 students. In 1998, ACSI had 4286 member schools serving 910,333 students”, (p. 22). In 2009, that number reached 5300 schools located in 105 countries (ACSI website). The Christian school movement is alive and well in the 21st century.

Christian School Governance

Governance of schools, whether public or private, incorporates many of the same expectations and issues. In the public school system, each of the 50 states is responsible for organizing the education of school age students within its jurisdiction. In essence, each state maintains an autonomous school system which is further decentralized as individual state departments of education delegate authority to local school districts. Funding for public education comes primarily from the state and local agencies, with a small percentage coming from the federal government - approximately 7% based on 2000 Census figures (Jacobson, Johnson, Ylimaki & Giles, 2005).

Christian schools, as private institutions, operate as small, independent school districts without benefit of any public funding, either state or federal. Each Christian school has an oversight board tasked with the primary responsibility to establish and provide sound policies that will ensure the health and well-being of the organization. Like all non-profit boards, Christian school boards are primarily made up of volunteers who believe in the work of the school and are willing to invest time and energy to support the organization. However, they often join the board with little knowledge about the commitment and expectations connected to their role on the board. Therefore, it is

essential for boards to be proactive in their recruiting process to ensure a strong board. Successful non-profits have found that when serious attention is focused on recruiting and selecting new members, these members are more aware of, and effective in, their role on the board (Andringa & Engstrom, 1997). This begins with creating clearly defined job descriptions and developing a checklist of qualifications for serving on the board. This checklist then provides a basis for future evaluation to ensure board members are on task and accomplishing their roles.

Once the board members are in place, it is essential to provide training on the governance process. In faith based organizations this can be confusing as they often demonstrate a mix of governance models especially when the board is simply an appointed oversight board with limited authority (Brinkerhoff, 1995). This is a common structure in church sponsored schools where the school board serves as a sub-committee of the larger church board and major decisions are reserved for the church board. Independent Christian schools, on the other hand, operate with a separate, full-oversight board. They have the ability to draw board members from an expanded circle, often encompassing members from several churches and local businesses.

The primary challenge for many non-profit board members is that most are coming into this new role from a for-profit background and may not be aware of the differences they will encounter. The focus of non-profits on providing services and support is a sharp contrast from an emphasis on bottom-line profitability.

In *Reinventing Your Board*, Carver & Carver (1997) suggest that boards must first consider and answer a few key questions that will assist them in determining their responsibilities regarding governance: (a) "From whom do we obtain our authority";

(b) “To whom are we accountable”; and (c) “For what are we accountable” (p. 16).

Much has been written about public school governance that provides a foundational framework for developing a Christian school board and there is a growing body of work focused on developing Christian school boards, yet there is limited research on the effective governance of independent Christian schools.

The role of the Christian school board. The roles and responsibilities of boards and their organizations have evolved and changed over time. Today’s contemporary board governance encompasses far broader legal, governmental and economic considerations than ever before (Hall, 2003).

The primary role of any school board, whether public or private, is to establish policy for the school or district (Campbell, Cunningham, Nystrand, & Usdan, 1990). Within that framework, boards are responsible to hire and support the head of school, maintaining a good working relationship. They also represent the school to the public and have a fiscal responsibility to ensure the school operates with sound financial management.

In Christian schools, the governing board is the most important component for a strong, successful school. Lockerbie (2005) wrote, “No individual head-of-school, however gifted and energetic, can lead well unless the board is strong, united in its support of the school’s mission, generous in its individual and collective financial support, and committed to the school’s plan” (p. 153).

Boards serve as the corporate leadership of the school. In Christian schools, they also provide the spiritual covering of the school (Lowrie & Lowrie, 2004). It is

imperative that the board members recognize the significance of their role in maintaining the Christian distinctive for the school. Lockerbie (1996) wrote:

The first and most significant distinctive of any Christian school is the fact that, by its very mission – by its corporate organization and governance, by its hiring practice, by its curricular selection, by its program and discipline – a Christian school sets out to be a place that acknowledges the sovereignty of God. Not merely the existence of God in some nebulous and mystical form, but the *sovereignty* of God – which means that God rules over each and every element and aspect of life, cosmic and personal. (p. 6)

Christian schools, like all schools, are provided as a means of education. In essence, all school governance provides the foundation for effective schools, which are in place for the benefit of the pupil (Byrne, 1981). Byrne suggests school leadership and governance generally follows one of four main philosophies that drive school structures and policies:

1. Realism: views the role of administration/governance as purely functional, focusing on organization of materials and programs.
2. Idealism: views their role as helping each pupil develop to their greatest capacity.
3. Pragmatism: the focus is more on problem solving rather than ideals, relying on scientific conclusions to drive educational philosophy.
4. Christian Theism: the focus is on integrating Christian philosophy and biblical principles into every phase of school life. (pp. 218-219)

The bibliocentric pattern identified in the Christian theism view of school governance requires that Christian school leaders develop all aspects of the school program around the Christian philosophy found in Scripture.

In his book, *A Christian Approach to Education*, Byrne (1981) suggests this be viewed as three concentric circles, with the Bible as the central core providing the theological and philosophical basis upon which all decisions for the organization are to be based. Moving out from the core, he presents general administration and control as the next level of decision making in the Christian theism view. This level reflects the work of the board and CEO in policy development and implementation that will ensure a biblical foundation provides the underpinning for the organization.

The outer ring encompasses the practical applications required to fulfill a well-rounded Christian school program that ensures a strong academic emphasis. This ring includes the areas of academic administration, business and finances, personnel administration, organization, student personnel administration, public relations and worship.

This foundation for decision making provides the framework for developing policies, procedures, a code of ethical conduct, and curricular experiences that will emphasize development of the whole child.

As the board establishes the broad policies of the school, hires the administrator and evaluates his/her progress in operating the school within the policy guidelines, they must remain mindful that this is a spiritual undertaking which requires an understanding of biblical principles and the faith to believe God for all things (Lowrie & Lowrie., 2004).

Board members must be educated regarding the expectations for their role. A clearly defined job description and training on board policy will assist in their understanding. Failure to comprehend their responsibilities leads to confusion, poor decisions, and awkward situations that can limit the board's effectiveness.

Andringa and Engstrom (1997) have identified 10 functions they suggest be used as a checklist for clarifying the role of the nonprofit board:

1. Determine the organization's mission and purposes.
2. Select the chief executive.
3. Support the chief executive and assess his or her performance.
4. Ensure effective organizational planning.
5. Ensure adequate resources.
6. Manage resources effectively.
7. Determine, monitor, and strengthen the organization's programs and services.
8. Enhance the organization's public standing.
9. Ensure legal and ethical integrity and maintain accountability.
10. Recruit and orient new board members and assess board performance. (p. 3)

They further recommend that board members view their role through the framework of having three interchangeable hats:

1. Governance hat: Worn only during board meetings where a quorum is present.
2. Implementation hat: Worn only when directed by the board to implement a board policy.
3. Volunteer hat: Worn all other times they are involved with the organization.

(p.4)

Green (1995), based on his research, also created a list of responsibilities for non-profit boards that closely aligns with that of Andringa and Engstrom (1997) listed above. However, this list also incorporates a component for an appeal process.

1. Determining the organizations' mission and purpose; policy setting.
2. Strategic planning.
3. Determining/evaluating programs and services.
4. Board development.
5. Selecting, evaluating and terminating the CEO.
6. Ensuring adequate resources to include fund development.
7. Financial management (the budgeting process).
8. Interaction with the community.
9. Serving as the court of appeal. (As cited in Millar, 2005, p. 42)

Building upon these nine elements, Green (1995) created a survey tool that compares what non-profit boards do perform with what they believe they should perform and analyzes the results, thus providing the board with a framework to evaluate their current practices (as cited in Green & Madjidi, 2002, p. 23).

Policy setting is a key responsibility of the board to ensure focus and accountability. Once the board has defined their mission and vision, all policy decisions will stem from this mission. In their book, *Effective Christian School Management*, Deuink and Herbster (1986) noted that most Christian schools only develop policy as it is needed, often neglecting plans for the future of the school. They suggest that operating a school in this manner ensures a school will only reach its goals by accident (as cited in Lundgren, 2004).

While Christian school boards desire to be effective in setting policy, they are often unsure of the process. Further, evidence indicates that in many cases board policies are created as a result of some major problem or issue the board has faced. Lowrie and Lowrie (2004) noted that the traditional approach for developing policies has generally revolved around recurring issues, often leading to a focus on minute areas rather than focusing on the full work of the board. Based upon his extensive work with non-profit boards, John Carver (1997) made this observation:

Most governing boards conceive of themselves as policy boards. We have a general understanding that board leadership is largely a policy task. A policy approach prevents the flurry of events from obscuring what is really important. Yet it is rare to find a board that seriously attends to policy more than to the various details of policy implementation. Fewer than 5 percent of the boards I have encountered over the past decade were able to furnish me with board policies! (p. 36)

Boards may approach policy setting from a variety of frameworks. A recent model for structuring and creating board policies has been suggested by John Carver. His Policy Governance model, referred to as the Carver model, more clearly differentiates the board and administrative responsibilities. In *Boards that Make a Difference* (1997), Carver presents a formal board structure wherein boards establish policies in only four categories based upon ends and means:

1. Ends Policies – A focus on the results-related policies that are built on the mission of the organization. (p. 50)

2. Executive Limitations – To develop a workable set of policies designed to constrain or limit executive latitude based upon prudent and ethical standards. (p. 82)
3. Board-Executive Relationship – Focus on the board’s responsibilities, the CEO responsibilities and the link between the board and CEO which requires the roles of the board and CEO be separate and complementary. (p. 101)
4. Board Process Policies - Focus on the board’s “moral ownership” and responsibility for the integrity of governance which guides the board “for its own development, its own job design, its own discipline, and its own performance”. (p.122)

Carver (1997) specifically notes that as boards are determining their ends policies, they must recognize the significance of creating a powerful mission statement, referring to the mission as the “mega-ends policy” that incorporates six critical characteristics:

1. Results terminology: The mission should not describe the required activities to accomplish change – “the change itself is the mission”. (p. 59)
2. Succinctness: Long statements are difficult to identify. The mission should be simply stated with a few words - more than a sentence.
3. Authoritative generation: The board must be actively involved in defining the mission. The statement must be theirs to ensure full inclusion in future policy decisions.
4. Horizontal integration: The board must seek input and share ideas with other boards that do similar work or may have indirect impact on the organization.

Carver refers to a “disjointedness in public service” that causes “weakening of the public fabric”, when boards operate in isolation. (p. 59)

5. Ubiquity: The mission must remain compelling – it must be posted everywhere and repeated often to insure the organization will “live with the mission”. (p. 59)
6. Vertical integration: The mission must drive all aspects of the organization, connecting the board’s work with the CEO’s work, and with the work of all other departments and programs.

The stated mission must drive the board’s decision making process specifically as it relates to strategic planning to ensure decisions are made in such a way that the current students’ children will be able to come to the school and “experience the school’s mission 20-30 years from today” (Independent School Management, 1992).

A strategic planning emphasis that embraces both the “here and now” and the future will enable the board to focus on the selection of the CEO, decisions about programs and services, developing the board and fiscal management. One of the major challenges faced by non-profit boards is to ensure adequate financial management. Non-profits cannot rely solely upon unsolicited donations which may be sporadic at best. They must creatively and proactively seek other sources of funding to ensure they can maintain operations and provide services to their clients. Table 2 presents a list of possible options that may be used by non-profit boards to expand their areas of fund development.

Table 2

Sources and Types of Funding for Non-profit Organizations

Source type	Individuals	Business	Foundations	Government	Other non-profit
Annual giving (unrestricted)	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
Direct mail (unrestricted)	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
Project grants (unrestricted)	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
Events	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
Capital gifts (buildings, endowment)	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
Income from planned gifts, In-kind (goods & services)	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
Approximate income in the past two years	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____

Note. Adapted from *The Board Member's Guide to Fund-Raising*, by F. Howe, (1991) San Francisco: Jossey-Bass as cited in Andringa and Engstrom, 1997, p. 25. Reprinted with permission from the *Nonprofit Board Answer Book* by Andringa and Engstrom, a publication of BoardSource, formerly the National Center for Nonprofit Boards. For more information about BoardSource, call 800-883-6262 or visit www.boardsource.org. BoardSource © 2011. Text may not be reproduced without written permission from BoardSource.

Because non-profits do not have a conventional “bottom line,” they must seek creative means to meet their financial requirements. The budgeting process is the first step in sustaining daily operations. The board must also focus on building reserves to carry the organization through periods of low cash flow. This plan should include fund development and seeking other sources of revenue to be able to continue providing their

services to the community. First, they must be pro-active in developing a solid donor base. Then they must convert their donors into major contributors (Drucker, 1990, p. xvii).

Another essential component to board leadership is to ensure effective operations in the organization. The board must carefully select a chief executive who has the skills necessary to provide strong leadership and carry out policy within the framework of the school's governance plan. Lockerbie (2005) emphasizes the board's responsibility to support the chief executive:

No individual head-of-school, however gifted and energetic, can lead well unless the board is strong, united in its support of the school's mission, generous in its individual and collective financial support, and committed to the school's plan. (p. 153)

Recognizing that organizations require different styles of leadership at each stage of growth, it is also true that more than one leadership style could be effective in an organization at any given time. Since no one person can meet all the expectations of a group, the challenge for the board is to identify and articulate what it believes are the essentials for leading the organization. Andringa and Engstrom (1997) note that when a board decides to terminate one chief executive, they often go to the other extreme to hire a new chief executive with strengths in the areas where the former leader was weak, setting up a different set of issues.

Making an informed hiring decision regarding skills and expertise the CEO will bring to the school establishes a beginning framework for trust-building that is vital for a good working relationship. The board-CEO relationship presents unique challenges

partly because of their different experience. Whereas the board is the final authority for the school, the CEO is the trained Christian school leader (Lowrie & Lowrie., 2004).

Some confusion can arise when the board is unclear as to their role in relationship to the CEO resulting in conflict and limited effectiveness. Table 3 presents a comparison of the two roles.

Table 3

Board vs. Chief Executive Role

The board	The chief executive
Is corporate; acts as a group	Is individual
Is continuous	Is temporary
Is part-time	Is full-time
Has no staff or minimal staff	Has access to all staff
Has ultimate responsibility	Has limited, immediate responsibility
Is typically not an expert in the work of the organization	Is typically professional and an expert in this arena
Gives volunteer time	Earns a salary
Sees only parts of the whole	Is intimately involved in everything

Note. From *Governing Boards: Their nature and nurture*, by C.O. Houle (1989) as cited in Andringa and Engstrom, 1997, p. 11. Reprinted with permission from the *Nonprofit Board Answer Book* by Andringa and Engstrom, a publication of BoardSource, formerly the National Center for Nonprofit Boards. For more information about BoardSource, call 800-883-6262 or visit www.boardsource.org. BoardSource © 2011. Text may not be reproduced without written permission from BoardSource.

The role of the CEO. *“Effective ... leadership is possible only for leaders who understand the deepest values and most pressing concerns of their constituents”.*

(Peters & Waterman, 1982, p. 442-443)

The CEO of a Christian school must be an effective leader in several areas. First, as the educational leader, the CEO must ensure the academic functions are being met to serve students. Secondly, as the leader of a non-profit business, the CEO must ensure the policies and procedures of daily operations are in compliance with the direction set by the board.

Leadership in education has traditionally focused on the roles of administration, academic domains, student-based areas of responsibility, and so forth. The primary focus in all of these categories has been directed at administrative tasks, i.e. supervising teachers and communicating with parents (Murphy, 2006). However, Lugg and Shoho (2006) describe the limitations of this approach:

For school administrators, success has typically been defined as getting things done (managing paper flow, insuring students are orderly, teachers are teaching, staff members are paid, and the schools and school district are compliant with state and federal regulations, etc). School administrators who fail to attend to the management functions will not last long in their positions. However, school administrators who ignore the leadership aspects of their jobs generally survive.

(p. 197)

In both public and private schools, the past few decades have witnessed a shift toward viewing school administration in broader concepts of leadership roles allowing a

move toward learning-focused leadership as opposed to simply supervising and evaluating teachers (Murphy, 2006).

The growing emphasis on measuring the accomplishments of students, teachers, and schools based on standardized test scores has become commonplace (Glickman, 2006). Christian schools, while not regulated by the government, are still impacted by market forces and must also be more responsive to their constituents (Murphy, 2006). By creating a culture that links students, teachers, administrators and parents to a common purpose the school leader can build relational trust that encourages collaboration and improved performance (Sergiovanni, 2005).

In his article, “Responsible Leadership”, Starratt (2005) suggests that this changing world of education means “a different kind of school leader will be required – a multidimensional leader that understands the various dimensions of the learning tasks which schools must cultivate. In turn, these leaders must have a moral vision of what is required of them and of the whole community” (p. 124). Attention will need to be directed to the “moral implications of the routine decisions, practices, behaviors, structures, and policies that engage school leaders – regardless of their roles, tasks, or areas of responsibility” (Murphy, 2006, p. 64).

In *The Virtues of Leadership*, Sergiovanni (2005) suggests extending this focus to all aspects of the school culture:

Schools teach their culture best when they embody purposes, values, norms and obligations in their everyday activities. Though this principle is widely accepted in word, it is often neglected in deed. The heartbeats of leadership and schools

are strengthened when word and deed are one. This happens when leadership and virtue work together. (p. 112)

Sergiovanni's view on building a culture of character in schools closely aligns with the underlying foundation of moral values espoused in Christian schools. However, the point is well taken that "word and deed" must also align. To be effective in striving for this moral alignment, the Christian school CEO must be sensitive to maintaining the balance between leadership and management. In his article "What Leaders Really Do", John Kotter (1990) addresses the differences. Management tasks focus on controlling complexity by bringing a system of order and consistency to the organization. Leadership focuses on producing useful change. Kotter asserts that the business climate has become more competitive, requiring companies to make major changes in order to survive and compete effectively. Increasing change results in the need for more leadership.

Kotter suggests that all management and leadership system functions focus on three key tasks that are performed in completely different ways. Each system first spends time focused on (a) deciding what needs to be done, (b) creating networks of people and relationships that can accomplish the agenda, and (c) finding ways to ensure that their people actually do the job. Once those tasks have been clearly identified, each system approaches the tasks from their frame of reference. The table below indicates the differences between the two groups.

Table 4

Management vs. Leadership Approach to Key Tasks

3 Key tasks	Management: Coping with complexity	Leadership: Coping with change
1. Decide what needs to be done	Planning and budgeting	Setting the direction
2. Create networks of people	Plan for organizing & staffing	Aligning the people
3. Ensure the job is completed	Controlling/ problem solving	Motivating and inspiring

Note. Information obtained and compiled from “What Leaders Really Do”, by J. P. Kotter, 1990, *Harvard Business Review*, 68(3). P. 104. Copyright 2001 by Harvard Business Review.

In the first key task, direction-setting and planning must work together as complementary functions. The direction-setting process drives the focus for planning effective procedures designed to meet the vision. The CEO is responsible for keeping the organization focused on the vision that has been set by the board. At the same time, the planning process creates perspective on the organizations ability to manage and carry out the strategies.

For task 2, the management function is to organize the staff into work groups that can most effectively and efficiently implement the plan. The leadership function to align people focuses on communicating the vision and purpose. A well-articulated vision creates a clear sense of direction to the organization, identifying the common goals. This generally leads to a greater sense of empowerment which may result in more collaborative efforts among work groups (Kotter, 1990).

The third key task involves ensuring the staff actually follow through and complete their duties. Management’s controlling and problem solving ensures structures are in place to assist staff to successfully complete their jobs. Leadership, on the other

hand, focuses on energizing people by inspiring and motivating them through recognition and respect. The staff develops a sense of belonging, and ownership, feeling they are making a contribution.

Maintaining the balance between management and leadership are essential skills for any CEO. However the Christian school CEO faces other expectations, as well, being responsible to the board for all aspects of the school organization.

In organizational structure, the board has one employee - the CEO - and the CEO is responsible for everything else in the organization. By definition, the CEO “is the topmost single person through whom all upwardly accumulating accountability flows”. (Carver, 1997, p. 105) “The CEO’s work is immaterial....The skills sought in a CEO are not those associated with responsibility, but with accountability” (p. 107). Carver goes on to note that the list of CEO job contributions is quite simple: the CEO is accountable to the board to (a) achieve Ends policies and (b) not violate Executive Limitations policies (p. 108).

Within this framework, the role of the CEO is to provide leadership and vision for the Christian school community. Maxwell (1998) coined the phrase the “Law of the Lid” wherein he asserts that an organization will grow no higher than the leadership capability of the organizational leader (p. 8). This suggests the CEO must be intentional about developing leadership skills and casting the vision.

While leadership competencies have held constant over the years, the understanding of what good leadership is, how it works, and how people apply it has shifted (Bennis & Nanus, 1985). Research indicates a wide variety of theoretical approaches to define the leadership process where some view leadership as an inherent

trait or behavior, others focus on relational concepts and still others view it as learned skills (Northouse, 2007).

The trait theory of leadership proposes that great leaders are born with an inherent set of traits that contribute to their success. Strang (2004), wrote, “Traits are considered to be patterns of individual attributes, such as skills, values, needs, and behaviors, which are relatively stable in the sense that they tend to repeat over time” (p. 431). Northouse (2007) provides more specific examples noting the most common traits associated with this leadership style include intelligence, determination, integrity, self-confidence, and sociability. Intelligent leaders demonstrate strong verbal, perceptual, and reasoning abilities when addressing tasks. Determined leaders maintain focus to meet and often exceed their goals. Leaders with high integrity bring ethical principles to the work environment. Self-confident leaders believe in their own abilities to bring value and make a difference in the organization. Sociable leaders are good communicators who develop cooperative relationships both inside and outside the organization (Northouse, 2007).

The traits described in the trait leadership theory tend to overlap with the traits identified with leaders in Christian organizations. In *Christian Reflections on the Leadership Challenge* (2006) Kouzes and Posner present the Five Practices of Exemplary Leadership they observed in effective leaders and then describe how applying those practices have influenced Christian leaders. Their research indicates that these five practices are “closely correlated with leadership effectiveness and member satisfaction and commitment” regardless if the setting is secular or religious (p. 8).

The five practices Kouzes and Posner observed are:

1. Model the Way – find your voice; set the example.
2. Inspire a Shared Vision – envision the future; enlist others.
3. Challenge the Process – search for opportunities; experiment and take risks.
4. Enable Others to Act – foster collaboration; strengthen others.
5. Encourage the Heart – recognize contributions; celebrate values and victories.

(p. 2)

These practices align with two leadership styles that are generally identified with Christian leadership – transformational leadership and servant leadership. A third style, shepherd leadership, has recently been introduced by McCormick and Davenport (2003) and also reflects the whole-person approach to leadership often found in Christian organizations.

Transformational leadership focuses on the leader as a good role model who encourages and empowers followers to reach for higher standards by developing trust and giving meaning to their work (Northouse, 2007). “Transformational leaders inspire followers to achieve extraordinary outcomes by providing both meaning and understanding”, (Boerner, Eisenbeiss & Griesser, 2007, p. 16). The process changes and transforms people as it is “concerned with emotions, values, ethics, standards, and long-term goals and includes assessing followers’ motives, satisfying their needs, and treating them as full human beings” (Northouse, 2007, p. 175).

Transformational leadership is viewed as a building process for long-term visions. It incorporates a sense of values and responsibility into its meaning. As such, a key

aspect of this style is the development of the followers, inspiring them to move in an ethical and value driven direction.

Northouse (2007) has broken transformational leadership down into four primary factors: charisma, inspirational motivational, intellectual stimulations and individualized consideration. A leader is described as charismatic when they demonstrate a specific vision and high ethical standard that inspires followers to model the same behaviors. Mannarelli (2006) defines charismatic leaders as having strong convictions, high self-confidence and the ability to influence others with a shared mission which depends on everyone's exceptional performance for success.

The second factor, inspirational motivation, occurs when the leader builds a team through inspiration using thoughtful, articulate communication of a shared vision. "What is necessary for leaders, whether regarded as charismatic or transformational, is that they have a compelling vision and that they find a way to communicate it" (Manarelli, 2006).

Intellectual stimulation, the third factor, is evident when the transformational leader demonstrates supportive behavior when challenging followers with innovation or problem solving scenarios. By avoiding negative emotions such as fear or greed, and focusing on ideals, morals and values, the transformational leader raises the consciousness of the followers (Masood, Dani, Burns & Backhouse, 2006).

The fourth factor is individualized consideration. This factor is evident when transformational leaders work to develop their followers by coaching or mentoring them in reaching goals. "In addition to providing inspirational motivation and intellectual stimulation, transformational leaders provide individualized consideration to followers, showing respect and dignity and serving as mentors" (Beugre, Acar & Braun, 2006).

Transformational leadership presents an intuitive theory that emphasizes positive change and social improvement both for the organization and the followers. Through promoting team spirit, the organization is strengthened and the individuals benefit from personal growth. “Transformational leadership is the idea that leaders can help transform organizations, as well as individuals – from one level to another – to produce significant and positive change” (Jones, 2006, pp. 82-84).

Another leadership style closely associated with Christian education leadership is the servant leadership model. The concept of servant leadership was introduced in the early 1970s by Robert Greenleaf who emphasizes ethical leadership. Greenleaf suggests servant leaders operate from a strong ethical base that shapes their conduct and their character. They are sensitive to the needs and concerns of their followers by caring for them and nurturing them, thus helping them to become more knowledgeable and fulfilled (Northouse, 2007). This caring encompasses a social responsibility to display concern for the less fortunate in the organization, working to remove inequalities and social injustices (Graham, 1991, as cited in Northouse, 2007).

Building upon the work of Robert Greenleaf, Sipe and Frick (2009) expand on those ideas to identify what they describe as 7 pillars of servant leadership. They write, “Leadership competencies coupled with a desire to serve is not enough. We also need to learn where to start our journey of leading by serving, how to stay on the path day in and day out, and how to correct our course when we begin to stray” (p. xiii). Building upon their research, they have identified seven core competencies they believe form the pillars of effective servant leadership. They believe these competencies are exemplified by 3 key competencies that underpin each pillar. The seven pillars of leadership are noted

below with further discussion on the 21 traits they believe provide the underpinning for these 7 pillars.

Pillar 1 – A person of character

Pillar 2 - Puts people first

Pillar 3 – Skilled communicator

Pillar 4 – Compassionate collaborator

Pillar 5 – Has foresight

Pillar 6 – Systems thinker

Pillar 7 – Leads with moral authority (pp. 5-6)

Pillar 1 identifies the first core competency of a leader as being a person of character. Sipe and Frick (2009) describe this person as “someone who makes insightful, ethical and people centered decisions” (p. 5). The 3 characteristics that underpin this competency are the commitment to maintain integrity in all matters, to demonstrate humility, and to keep a focus on serving a higher purpose.

The second pillar identifies the competency of putting people first. This is described as helping others “to meet their highest priority development needs” which is demonstrated through the leader displaying a servant’s heart and showing care and concern for others while at the same time being mentor-minded, seeking to encourage those around them in their personal and professional growth (Sipe & Frick, p. 5).

Pillar 3 identifies the competency of being a skilled communicator. Servant leaders who have developed this skill have learned to listen intentionally and clearly articulate thoughts and ideas. The 3 underlying competencies are the leaders’ ability to

demonstrate empathy, be open to and invite feedback, and to effectively and persuasively communicate to both internal and external audiences.

The fourth pillar describes a servant leader as a compassionate collaborator. These leaders seek to strengthen relationships through supporting diversity and creating a sense of belonging in their organization. This is accomplished by expressing appreciation to others and building teamwork into the fabric of the workplace. A key underpinning to this skill is the ability to negotiate conflict, leading to positive resolution.

Pillars 1 through 4 have provided insight into the character and people skills essential to establishing a cultural atmosphere of community and trust. The remaining 3 pillars shift focus slightly to the skills essential to setting the direction of the organization.

Pillar 5 classifies a servant leader as one who has foresight. This leader is able to imagine multiple possibilities and anticipate the future. Demonstrating visionary leadership, the effective servant leader is able to move forward with clarity of purpose and is willing to take the necessary decisive actions that will benefit their people and their organization.

The sixth pillar presents the servant leader as a systems thinker. This is demonstrated by the leader's ability to think and act strategically. This skill enables them to lead change effectively. The underpinning traits tied to this skill are the ability to deal with complex issues, demonstrate adaptability and maintain focus on what will result in the greater good for the organization.

The seventh pillar focuses on the servant leader's ability to lead with moral authority. Key underpinnings to this skill are evident by the leader's willingness to

accept and delegate responsibility, being comfortable with sharing power and control.

The ability to create a culture of accountability inspires trust and confidence in the leader, and establishes the standard for performance expectations.

Blanchard and Hodges (2003) note that servant leaders view their leadership as an act of service to their followers, supporting their growth and contribution in the organization. They present servant leadership as a journey that starts in the heart, driven by the leader's motivations and intent. The journey must then continue on to the servant leader's head where the servant leader's belief system and perspectives on leadership will form how they view their role and responsibilities as a servant leader. They suggest that effective servant leaders must follow five daily disciplines that will enable them to recalibrate their commitment to the vision. These five disciplines are especially important in the lives of Christian school leaders because they focus on the key habits modeled by Jesus. These daily disciplines are: solitude, prayer, storing up God's Word, faith in God's unconditional love, and involvement in accountability relationships.

Solitude refers to isolation from human contact, for a period of time, in silence. The act of solitude and silence allows the servant leader to evaluate and reform the innermost attitudes they have toward people and events, seeking to view things through the lens of God's perspective and releasing each issue or concern to God (Blanchard & Hodges, 2003). Bolman and Deal (2001) refer to this process as finding one's spiritual center, writing, "When we live superficially...and never stop to listen to our inner voices, we stunt our spiritual development" (p. 40).

The second daily discipline is prayer – conversation with God. All leaders encounter situations that require thoughtful, careful consideration before decisions are

made. Blanchard and Hodges (2003) propose that effective servant leaders will seek counsel in prayer before making difficult decisions – making prayer their “first response instead of their last resort” (p. 91).

Aligned with the discipline of prayer is knowing God’s Word. Christian schools build their entire program upon teaching from a biblical perspective. Servant leaders in Christian education must be able to articulate this perspective, drawing on the wisdom and knowledge to address daily issues. Lowrie and Lowrie (2004) refer to this as being “people of the Book” (p. 9).

The fourth discipline focuses on faith in unconditional love. Bolman and Deal (2001) describe leadership as giving a gift of oneself. The servant leader must first accept unconditional love to be able to demonstrate that caring to others – “Leaders cannot give what they do not have or lead to places they’ve never been” (p. 106).

The final discipline involves accountability relationships. This discipline encompasses both encouragement and feedback. Servant leaders are called upon to maintain high standards of integrity and ethical behavior. The decisions they make cannot be made in a vacuum but must rely upon input from trusted advisors who will support them with insight, perspective and encouragement. These same advisors come alongside the leader in the role of accountability partners, holding the leader to truth and integrity (Blanchard & Hodges, 2003).

Adding to the discussion on transformational and servant leadership is a fairly recently defined leadership style of shepherd leadership.

McCormick and Davenport (2003), in their book *Shepherd Leadership: Wisdom for leaders from Psalm 23*, agree with much of Greenleaf’s insights regarding Servant

leadership, yet they suggest it stops short of the goal. Basing their shepherd leadership model on Psalm 23, they assert a Psalm 23 leader is “a highly visible shepherd who performs the servant’s work and then some” (p. 4). In contrast to servant leadership, which downplays status and hierarchy in the organization, shepherd leadership views the leader at the front of the followers, serving as a role model. Shepherd leadership is viewed as whole-person leadership that represents a “fully integrated life – a matter of head and hand and heart” (p. 5).

Transformational, servant and shepherd leadership styles vary somewhat in approach yet all embody the goal to inspire their followers in ways that encourage and motivate them to become more fulfilled in their work and in their contribution. These followers are empowered to live out their values and develop their goals within the framework of the organization.

In the Christian school environment it is essential that the CEO demonstrate this supportive approach to leadership. Christian leadership requires that the CEO be the spiritual leader of the organization and embody the leadership example set by Jesus (Lowrie & Lowrie., 2004). Leadership is an influence process. It is giving oneself to a common cause and a higher calling (Bolman & Deal, 2001).

The body of literature and research on leadership styles and what makes successful leaders continues to grow. However, it is unrealistic to settle on one conclusive set of leadership skills for the CEO since organizations need different executive leadership styles at different stages in the company’s development. It must also be noted that more than one style of leadership may be effective for the organization at any one time (Andringa & Engstrom, 1997).

Having established that no one perfect skill set fits every situation, there are some common characteristics that seem consistent among successful chief executives, regardless of the type of non-profit organization (Andringa & Engstrom, 1997). First, they are skilled at articulating the vision and mission of the organization which provides focus and energy for all constituents. To do this well, the chief executive must be an effective motivator, persuading others through words and actions to enthusiastically commit to the mission of the organization. Another key characteristic for effective executives is their ethical conduct. Successful leaders set a high standard, creating a climate of ethical conduct that challenges members of the organization to operate at the highest level of integrity. These leaders focus on their strengths and developing the strengths of others. This generally results in delegating tasks to each person's strengths and managing around areas of weakness. Finally, the most successful chief executives must be decisive, organized and energetic to meet the demands of the position.

Often overlooked is the important role that chief executives play in improving the board. In analyzing effective nonprofits, Herman and Heimovics (1991) found that good nonprofit boards perform well when they have a chief executive who helps them be effective. This board-centered leadership style encourages the board to be confident and strong in setting policy and making decisions for the organization. In this structure, the chief executive focuses on developing the board's effectiveness without concern about giving up authority which improves board function and builds the board-CEO relationship. They cite six skills of a board-centered executive:

1. Facilitating interaction in board relationships.
2. Showing consideration and respect toward board members.

3. Envisioning change and innovation with the board.
4. Promoting board accomplishments and productivity.
5. Initiating and maintaining a structure for board work.
6. Providing helpful information to the board. (as cited in Andringa & Engstrom, 1997, p. 101).

The chief executive must take a proactive role in providing materials and training for the board members to ensure they are equipped with a full understanding of non-profit governance, receive adequate direction and practice developing policies, and can articulate the key functions of their role as a board.

Finally, from a biblical perspective, the chief executive has been provided a tremendous model for leading a Christian school. Citing the example of Jesus as a leader and administrator of the church, Paul Douglass (as cited in Byrne, 1981), president of the American University, detailed the role of Christian leadership in his booklet, *Spiritual Experience in Administration* that has implications for today's Christian school leaders.

1. Formulate goals in clear purpose and achievable ways – Luke 4:1-26
2. Recruit a team to achieve the goals – Matthew 4:18-22
3. Inspire the team with a single purpose – Matthew 5, 6, 7
4. Play the other's role and look at yourself – Matthew 7:12
5. Huddle to plan the next play – Luke 5:4-9
6. Use the resources of humble people – John 6:1-14
7. Be frank with associates – Matthew 18:15-17
8. See human values beyond official red tape – Luke 10:29-37
9. Retreat to your own private world for renewal – Luke 11:1

10. Rekindle the aspiration of the staff – Luke 11:1-4
11. Work for other people as well as with them – Matthew 20:20-29
12. Perform to the limits of ability – Mark 11:41-44
13. Express appreciation – Matthew 26:6-13
14. Expect a Judas on your team – Matthew 26:14-25
15. Understand that a leader faces Gethsemane alone – Mark 14:37
16. Persist until purpose is realized – Acts 2:17 (pp. 220-221)

The role of the CEO in a Christian school setting does, indeed, carry the added responsibility of leading by example, exemplifying a strong Christian witness in every situation. This is a significant component for effective leadership in Christian organizations and requires a steadfast commitment to applying biblical principles in all decision-making.

Governance and accountability. Governance structures vary in Christian schools. They may be church sponsored schools or independent schools which are privately owned and may be supported by a group of churches or other outside organizations.

Schools that are church sponsored fall under the governance of a church elder board comprised of individuals who have been either elected by the congregation or appointed to fill a position on the board. Church boards often will appoint a group to function as the board of the Christian school, essentially operating as a committee of the church board. There are several potential difficulties with this model.

First, the individuals appointed to serve on the school board may or may not have an understanding of what is necessary for creating and maintaining a sound school

program. Their understanding of the Christian education process is often limited to the fact that they and their children have attended school. Further, they may view their role as simply a support role, like that of the church board, not recognizing the full responsibility they have for financial and legal liabilities (Lowrie & Lowrie., 2004).

A second and potentially more serious issue is the relationship between the school CEO, the pastor, and the board. In the church structure, the pastor serves as the CEO of the church. In the Christian school, the head of the school serves as the CEO of the school. There is often a blurring of lines for the school CEO's as to whom they report to. Lockerbie (2005) wrote:

The boards and pastors of churches that sponsor schools [need] to understand the mandate of the head-of-school and CEO to report to the board, not to both the board and the pastor. No head-of-school can serve two masters. The pastor of a church with a related school must delegate his pastoral authority to the board and not hold private and separate standards for the head-of-school to meet. (p. 163)

The governance structure in independent Christian schools does not fall under the direction of any one church organization. These boards are primarily composed of individuals who are parents of current or former students in the school and other volunteers who believe in the work of the school, who are willing to invest time and energy in supporting the school programs. While these individuals are more than willing to serve, they often join the board with limited knowledge of the commitment and expectations that are required to fulfill their role on a non-profit board (Andringa & Engstrom, 1997).

Vision, mission, and moral commitment have long been the foundation for organizational governance. However, an increased sense of stewardship and accountability has become more prevalent in current society (Hall, 2003). Conners, Smith and Hickman (1994) define accountability as the process of “seeing it, owning it, solving it, and doing it” (p. 65).

For boards to be fully accountable, they must have a clearly defined framework for operating that incorporates roles, expectations and responsibilities as well as a detailed statement of goals and objectives that will provide them with benchmarks for evaluation. In terms of board performance and goals, boards often neglect self-evaluation, continuing to operate as they always have done based on a collection of evolved practices that may or may not be effective. Boards must not only evaluate how well they are doing in meeting their goals, but must also consider if their process is the most effective (Carver, 2007).

Non-profit religious organizations encounter similar difficulties as other non-profit organizations when it comes to assessing their work and effectiveness. In terms of board performance and goals, non-profits tend to measure performance based on activities that focus on the organization’s mission and goals. These are generally difficult to assess as there is seldom monetary value attached to these activities (Madjidi & Green, 2002). Carver (1997) notes:

From a governance perspective...the relevant factor that sets nonprofit and public organizations apart from profit organizations is not in the essence of managing, for the principles of management are the same in each setting. The difference is not in distribution of earnings, for this is a matter of accounting rather than

substance. What is different – with profound effect - is that most nonprofit and public organizations lack a behavioral process to aggregate the many individual evaluations of product and cost. ...In the absence of a market test, the board must perform that function. (pp. 6-7)

In *Good to Great and the Social Sectors*, Collins (2005) affirms the need for non-profits to rigorously evaluate their performance:

It doesn't really matter whether you can quantify your results. What matters is that you rigorously assemble evidence – quantitative or qualitative to track your progress....What matters is not finding the perfect indicator, but settling upon a consistent and intelligent method of assessing you're...results. (pp. 7-8)

Board training is a critical aspect of assisting the board in establishing benchmarks for accountability. Even experienced board members who have served on other non-profit boards may bring differing opinions about how the board should operate; it is essential that all board members are working under the same assumptions about their role (Andringa & Engstrom, 1997, p. 102). In the Christian education arena this extends to training board members on the Christian philosophy of education and how their work influences the school (Lowrie & Lowrie., 2004).

Using the Carver model, the board will have established Ends and Means policies that provide a framework for evaluation as boards analyze the Ends policies to ensure they have not deviated from the desired values. This keeps the focus on board policies for any necessary amendments as the organization grows. It also allows the board to focus on the future, knowing that the present is under control (Carver, 1997).

Taking accountability a step further, a board may also consider evaluating themselves as individuals to determine their personal contribution to the good of the group (Andringa & Engstrom, 1997). The criteria for such an evaluation should be well thought out and established by the board as part of the job expectations that new board members agree to prior to joining the board. Some areas for evaluation might include:

- Attendance at meetings
- Preparation for meetings
- Willingness to make constructive comments
- Loyalty to board decisions even when the member does not agree
- Contributing special expertise
- Annual donor at an appropriate level
- Assistance in fund-raising
- Representing the organization in the community (p. 142)

There are a variety of self-assessment tools that can be used for individual board members as well as the whole board. How a board determines to use these resources will be critical to their effectiveness in analyzing their level of accountability.

Summary

The literature review indicates a growing body of work regarding non-profit governance, specifically as it relates to the Christian school board. A comparison was drawn between the function and purpose of for-profit organizations as opposed to the work of non-profit organizations. The review specifically identified the difficulty non-profit organizations experience in evaluating the effectiveness of their board governance

when their work is based on the intangibles of providing a service to the community and does not have a structure that measures profit and loss.

The historical overview of Christian education presents the transition from the earliest Christian schools to today's model which indicates a growing shift away from the traditional church board model of governance to a more efficient non-profit model. However, with this new awareness has come a search for effective means of evaluating how well these Christian school boards carry out their role and responsibilities, both to the organization, and in their work with the CEO.

The review has presented current trends and expectations in Christian school governance, providing discussion on the role of the school board which includes establishing the mission, vision and values, setting policy, selecting and evaluating the CEO, ensuring the biblical direction and integrity of the Christian school, and accepting responsibility for legal and financial oversight of the organization.

A review of literature regarding the role of the CEO encompassed a collection of key characteristics attributed to effective CEO's, presenting an overview of leadership styles and expected leadership practices and incorporated discussion on leadership styles specifically identified with Christian organizations. The working relationship between the CEO and board was discussed with suggested actions for the CEO for communication responsibilities as well as training and developing the board.

The literature review concluded with a discussion about governance and accountability in Christian school organizations specifically addressing the increased accountability directed at current boards and the need for timely, consistent self-

evaluation to ensure that the mission of the school is carried out to the best of their ability.

The literature has provided some specific expectations and roles for both the board and the CEO that suggest these skills, when effectively employed, can strengthen the organization as it improves communication between all constituents. The purpose of this study will be to survey a sampling of Christian school board members and CEOs to evaluate their perceived performance both on what they do perform and what they feel they should perform. It will also analyze the gap between how boards feel CEOs perform and should perform. As well, it will analyze the gap between how CEOs feel that boards perform and how they should perform.

Chapter Three: Research Design and Methodology

Chapter Three examines the research design and methodology used in this study, identifying the instrument used, the parameters established to determine the population, and the strategies for implementing the study and data collection. Beginning with a restatement of the research questions, an overview of the nature of the study will then present details regarding the population and sample to be used. A full description of the instrument will be provided with discussion on the instrument's validity and reliability. This will be followed by a breakdown of how the variables relate to the specific questions of the instrument. Data collection methods will be presented followed by a list of the steps to be used in data analysis.

Research Questions

The roles and responsibilities of Christian school board members and their CEOs are not always clear, often leading to confusion and potential conflict. The purpose of this study is to evaluate how well each party fulfills their respective roles.

Research was conducted to determine governance practices in non-profit organizations with specific attention to the expected roles ascribed to board members and to the CEOs of their organizations. The work originally done by Green (1995) provided a framework for further work by Green and Griesinger (1996), Green and Madjidi (2002), and Millar (2005).

Beginning with these models and incorporating the work of Andringa and Engstrom (1997) and Byrne (1981), a list of key responsibilities for non-profit boards was determined, with specific emphasis on the expectation that governance decisions for Christian schools would be made from the foundation of a bibliocentric philosophy.

The research questions for this study focus on how Christian school boards and their CEO's perceive their individual roles and to what extent they fulfill those roles for effective governance and leadership. The following questions will be asked of the study schools:

1. To what extent do members of Christian school boards believe they perform their roles and responsibilities?
2. To what extent do Christian school boards believe they should perform their roles and responsibilities?
3. To what extent do CEOs believe they perform their roles and responsibilities?
4. To what extent do CEOs believe they should perform their roles and responsibilities?
5. Is there a gap between how Christian school boards believe they should perform and how they believe they do perform?
6. Is there a gap between how CEOs believe they should perform and how they believe they do perform?
7. Is there a difference of opinion between boards and CEOs regarding the extent to which they believe they perform their tasks?
8. Is there is difference of opinion between boards and CEOs regarding the extent to which they believe they should perform their tasks?

Nature of the Study

The focus of this study is to evaluate what Christian school boards of directors perceive as the roles and responsibilities for themselves and the Chief Executive Officer and how effectively they believe they perform those roles in serving the organization.

This is a quantitative study that will employ a cross-sectional survey directed toward the board members and the CEO of each school in the study, which will be distributed and collected within a specific, limited time frame (Creswell, 2003). The survey will incorporate a 5-point Likert scale for participants to identify to what extent they believe they fulfill their roles and responsibilities, and another 5-point Likert scale for them to identify how they believe they should be performing their duties.

The format for this study relies upon the philosophical framework of postpositivism which emphasizes that data, evidence, and rational considerations help shape knowledge. Postpositivism refers to the understanding that no research can be considered completely and consistently accurate when studying human actions and behaviors but can, at best, be used to generalize probable outcomes within given parameters (Creswell, 2003).

This approach to research incorporates a philosophy of critical realism which recognizes that all observation is fallible and subject to error. Therefore all theory is potentially revisable. Beginning from this premise, postpositivism research emphasizes the need to incorporate multiple measures and observations – all of which may have some level of error. The researcher then triangulates the data across all the research in an attempt to more clearly determine the reality (Trochim, 2006).

The surveys will be gathered from a sample population of Christian school boards and their CEO's. The data obtained should provide a base of information from which inferences can be made regarding the anticipated behaviors of board members and CEO's found in most large Christian schools (Babbie, 1990, as cited in Creswell, 2003).

Population

The population for this study is limited to Christian Schools affiliated with the Association of Christian Schools International (ACSI), as recognized in the ACSI 2009 Directory of Member Schools. ACSI has established eleven regions within the continental United States. These regions have been primarily determined by geographic groupings, with an attempt to balance the number of schools served by each regional office. It should be noted that Florida is identified as a separate region from the Southeast region, due to the number of ACSI member Christian schools located in Florida.

The ACSI mission states: “To enable Christian educators and schools worldwide to effectively prepare students for life” (ACSI Directory, 2009, p. iv). To that end, ACSI will accept as members all schools, regardless of size, who accept the ACSI Statement of Faith (see Appendix A).

The eleven ACSI regions represent 3759 schools ranging in size from under 10 students to 2500+ students. Of those schools, 811 are accredited with ACSI. ACSI member schools have the option of operating without accreditation. However, if the schools offer a high school program, it is beneficial to their high school graduates for the school to be accredited. Most colleges and universities require that incoming freshmen are graduates of accredited high schools because accreditation ensures schools maintain a standard of academic expectations for student learning.

Many schools maintain dual accreditation with ACSI and other regional accrediting bodies. Member schools may also opt to gain accreditation only through regional agencies, without seeking the ACSI accreditation (ACSI Directory, 2009).

There are six regional accrediting associations recognized by the Council for Higher Education Accreditation (CHEA) to accredit public and private schools, colleges, and universities in the United States. These associations are independent organizations, created to provide services to their designated regions. These regions, like the ACSI regions, have also been delineated primarily based upon location. The North Central Association and Southern Association maintain independent regional offices; however, they have combined their accreditation standards and policies under an umbrella organization named AdvanceED in an effort to ensure consistent standards for the states they serve. The six regional accreditation agencies are:

1. Middle States Association of Colleges and Schools
2. New England Association of Schools and Colleges
3. North Central Association of Colleges and Schools
4. Southern Association of Colleges and Schools
5. Northwest Association of Accredited Schools
6. Western Association of Schools and Colleges (CHEA Directory, 2010)

In this study the sampling frame will be limited to accredited ACSI member schools that provide a K-12 program for a student population of 800+ students which represents 106 schools in the continental United States. The survey will be directed to the members of the School Board and to the Chief Executive Officer of each school. ACSI does not require a standardized structure for school boards; hence, the boards will vary in size, structure, policies, and training. It is believed that boards of K-12 Christian schools with 800+ students will have a general understanding of perceived roles and responsibilities both for themselves and the CEO.

Table 5 provides the breakdown by region of accredited ACSI member schools of 800+ students with a K-12 program. The table also indicates the number of schools within each region that are church-sponsored or independent schools that do not fall under the direction of any one church organization.

Table 5

Regional Distribution of ACSI K-12 Schools with 800+ Students

Region	<u>Total schools</u>		<u>Church-sponsored</u>		<u>Independent</u>	
	Number	Percent	Number	Percent	Number	Percent
Northwest	7	7	4	8	3	5
No. California/Hawaii	9	8	4	8	5	9
Southern California	15	14	10	19	5	9
Rocky Mountain	4	4	1	2	3	5
Mid-America	6	6	1	2	5	9
South-Central	13	12	3	6	10	18
Ohio River Valley	6	6	2	4	4	8
Northeast	0	0	0	0	0	0
Mid-Atlantic	3	1	1	2	2	4
Southeast	34	19	19	37	15	28
Florida	9	6	6	12	3	5
Total	106	100	51	100	55	100

Note. From Association of Christian Schools Directory, 2009. Colorado Springs, CO: ACSI.

Sampling Method

For the purposes of this study, the 106 K-12 ACSI schools with 800 or more students will be identified by region and entered into a database. A random sample of 53 schools will be selected using systematic sampling with a random start. The researcher will randomly select a starting point in the list by looking up from the list and dropping a finger on the page. From that starting point, the researcher will select every other school on the list, moving through the end of the listing and then returning to the top of the list to complete the pattern for the entire database. These schools will be entered into a separate database with each assigned an identifying code number. This list will be stored only on a computer flash drive and held confidentially by the researcher, in a locked cabinet for a period of 5 years.

The process will yield a sample of 53 schools. It is anticipated that schools of this size will each have a minimum of five board members. The expectation of surveys from 1 CEO and 5 board members represents a minimum of 318 surveys.

Instrument

To examine the effectiveness of Christian school board members and their CEO's in performing their respective duties, the study conducted by Green (1995), and expanded upon by Green and Griesinger (1996) and Green et al. (2001) was used as a base for developing this study. The work by Millar (2005) was also referenced due to the study's specific focus on church organizations. Green's (1995) initial study focused on 16 non-profit boards of organizations serving developmentally disabled adults in Southern California, to evaluate the boards' effectiveness in leading the organizations. Building upon the nine principles of board effectiveness identified by Drucker (1990) in his book

Managing the Non-profit Organization, Green identified a group of tasks that could be used to evaluate non-profit boards.

Millar (2005) adopted the same framework for his study, making minor adjustments to tailor the survey to the boards of church organizations. Like Green's study, Millar's study was designed to evaluate how boards felt they should perform and how they rated themselves on actual performance, indexed to church giving and attendance.

The research identified a range of expected performance functions for non-profit boards and their CEO. Andringa and Engstrom (1997) suggested 10 functions that should be consistent practices for the non-profit board. These functions closely align with the nine key principles represented in the evaluation tool developed by Green (1995). The models differed in only two areas. The Andringa/Engstrom model identified the board responsibility for ensuring legal and ethical integrity and maintaining accountability. This is implied in the Green list but not specifically identified. Green's tool also added that the board would serve as the court of appeal for disputes.

Combining these two models provides the beginning framework for developing the instrument for this project. However, the instrument also needed to incorporate the work done by Byrne (1981) which presented the bibliocentric pattern for Christian school governance that requires all aspects of the school program to center on Christian philosophy.

The researcher incorporated the principles from all three models to create an instrument specific to Christian schools. The instrument was expanded to include CEO's in an effort to identify their level of activity within these ten areas of focus. The

instrument includes 42 items. The items will be rated on two aspects using a 5-point Likert scale for both (a) how the activity is being performed (scale on the left side of the page), and (b) how they feel the activity should be performed (scale on the right side of the page).

To validate the instrument, it was reviewed by a panel of three Christian school educators selected for their experience and knowledge of Christian school governance. Two of the panel members hold doctorates in education. One serves with a Christian school support organization and the second is the Dean of Administration at a Christian college. The third panel member is the Superintendent of a K-12 Christian school in Southern California. The panel was asked to review each question and comment, using the checklist following each question where they could check to accept, reject, or recommend modifications in the space provided. This enabled the researcher to clarify content and formatting. (see Appendix B)

When the results from the panel were received, a review of the comments was conducted. Of the 44 items, 32 were approved as written. Of the remaining 12 items, 10 were modified and 2 items were deleted based on the panel's recommendations. These were items 1, 2, 5, 6, 13, 14, 28, 29, 32, 33, 43 and 44. The changes are noted below:

Question 1: The board is involved in developing policy and procedures and ensures that all are grounded in biblical philosophy. Recommended change: The board is involved in developing policy and procedures and ensures that such are grounded in biblical philosophy, where appropriate.

Question 2: The CEO is involved in developing policy and procedures and ensures that all are grounded in biblical philosophy. Recommended change: The

CEO is involved in developing policy and procedures and ensures that such are grounded in biblical philosophy, where appropriate.

Question 5: The board has an established hiring process for selecting the CEO based on the candidate's demonstrated belief in Christ, skills, and abilities.

Recommended change: The board has established a well-developed hiring process for selecting the CEO based on the candidate's belief in Christ and demonstrated knowledge, skills, and abilities.

Question 6: The board demonstrates support for the CEO, provides formal evaluation, and when necessary, will terminate the CEO for cause.

Recommended change: The board demonstrates support for the CEO, provides regular and systematic formal evaluation, and when necessary, terminates the CEO for cause.

Question 13: The board initiates new programs or ideas. Recommended change: replace "or" with "and".

Question 14: The CEO initiates new programs or ideas. Recommended change: replace "or" with "and".

Question 28: The board represents the school to the community. Recommended change: The board is an advocate for the school in the community.

Question 29: The CEO represents the school to the community. Recommended change: The CEO is an advocate for the school in the community.

Question 32: The board balances evangelism and outreach with financial responsibility. Recommended change: Delete this question as it seems more church oriented than school oriented.

Question 33: The CEO balances evangelism and outreach with financial responsibility. Recommended change: Delete this question as it seems more church oriented than school oriented.

Question 43: The board provides clients with access for resolution of disputes. Recommended change: replace “clients” with “school constituents”.

Question 44: The CEO provides clients with access for resolution of disputes. Recommended change: replace “clients” with “school constituents”.

Upon validation by the panel, the survey was submitted to Pepperdine University’s Institutional Review Board (IRB) for review to ensure human participants in the survey would be protected from harm. The approved final version of the survey is located in Appendix C, with the cover letter that was sent to each of the participants in the sample. Appendix D provides a list of the instrument review panel. Appendix E presents the script for calling the CEOs.

Data Collection Plan

Data collection will begin with contacting the CEO of each school by phone to explain the nature of the study. The researcher will describe the structure of the survey and ask the CEO if the school would be willing to participate in the study. The CEO will be advised that the researcher will send a large envelope containing a letter of introduction and individual survey packets for the CEO and the appropriate number of board members. Each individual packet will contain a letter of introduction describing the study, a statement of confidentiality, a copy of the survey, and a stamped, addressed envelope so each respondent may return the survey directly to the researcher. The CEO will be asked to distribute the survey packets to the board members.

Recognizing that confidentiality is of the utmost importance, the CEO will be assured that the survey results will be completely confidential and that no identifying marks will be used that might indicate a specific school or respondent. The only designation will be to indicate if a survey was completed by a CEO or a board member.

When the CEO receives the survey package, he/she will ensure the survey packets are distributed to the board members and encourage them to complete and return the survey in a timely manner. It is estimated that the survey will take approximately 10 minutes to complete.

A follow-up e-mail will be sent to the CEO two weeks after the initial mailing that will be addressed to the CEO with a request to forward the note on to the board members. This e-mail will read:

Dear (CEO) and Board Members: Two weeks ago I sent survey packets to you, requesting your assistance in completing and returning the surveys. If you have already returned the survey, thank you. If not, please take a few minutes to complete it and drop it in the mail. If you have chosen to not complete the survey, please return the blank survey in the envelope provided. Your help is greatly appreciated. I believe this research will be beneficial for all of us who serve and lead in Christian education. God bless you in your work.

Lory Selby, Doctoral Candidate in Organizational Leadership, Pepperdine University.

At the end of four weeks, if less than 30%-40% of the sample group has responded, a second follow-up e-mail will be sent, followed by a phone call to the CEO.

The final number of surveys received by the end of the sixth week will be used to conduct the analysis.

Data Analysis

Analysis of the data will begin by conducting a factor analysis of the response to determine the underlying constructs that compose the roles and responsibilities of Board members and CEOs. Once these constructs are determined, a total score for each construct will be calculated using the respondents “Do Perform” responses. These total factor scores (TFS) for each construct will be the basis of the remaining analyses of the data.

To address research questions 1 through 4, TFS’ for the “Do Perform” and “Should Perform” will be calculated and reported in tables. In addition, measures of central tendency and dispersion for each TFS will be reported.

Questions 5 and 6 focus on the perceived gap between how the board members and CEO’s view their performance. Using Paired t-tests for dependent data differences between the “Do Perform” and “Should Perform” TFS, responses will be calculated and reported where statistically significant at a level of significance of 0.05 or lower. The results will identify if board members and CEO’s believe there is a gap in their performance.

A similar approach will be taken to analyze the data as they relate to research questions 7 and 8. P-tests for independent data will be used between the CEO and Board member responses. To perform this analysis, TFS for Board member responses will be compared to those of the CEO’s for both the “Do Perform” and “Should Perform”

responses. Results will be summarized and statistically significant differences at the significance levels of 0.05 or lower will be emphasized.

Lastly, Cronbach's alpha will be calculated for each construct to provide additional insight and data for future researchers who may pursue this or a similar topic using the same or a modified version of the instrument used in this study. Cronbach's reports the measure of internal consistency of each construct used in this study.

Protection of Human Participants

The National Institute of Health (NIH) has established specific standards for the protection of human subjects. These standards require:

1. Respect for persons – individuals are treated as autonomous agents
2. Beneficence – do no harm
3. Justice – requires individuals and groups be treated fairly and equitably

(<http://phrp.nihtraining.com>)

In preparation for this study, the researcher completed the “Protecting Human Research Participants” training provided by the NIH. The Certificate of Completion is attached as Appendix F.

Federal regulations establish strict requirements for research with human subjects. To ensure adherence to these requirements, an application will be submitted to Pepperdine University's Institutional Review Board (IRB) presenting this study as research that is exempt from federal regulation as stipulated in 45 CFR 46.101b. The study qualifies on two points as noted in the Pepperdine IRB Manual: (a) the research activities present no more than minimal risk to human subjects; and (b) research on individual or group characteristics or behavior...or research employing survey, interview,

oral history, focus group, program evaluation, human factors evaluation or quality assurance methodologies.

An application will also be submitted to the Pepperdine University Institutional Review Board to request a waiver or alteration to the informed consent requirement. The IRB Manual provides the following guidelines for waiving informed consent:

- the research involves no more than minimal risk to the participants;
- the waiver or alteration will not adversely affect the rights and welfare of the participants;
- the research could not practicably be carried out without the waiver or alteration; and
- whenever appropriate, the participants will be provided with additional pertinent information after participation. (p. 22)

For the purposes of this study, it is essential that all participants are assured of complete confidentiality. As noted earlier, each school will be assigned a code number simply for the purpose of tracking the number of schools who respond. Participants are asked to only identify their role as board member or CEO, to ensure their responses remain confidential. The letter from the Pepperdine Institutional Review Board that provides approval for the study is found in Appendix G.

Chapter Four: Data Analysis and Findings

This chapter will present the results of the study conducted to determine the relationship between the perceived roles and responsibilities of Christian school board members and their CEOs in Christian school governance. It will begin with a review of the methodology used for the data collection process and the subsequent data analysis. A discussion of the factor analysis, reliability and data analysis conducted will be presented. This will be followed by a discussion of the relevance of the findings in relation to the research questions. The chapter will conclude with a summary of the findings.

Data Collection

The research methodology described in Chapter Three was submitted to the Institutional Review Board of Pepperdine University and received approval (see Appendix G). Following the approved methodology, a random sample of 53 schools was selected for the sample. Each school was assigned an identifying code number to provide confidentiality for participant responses.

A phone call was made to the CEO of each school to ask if they would be willing to participate in the study. The majority of initial phone calls were re-directed to the CEO's assistant who took the message regarding the study and requested an e-mail copy of the survey. To meet the parameters of the approved methodology, after the initial phone contact, an e-mail was sent to the CEO's assistant with a copy of the introductory script and the survey which would be hand delivered to the CEO for consideration. Upon receiving their agreement to participate, survey packets were mailed to the schools for completion by the CEO and board members.

Of the 53 schools selected for the study, 25 schools did not respond, even after receiving a second follow-up contact. Eight schools declined to participate due to a recent change in administration; the new CEO's did not feel they had enough experience in the school to provide valid feedback. Response from the remaining 20 schools included 9 CEOs and 82 board members for a total of 91 surveys, as represented in Table 6. It should be noted that none of the CEOs who responded to the survey were female although the sample did include five schools with female CEOs. Two of those five schools elected to participate in the study; however only board members returned completed surveys.

Seven participants partially completed the survey. Six scored either the "does perform" column or the "should perform" column, but did not provide a response for both sections. One participant completed only the "does perform" column and left the "should perform" column blank. The overall response represents 37% of the target sample. The mean response from the schools was 4.6 with 8 surveys being the most received from one school and 1 being the least.

Table 6

Frequency Distribution by Role

Role	Count	Percent
Board	82	90.11
CEO	9	9.89

Of the total respondents there were 11 females and 73 males, with 7 respondents declining to indicate if they were male or female, as noted in Table 7. The female

respondents represent 9 schools. The unspecified respondents represent 6 schools. Of those 6 schools, 4 overlap with the schools with female respondents which affirms that four of the schools with unidentified respondents do have female board members.

Table 7

Frequency Distribution by Gender

Gender	Cumulative count	Cumulative percent
Female	11	13.10
Male	73	86.90
Total	84	100.00

Table 8 presents the cross tabulation report combining gender and role. There were a total of 11 female participants and 73 male participants.

Table 8

Cross Tabulation Combined Report by Role and Gender

Gender	Board	CEO	Total
Female	11	0	11
Male	64	9	73
Total	75	9	84

Notably, of the nine CEOs who participated in the study, none were female. Among board members, only 11 out of 75 (14.6%) were females.

Instrument

To determine the relationship between the perceived roles and responsibilities of Christian school board members and their CEOs, a quantitative study was conducted employing a cross-sectional survey directed toward the board members and the CEO of each participating school. Creswell (2003) wrote, "if the problem is identifying factors that influence an outcome, the utility of an intervention, or understanding the best predictors of outcomes, then a quantitative approach is best" (pp. 21-22).

Table 9

Factor Analysis Range Applied with Cumulative Percent of Variance

Number of factors applied to data	% of Variance accounted for by factor group
3	93.95
4	93.86
5	93.77
6	94.04
7	94.60
8	95.12
9	95.86
10	96.38

Using the first half of the survey, which ranked the "does perform" items, a Factor Analysis with Varimax rotation was conducted to determine eigenvalues and factor groupings. The minimum factor loadings were set at 0.4. A number of factors ranging

from 3 to 10 were applied to the data. Reports indicated that fewer than 3 factors did not allow for sufficient breadth of the study. Using more than 10 factors dispersed the data too widely to provide meaningful results. Upon review, 41 of the 42 questions in the data set fell into eight factors which accounted for 95.12% of the total variation and provided reasonable thematic groupings. Table 9 reflects the number of factors attempted and the percentage of variations accounted for in those groupings.

Within the eight factors, five items were duplicated in more than one factor. If the factor loading difference was greater than .05, the item was placed in the factor based upon the highest loading. This applied to items 3, 32, and 40. If the factor loading difference was less than .02, the item was placed in the factor based upon the thematic trend. This applied to items 1 and 42. These are detailed below.

Item #1: Appeared in factor 1 with a loading of .405, and also in factor 6 with a loading of .416, so it was placed in factor 6.

Item # 3: Appeared in factor 1 with a loading of .533, and also appeared in factor 5 with a loading of .416, therefore it remained in factor 1.

Item 32: Appeared in factor 5 with a loading of .500, and also in factor 6 with a loading of .409, therefore it remained in factor 5.

Item 40: Appeared in factor 1 with a loading of .566, and also in factor 4 with a loading of .490, therefore it remained in factor 1.

Item 42: Appeared in factor 1 with a loading of .479, and also in factor 4 with a loading of .463. This item remained in factor 4 to align with the thematic placement.

Only one item did not appear in any of the 8 factors. Item 9 fell just below the .400 loading limit. It had a loading of .395 in factor 2 and a loading of .392 in factor 5. As it was within .005 of the loading limit, it was placed in factor 2 to align with the thematic trend.

The data collected from the Christian school board members and CEOs factored into 8 areas which focus on functions considered important in the task of effective school governance. Two board members and one CEO included handwritten notes on their surveys expressing that the issues identified in the survey were serious concerns in their organizations. One board member and one CEO sent similar thoughts in e-mail communications to the researcher, and two voice messages were received expressing the same sentiments – one from a board member and one from a CEO.

Table 10 presents the 8 factors and includes the detail of all survey items aligned within each factor.

Table 10

Eight Factors with Itemized Listing of Components

Factor 1: Organizational vision & mission

2. The CEO is involved in developing policy and procedures and ensures that such are grounded in biblical philosophy where appropriate.
 3. The board ensures the mission and objectives are periodically reviewed and the school has maintained a Christian distinctive in carrying out the mission.
 4. The CEO ensures the mission and objectives are periodically reviewed and the school has maintained a Christian distinctive in carrying out the mission.
-

(continued)

-
6. The board demonstrates support for the CEO, provides regular and systematic formal evaluation and when necessary, terminates the CEO for cause.
 8. The CEO is committed to prayer and thoughtful discussion before making major decisions.
 10. The CEO leads in short-term and long-term planning.
 12. The CEO monitors effectiveness of school programs and activities.
 14. The CEO initiates new programs and ideas.
 27. The CEO effectively communicates the mission of the school to all constituencies.
 40. The CEO provides staff members with access for resolution of disputes.
-

Factor 2: Board planning & dispute resolution

9. The board leads in short-term and long-term planning.
 11. The board monitors effectiveness of school programs and activities.
 13. The board initiates new programs and ideas.
 20. The board recommends the school budget.
 24. The board oversees benefits and salary for school personnel.
 30. The board creates opportunities for community and inter-church involvement.
 38. The board has contact with staff other than the CEO.
 39. The board provides staff members with access for resolution of disputes.
 41. The board provides school constituents with access for resolution of disputes.
-

(continued)

Factor 3: Funding

16. The board makes personal financial contributions to the school.
 17. The CEO makes personal financial contributions to the school.
 18. The board leads in fundraising.
-

Factor 4: Role of the CEO

21. The CEO recommends the school budget.
 23. The CEO ensures a regular audit of school financials.
 25. The CEO oversees benefits and salary for school personnel.
 42. The CEO provides school constituents with access for resolution of disputes.
-

Factor 5: Internal governance of the board

26. The board effectively communicates the mission of the school to all constituencies.
 32. The board provides written policies defining board member responsibilities and accountability which emphasize their role of spiritual leadership.
 35. The board plans regular in-service training/retreats for board development.
 36. The CEO plans regular in-service training/retreats for board development.
-

Factor 6: Board leadership

1. The board is involved in developing policy and procedures and ensures that such are grounded in biblical philosophy where appropriate.
-

(continued)

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5. The board has established a well-developed hiring process for selecting the CEO based on the candidate's belief in Christ and demonstrated knowledge, skills, and abilities.
 7. The board is committed to prayer and thoughtful discussion before making major decisions.
 15. The board assumes legal and fiscal responsibility for the school.
 33. The board recruits new board members and provides on-going training and development.
-

Factor 7: Financial oversight & advocacy

22. The board ensures a regular audit of school financials.
 28. The board is an advocate for the school in the community.
 29. The CEO is an advocate for the school in the community.
-

Factor 8: Long-term growth planning

19. The CEO leads in fundraising.
 31. The CEO creates opportunities for community and inter-church involvement.
 34. The CEO recruits new board members and provides on-going training and development.
 37. The board provides a process for and conducts a formal evaluation of board performance.
-

To measure the internal consistency of each factor, Cronbach's alpha (α) was applied to determine how closely the identified items were related as a group.

Cronbach's alpha (α) may be used to describe the reliability of factors from both dichotomous items (questions with two or more possible answers), or multi-point items

(i.e. a Likert scale). It is the average value of the reliability coefficients that would be found when identifying all combinations of items that might be possible when the items are divided into two half-tests (Gliem & Gliem, 2003). While the value of alpha (α) generally ranges between -1 and +1, higher numbers indicate a greater degree of consistency. A reliability coefficient of .70 or higher is generally considered an “acceptable” level of reliability (Nunnally, 1978, as cited in Millar, 2005, p. 65).

Table 11

Internal Consistency of Each Factor Based on Cronbach’s alpha

Factor	Does perform	Should perform
#1 – Vision & mission	.868	.707
#2 – Board planning & dispute resolution	.830	.781
#3 – Funding	.694	.763
#4 – Role of the CEO	.769	.695
#5 – Internal governance of the board	.724	.566
#6 – Board leadership	.725	.465
#7 – Financial oversight & advocacy	.547	.418
#8 – Long-term growth planning	.656	.436

As indicated in Table 11, factors 1, 2, 4, 5, and 6 in the “does perform” column, show an acceptable degree of consistency. However, factor 3 on funding and factor 8 on long-term growth planning fall just below the acceptable level of reliability at a factor of .694 and .656 respectively. Factor 7 on financial oversight and advocacy has the least degree of consistency at .547. In the “should perform” column, factors 1, 2, and 3 are

the only factors that support a high degree of consistency. The remaining factors, 4, 5, 6, 7, and 8 all fall below .70 which indicates a low degree of consistency between the items.

Data Analysis

Analysis of the data began by conducting a factor analysis of the responses to determine the underlying constructs that compose the roles and responsibilities of Board members and CEOs. When these constructs were determined, an average score for each construct was calculated using the respondents "Do Perform" responses. These average factor scores (TFS) for each construct provided the basis for the remaining analyses of the data.

Tables 12 and 13 present the measures of central tendency and dispersion for the board responses to "Does Perform" and "Should Perform". Table 12 represents 82 responses while Table 13 includes 77 responses. Five participants did not complete both sections of the survey. In reviewing this analysis, it is important to note that the lower the range, the lower the variation in responses, thus the stronger the agreement among the respondents. Conversely, the higher the range, the greater the variation in responses, thus the weaker the degree of agreement among the participants.

As noted in Table 12, the lowest mean is 3.12 on factor 8 (long-term growth and planning), with a standard deviation of 0.866, and a range of 3.75 on responses. This indicates that long-term growth was reported as the function least frequently performed by the boards and there was weak agreement regarding the degree it was performed by the board, indicating some boards performed this function a lot more frequently than others.

Table 12

Measures of Central Tendency and Dispersion for Board “Does Perform” Values (N = 82)

Factor	Mean	Median	Mode	Range (max. – min.)	Standard deviation
1	4.357	4.5	0*	2.70 (5.0-2.3)	0.566
2	3.208	3.2	0*	3.00 (4.8-1.8)	0.748
3	3.640	3.7	4	4.00 (5.0-1.0)	0.925
4	4.283	4.5	5	4.00 (5.0-1.0)	0.752
5	3.299	3.3	0*	3.75 (5.0-1.25)	0.917
6	4.22	4.2	5	2.80 (5.0-2.2)	0.630
7	4.50	4.7	5	2.67 (5.0-2.33)	0.577
8	3.12	3.0	3.75	3.75 (5.0-1.25)	0.866

**Indicates multiple modes were detected with no one mode as significant.*

The next lowest mean is factor 2 (board planning), with a mean of 3.208 and a range of 3.00, followed by factor 5 (internal governance of the board) at a mean of 3.299 and a range of 3.75. While factor 3 (funding) has the next lowest mean at 3.64, it also reflects the highest range of 4.00 indicating the spread of responses from 1 to 5 by the board members. Across all these factors, there is a great deal of variability among boards

to the degree that these functions are performed. Some boards may place far greater emphasis on the frequency by which these functions are performed than others.

Factor 6 (board leadership) reflects a mean of 4.22, with a range of 2.80 and factor 4 (role of the CEO) reflects a similar mean at 4.283, yet it also has a range of 4.00. Factor 1 (vision & mission) reflects a high mean of 4.357, with a range of 2.70, suggesting more agreement in responses. Factor 7 (financial oversight) presents the highest mean and the lowest range of 2.67, which reflects the closest agreement among board members of all the factors. Across the factors that were deemed more frequently performed, there was less variability and disagreement than on factors that were reported less frequently performed.

In Table 13, the lowest mean is 3.55 for factor 2 (board planning), with a standard deviation of 0.675, and a range of 2.78 on responses. The next lowest mean is on factor 8 (long-term growth planning) at 3.80, with a range of 3.00. Factors 5 (internal governance), 3 (funding), 4 (role of the CEO), and 6 (board leadership) reflect increasingly higher means. All 4 factors indicate a range of 4.00, presenting the highest disagreement among responses in terms of the degree to which these functions should be performed. Factor 1 (vision & mission) and factor 7 (financial oversight) represent the highest mean values, with ranges of 3.0 and 2.0 respectively. Only factor 2 reflects a mode of 0, indicating a multi-modal response with no one clear mode. Overall, Table 13 (Should) reflects four factors with a range of 4.0 while Table 12 reflects only 2 factors with 4.0 ranges. Only factors 1, 2, and 7 fall within the 2.0 to 3.0 range on both tables.

Table 13

Measures of Central Tendency and Dispersion for Board “Should Perform” Values (N = 77)

Factor	Mean	Median	Mode	Range (max. – min.)	Standard deviation
1	4.70	4.8	5	3.00 (5.0-2.0)	0.418
2	3.55	3.6	0*	2.78 (5.0-2.22)	0.675
3	4.01	4.3	4.3	4.00 (5.0-1.0)	0.835
4	4.39	4.5	5	4.00 (5.0-1.0)	0.682
5	4.00	4.0	5	4.00 (5.0-1.0)	0.725
6	4.67	4.8	5	4.00 (5.0-1.0)	0.540
7	4.76	5.0	5	2.00 (5.0-3.0)	0.370
8	3.80	3.75	3.75	3.00 (5.0-2.0)	0.685

**Indicates multiple modes were detected with no one mode as significant.*

It is interesting to note that between the two tables, moving from lowest to highest mean, factors 8 and 2 are reversed in the first two items with factor 8 as the lowest in the “does perform” category and factor 2 listed second. In the “should perform” category, factor 2 presents first followed by factor 8. Next, factors 5 and 3 align in both charts. Factors 6 and 4 follow the pattern of 8 and 2, reversing positions between “does” and “should”. Then factors 1 and 7 align.

Table 14 presents the measure of central tendency and dispersion for the CEO responses to “Does Perform”, while Table 15 presents these same measures for the CEO responses to “Should Perform.”

Table 14

Measures of Central Tendency and Dispersion for CEO “Does Perform” Values (N = 9)

Factor	Mean	Median	Mode	Range (max. – min.)	Standard deviation
1	4.360	4.5	0*	1.10 (4.9-3.8)	0.395
2	3.086	3.0	0*	3.00 (4.7-1.7)	1.035
3	3.778	3.7	3.7	2.67 (5.0-2.33)	0.764
4	4.639	4.75	0*	0.75 (5.0-4.25)	0.333
5	3.219	3.13	4	2.25 (4.25-2.0)	0.807
6	4.428	4.5	0*	1.25 (5.0-3.75)	0.428
7	4.593	4.7	5	1.00 (5.0-4.0)	0.434
8	3.444	3.5	0*	3.00 (5.0-2.0)	0.788

* Indicates multiple modes were detected with no one mode as significant.

As noted in Table 14, the lowest mean is 3.086 on factor 2 (board planning & dispute resolution) with a standard deviation of 1.035, and a range of 3.00 on responses.

Factor 5 (internal governance) has the next lowest mean at 3.219, with a range of 2.25, followed by factor 8 (long-term planning) at 3.444 and a range of 3.00.

Table 15

Measures of Central Tendency and Dispersion for CEO “Should Perform” Values (N = 9)

Factor	Mean	Median	Mode	Range (max. – min.)	Standard deviation
1	4.533	4.5	5	1.00 (5.0-4.0)	0.400
2	3.173	3.3	2.1	2.22 (4.33-2.11)	0.841
3	4.185	4.3	5	2.67 (5.0-2.33)	0.988
4	4.688	4.75	4.75	0.75 (5.0-4.25)	0.259
5	3.778	4.0	0*	2.50 (4.75-2.25)	0.723
6	4.572	5.0	5	3.00 (5.0-2.0)	0.976
7	4.958	5.0	5	0.33 (5.0-4.67)	0.118
8	3.78	4.0	3.5	3.50 (5.0-1.5)	1.003

* Indicates multiple modes were detected with no one mode as significant.

Factor 3 (funding) has a mean of 3.778 at a range of 2.67. Factors 5, 6, 7 and 8 show increasingly larger means; however, their ranges are 1.10, 1.25, 1.00, and 0.75

respectively, indicating a high level of agreement among the CEOs on their perceived degree of performance of these functions.

Table 15 reflects the lowest mean is 3.173 on factor 2 (board planning), with a standard deviation of 0.841, and a range of 2.22 on responses. The next lowest mean is reflected in factor 5 (internal governance) at 3.778, followed closely by factor 8 (long-term planning) at 3.78. While the two means are quite close, the range for factor 5 is 2.50 and the range for factor 8 is 3.50, reflecting the differences in perspective of board members.

The next highest mean is identified as factor 3 (funding) with a range of 2.67. Factors 1, 6, 4, and 7 have increasingly higher means. However, factor 6 has a range of 3.00 indicating larger disagreement among responses, while factors 1, 4, and 7 present ranges of 1.00, 0.75, and 0.33 respectively, which indicates close agreement among the recorded responses.

Again, it is interesting to note that moving from lowest to highest mean, factors 2, 5, 8, 3, 1, and 6 align across both tables. Only the final two factors, 7 and 4, reverse positions between “does” and “should” tables. Factor 6 is the only factor with a significant difference in range between columns, with a 1.25 range on “does perform” and a 3.00 range on “should perform” representing a 1.75 difference in the ranges. This suggests this factor presents the greatest disagreement between CEOs of how the board should perform.

To address questions 1 through 4, the total factor score (TFS) was calculated based upon the participants “does perform” responses. The analysis is reflected in the tables below.

Research question 1. To what extent do members of Christian school boards believe they perform their roles and responsibilities?

Table 16 presents the statistical responses for how boards believe they perform. Based upon the five-point Likert scale, the scores seem to reflect that boards feel they are performing above average in fulfilling their responsibilities.

Table 16

Board Perception of Actual Performance

Factor	Does perform
1- Vision & mission	4.330
2- Board planning & dispute resolution	3.167
3- Funding	3.594
4- Role of the CEO	4.262
5- Internal governance of the board	3.253
6- Board leadership	4.175
7- Financial oversight & advocacy	4.480
8- Long-term growth planning	3.488

Factor 2 presents the lowest score of 3.167, with factor 5 the next lowest score at 3.253. Factor 8 scores at 3.488, followed by factor 4 at 3.594. Lower scores in these four factors indicate the boards feel they are less effective at board planning, internal governance of the board, long-term growth planning, and funding. The remaining four factors range in score from 4.175 to 4.480. These are factors 6, 4, 1, and 7 respectively,

which suggests boards feel performance is well above average in the areas of board leadership, role of the CEO, vision and mission, and financial oversight.

Research question 2. To what extent do Christian school boards believe they should perform their roles and responsibilities?

Table 17 reflects the board responses to how they feel they should perform. On the five point scale, all of the scores are 3.5 and above. Factor 2 has the lowest score at 3.547, followed by factor 8 at 3.803, and factor 5 at 3.997. The remaining five factors all score between 4.00 and 4.78.

Table 17

Board Desired Performance

Factor	Should perform
1- Vision & mission	4.703
2- Board planning & dispute resolution	3.547
3- Funding	4.007
4- Role of the CEO	4.394
5- Internal governance of the board	3.997
6- Board leadership	4.675
7- Financial oversight & advocacy	4.785
8- Long-term growth planning	3.803

Factor 3 scores at 4.007, followed by factor 4 at 4.394. A significant jump in scores begins at factor 6, scoring 4.675, with factor 1 at 4.703 and factor 7 at 4.785. The

overall scores reflect that boards desire to improve performance in all 8 factors. It is interesting to note that moving from lowest to highest score, factors 2, 3, 1, and 7 align across both tables. Factors 5 and 8 reverse positions between the “does perform” and “should perform” tables, as do factors 6 and 4.

Research question 3. To what extent do CEOs believe they perform their roles and responsibilities?

Table 18 presents the scores for how CEOs believe they do perform in the 8 factor areas. On a 5 point scale, the responses range from 3.0 to 4.5 on perceived performance.

Table 18

CEO Perception of Actual Performance

Factor	Does perform
1- Vision & mission	4.360
2- Board planning & dispute resolution	3.086
3- Funding	3.778
4- Role of the CEO	4.594
5- Internal governance of the board	3.219
6- Board leadership	4.428
7- Financial oversight & advocacy	4.541
8- Long-term growth planning	3.444

The lowest score of 3.086 is on factor 2. The next lowest score is 3.219 on factor 5, followed by factor 8 at 3.444, and factor 3 scoring at 3.778. Lower scores in these four

factors indicate CEOs feel they are less effective in the areas of board planning, internal governance of the board, long-term growth planning and funding. Interestingly, these four factors are identical to the scores identified by boards for their actual performance.

The remaining four factors range in score from 4.360 to 4.594. These are factors 1, 6, 7, and 4 respectively. These scores indicate CEOs feel their performance is well above average in the areas of vision and mission, board leadership, financial oversight, and the role of the CEO. Of the eight factors, CEOs have identified their highest level of performance in factor 4, the role of the CEO. Overall, scores reflect that CEOs believe they are performing above average.

Table 19

CEO Desired Performance

Factor	Should perform
1- Vision & mission	4.533
2- Board planning & dispute resolution	3.173
3- Funding	4.185
4- Role of the CEO	4.688
5- Internal governance of the board	3.969
6- Board leadership	4.572
7- Financial oversight & advocacy	4.958
8- Long-term growth planning	3.778

Research question 4. To what extent do CEOs believe they should perform their roles and responsibilities?

Table 19 reflects the CEO responses to how they feel they should perform. On the five point scale, the scores range from 3.173 to 4.958. Factor 2 has the lowest score at 3.173. There is a notable jump in scores for factor 8 at 3.778, followed by factor 5 at 3.969. The remaining five factors all score between 4.185 and 4.958. These are factors 3, 1, 6, 4, and 7 respectively. These scores indicate CEOs feel their performance is well above average in the areas of funding, vision and mission, board leadership, role of the CEO, and financial oversight. Overall, scores reflect that CEOs believe they are performing above average.

It is interesting to note that moving from lowest to highest score, factors 2, 3, 1, and 6 align across both tables. Factors 5 and 8 reverse positions between the “does perform” and “should perform” tables, as do factors 7 and 4.

The final four research questions address the specific areas of perceived gaps in performance that are reported by boards and CEOs. The following tables present the data identifying boards’ perceived gap in their performance between actual and desired activity, followed by the CEOs perceived gap in their performance between actual and desired activity. Finally, the perceived gaps identified by boards regarding CEO actual and desired activity is followed by the CEO responses relating to the perceived gap between the actual and desired activity of the board.

Tables 20, 21, 22, and 23 present the results of the paired t-tests with the p-value for each factor. The p-value represents the probability of a match or agreement between

item scores. If the p-value is less than the selected level of significance, it reflects better agreement between scores (McCall, 2002, p. 78).

Research questions 5 and 6 focus on the perceived gap between how the board members and CEO's view their performance. Using repeating paired t-tests for dependent data, differences between the "does perform" and "should perform" responses were calculated and reported where statistically significant at a level of significance of 0.05 or lower, as reflected in the following tables.

Research question 5. Is there a gap between how Christian school boards believe they should perform and how they believe they do perform?

Statistically there was a difference between the "does perform" and "should perform" scores across all eight factors, where p-values for all eight factors were smaller than an alpha of 0.05. Referencing Table 20, boards indicate underperformance (desired level of performance is lower than actual level of performance) in all 8 factors. This is demonstrated by the negative values on every item in the difference column. It should be noted that the level of difference reflects the level of agreement or disagreement among board members in their scores. Therefore, factor 4 with a difference of -0.132, reflects close agreement between how the boards feel this factor is performed and should be performed.

There is a jump in score differences from the -0.132 of factor 4 to a -0.305 on factor 7. This is followed by a notable jump to -0.372 on factor 1 and -0.379 on factor 2. Another jump occurs to factor 3 at a -0.412, then to factor 6 at a -0.499. The most significant jump in scores is to a -0.744 for factor 8, with factor 5 scoring the largest

difference at a -0.754. This range of score differences clearly reflects disagreement among board members on how they should perform.

Table 20

Differences in Perceived Actual and Desired Level of Performance of Board Function

Factor	Does perform	Desires to perform	Difference	p-value
1- Vision & mission	4.330	4.703	-0.372	0.000*
2- Board planning & dispute resolution	3.167	3.547	-0.379	0.000*
3- Funding	3.594	4.007	-0.412	0.000*
4- Role of the CEO	4.262	4.394	-0.132	0.019*
5- Internal governance of the board	3.253	3.997	-0.744	0.000*
6- Board leadership	4.175	4.675	-0.499	0.000*
7- Financial oversight & advocacy	4.480	4.785	-0.305	0.000*
8- Long-term growth planning	3.488	3.803	-0.754	0.000*

**Indicates disagreement between perceived and actual levels of board performance at the 0.05 (or lower) level of significance.*

The greatest level of underperformance is identified in long-term growth planning, with internal governance of the board presenting a close second. Board leadership and funding fall within the -0.400 range, while board planning, vision and mission, and financial oversight fall within the -0.300 range. The role of the CEO indicates the least amount of discrepancy between does perform and should perform values, indicating the board feels the CEO is functioning more closely to the should perform values identified. All 8 factors reflect a p-value below the 0.05 level of

significance. Therefore, data confirms that boards feel they are underperforming in all 8 factors.

Research question 6. Is there a gap between how CEOs believe they should perform and how they believe they do perform?

Table 21 presents the data on CEO responses to the gap between actual and desired performance levels. Again, using paired t-tests to determine the difference between CEOs' perceptions of "Does Perform" and "Should Perform", the responses were calculated.

Table 21

Differences in Perceived Actual and Desired Level of Performance of CEO Function

Factor	Does perform	Should perform	Difference	p-value
1- Vision & mission	4.360	4.533	-0.173	0.106
2- Board planning & dispute resolution	3.086	3.173	-0.0086	0.677
3- Funding	3.778	4.185	-0.407	0.284
4- Role of the CEO	4.594	4.688	-0.094	0.285
5- Internal governance of the board	3.219	3.969	-0.750	0.008*
6- Board leadership	4.428	4.572	-0.144	0.696
7- Financial oversight & advocacy	4.541	4.958	-0.147	0.028*
8- Long-term growth planning	3.444	3.778	-0.333	0.527

**Indicates disagreement between perceived and actual levels of CEO performance at the 0.05 (or lower) level of significance.*

The table reflects CEOs indicate underperformance (desired level of performance is lower than actual level of performance) in all 8 factors. This is demonstrated by the negative values on every item in the difference column. Again, it should be noted that the level of difference reflects the level of agreement or disagreement among CEOs in their scores. Therefore, factor 2 with a difference of -0.0086, reflects close agreement between how the CEOs feel this factor is performed and should be performed.

There is a jump in the score differences from the -0.0086 of factor 2 to the -0.094 on factor 4. This is followed by a jump to -0.144 on factor 6, and -0.147 on factor 7. Another jump occurs to factor 1 at a -0.173. These differences are still relatively small and reflect fairly close agreement among CEOs on these factors. The final 3 factors represent the greatest disagreement. Factor 8 reflects a -0.333 level of difference, jumping to -0.407 for factor 3 and -0.750 for factor 5.

The greatest level of underperformance is identified in internal governance of the board. Funding and long-term growth planning are the next greatest areas of underperformance. Board planning presents the least amount of discrepancy between does perform and should perform values indicating the CEOs feel boards are functioning more closely to should perform values identified in this factor.

While the table reflects a negative difference for all 8 factors, suggesting underperformance, this is not validated. P-values show that only factor 5 (internal governance of the board) and factor 7 (financial oversight) fall below the 0.05 level of significance indicating CEOs' disagreement between desired and actual levels of performance. P-values for factors 1, 2, 3, 4, 6 and 8 were all larger than the significance level of 0.05 indicating that CEOs believe these functions are presently performed at

desired levels, so there is neither underperformance nor over performance. Overall results suggest CEOs believe they are performing fairly closely to the expectations for how they should perform, with the exception of factors 5 and 7, where the scores reflect underperformance.

Research questions 7 and 8 focused on the perceived gap between how board members and CEOs view each other's performance. Using paired t-tests for independent data, differences between the "Do Perform" responses were calculated and are reported in Table 22 while the "Should Perform" TFS responses are reported in Table 23 indicating where results are statistically significant at a level of significance of 0.05 or lower. The results identify if board members and CEO's believe there is a gap in the other's performance.

Research question 7. Is there a difference of opinion between boards and CEOs regarding the extent to which they believe they perform their tasks?

Table 22 present the results for how boards and CEOs perceive their actual performance and the difference between those perceptions. Comparing the perceptions of boards and CEOs on actual performance, there is clearly a difference of opinion on most factors. Two factors, 2 (board planning) and 5 (internal governance of the board), reflect a positive difference indicating boards feel they are performing better than CEOs. The remaining 6 factors present negative differences indicating CEOs feel they are performing better than boards in these areas.

Factor 1 (vision and mission) reflect the least amount of difference at a very minimal -0.003, indicating both boards and CEOs believe they are performing well. Factor 7 (financial oversight) has a difference of -0.093, followed by factor 3 (funding)

with a -0.138 difference. Board leadership (factor 6) has a difference of -0.203 and then the differences jump to -0.322 for factor 8 (long-term planning) and -0.357 for factor 4 (role of the CEO). While minor differences are reflected in the scores, the p-value for all eight factors exceeds the 0.05 level of significance, which affirms that boards and CEOs believe they are both carrying out their functions at the desired level of performance.

Table 22

Differences Between Boards and CEOs on Actual Performance

Factor	Board does perform	CEO does perform	Difference	p-value
1- Vision & mission	4.357	4.360	-0.003	0.988
2- Board planning & dispute resolution	3.201	3.086	0.115	0.656
3- Funding	3.640	3.778	-0.138	0.668
4- Role of the CEO	4.282	4.639	-0.357	0.165
5- Internal governance of the board	3.299	3.219	0.080	0.813
6- Board leadership	4.220	4.423	-0.203	0.338
7- Financial oversight & advocacy	4.500	4.593	-0.093	0.643
8- Long-term growth planning	3.122	3.444	-0.322	0.288

**Indicates disagreement between perceived and actual levels of performance at the 0.05 (or lower) level of significance.*

Research question 8. Is there a difference of opinion between boards and CEOs regarding the extent to which they believe they should perform their tasks?

Table 23 presents the results for how boards and CEOs perceive they should perform their functions and the differences between those perceptions. Comparing the

perceptions of boards and CEOs on desired performance also reflects a difference of opinion on all factors. However, unlike the previous “does perform” table, 5 of the values indicate a greater difference of opinion for factors 1, 2, 3, 5, and 7.

Table 23

Differences Between Boards and CEOs on What They Should Perform

Factor	Board should perform	CEO should perform	Difference	p-value
1- Vision & mission	4.703	4.533	0.170	0.251
2- Board planning & dispute resolution	3.546	3.173	0.373	0.129
3- Funding	4.006	4.185	-0.179	0.553
4- Role of the CEO	4.394	4.688	-0.294	0.233
5- Internal governance of the board	3.997	3.778	0.219	0.393
6- Board leadership	4.674	4.572	0.102	0.629
7- Financial oversight & advocacy	4.762	4.958	-0.196	0.141
8- Long-term growth planning	3.803	3.778	0.025	0.921

**Indicates disagreement between perceived and actual levels of performance at the 0.05 (or lower) level of significance.*

Five factors, 1 (vision and mission), 2 (board planning), 5 (internal governance of the board), 6 (board leadership) and 8 (long-term planning) reflect a positive difference indicating boards feel they are underperforming more than CEOs in these areas. The remaining 3 factors (funding, financial oversight, and role of the CEO) present negative differences, indicating CEOs feel they are underperforming more than boards in these areas.

Factor 8 (long-term planning) reflects the least amount of difference at 0.025. With a p-value of 0.921 there is strong agreement between boards and CEOs that long-term growth planning is being performed as it should be. Factor 2 (board planning and resolution) presents the greatest gap at 0.373 and a p-value of 0.129. Factor 4 (role of the CEO) also reflects a larger perceived gap at -0.294 with a p-value of 0.233.

As with board and CEO perceptions of actual performance, their perceptions regarding desired performance reflect p-values for all 8 factors that are above the 0.05 stated level of significance. This indicates boards and CEOs are in agreement, believing each are presently performing their functions as they should with neither underperformance nor over performance.

Summary of Findings

The purpose of the study was to determine the relationship between the perceived roles and responsibilities of Christian school board members and their CEOs using a cross-sectional survey directed toward what participants actually do in their roles and what they believe they should do on those same items.

Surveys were received from 91 participants, representing 20 Christian school organizations. There were 82 board member responses and 9 CEO responses analyzed in the study.

A factor analysis was conducted to determine factor groupings resulting in eight factors which accounted for 95.12% of the total variation. Internal consistency of each factor was measured using Cronbach's alpha (α) with a reliability coefficient of .70 as the acceptable level of reliability.

Factor analysis was conducted to determine the underlying constructs that compose the roles and responsibilities of Board members and CEOs. From that data, total factor scores (TFS) were calculated to conduct the next phase of data analysis. Next, paired t-tests for dependent data were conducted on the responses from board members for “does perform” and “should perform”, as well as CEO responses for “does perform” and “should perform”. Finally, paired t-tests for independent data were conducted on both board and CEO responses to identify the gap in performance perceived by each group with respect to the other’s performance. The data affirms overall agreement between boards and CEOs as to actual performance and desired levels of performance. While they may perceive minor gaps in some areas, the analysis reflects all 8 factors scored above the 0.05 level of significance, affirming both groups perceive performance to be adequate with neither group functioning with underperformance or over performance.

Chapter five will present the conclusions drawn from the study and provide reflections on how board/CEO relationships might be strengthened for effective school governance. The chapter will conclude with suggestions for further study.

Chapter Five: Summary, Conclusions, and Recommendations

Christian school governance requires many of the same functions found in other non-profit organizations, yet their boards approach decision making from a very different perspective. Committed to building all aspects of governance upon a biblical foundation, they strive to provide a high quality education with biblical principles woven throughout the curriculum (Lowrie & Lowrie, 2004).

Members of Christian school boards generally become involved because of their strong commitment to the school they serve, yet they often bring little background experience in board governance or education (Keenan, 2004). Therefore, Christian school boards often operate using a church board model which makes it difficult to identify their purpose, roles, and relationships as well as understanding their relationship with the CEO (Lockerbie, 2005).

The purpose of this study was to evaluate how Christian school board members and their CEO's view their specific roles and responsibilities in their school organizations. To accomplish this purpose, a survey was developed that was specifically designed for Christian schools, building upon a previous model by Green (1995), with further work by Green and Griesinger (1996), Green and Madjidi (2002), and Millar (2005). A quantitative analysis was conducted based upon responses from both parties who were asked to identify how they felt they actually performed their roles and how they felt they should perform.

This chapter will provide a summary of the results followed by a discussion of the conclusions and implications that can be drawn from those results in alignment with

current research studies. The chapter will conclude with recommendations for further research.

Summary

Data collected from the Christian school board members and CEOs factored into eight broad categories of performance. These categories are: vision and mission, board planning and dispute resolution, funding, role of the CEO, internal governance of the board, board leadership, financial oversight and advocacy, and long-term growth planning.

Based upon the participants “does perform” responses, an average score for each construct was calculated and these total factor scores (TFS) provided the basis for data analysis. The first set of analyses presented the measures of central tendency and dispersion for board and CEO responses to both “does” and “should” perform responses. Responses were provided on a scale of 1-5, with 1 representing “never performs” and 5 representing “always” performs. Therefore, the range represents the level of agreement among respondents: the lower the range, the closer the agreement. Conversely, the larger the range, the greater the disagreement among respondents.

Analysis indicates that board members had a high level of disagreement in the areas of funding and the role of the CEO with a range of 4.00 between responses. These were followed closely by a range of 3.75 on both internal governance of the board and long-term growth planning. The areas of closest agreement are reflected for financial oversight and advocacy (2.67 range), vision and mission (2.70 range), and board leadership (2.80 range). Finally, board planning presented a range of 3.00.

As in the “does perform” data, the board responses to “should perform” also reflect a high level of disagreement in the areas of funding, role of the CEO, and internal governance of the board at a range of 4.00 between levels of response. Board leadership also has a range of 4.00 in contrast to the 2.80 level of “does perform”. Once again, the level of closest agreement is reflected in the area of oversight and advocacy at a 2.00 range, followed by board planning at a 2.78 range. The remaining areas of vision and mission and long-term growth planning reflect a range of 3.00.

The range in responses from CEOs on their perceived performance suggests far more agreement. The largest range of 3.00 is found in the two areas of board planning and long-term growth planning. The smallest range of 0.75 on the role of the CEO indicates the respondents are in close agreement on this area of performance. This is closely followed by financial oversight and advocacy (1.00 range), vision and mission (1.10 range) and board leadership (1.25 range). The remaining areas of internal governance of the board (2.25 range) and funding (2.67 range) still reflect fairly close agreement.

The range for “should perform” responses presents the greatest level of disagreement in the area of long-term growth planning at a range of 3.50. Board leadership reflects a range of 3.00. In contrast, there is a high level of agreement on how CEOs feel functions should be performed in the areas of financial oversight and advocacy (0.33 range), the role of the CEO (0.75 range), and vision and mission (1.00 range). The areas of board planning (2.22 range), internal governance of the board (2.50 range), and funding (2.67 range) present a fairly even middle range of agreement.

It is interesting to note that the range for both “does perform” and “should perform” in the areas of funding and role of the CEO are identical. Five of the remaining factors represent less than a 1 point spread between the two levels of performance. Only board leadership reflects a significant difference in range with a “does” range of 1.25 versus a “should” range of 3.00. This suggests CEOs have the greatest disagreement about how board leadership should be performed.

The first four research questions focused on actual and desired performance perceptions of Christian school board members and CEOs. The final four research questions addressed the perceived gap in performance identified by each group, both for themselves and for each other. Results are summarized below.

Research question 1. To what extent do members of Christian school boards believe they perform their roles and responsibilities? Referencing the 5-point Likert scale, with 2.5 as the average, responses range from the low of 3.167 to a high of 4.480. These results indicate boards felt they were performing above average in fulfilling their responsibilities on all eight factors. They considered themselves as being most effective in the two areas of financial oversight and advocacy, and vision and mission. Scores also reflect the lowest rating in board planning and dispute resolution, followed closely by internal governance of the board.

Research question 2. To what extent do Christian school boards believe they should perform their roles and responsibilities?

Again, referencing 2.5 as the average score, responses range from a low of 3.547 to a high of 4.785. Scores for how boards feel they should perform reflect higher values for all 8 factors than are identified in their actual performance. It should be noted the

scores for 6 of the 8 factors align on both performance scales, from lowest to highest values. Reflecting this, board planning is the low at 3.167 on does perform and at 3.547 on the should perform. Financial oversight is the high at 4.480 on does perform and at 4.785 on should perform. Factors 5 and 8 reverse position for 2nd lowest factor. Internal governance of the board (5) is the 2nd lowest at 3.253 on does perform with long-term growth planning (8) at 3rd with a score of 3.488. This order is reversed on the should perform scale with 8 scored at 3.803 and 5 scored at 3.997.

Factors 6 and 4 present the same reversal between tables, with board leadership (6) scoring 5th lowest at 4.175, and role of the CEO (4) 6th lowest at 4.262 on does perform. These are reversed on the should perform scale, with 4 scoring 4.394 and 6 scoring 4.675.

Overall, the data indicate boards do perceive the need for improvement in all areas of performance. The two areas of reversal may indicate the need to clarify roles and expectations.

Research question 3. To what extent do CEOs believe they perform their roles and responsibilities? Analysis of the data relating to CEO responses reflects CEOs also felt they were performing at an above average level in fulfilling their responsibilities. With a score of 2.5 as the average, the scores ranged from a low of 3.086 (board planning) to a high of 4.594 (role of the CEO). In five of the eight factors, they scored their performance higher than the board responses for the same factors. Lower scores in the areas of board planning and dispute resolution, as well as internal governance of the board, indicate CEOs felt these areas are the least well performed. The statistics reflect that, overall, CEOs perceive they are performing well in fulfilling the role of the CEO.

Research question 4. To what extent do CEOs believe they should perform their roles and responsibilities? Again, referencing 2.5 as the average score, the data reflect CEOs desire improved performance in all 8 factors. However, the spread between does perform scores and should perform scores are less than that seen in board scores.

It should be noted that, as with the board, the scores for 6 of the 8 factors align on both performance scales, from lowest to highest values. Also, like the boards' response, CEOs score board planning at the low of 3.086 on does perform and at 3.173 on the should perform, and factors 5 & 8 reverse position for 2nd lowest factor. Internal governance of the board (5) is the 2nd lowest at 3.219 on does perform, with long-term growth planning (8) at 3rd with a score of 3.44. This order is reversed on the should perform scale with 8 scored at 3.778 and 5 scored at 3.969.

Factors 7 and 4 present the same reversal between tables with financial oversight (7) scoring 2nd highest at 4.541 and role of the CEO (4) the highest at 4.594 on does perform. These are reversed on the should perform scale, with 4 scoring 4.688 and 7 scoring 4.958. Overall, the data indicate CEOs perceive the need for some improvement in all areas of performance.

Research question 5. Is there a gap between how Christian school boards believe they should perform and how they believe they do perform?

The data reflect a negative difference between does and should perform scores indicating boards perceived they were performing above average in fulfilling their responsibilities on all eight factors, yet they also identified some level of underperformance in all eight factors. Long-term growth planning revealed the greatest difference between actual and desired performance at -0.754, closely followed by internal

governance of the board at -0.744. The third greatest area of concern was board leadership at -0.499. The significant discrepancy in these scores reflects disagreement among board members, indicating the need for training and development in these areas of board leadership.

These concerns align with work done by Deuink and Herbster (1986) who suggested that most Christian schools only develop policy as it is needed which often results in neglecting plans for the future of the school. They suggest this approach to operating a school ensures a school will only reach its goals by accident (as cited in Lundgren, 2004).

The p-value for all 8 factors falls below the 0.05 level of significance. Thus, the data confirm that boards believe there is a gap in performance and they are underperforming in all 8 areas of board leadership.

Research question 6. Is there a gap between how CEOs believe they should perform and how they believe they do perform? Data results indicate CEOs, like the boards, also perceive a negative gap between actual and desired performance for all eight factors, although the gaps were minimal. CEOs identified the most needed improvement in the areas of board planning and dispute resolution, long-term growth planning, and internal governance of the board. However, only in the areas of internal governance of the board and financial oversight and advocacy do the p-values reflect a level of significance below 0.05, which validates underperformance in these two areas. For all other areas, CEOs believe they are performing as they should.

This perception of a gap in performance suggests CEOs may be unclear as to the expectations for their role and how best to manage those expectations. This can result in

a steady flow of activity that may not reflect the best use of their time or energy. CEOs must be provided with a clear framework of expectations and the training needed to assist them in honing their focus on the tasks that are important.

Research question 7. Is there a difference of opinion between boards and CEOs regarding the extent to which they believe they perform their tasks? The data clearly indicate a difference of opinion between the two groups on most factors. Two factors, board planning (2) and internal governance of the board (5) show a positive difference in scores, indicating boards feel they are performing better in these areas than CEOs feel they are. All other factors reflect negative differences in scores between boards and CEOs.

However, while some minor differences are indicated in values between the two groups, the p-values range from 0.165 to 0.988, with no p-value falling below the 0.05 level of significance. Statistical analysis affirms that there is no disagreement (gap) regarding perceived performance of both parties.

Research question 8. Is there a difference of opinion between boards and CEOs regarding the extent to which they believe they should perform their tasks? Once again, the data reflect a difference of opinion on performance by both groups. Where the does perform data discussed in question 7 indicated a positive value difference in only 2 areas, there are 5 areas with positive values reflected on the should perform analysis. In addition to the positive values on board planning (2) and internal governance of the board (5), boards feel they are performing better in the areas of vision and mission, board leadership, and long-term growth planning.

While minimal differences have been identified by both groups, the p-values do not reflect a significant difference. No p-value falls below the 0.05 level of significance, therefore there is no gap in desired performance. Statistical analysis affirms that both groups view overall performance as neither underperformance or over performance for any factor.

Conclusions

The literature review affirms that boards serve as the corporate leadership of the school (Campbell, et al., 1990). Christian school boards are further responsible to provide the spiritual covering of the school to ensure the school maintains its Christian distinctive (Lowrie & Lowrie, 2004).

For faith based boards, vision, mission, and moral commitment are driven by the biblical foundation for their organizational governance. However, as Carver (2007) indicates, to be fully effective and accountable in their role, the board must have a clearly defined framework for operating that spells out roles, expectations and responsibilities. It must also incorporate goals and objectives that will establish benchmarks for self-evaluation to ensure they are being effective in their process.

The CEO also plays an important role in improving the board. The literature indicates that good nonprofit boards perform well when they have a chief executive who helps them become more effective by encouraging the board to be confident in setting policy and making decisions. Herman and Heimovics (1991) assert this structure encourages the CEO to focus on developing the board's effectiveness without concern about giving up authority. This approach improves board function as well as building the board-CEO relationship (as cited in Andringa & Engstrom, 1997).

The responses to this study have clearly indicated a desire and intention on the part of these boards and CEOs to perform their responsibilities to their utmost ability. A number of participants, both board members and CEOs, responded with notes, e-mails, and phone calls to express their interest in the study and their belief that there is more they can do to strengthen their respective roles in the organization.

Both groups identified concern over improving internal governance of the board. This was reflected in the survey responses to regular in-service training for the board and the board process for self-evaluation.

Survey responses also revealed a disparity of views among individuals from the same board. On several items, participants responded with a note stating they had no ability to make an informed response as they had never discussed these points in their meetings.

Generally, the data indicate that board members perceive a larger gap in their performance than in that of the CEOs. This is consistent with findings in earlier studies conducted by Green and Griesinger (1996), Green et al., (2001), and Green and Madjidi (2002), where board members felt they should be doing more in all areas of their responsibilities, while CEOs felt there was some room for improvement but that their overall performance was adequate.

Implications

Four primary implications may be drawn from the analysis of the data that may have an impact on effective governance.

1. Analysis reveals board members had a high level of disagreement on actual performance in the areas of funding, the role of the CEO, internal governance of the

board, and long-term growth planning. There was also a high level of disagreement on desired performance in the areas of funding, the role of the CEO, internal governance of the board, and board leadership.

These results indicate Christian school boards may benefit from more training on board responsibilities and the role they play in the governance process. Brinkerhoff (1999) emphasizes this training is vitally important, especially because faith-based organizations often demonstrate a mix of governance models. It is imperative that board members are educated regarding the expectations for their leadership role in governance, with a clearly defined job description and training on board policy to assist them in developing their skills as a board. Lacking a clear understanding of these roles can lead to confusion, poor decisions, and misunderstandings that can limit board effectiveness (Lowrie & Lowrie., 2004).

2. Several survey responses indicated participants were unable to answer as they had no knowledge of specific issues. This suggests some boards may lack formalized board policy documents and/or training in policy. Further, the surveys indicated disagreement regarding who should develop policy. Carver (1997) points out that while most boards recognize board leadership is largely a policy task, the tendency is to spend energy on details of policy implementation rather than focus on developing board policies that will guide in long-term planning and board leadership.

3. Analysis of CEO responses indicates the greatest level of disagreement in the areas of long-term growth planning and board leadership. This suggests that CEOs may be unsure as to their role in supporting and/or facilitating effective governance. As Lowrie and Lowrie (2004) explain, the board has a responsibility to ensure the CEO has

the necessary support to carry out the task of leadership. This requires that boards make informed hiring decisions regarding the skills and expertise the CEO will bring to the organization, and then develop trust to build a good working relationship.

4. Surveys revealed most respondents felt an annual board retreat of some kind may be beneficial. However, there was a wide range of disagreement on who would be responsible for organizing and/or facilitating this type of event. This indicates a need for intentional long-term planning regarding board development as well as for all aspects of school governance.

Recommendations for Further Research

The conclusions of this study have prompted the following recommendations. It is hoped that these recommendations will contribute to further development in defining and articulating effective practices that will assist board members and CEOs in their governance of Christian schools.

First, this study was delimited to K-12 Christian schools with 800 or more students. All schools were associated with the Association of Christian Schools International (ACSI). It is recommended that this study be replicated with smaller size K-12 Christian schools to determine if the results can be extended to other ACSI Christian schools. It is also recommended that the study be replicated with schools affiliated with other religious organizations to determine if the findings will translate to Christian schools in general.

It is recommended a study of highly successful Christian school boards and CEOs be conducted to identify benchmarks of a successful board governance model. Questions

relating to board culture, member qualifications, and years of service may provide insights into building a strong board/CEO relationship.

The literature review has presented a range of resources for nonprofit governance, yet there are very few materials specifically focused on Christian schools. An analysis of the resources used by successful Christian boards for board/CEO training and self-evaluation may reveal options that could be incorporated into smaller settings at a cost that makes the training feasible.

Final Thoughts

This study afforded me the opportunity to connect with other Christian school educators and share in their stories. The letters, e-mails, and phone calls received in response to the survey affirmed what I experienced in my years as a Christian school CEO. These individuals are all very committed to serving their school organizations. The boards are made up of parents, church members, and community leaders who are willing to invest their time and energy in supporting the cause of Christian education. They also acknowledge that they are often unprepared to meet the demands of their task because they are unclear as to their appropriate roles and responsibilities.

The need and desire for more training seems to prevail across all the schools. Time demands required for training were a concern, as well as cost considerations. A further concern was the lack of connection with the issues faced by other Christian school boards.

This study raises awareness of the general functions inherent in effective Christian school governance. The data presented may provide boards with a next step in defining their roles and responsibilities, developing their governance policies, and

establishing a system for board evaluation that will strengthen the leadership in their schools, to the glory of God.

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APPENDIX A

A.C.S.I. Statement of Faith

ACSI is committed to respond to the needs of Christian educators and schools in order to lead its membership to spiritual and academic excellence – to provide assistance without interference and opportunity without obligation. We are bound to extend our ministry to all we can reach if we are to carry out the Lord's Great Commission (Matthew 28:18). ACSI neither supports nor endorses the World or National Council of Churches, or any world, national, regional, or local organization that gives Christian recognition to nonbelievers or advocates of multifaith union.

We believe the Bible to be the inspired, the only infallible, authoritative, inerrant Word of God (2 Timothy 3:16, 2 Peter 1:21).

We believe there is one God, eternally existent in three persons – Father, Son, and Holy Spirit (Genesis 1:1, Matthew 28:19, John 10:30).

We believe in the deity of Christ (John 10:33);

- His virgin birth (Isaiah 7:14, Matthew 1:23, Luke 1:35),
- His sinless life (Hebrews 4:15, 7:26),
- His miracles (John 2:11),
- His vicarious and atoning death (1 Corinthians 15:3, Ephesians 1:7, Hebrews 2:9),
- His Resurrection (John 11:25, 1 Corinthians 15:4),
- His Ascension to the right hand of God (Mark 16:19),
- His personal return in power and glory (Acts 1:11, Revelation 19:11).

We believe in the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature and that men are justified on the single ground of faith in the shed blood of Christ and that only by God's grace and through faith alone are we saved (John 3:16-19; Romans 3:23, 5:8-9; Ephesians 2:8-10; Titus 3:5).

We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life, and they that are lost unto the resurrection of condemnation (John 5:28-29).

We believe in the spiritual unity of believers in our Lord Jesus Christ (Romans 8:1, 1 Corinthians 12:12-13, Galatians 3:26-28).

We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enable to live a godly life (Romans 8:13-14; 1 Corinthians 3:16, 6:19-20; Ephesians 4:30, 5:18).

APPENDIX B**Original Draft of Survey with Letter to Review Panel**

<Panel Member>

<Organization>

Dear <Panel Member>

As you know, I am completing a doctoral program in Organizational Leadership at Pepperdine University. The topic of my dissertation is “The Board and CEO: An analysis of roles, relationships, and performance expectations in Christian school governance”.

To complete my research, I will be providing a survey to the CEO and Board members of selected Christian schools that identifies a range of functions conducted by boards and CEO’s to varying degrees. The participants will be asked to rate each question, using a scale of 1 to 5, on: 1) how well they feel the board/CEO does perform the activity, and 2) how well they feel the board/CEO should perform the activity.

To validate this survey, I am asking a panel of experienced Christian school administrators to rate each question for clarity and value. Please read each of the 44 questions and indicate if it is approved as written, should be deleted, or recommend how it should be amended.

Your help in this project is very greatly appreciated. Thank you for your time and participation.

Regards,

Lory Selby
Doctoral Student
Pepperdine University

DRAFT: Survey for School Board Members & CEO

1. The board is involved in developing policy and procedures and ensures that all are grounded in biblical philosophy.
 Approved as written.
 Delete the item.
 Revise as noted. _____
2. The CEO is involved in developing policy and procedures and ensures that all are grounded in biblical philosophy.
 Approved as written.
 Delete the item.
 Revise as noted. _____
3. The board ensures the mission and objectives are periodically reviewed and the school has maintained a Christian distinctive in carrying out the mission.
 Approved as written.
 Delete the item.
 Revise as noted. _____
4. The CEO ensures the mission and objectives are periodically reviewed and the school has maintained a Christian distinctive in carrying out the mission.
 Approved as written.
 Delete the item.
 Revise as noted. _____
5. The board has an established hiring process for selecting the CEO based on the candidate's demonstrated belief in Christ, skills, and abilities.
 Approved as written.
 Delete the item.
 Revise as noted. _____
6. The board demonstrates support for the CEO, provides formal evaluation and when necessary, will terminate the CEO for cause.
 Approved as written.
 Delete the item.
 Revise as noted. _____
7. The board is committed to prayer and thoughtful discussion before making any major decisions.
 Approved as written.
 Delete the item.
 Revise as noted. _____

8. The CEO is committed to prayer and thoughtful discussion before making any major decisions.
____ Approved as written.
____ Delete the item.
____ Revise as noted. _____
9. The board leads short-term and long-term planning.
____ Approved as written.
____ Delete the item.
____ Revise as noted. _____
10. The CEO leads short-term and long-term planning.
____ Approved as written.
____ Delete the item.
____ Revise as noted. _____
11. The board monitors the effectiveness of school programs and activities.
____ Approved as written.
____ Delete the item.
____ Revise as noted. _____
12. The CEO monitors the effectiveness of school programs and activities.
____ Approved as written.
____ Delete the item.
____ Revise as noted. _____
13. The board initiates new programs or ideas.
____ Approved as written.
____ Delete the item.
____ Revise as noted. _____
14. The CEO initiates new programs or ideas.
____ Approved as written.
____ Delete the item.
____ Revise as noted. _____
15. The board assumes legal and fiscal responsibility for the school.
____ Approved as written.
____ Delete the item.
____ Revise as noted. _____
16. The board makes personal financial contributions to the school.
____ Approved as written.
____ Delete the item.
____ Revise as noted. _____

17. The CEO makes personal financial contributions to the school.
 Approved as written.
 Delete the item.
 Revise as noted. _____
18. The board leads in fund raising.
 Approved as written.
 Delete the item.
 Revise as noted. _____
19. The CEO leads in fund raising.
 Approved as written.
 Delete the item.
 Revise as noted. _____
20. The board recommends the school budget.
 Approved as written.
 Delete the item.
 Revise as noted. _____
21. The CEO recommends the school budget.
 Approved as written.
 Delete the item.
 Revise as noted. _____
22. The board ensures a regular audit of school financials.
 Approved as written.
 Delete the item.
 Revise as noted. _____
23. The CEO ensures a regular audit of school financials.
 Approved as written.
 Delete the item.
 Revise as noted. _____
24. The board oversees benefits and salary for school personnel.
 Approved as written.
 Delete the item.
 Revise as noted. _____
25. The CEO oversees benefits and salary for school personnel.
 Approved as written.
 Delete the item.
 Revise as noted. _____

26. The board effectively communicates the mission of the school to all constituencies.
 Approved as written.
 Delete the item.
 Revise as noted. _____
27. The CEO effectively communicates the mission of the school to all constituencies.
 Approved as written.
 Delete the item.
 Revise as noted. _____
28. The board represents the school to the community.
 Approved as written.
 Delete the item.
 Revise as noted. _____
29. The CEO represents the school to the community.
 Approved as written.
 Delete the item.
 Revise as noted. _____
30. The board creates opportunities for community and inter-church involvement.
 Approved as written.
 Delete the item.
 Revise as noted. _____
31. The CEO creates opportunities for community and inter-church involvement.
 Approved as written.
 Delete the item.
 Revise as noted. _____
32. The board balances evangelism and outreach with financial responsibility.
 Approved as written.
 Delete the item.
 Revise as noted. _____
33. The CEO balances evangelism and outreach with financial responsibility
 Approved as written.
 Delete the item.
 Revise as noted. _____
34. The board provides written policies defining board member responsibilities and accountability which emphasize their role of spiritual leadership.
 Approved as written.
 Delete the item.
 Revise as noted. _____

35. The board recruits new board members and provides their training.
 Approved as written.
 Delete the item.
 Revise as noted. _____
36. The CEO recruits new board members and provides their training.
 Approved as written.
 Delete the item.
 Revise as noted. _____
37. The board plans regular in-service training/retreats for board development.
 Approved as written.
 Delete the item.
 Revise as noted. _____
38. The CEO plans regular in-service training/retreats for board development.
 Approved as written.
 Delete the item.
 Revise as noted. _____
39. The board provides a process for and conducts a formal evaluation of board performance.
 Approved as written.
 Delete the item.
 Revise as noted. _____
40. The board has contact with staff other than the CEO.
 Approved as written.
 Delete the item.
 Revise as noted. _____
41. The board provides staff members with access for resolution of disputes.
 Approved as written.
 Delete the item.
 Revise as noted. _____
42. The CEO provides staff members with access for resolution of disputes.
 Approved as written.
 Delete the item.
 Revise as noted. _____
43. The board provides clients with access for resolution of disputes.
 Approved as written.
 Delete the item.
 Revise as noted. _____

44. The CEO provides clients with access for resolution of disputes.

Approved as written.

Delete the item.

Revise as noted. _____

APPENDIX C

Script for Initial Phone Conversation with the CEO

“Hello. My name is Lory Selby. I am a doctoral candidate at Pepperdine University in the Graduate School of Education and Psychology. I would like to ask your help in completing my dissertation research. The topic of my dissertation is ‘The Board and CEO: An analysis of roles, relationships, and performance expectations in Christian school governance’. Having spent more than 20 years in Christian education leadership I believe this research may prove beneficial to other Christian school leaders and boards.

The sample is focused on large schools that are members of the Association of Christian Schools International. Your school has been selected in the random sampling process. Your participation will be invaluable in adding to the growing body of research on the relationship between Christian school boards and heads of schools.

I would like to send you a packet of surveys for you and your board so you can hand them out to your board members at your next meeting. Each survey will include instructions and a self-addressed, stamped return envelope. There are 42 items on the survey and it should take 15- 20 minutes to complete.

The survey asks each respondent to identify if they are a board member or the CEO. However, all the schools in the sample are coded so that no one can identify either the individual responding or the school they represent.

Would you be willing to have your board participate in this research project? Participation is voluntary but I am hopeful that you and your board will recognize the

value of sharing from your expertise. Are there any other questions I can answer for you?

I will be mailing the packets to you in the next few days and look forward to receiving the completed surveys. If you think of other questions, my contact information will be included in the packet and I would be more than happy to provide any clarification.

Thank you for your support and participation in this research. I believe there will be good feedback that can be useful in board leadership. God bless you in your work. Good-bye.”

APPENDIX D

Final Approved Survey with Cover Letter

<<Date>>

Dear <<Christian School Administrator/ Board Member>>:

Hello. My name is Lory Selby and I am a doctoral candidate in the Organizational Leadership program at Pepperdine University's Graduate School of Education and Psychology. Dr. Farzin Madjidi is my supervising professor. I am in the process of completing my dissertation research and your school has been selected to participate in the survey component of the project.

The topic of my dissertation is "The Board and CEO: An analysis of roles, relationships, and performance expectations in Christian school governance". The purpose of this research project is to evaluate how Christian school boards and CEOs view their roles and responsibilities to the organization, the working relationship between both parties, and their assessment of how well they each fulfill those roles. A survey will be used to gather input from participants.

I have provided you with a survey that identifies a range of functions conducted by boards and CEO's to varying degrees. You are asked to rate each question on: 1) how you feel the board/CEO *does* perform the activity – located on the left column, and 2) how you feel they *should* perform – located on the right column.

Please read each question carefully and circle the appropriate rating (a score of one is the lowest, indicating the function is never performed, while a score of 5 indicates the function is always performed). The survey should take 15- 20 minutes to complete.

Your participation in this study is entirely voluntary. However, it is my hope that you will choose to complete the survey which will provide insights based upon your unique expertise and experience. Whether you choose to complete the survey or not, please place it in the enclosed pre-addressed, stamped envelope provided and return it to me by (*insert date*). A timely response will be very helpful and greatly appreciated.

To ensure confidentiality, the survey asks you only to identify your role as either a board member or CEO. Each school has been assigned an identifying code number strictly for the purpose of validating the number of schools who respond. The list of codes is known only to the researcher and will be stored in a safe for a period of five years beyond the completion of the dissertation. Participants will not be identified in any reports related to this study.

Thank you for your time and assistance in this research project. Having personally invested 25 years in Christian education, I have great appreciation for the contribution you make to your schools. Your input will be an invaluable contribution to the growing body of research in this area.

Should you have any questions about this study, you may contact Dr. Farzin Madjidi, Dissertation Chairperson at (310) 568-5600. Also, if you have any questions about your rights as a research participant, you may contact Dr. Doug Leigh, chairperson of the Pepperdine University Graduate and Professional Schools Institutional Review Board (GPS IRB) at (310) 568-2389.

Regards,

Lory Selby, Doctoral Candidate
Pepperdine University Graduate School of Education and Psychology
[REDACTED]

Survey for School Board Members & CEO

1 = never; 2 = occasionally; 3 = sometimes; 4 = usually; 5 = always

		<u>Does Perform</u>					<u>Should Perform</u>						
		never				always	never				always		
(1)	1 2 3 4 5						1	2	3	4	5	(43)	
		The board is involved in developing policy and procedures and ensures that such are grounded in biblical philosophy where appropriate.											
(2)	1 2 3 4 5						1	2	3	4	5	(44)	
		The CEO is involved in developing policy and procedures and ensures that such are grounded in biblical philosophy where appropriate.											
(3)	1 2 3 4 5						1	2	3	4	5	(45)	
		The board ensures the mission and objectives are periodically reviewed and the school has maintained a Christian distinctive in carrying out the mission.											
(4)	1 2 3 4 5						1	2	3	4	5	(46)	
		The CEO ensures the mission and objectives are periodically reviewed and the school has maintained a Christian distinctive in carrying out the mission.											
(5)	1 2 3 4 5						1	2	3	4	5	(47)	
		The board has established a well-developed hiring process for selecting the CEO based on the candidate's belief in Christ and demonstrated knowledge, skills, and abilities.											
(6)	1 2 3 4 5						1	2	3	4	5	(48)	
		The board demonstrates support for the CEO, provides regular and systematic formal evaluation and when necessary, terminates the CEO for cause.											
(7)	1 2 3 4 5						1	2	3	4	5	(49)	
		The board is committed to prayer and thoughtful discussion before making major decisions.											
(8)	1 2 3 4 5						1	2	3	4	5	(50)	
		The CEO is committed to prayer and thoughtful discussion before making major decisions.											
(9)	1 2 3 4 5						1	2	3	4	5	(51)	
		The board leads in short-term and long-term planning.											

<u>Does Perform</u>						<u>Should Perform</u>						
never				always		never				always		
(10)	1	2	3	4	5	The CEO leads in short-term and long-term planning.	1	2	3	4	5	(52)
(11)	1	2	3	4	5	The board monitors effectiveness of school programs and activities.	1	2	3	4	5	(53)
(12)	1	2	3	4	5	The CEO monitors effectiveness of school programs and activities.	1	2	3	4	5	(54)
(13)	1	2	3	4	5	The board initiates new programs and ideas.	1	2	3	4	5	(55)
(14)	1	2	3	4	5	The CEO initiates new programs and ideas.	1	2	3	4	5	(56)
(15)	1	2	3	4	5	The board assumes legal and fiscal responsibility for the school.	1	2	3	4	5	(57)
(16)	1	2	3	4	5	The board makes personal financial contributions to the school.	1	2	3	4	5	(58)
(17)	1	2	3	4	5	The CEO makes personal financial contributions to the school.	1	2	3	4	5	(59)
(18)	1	2	3	4	5	The board leads in fundraising.	1	2	3	4	5	(60)
(19)	1	2	3	4	5	The CEO leads in fundraising.	1	2	3	4	5	(61)
(20)	1	2	3	4	5	The board recommends the school budget.	1	2	3	4	5	(62)
(21)	1	2	3	4	5	The CEO recommends the school budget.	1	2	3	4	5	(63)
(22)	1	2	3	4	5	The board ensures a regular audit of school financials.	1	2	3	4	5	(64)
(23)	1	2	3	4	5	The CEO ensures a regular audit of school financials.	1	2	3	4	5	(65)
(24)	1	2	3	4	5	The board oversees benefits and salary for school personnel.	1	2	3	4	5	(66)
(25)	1	2	3	4	5	The CEO oversees benefits and salary for school personnel.	1	2	3	4	5	(67)
(26)	1	2	3	4	5	The board effectively communicates the mission of the school to all constituencies.	1	2	3	4	5	(68)

		<u>Does Perform</u>			<u>Should Perform</u>		
		never	always			never	always
(41)	1 2 3 4 5	The board provides school constituents with access for resolution of disputes.			1 2 3 4 5	(83)	
(42)	1 2 3 4 5	The CEO provides school constituents with access for resolution of disputes.			1 2 3 4 5	(84)	

Please identify your role in the organization: _____Board Member _____CEO/Head of School

_____Male _____Female (optional) Date survey completed: _____

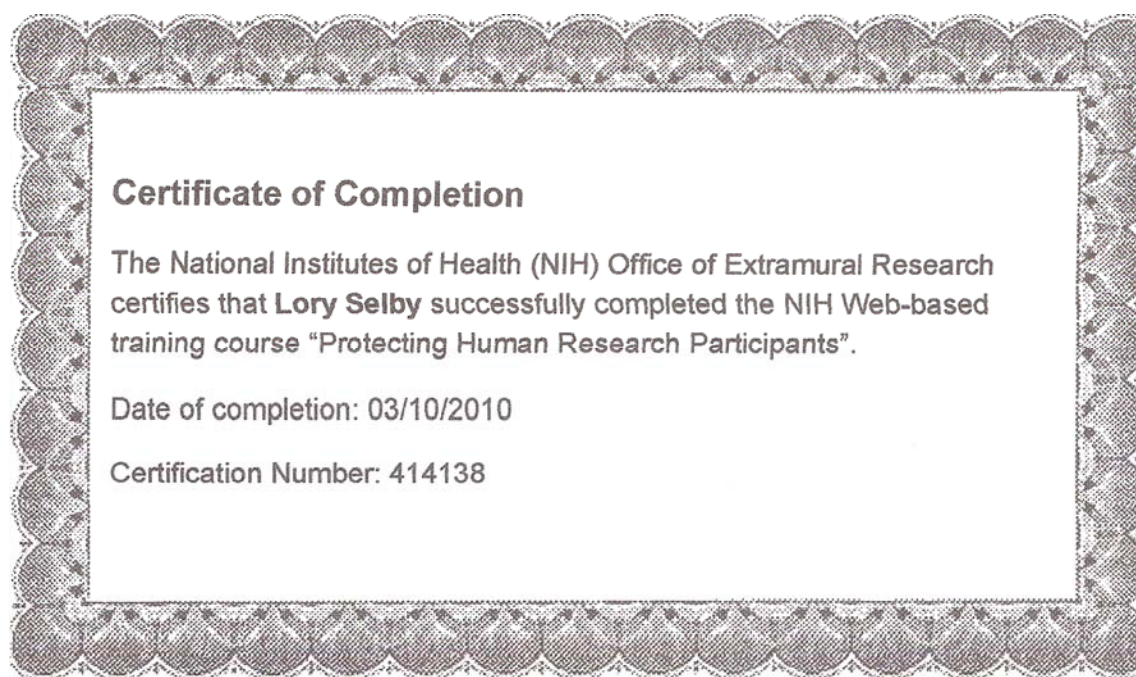
Thank you for your time and support for this project. God bless you in your ministry.

APPENDIX E**Panel Members who Validated the Survey**

Lee Duncan, Ed.D.
Dean of Administration
The Master's College
Santa Clarita, CA

Jerry Haddock, Ed.D.
Regional Director
Association of Christian Schools International
Brea, CA

Louis Mann
Superintendent
North County Christian School
Atascadero, CA

APPENDIX F**National Institute of Health Certificate of Completion**

APPENDIX G

Institutional Review Board Approval

PEPPERDINE UNIVERSITY

Graduate & Professional Schools Institutional Review Board

November 30, 2010

Lory Selby


Protocol #: E1010D04

Project Title: *The Board and CEO: An analysis of roles, relationships, and performance expectations in Christian School Governance*

Dear Ms. Selby:

Thank you for submitting the revisions requested by Pepperdine University's Graduate and Professional Schools IRB (GPS IRB) for your study. *The Board and CEO: An analysis of roles, relationships, and performance expectations in Christian School Governance*. The IRB has reviewed your revisions and found them acceptable. You may proceed with your study. The IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46 – <http://www.nihtraining.com/ohsrsite/guidelines/45cfr46.html> that govern the protections of human subjects. Specifically, section 45 CFR 46.101(b) (2) states

(b) Unless otherwise required by Department or Agency heads, research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from this policy:

Category {2} of 45 CFR 46.101, research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: a) Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

In addition, your application to alter informed consent procedures, as indicated in your Application for Waiver or Alteration of Informed Consent Procedures form has been approved.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit a Request for Modification Form to the GPS IRB. Because your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the GPS IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If an

unexpected situation or adverse event happens during your investigation, please notify the GPS IRB as soon as possible. We will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the GPS IRB and the appropriate form to be used to report this information can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* (see link to "policy material" at <http://www.oeeoerdine.edu/irb/araduate/>).