

TITLE: Self-Assessed Leadership Practices of Administrators and Teachers of the Church Educational System (CES) of the Church of Jesus Christ of Latter-Day Saints

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OBJECTIVE: The purpose of this study was to compare the leadership practices of administrators and teachers of the Church Educational System of The Church of Jesus Christ of Latter-Day Saints and to investigate the congruence between self-assessments and the constructs of the CES Leadership Model.

METHODOLOGY: The population included full-time CES administrators and teachers located in 24 areas throughout the United States (N=7913), from which a random sample of 301 CES administrators and 300 teachers was drawn. Eighty-one percent (N=243) of the surveys were returned from administrators and 74 percent (N=221) from teachers. Most respondents were male (80%), equally divided into three age groups (31-40, 41-50, 51-60), and 42 percent had 20+ years of work experience. Administrators were grouped into zone administrative council, area directors, coordinators, institute directors, and release-time building principals. Teachers were grouped into early morning seminary teachers, release-time seminary teachers, and institute teachers. In addition to providing demographic information, respondents completed the Leadership Practices Inventory.

KEY FINDINGS: The LPI scores of administrators and teachers were essentially equivalent. Enabling was the most frequently engaged leadership practice followed by Encouraging, Modeling, Inspiring, and Challenging.

Age consistently correlated positively with LPI scores. The same was true for years of experience (with the exception of Modeling). MANOVA revealed that release-time seminary teachers differed significantly from at least one or more of the other groups across all five leadership practices.

Factor analysis revealed five factors with eigenvalues greater than or equal to 1.0 These factors accounted for 57.4 percent of the variance, and “the factors extracted in this study were consistent with the research of Kouzes and Posner” (p. 76). From this analysis the author concludes: “that the constructs of Kouzes and Posner’s LPI parallel closely with the constructs of the CES leadership model” (p. 91).