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PERCEPTIONS OF THE
VISIONARY LEADERSHIP OF
ASSISTANT PRINCIPALS IN
GEORGIA MIDDLE SCHOOLS

Christopher John LeMieux



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PERCEPTIONS OF THE
VISIONARY LEADERSHIP OF
ASSISTANT PRINCIPALS IN
GEORGIA MIDDLE SCHOOLS

A Dissertation

Presented to

the College of Graduate Studies of
Georgia Southern University

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

in

Educational Administration

by

Christopher John LeMieux

December 2000

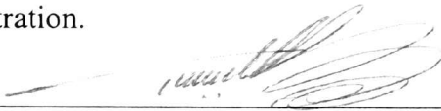
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December 2000

To the Graduate School:

This dissertation entitled "Perceptions of the Visionary Leadership of Assistant Principals in Georgia Middle Schools" and written by Christopher John LeMieux is presented to the College of Graduate Studies of Georgia Southern University. I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education in Educational Administration.




Tak C. Chan (Supervising Committee Chair)

We have reviewed this dissertation
and recommend its acceptance.



Stephen Jenkins (Professor of Curriculum, Foundations, and Research)



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Deborah Thomas (Associate Professor of Middle Grades and Secondary Education)



Robert Martin (Chair of the Department of Educational Leadership, Technology, and Human Development)

Accepted for the College Of Graduate Studies:



G. Lane Van Tassell
Dean, College of Graduate Studies

DEDICATION

I would like to dedicate this study posthumously to my beloved father, Gail Damas LeMieux. I cannot tell you how many times during my research that I recalled his lifetime lessons that he shared with me before his premature death. Simple lessons such as “if it is worth doing, then do it well,” or “when the going gets tough, the tough get going.” Thanks for being a great teacher and motivator, Dad!

I also would like to dedicate this paper to all the middle school assistant principals working or retired throughout the state of Georgia. You are truly the workhorses of the school administration and deserve much praise for being the front-line leaders in our school systems. Please continue to be the best visionary leaders that our children deserve.

Finally, I would like to dedicate this paper to my family and friends. I appreciate the support and the sacrifices that many have made for one person’s lifetime goal. I feel very fortunate and give thanks to Providence for having such a loving and caring family. Many thanks and kisses to my wife, mother, and three daughters. A large part of my success with this paper is due to your understanding, patience, and support. Countless praises and sincere gratitude to Renee, Irene, Olivia, Alexandria, and Marissa LeMieux!

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The first person that I feel a tremendous obligation to acknowledge is my wife, Renee. I am forever indebted to her. I could not have asked for a better proofreader, motivator, supporter, counselor, and mother to my three daughters during this challenging time. Along with my wife, I would like to express sincere thanks to my family which includes my mother, daughters, sister, and in-laws. Their constant encouragement and help was definitely appreciated.

My deepest appreciation to Dr. T. C. Chan for his efforts as my dissertation chair. His warmth, humor, and professionalism were deeply appreciated. I will be forever grateful for his timely reassurance and encouragement throughout this process. Dr. Chan is gifted professor and at the top of his craft in my eyes. I considered him to be a mentor and a good friend.

Sincere thanks are extended to the other four members of my dissertation committee for their efforts during this process. Dr. Debra Thomas was an invaluable source of information with regard to the middle school concept. Additionally, she challenged me to be better writer throughout this process, and I appreciate her encouragement in this endeavor. Dr. Harbinson Pool taught me to be a better technical writer, and I appreciate his meticulous APA insights. Dr. Pool also served as my educational leadership adviser, and his efforts in this capacity were deeply appreciated. Dr. Namok Choi and Dr. Stephen Jenkins both served as my methodologists during this study. Dr. Choi assisted me in chapters 1 through 3 as well as in my preprospectus and prospectus defenses. Dr. Choi helped me to design a feasible study. Dr. Jenkins assisted me in chapters four and five of the dissertation. His efforts helped me to accurately analyze my data and to present it in a logical manner. Dr. Jenkins also helped to prepare

me for my dissertation defense. I appreciate both of my methodologists for their many hours of patience and willingness to assist me with the research design and data analysis.

I am also very appreciative to the many people who proofread my work and offered constructive suggestions for improvement. Some of those persons include Mrs. Renee LeMieux, Dr. Emma Jean Howard, Dr. Gordon Johnston, Dr. Todd McGhee, Dr. Kevin Jenkins, Principal Joan Akin, Assistant Principal Karin Steele, Assistant Principal Linda Calhoun, Associate Principal Lynne Davis, Assistant Principal Susan Eyring, Assistant Principal Tony Aguirre, and Mr. Stephen Rahn. I am indebted to this group for their efforts.

I would like to also acknowledge Dr. Marshall Sashkin of George Washington University and Dr. William Rosenbach of Gettysburg College for allowing me to use The Leadership Profile instrument. I sincerely appreciate their professional and insightful correspondence to my endless questions regarding their survey instrument.

Finally, I offer sincere appreciation to Dr. Cynthia Pugh and her work with the visionary leadership of assistant principals at the elementary school level in Virginia in 1998. Her study inspired me to do a similar study of visionary leadership perceptions with middle school assistant principals in Georgia in 2000.

VITA

My college education background commenced with a bachelor of arts degree in history in 1988 from Shorter College located in Rome, Georgia. I received my master of education degree in 1991 and education specialist degree in 1993 from Georgia Southern University located in Statesboro, Georgia. My academic achievements included being named to the Dean's List for Academic Excellence at the undergraduate and graduate levels. I was inducted in 2000 as a member of Omicron Delta Kappa which is the nation's oldest honor society for leaders.

At the time of this dissertation, I am employed as an assistant principal at Creekland Middle School in Lawrenceville, Georgia. My major responsibility is the supervision of Community B which houses approximately 600 middle school students and 30 faculty members in grades 6 through 8. This is my third year as an administrator for Creekland Middle School. Prior to Creekland, I worked part time as a summer school assistant principal (1995 and 1996) at Jenkins High School in Savannah, Georgia.

My teaching experience includes nine consecutive years at Jenkins High School and one year at Creekland Middle School. My teaching certificate is in the field of social science. I have had the opportunity to teach a variety of social science topics including World Geography, World History, U. S. History, Georgia History, Citizenship, U. S. Government, and Economics.

As a teacher, I helped with extracurricular activities including the tennis team, track, basketball, Mock Georgia Assembly, and Junior Achievement. Other noninstructional tasks that I have accomplished as a teacher include (a) working as an elected member of a building leadership team for the 1995-1997, (b) chairing the School

and Community Committee for the 10 year SACS study, (c) participating as a supervising teacher at Armstrong Atlantic State University's student teaching program, (d) participating as a selected member of the 1995 New Leaders Institute Seminars sponsored by the Georgia Education Leadership Academy, (e) serving as an elected school representative to the systemwide teacher meetings with the superintendent's office, (f) writing a monthly newsletter to inform the faculty and staff at Jenkins High School of local board policy and actions in the 1994-1995 school year, and (g) serving as the principal's appointed chairperson of the SACS steering committee in the 1990-1991 school year.

ABSTRACT

Perceptions of the Visionary Leadership

of Assistant Principals in Georgia

Middle Schools

December, 2000

Christopher John LeMieux

B.A. Shorter College

M.Ed. Georgia Southern University

Ed.S. Georgia Southern University

Directed by: Dr. Tak C. Chan

This study was intended to explore the visionary leadership of assistant principals in public middle schools. A study of this type conducted on a statewide basis provided empirical information on the visionary leadership of assistant principals as perceived by themselves and their respective teachers in Georgia middle schools. Since a limited amount of research existed on the visionary leadership role of middle school assistant principals, this study helped to fill a void in the current professional literature.

Quantitative research methodology was used to analyze data generated from The Leadership Profile surveys, principals' middle school concept implementation surveys, and the assistant principals' selected demographic/biographic surveys. The collected data from the surveys determined how the 43 middle school assistant principals were perceived as visionary leaders by the 86 teachers within the respective schools. Additionally, the data determined how the assistant principals viewed themselves as

visionary leaders. The data also determined to what extent were selected demographic/biographic variables related to the visionary leadership perceptions of teachers and assistant principals in Georgia middle schools. Finally, the data helped to determine if a relationship existed among middle school concept implementation and assistant principals' self perceptions of visionary leadership.

The results of the study indicated that middle school assistant principals perceived themselves as visionary leaders. Their respective teacher observers also perceived the middle school assistant principals as visionary leaders. Overall, the results indicated that as a collective group the assistant principals in the study had higher perceptions of their visionary leadership roles than did their respective teacher observers. This difference in perception, however, was not great enough to be considered statistically significant.

A major finding of the study indicated that assistant principals who have worked in their current schools for several years perceived themselves significantly stronger in their ability to see followers as empowered partners when compared to assistant principals new to the school. The degree to which a school implements the middle school concept was not related to the visionary leadership of the assistant principal.

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CHAPTER I

INTRODUCTION

Do assistant principals in middle schools consider themselves to be visionary leaders? Do the teachers of middle schools perceive their respective assistant principals to be visionary leaders? Is there a difference between the visionary leadership perceptions of assistant principals and teachers? Do selected biographics and demographics of assistant principals affect the way assistant principals perceive their own visionary leadership role? Have the middle school reform movements over the past several decades affected the duties and responsibilities of middle school assistant principals enough to alter the perception of their leadership roles? Questions regarding the leadership role and function of the assistant principal at all levels have drawn considerable attention in recent years (Glanz, 1994). The modern assistant principal's role and function have been considered to be invaluable assets to the school organization (Glanz, 1994; Marshall, 1992b; Pellicer & Stevenson, 1991). According to Calabrese (1991), a significant amount of attention has been focused on the augmentation of the assistant principal's role and function to include curriculum and staff development as well as instructional leadership. Marshall (1992b) indicated that the assistant principal's leadership role has changed significantly since the 1920s, when the assistant principal's primary responsibilities included clerical duties and supervision of cocurricular activities.

Despite these statements, several recent studies indicated that the leadership role of the assistant principal has not changed significantly (Koru, 1993; O'Prey, 1999; Pugh, 1998; Valentine, Clark, Irvin, Keefe, & Melton, 1993). Koru (1993) concluded that even though considerable attention has been focused on the instructional leadership role of the assistant principal, assistant principals claimed that they spend little time working on instructional improvement. O'Prey's study (1999) showed that assistant principals were still spending the vast majority of their time on noninstructional tasks. Pugh's study (1998) of elementary assistant principals' perceptions of their visionary leadership role

indicated that, despite the fact that 90% of the assistant principals studied desired promotions to higher levels of administration, assistant principals have not perceived their positions as those of visionary leaders. Likewise, the findings in the Valentine, Clark, Irvin, Keefe, and Melton study (1993) indicated that assistant principals were not considered by middle-level leaders to be significant educational leaders in the restructuring of middle-level schools.

Panyanko and Rorie (1987) stated that school systems needed to redefine the role of the assistant principal, so that school administration and management may meet the production and accountability demands of the general public. Pellicer and Stevenson (1991) argued that the assistant principalship has traditionally been considered an entry-level administrative position. Nevertheless, Rosenbach, Sashkin, and Harburg (1996) stipulated that people at all levels must exercise leadership if the organization is to achieve its goals. Koru's study (1993) recognized assistant principals as educational leaders who, like the principal, needed a vision of the purpose of the organization, a vision of where the organization was going, rich and impassioned knowledge of curriculum and instruction, and power to move others to commit to innovative solutions for the increasing educational needs of young people.

Pugh's study (1998) identified assistant principals as persons with visionary leadership capabilities. According to Sashkin and Rosenbach (1999), visionary leaders transformed followers into self-directed leaders. Sashkin and Robach stated that visionary leadership theory (VLT) was an integrative approach to executive leadership developed over the past 15 years by Sashkin and his colleagues. According to Sashkin and Rosenbach, visionary leadership theory was an extension of transformational leadership, first defined by the political historian James MacGregor Burns (1978).

Transformational leadership techniques such as teacher empowerment, teacher-based guidance activities, and flexible time use formed a list of important characteristics of the middle school concept (George & Shewey, 1994). Weller (1999)

stated that the purpose of the middle school was to educate preadolescents, ages 10 through 14, who were rapidly developing physically, intellectually, socially, and emotionally in one or more areas at the same time. The middle school concept advocated that school administrators needed to work as facilitators (Alexander & George, 1981). Based on research from the middle school concept and the visionary leadership theory, middle school assistant principals were encouraged to be visionary leaders and facilitators. Sashkin and Rosenbach (1999) claimed that visionary or transformational leaders taught their followers self-confidence and empowered them to become stewards of power. Subsequently, visionary leaders contributed their services to the fulfillment of the organizational vision and as part of the organizational transformation process (Sashkin & Rosenbach, 1999). Assistant principals should not perceive their position as being too minuscule to make a difference. Sashkin (1996b) argued that “visionary leadership is both a matter of degree and an area in which one’s basic potential may be greater than one’s current assignment requires” (p. 28).

Statement of the Problem

A limited amount of literature with regard to assistant principals existed (Marshall, 1992a; L. W. Williams, 1995). Most of the research on assistant principals was descriptive in nature, consisting primarily of normative surveys designed to collect data on perceptions of the various duties and responsibilities of the assistant principal (Greenfield, 1985). Furthermore, Greenfield argued that most studies on assistant principals lacked a theoretical base. Few studies examined the assistant principal’s ability to provide visionary leadership (Pugh, 1998). Furthermore, limited information existed regarding the perceptions of the visionary leadership role of assistant principals at the middle school level. Nevertheless, the number of middle school assistant principals becoming middle school principals was increasing. The assistant principalship has been the usual step leading up to a principalship (Norton & Kriekard, 1987; Scoggins, 1993). Effective principals possessed visionary leadership characteristics and behaviors to help

them transform their schools to achieve the school's goals (Sashkin & Rosenbach, 1999). However, assistant principals as a collective group appeared to lack the opportunities to exercise their visionary leadership skills and behaviors due to the nature of their positions (Glanz, 1994). All levels of public education have been under professional scrutiny and reform for the last several decades (Murphy & Forsyth, 1999; Starratt, 1995; R. Williams, 1992). Consequently, middle school assistant principals were accustomed to change and school reform that affected their professions.

In conclusion, while researchers have paid significant attention to the middle school concept, little information has been available about the visionary leadership role of the middle school assistant principal. A good technique in developing a better understanding of the assistant principalship was to examine the perceptions of those who hold the administrative position and the teachers who were directly affected by the administrative position (Marshall, 1992a).

Research Questions

The research questions guided the study by focusing on the perceptions of the visionary leadership of middle school assistant principals in Georgia. This study was designed to answer the following five research questions:

1. To what extent do Georgia middle school assistant principals perceive themselves demonstrating visionary leadership behaviors and characteristics?
2. To what extent do teachers perceive Georgia middle school assistant principals demonstrating visionary leadership behaviors and characteristics?

3. Is there a difference between the assistant principals' and teachers' perceptions of the visionary leadership of assistant principals in Georgia middle schools?
4. To what extent are selected biographics and demographics of the assistant principals related to the perceptions of the assistant principals and their role in visionary leadership?
5. What is the relationship between middle school concept implementation and assistant principals' perceptions of their own visionary leadership?

Importance of the Study

This study was intended to explore the visionary leadership of assistant principals in middle school. A study of this type conducted on a statewide basis provided empirical information on the visionary leadership of assistant principals as perceived by themselves and the teachers in middle schools of Georgia. Since a limited amount of research existed on the visionary leadership role of middle school assistant principals, this study helped fill a void in the current professional literature. Subsequently, this research provided pertinent implications for improvement in the areas of higher education and educational leadership preparation programs. In addition to the areas of educational leadership and school administration, this study also added to the literature in several related educational areas such as leadership theory, middle school concept, and administrator-teacher relations.

In the past, research has benefited from direct contributions by school leaders, teachers, and others involved in the daily management of the school organization. Acquiring information directly from these professionals helped to obtain their actual perceptions of the visionary leadership role exhibited by assistant principals in the school setting. Research on these perceptions may assist educational leaders and policy makers in the restructuring of the leadership role of the middle school assistant principalship and the leadership skills of this administrative position.

Delimitations

This study was delimited in the following ways: (a) the study included only participants from Georgia public schools, (b) the study included only middle school assistant principals and teachers, (c) the study included only participants from school districts that gave the researcher consent to conduct research within that school district, and (d) the study focused on a one school-year period (1999-2000).

Limitations

This study was limited in the following ways: (a) the study relied on self-report, (b) at least two teacher observers had to complete The Leadership Profile surveys regarding their respective assistant principal in order for the researcher to use the data in the study, and (c) the assistant principals had to return their The Leadership Profile surveys so that data from their respective teacher observers could be analyzed in the study.

Definitions of Terms

Assistant Principal (AP)

An assistant principal is any person employed in a school who has been appointed by the local school district's board of education with the duties of an administrative assistant to a principal (Pugh, 1998). An assistant principal in this study must be a certificated employee.

Visionary Leadership Theory (VLT)

VLT is an integrative approach to executive leadership that expands transformational leadership to include the unique integration of behaviors, personal characteristics, and organizational culture (Sashkin & Rosenbach, 1999). VLT also encompasses transactional leadership or capable management skills.

Visionary Leadership

Visionary leadership is the process in which the leader develops a long-range strategic plan of what the organization can and should become, understands the key

elements of a vision, communicates an organizational vision, and enables organization members to act in ways that make the vision real (Pugh, 1998). Visionary leadership is also defined as one who worked to create a culture that guided the organization through the future (Sashkin, 1996a).

Transformational Leadership

Transformational leadership is a form of leadership considered as the articulation of a shared vision and the creation of enthusiasm and support for that vision by building trust and enabling empowerment to emerge in those workers taking on the task of implementing change (Carlson, 1996).

Transformational Leadership Behaviors

Kouzes and Posner (1988) and Sashkin (1984) identified the following five components of transformational leadership behavior:

1. Focused leadership (Sashkin, 1984) is considered as the ability to envision the future and enlist the support of others (Kouzes & Posner, 1988).
2. Creative and risk leadership (Sashkin, 1984) is the willingness to search for opportunities and experiment (Kouzes & Posner, 1988).
3. Communication leadership (Sashkin, 1984) is the ability to foster collaboration (Kouzes & Posner, 1988).
4. Consistent and trust leadership (Sashkin, 1984) is the ability to model and set an example (Kouzes & Posner, 1988).
5. Caring and respectful leadership (Sashkin, 1984) is the ability to recognize contributions and celebrate accomplishments (Kouzes & Posner, 1988).

Transformational Leadership Characteristics

Sashkin (1988) identified confidence, empowerment, and vision as three transformational leadership characteristics of an effective leader:

1. **Confidence** is defined as the belief in one's ability as a leader to achieve desired results.

2. Empowerment is defined as the ability to encourage and motivate others to take action or responsibility for the benefit of the organization.
3. Vision is defined as the cognitive ability to think in complex cause-and-effect patterns over relatively long periods of time (Sashkin and Rosenbach, 1999). Senge (1990) described vision as a “mental image of the future that we hope to create” (p. 9).

Transactional Leadership

The expectations established to clarify the job roles required to obtain rewards, as well as the use of incentives and contingent rewards to influence employee motivation (Bass, 1985). Bass also stated that a second component to transactional leadership was the supervision of the employees and corrective action to ensure that the job was completed by the employees.

Organizational Culture

The beliefs, patterns, and assumptions of an organization developed over time that were generally taken for granted and can be reflected in symbolic forms within the organization (Bolman & Deal, 1991).

Middle School Concept

The need to establish a transitional program that provided for the educational needs of students in the 3 to 5 years between elementary and high school years and that was designed to promote continuous educational progress for all concerned (Alexander & George, 1981).

Organization of the Study

Chapter I presents the proposal which included a general introduction, statement of the problem, research questions, importance of the study, delimitations, definitions of terms, and organization of the study. The remainder of the study is organized into four additional chapters. Chapter II is a review of literature, which included the topics of leadership theory, visionary leadership, assistant principalship, middle school concept,

school reform and restructuring, leadership profile instruments, and selected demographics and biographics research. Chapter III explains the methodology to be used in conducting the research and included the research design, participants, instrumentation, procedures, method of analysis, and ethical considerations. Chapter IV examines the data generated from the study. Chapter V presents a summary of the findings, conclusions, and recommendations for implementation and further research.

CHAPTER II

REVIEW OF RESEARCH AND RELATED LITERATURE

The purpose of this chapter was to review the professional literature that was related to this study. The research information collected for this chapter came from a variety of sources including the Educational Research and Information Center (ERIC), Dissertation Abstract Index (DAI), on-line library catalogs, professional journals, reports, articles, and books.

The research information included in this chapter consisted of seven major areas: leadership theory, visionary leadership, assistant principalship, middle school concept, school reform and restructuring, leadership profile instruments, and selected demographics and biographics research. The review of literature regarding leadership theory included a look at transformational, transactional, and facilitative leadership. The review of literature with regard to visionary leadership included a discussion about vision, visionary leader, and visionary leadership theory. The review of literature on the assistant principalship discussed the historical development of the assistant principal, different views of the assistant principal, the traditional role of the assistant principal, redefining the role of the assistant principal, and perception studies of assistant principals.

The review of literature regarding the middle school concept included philosophy, purpose, characteristics, and description, as well as a discussion of how the concept applied to the middle school administration. The review of literature on the school reform and restructuring consisted of three sections discussing the role of school administration and the school restructuring efforts, school restructuring and transformational leadership, and restructuring school decision making. The review of literature with regard to the leadership profile instruments critiqued several current instruments including Bass's (1990) Multifactor Leadership Questionnaire (MLQ), Reed's (1996) Leadership-Culture Dimensional Screening Scale (LCDSS), Sashkin's

(1984) Leadership Behavior Questionnaire (LBQ), and Rosenbach, Sashkin, and Harburg's (1996) The Leadership Profile (TLP).

Leadership Theory

According to Bass (1990), all societies have some form of leadership. Bass defined leadership as an interaction among members of a group that involved a structuring or restructuring of the situation and the perception and expectations of the group members. Bennis and Nanus (1985) stated that leadership was the wise use of power or the capacity to translate intention into reality and sustain it. Yukl (1994) described leadership as influence processes affecting the perception of events for followers, the choice of organizational objectives, work design, employee motivation, collaboration, and recruitment of new workers. Past and present models or theories of leadership included the great-man theories, traits of leadership theories, environmental theories, and theories of interacting persons and situations (Bass, 1990). Bass added that modern leadership theories focus on social-information processing and on transformation leadership.

Role of the School Administration and Leadership Theory

Theories continued to be important sources of information for a school administration. Kimbrough and Burkett (1990) theorized that the original development of a school administrator came as the result of the appointment of head teachers or principal teachers by school trustees to handle administrative duties. Cummings' (1992) research from the Basic Research and Implementation in Developing Education Systems (BRIDGES) of Harvard University indicated that schools with administrators engaging in a more active leadership role, but with reduced powers, experience improved student achievement.

Transactional Leadership

An example of leadership theory was transactional leadership. According to Kouzes and Posner (1988), transactional leadership maintained a steady-state situation and generally obtained performance from others by offering rewards. Bass (1985) incorporated transactional leadership in a two-factor theory which included the factors of transactional leadership and transformational leadership to be measured. Bass believed that transactional leadership, which consisted of leadership techniques such as contingent reward, management-by-exception, and sometimes laissez-faire leadership, provided the essential requirements for organizational maintenance. Support for the external validity of the two-factor theory was to be found in evidence which demonstrated that transactional leadership practices were necessary to the maintenance of organizational routines (Bass, 1985). Transactional leadership provided essential stability but did not, by itself, stimulate change (Bass, 1985). Bass stated that transformational leadership included the components of charisma, intellectual stimulation, and individualized consideration. Bass further believed the addition of transformational leadership practices in conjunction with transactional leadership was necessary to produce effective change in an organization.

Origins and Development of Transformational Leadership

Transformational leadership had as its roots the works of Weber and Burns (Carlson, 1996). Weber (1947) recognized the distinction between management and informal leadership. Burns (1978) further defined this distinction as transactional management and transforming leadership. Burns, an acclaimed political philosopher, eloquently described transforming leaders in the following paragraph taken directly from his book titled Leadership:

Such [transformational] leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality. Their purposes, which might have started out as separate but related, as in the case of transactional leadership, become fused . . .

But transforming leadership ultimately becomes moral in that it raises the level of human conduct and ethical aspiration of both the leader and the led, and thus it has a transforming effect on both. (p. 20)

After a reflective study of some of the world's greatest leaders, Burns (1978) claimed that transforming leaders may be characterized as leaders who (a) motivated workers to accomplish the organization's goals; (b) empowered their workers, thus making them leaders and moral agents for the organization; (c) possessed moral leadership; (d) possessed intellect; and (e) were transformational leaders as opposed to transactional leaders.

Bennis and Nanus (1985) described five characteristics of a transformative leader as (a) the ability to accept people as they are, not as one would like them to be; (b) the capacity to approach relationships and problems in terms of the present rather than the past; (c) the ability to treat those who are close to you with the same courteous attention that one would extend to strangers and casual acquaintances; (d) the ability to trust others, even if the risk seems great; and (e) the ability to do without constant approval and recognition from others. Bennis and Nanus's study of dynamic innovative leaders also produced some common themes. One of the themes discovered by Bennis and Nanus was that transformational leaders were very seldom the first people to conceive of a vision for the organization. Instead, the transformational leader paid close attention to all aspects of the organization and eventually determined what parts of the events at hand would be important for the future of the organization. According to Bennis and Nanus, a lack of a clear vision for the organization was a major reason for the declining effectiveness of many organizations.

Williams (1992) stated that school systems needed to experience transformation because the kind of society they once served no longer exists. Kouzes and Posner (1988) believed that a transformational leader inspired others to excel by giving individual consideration to others and by stimulating people to think in creative ways. By encouraging this creativity throughout the school organization, Williams recommended a

systems perspective for change and the need for schools to be transformed into communities of learners and systems into learning organizations. Cambron-McCabe and Foster (1994) discussed the transformational leadership educational program for new administrators at the University of Miami, Ohio. This leadership program was designed to produce a fundamental reconsideration of educational leadership that might lead to more democratic constructions of schooling. Carlson (1996) summarized the role of the transformational leader as one who articulated a vision, created enthusiasm and support through charisma, built trust, and enabled empowerment to emerge in those workers taking on the task of implementing change.

Relationship Between Transactional and Transformational Leadership

Transactional leadership and Transformational leadership were treated as composite, higher, or second-order factors in the empirical literature (Leithwood, Chapman, Corson, Hallinger, & Hart, 1996). Two studies examined transformational and transactional leadership effects on perceptions of leader effectiveness and satisfaction with the leader (Bass, 1985; Kirby, King, & Paradise, 1992). Using Bass's (1990) MLQ, the two studies discovered a positive relationship between transformational and transactional high-order factors. The transformational and transactional items most strongly related were charisma/vision/inspiration, intellectual stimulation, individual consideration, and contingent reward (Bass, 1985; Kirby, King, & Paradise, 1992).

Facilitative Leadership.

Closely related to transformational leadership, facilitative leadership was defined by Conley and Goldman (1994) as the ability of principals to lead without controlling, while making it easy for all members of the school community to develop shared vision and goals. Facilitative leadership transpired within the formal structure of the organizations and required the existing legal authority's approval to operate and to make policy decisions (Lashway, 1995b). In addition, facilitative leadership, according to Lashway (1995a), required the ability to utilize multiple frames of reference for

understanding different aspects of the organization. Bolman and Deal (1991) consolidated organization theory into four “frames”: (a) structural, (b) human resource, (c) political, and (d) symbolic. These frames helped leaders facilitate within their respective organizations. Hord’s (1992) research on successful policy implementation indicated that the key factor was facilitative leadership. Blase (1995) described a range of facilitative strategies used by principals that included (a) building trust, (b) encouraging expression, (c) setting limits, (d) hiring, (e) encouraging group development, (f) providing information, (g) supporting teachers in confrontations, (h) including parents, and (i) using action research. Chamley (1994) stipulated that educational change must be facilitated, not dictated, to be successful. Consequently, Chamley (1994) stipulated that facilitative principals created the necessary conditions for change by progressing through the three stages of (a) creating new roles and expectations, (b) mobilizing proponents for change, and (c) managing resistance to change.

Visionary Leadership

Vision

Father Theodore Hesburgh, former president of University of Notre Dame, claimed that “the very essence of leadership is you have to have a vision” (Bowen, 1987, p. 68). A more recent view perceived the leader’s role as facilitative, aimed at helping the entire school community to develop a collective vision (Lashway, 1997). Senge (1990) defined a shared vision as “the capacity to hold a shared picture of the future we seek to create (i.e., Polaroid - instant photography or education - lifelong learners)” (p. 9). Shared vision, along with systems thinking, personal mastery, mental models, and team learning, were the five “component techniques” of innovating learning organizations (Senge, 1990, p. 6). According to Bennis and Nanus (1985), a vision articulated a view of a realistic, credible, attractive future for the organization, a condition that was better in some important ways than what now exists. “Vision is the commodity of leaders, and power is their currency” (Bennis & Nanus, 1985, p. 17). Sashkin and Rosenbach (1998) believed

that “vision is based on the ability to think through what’s happening, to determine causes, and to identify how complicated chains of cause and effect actually work” (p. 69).

A vision must (a) inspire, (b) challenge all members of the organization, (c) stand the test of time, (d) be evolutionary, (e) guide members during time of chaos, (f) empower, (g) exist in the future, and (h) be achieved through thousands of small, often insignificant decisions (Calabrese, Short, & Zepeda, 1996). According to Senge (1990), visions allowed organizations to bind workers together around a common identity and sense of destiny. Bennis and Nanus (1985) claimed that a vision was a target that beckons (i. e. , JFK’s man on the moon by 1970). The task of synthesizing an appropriate direction for the organization was complicated by the many dimensions of vision that may be required (Bennis & Nanus, 1985).

Those dimensions should include (a) foresight which allows leaders to judge how the vision fits into the way the environment of the organization may evolve, (b) hindsight which prevents the vision from violating the traditions and culture of the organization, (c) worldview which anticipates possible new developments and trends, (d) peripheral view which examines the possible responses of competitors and other stakeholders to the new direction, and (e) revision which assures that all visions previously synthesized are constantly reviewed as the environment changes (Bennis & Nanus, 1985). Calabrese, Short, and Zepeda (1996) indicated a vision was value-driven and marks the distant goal by which progress is constantly measured. A vision was specific enough so that all members of the organization understand where they were heading, and yet, it was general enough to allow members of the organization room for creativity in moving toward fulfilling the vision (Calabrese, Short, & Zepeda, 1996).

The practice of shared vision involved the skills of “unearthing shared pictures of the future that foster genuine commitment and enrollment rather than compliance” (Senge, 1990, p. 9). The vision was born out of interaction among the school staff, faculty, students, and parents (Calabrese, Short, & Zepeda, 1996).

Visionary Leaders

Effective visionary leaders were people who oriented and inspired the individuals to achieve their vision with enthusiasm, dedication, and a new attitude toward the purpose of their work (Weller, 1999). “To choose a direction, a leader must first have a mental image of a possible and desirable future state of the organization” (Bennis & Nanus, 1985, p. 82). Maxcy (1991) argued that even though visionary leaders must observe social/cultural inputs, these leaders needed to have some overall picture of what the organization ought to resemble.

During the school reform movements of the 1990s, when various segments of the public demanded accountability from schools, it became very important for the school administration to have a vision for the school (Weller, 1999). When there was a genuine vision (i. e. vision statement), “people excel and learn, not because they are told to, but because they want to” (Senge, 1990, p. 9). A vision statement had key words which served as the overarching goals and values for the school (Weller, 1999). By making the intangible vision tangible, the leader brought the common vision to life for the organization and its constituents (Kouzes & Posner, 1988). When people saw the meaning in their work, they strove to grow both personally and professionally (Weller, Hartley, & Brown, 1994). Weller (1999) claimed that modeling the school vision was a leadership behavior which stimulated emotion, promotes action, and sustained attention. Kouzes and Posner’s (1988) vision-improvement-persistence model (VIP) was the outcome of research on ordinary executives who have convinced others to join them by (a) encouraging others to imagine exciting, highly attractive futures for their organizations (i. e. , vision); (b) motivating scores of people needed to create, persuade, and sponsor the vision (i. e., improvement); and (c) demonstrating constant planning, attention to detail, and relentless effort to achieve the vision (i. e., persistence).

Clearly, visionary leaders remained the key people in the process even if they were not the sole authors of the vision (Lashway, 1997). “In a learning organization,

visionary leaders may start by pursuing their own vision, but as they learn to listen carefully to others' visions they began to see that their own personal vision was part of something larger" (Senge, 1990, p. 352). Rather than creating the vision and selling it to others, the leader negotiated a shared vision with the school community by challenging, communicating, and empowering (Lashway, 1997). Fullan (1992) reinforced this belief by encouraging principals to build collaborative cultures instead of imposing their own visions or changing agendas. Leaders knew of the counterproductiveness of trying to dictate a vision, no matter how heartfelt (Senge, 1990). Perhaps most importantly, the leader embodied the vision in thought, word, and deed (Lashway, 1997). According to Gardner (1995), visionaries did not just communicate their dreams in so many words. Instead, they conveyed their stories by the kinds of lives they themselves led, and by their own example sought to inspire in their followers (Gardner, 1995).

Holmes (1993) reminded leaders that other partners in the school's community may have competing visions. The leader's vision of the school and its future needed to be grasped by those who will carry it out alongside the leader (Holmes, 1993). The first requirement of recruiting others was that the leader needed to discover and focus on the best attributes the culture shared in common and on what the culture meant to its members (Kouzes & Posner, 1988). Koru (1993) stated that educational leaders needed a vision of the purpose of the organization, a vision of where the organization was going, a rich and impassioned knowledge of curriculum and instruction, and a power to move others to commit to innovative solutions for the increasing educational needs of young people.

The findings of Stoner-Zemel's (1988) study showed that both traditional managerial behavior and visionary leadership correlated highly with perceptions of the work unit's peak performance. However, when examining the interaction of traditional managerial behavior and visionary leadership, effective visionary leadership correlated with a high level of perceived performance no matter whether traditional managerial

skills are effective or ineffective (Stoner-Zemel, 1988). In other words, traditional managerial skills were most pertinent when visionary leadership was weak (Stoner-Zemel, 1988). The Stoner-Zemel (1988) study advocated the need for visionary leadership to be incorporated into a training program for leaders.

Visionary Leadership Theory

An integrative approach to executive leadership that expanded transformational leadership to include the unique integration of behaviors, personal characteristics, and organizational culture was the current definition for Sashkin and Rosenbach's (1999) visionary leadership theory. Visionary leadership theory was based on the foundation of Kurt Lewin's classic formulation that established behavior as a function of person and environment (Sashkin & Rosenbach, 1998). Sashkin and Rosenbach's visionary leadership theory stipulated that organizational leadership was "visionary" because it requires leaders to have certain personal capabilities that were needed in order to carry out the leadership function (p. 1).

Sashkin and Rosenbach (1998) stated that the personal capabilities of a visionary leader included cognitive capacity, self-efficacy, and the self-motivation. In general terms, a visionary leader exhibited behaviors and characteristics such as (a) articulating philosophy and decisions, (b) talking about future goals and products, (c) working toward consensus, (d) paying attention to strengths, (e) taking risks, (f) conducting action orientation, (g) spending time on trust-building, (h) developing fiscal autonomy, (i) using symbols and rituals to reinforce and create values, (j) tolerating uncertainty and ambiguity, and (k) simplifying ideas using easily understood language (Endeman, 1993).

The Assistant Principalship

Historical Background of the Assistant Principal

The principal in the 19th century essentially occupied the relatively noninfluential position of head teacher (Glanz, 1994). Not until the 1920s, were principals relieved of teaching duties (Glanz, 1994). After the 1920s, the principalship gradually shifted away

from direct inspections, classroom supervision, and instructional development, and became more a managerial position (Glanz, 1994).

Consequently, additional supervisory positions were created to meet the demands of an expanding school system. Shockley and Smith (1981) stated that assistant principals were hired during the post war era of the 1940s to assist the principal in meeting the increasing demands of the administrative job. According to Glanz (1994), assistant principals evolved from general supervisors who assisted the principal with the logistical operations of the school. These operations included attendance reports, data collection for evaluative purposes, and coordination of special school programs (Glanz, 1994). Based on a national NASSP study, the assistant principalship was almost as common in secondary schools as the principalship by the late 1960s (Austin & Brown, 1970). Calabrese and Tucker-Ladd (1991) claimed that the need for the assistant principalship position has been challenged and disputed over the years, but no suitable alternative has been identified.

Description of the Assistant Principalship

Since teachers and principals viewed the assistant principal as the first line of support when classroom behavior problems occurred, the assistant principal has symbolized over the years order and consistency (Calabrese & Tucker-Ladd, 1991). Calabrese (1991) claimed that assistant principals were instructional leaders in the context that they satisfied the indicators of visibility problem-solving, initiating and communicating a vision, optimization of school resources, teacher inservice, developing the school schedule to enhance instructional time, and promoting a positive school climate with high expectations for staff and students.

According to research from case studies conducted by Marshall, Mitchell, Gross, and Scott (1992), five categories emerged to describe the people occupying the assistant principalship. These categories included (a) upwardly mobile, (b) career, (c) plateaued,

(d) shafted, and (e) considering leaving (Marshall et al. , 1992). The research also indicated that only 20 percent of the assistant principals studied indicated that they wished to remain as assistant principals (Marshall et al., 1992). Marshall (1993) claimed that the educational equivalent of a “gargoyle” was the assistant principal. Other comical stereotypes included “chauvinist moron,” “marine corps sergeant type,” or “keystone kop” (Marshall, 1993).

Assistant principals were generally one of the few groups in the school who were able to circulate all over the school (Koru, 1993). Assistant principals surveyed indicated that they make more than 100 short verbal contacts with different people each day (Koru, 1993).

Hartzel, Williams, and Nelson (1995) described the job responsibilities of an assistant principal with the following statements:

Although one might wish that the duties of assistant principals in schools would be restructured so that APs would have more opportunities to exercise educational leadership, the reality in many cases is that APs will not be spending their time supervising instruction, developing the school’s curriculum, or engaging in long-range planning. Their days, instead, will be filled handling a disparate array of responsibilities and attending to the seemingly endless problems that walk through their doors. The pace and unpredictability of the job will stretch their tolerance and sap their reservoir of confidence. They will experience the conflicting emotions of fatigue and energy, sorrow and humor, disappointment and success. (p. 165)

Panyanko and Rorie (1987) stated that the assistant principalship was one of the most dynamic jobs today in the school system. However, Valentine, Clark, Irvin, Keefe, and Melton (1993) argued that assistant principals have not emerged as significant educational leaders in the restructuring of middle level schools.

Traditional Role of the Assistant Principal

Traditionally, the assistant principal was considered to be the person in charge of disciplinary and selected administrative matters (Glanz, 1994). Glanz (1994) claimed that, since the assistant principalship originated as an administrative function, the primary

responsibilities of assistant principals center on routine administrative tasks such as discipline and custodial or caretaking duties. Glanz further stated that the historical development of the assistant principal's role as an administrative assistant to the principal was the reason that assistant principals have not been responsible for more instructional leadership.

Koru (1993) claimed that the assistant principal spends an enormous amount of time each day performing various caretaker tasks, and that in the performance of these tasks the assistant principal was constantly setting priorities and juggling activities designed to maintain the stability of the school organization and the status quo of the school culture. Koru also postulated that the primary focus of the assistant principal was to address the urgent over the important, since the assistant principal must be ready to handle emergencies as they occur on a daily basis. According to Koru, a great deal of attention was focused on the instructional role of school administrators; however, according to survey responses, the secondary assistant principals claimed that they spend almost no time or effort working on instructional improvement. The findings of Koru's research also demonstrated that occupying the position of the assistant principalship did not provide appropriate training for the principalship.

Marshall (1992b) stated that assistant principals were sometimes seen as separate from instructional leadership mainly because of their mock-military disciplinary role and their status at the bottom rung of the administrative career ladder. Marshall also postulated that the duties of the assistant principal often prevented them from developing as instructional leaders since their tasks often took them away from the classrooms and the curriculum and placed them in the roles of managing rather than working with teachers.

Hassenpflug (1991) stated that school systems misused assistant principals by giving them nonmanagement tasks that can be performed by clerical staff, teachers, counselors, community agencies, parent volunteers, or others. Assistant principals

viewed program development and personnel work as high priorities, but they spent most of their time on student discipline, student activities, and the day-to-day management of the school (Valentine, Clark, Irvin, Keefe, & Melton, 1993). In a similar fashion, Reed and Himmler's (1985) study concluded that the assistant principal's work was primarily focused on organizational maintenance. Bucher and Jones (1987) stated that their research findings indicated assistant principals have limited responsibilities and that discipline and bus duty were often among the top responsibilities.

L.W. Williams's (1995) study of assistant principals' role perceptions and teachers' role expectations of secondary school assistant principals indicated that the current duties of the assistant principals were important to the total administration of the secondary school, but this new role of the assistant principal has not been clearly defined to the teachers. Pugh's (1998) study of elementary assistant principals' perceptions and their respective staffs' perceptions of the assistant principal's leadership role indicated that the assistant principal's role has not changed significantly over time, especially with regard to the visionary leadership role of the assistant principal.

Redefining the Leadership Role of the Assistant Principal

Impetus for change in the leadership role of the assistant principal. Panyanko and Rorie (1987) stated that school systems needed to redefine the role of the assistant principal, so that school administration and management may meet the production and accountability demands of the general public. Calabrese and Tucker-Ladd (1991) criticized that the traditional view of the assistant principal solely as a disciplinarian was limited and has been challenged by researchers, assistant principals, and principals. According to Panyanko and Rorie, the traditional role of the assistant principal allowed for the principal to do more management work. However, the role failed to fit the modern assistant principal.

The modern assistant principal's role and function was considered to be an invaluable asset to the school organization (Calabrese & Tucker-Ladd, 1991; Glanz,

1994; Marshall, 1992b; Pellicer & Stevenson, 1991). Today's assistant principal must be knowledgeable in many areas, including financial accounting, school law, educational and psychological measurement, staff supervision and evaluation, and effective communication with students, parents, and the general public (Panyanko and Rorie, 1987). The assistant principal must also be familiar with curriculum design and implementation, vocational guidance, and assessment of the unique educational needs of the students (Panyanko and Rorie, 1987). According to Calabrese (1991), more attention was being focused on the augmentation of the assistant principal's role and function to encompass curriculum and staff development as well as instructional leadership. Panyanko and Rorie emphasized the need for the school systems to provide additional clerical and personnel help to the assistant principals with noninstructional tasks, so that the assistant principals can meet their new instructional leadership requirements.

Smith's (1987) study of assistant principals concluded with two recommendations. First, there was a need for an increase in the involvement of assistant principals in the areas of curriculum development and instruction, student activities, teacher personnel, professional development, and school management (Smith, 1987). Second, each level of school leaders recommended that the assistant principals increased their involvement in curriculum development, teacher personnel, and professional staff development so that the community perceived the assistant principals more as educational leaders and not so much as disciplinarians (Smith, 1987).

Principal's influence on the redefined leadership role of the assistant principal.

The current demands on the principals have been greater today than ever before; consequently, the assistant principals must be expected to share this expanding administrative burden (F. B. Williams 1995). The results of a 1988 NASSP study indicated that principals relied heavily on their assistant principals to execute many responsibilities in the schools and therefore allowed them considerable latitude in how they accomplished their responsibilities (Pellicer & Stevenson, 1991). Depending on the

situation, the assistant principal did almost everything that the principal did to a lesser or greater degree (Pellicer & Stevenson, 1991). To be more specific, the major distinction between the administrative roles of the principal and the assistant principal was not the importance of the administrative tasks, but the degree of final responsibility each one had for what took place in the school (Pellicer & Stevenson, 1991).

Description of the redefined role of the modern assistant principal. The Assistant Principals Commission (1980) stated that the role of the assistant principal varied greatly from school to school depending upon school needs and enrollments, strengths of personnel filling these positions, and the characteristics of the administrative team. Nickerson and Rissman (1991) believed that the role of the assistant principal has changed twofold. First of all, the assistant principal has become more involved in the total administration of the school; and secondly, the students and community have associated the assistant principal with overall administration of the school rather than someone who dealt strictly with negative behavior (Nickerson & Rissman, 1991).

Marshall (1992a) stated that the assistant principal's role has changed significantly since the 1920s, when the assistant principal's primary responsibilities included clerical duties and supervision of cocurricular activities. According to Marshall (1992b), the assistant principal presided over a critical position in the school by (a) providing opportunities for observing and learning the behaviors necessary for professional advancement; (b) maintaining the norms and roles of the school cultures; (c) playing the role of mediator, addressing conflicts that emerge among teachers, students and the community; and (d) encountering daily, the fundamental dilemmas of school systems (i.e., social problems such as teenage pregnancies, dysfunctional families, drugs, violence, etc.). Scoggins and Bishop (1993) found the following:

Although no precise list of duties exists, 26 of the authors [in their research study on assistant principals] related 20 duties common to the assistant principal, including discipline, attendance, student activities, athletics, community agencies, master

schedules, principal's substitute, building operations, budget, reports, transportation, curriculum, communications, cafeteria, school calendar, and lockers. (p. 40)

According to F. B. Williams (1995), one of the most important job responsibilities of the assistant principal was to create a climate in which teachers felt comfortable developing worthwhile programs. Faculty effectiveness and student achievement were the result of motivation, and motivation was the key to the assistant principal's position (Calabrese, 1991). Assistant principals must continue to motivate by taking risks with unique ideas to stimulate interest, creativity, and action (Calabrese, 1991). Calabrese (1991) further advocated that the assistant principal should be an instructional leader with the ability to unite teacher and student, as well as academics and affective goals, one who moved students from the classroom to society, and one who understood the importance of self image. According to Calabrese (1991), effective assistant principals understood that instructional leadership was apparent in student discipline, staff development, supervision, student activity programs, community relations, and curriculum development. Gorton (1987) indicated that most assistant principals would like to have additional responsibilities in such areas as curriculum, advising parent groups, public relations, and the school budget.

Based on the conclusions of a 1988 NASSP study of high school leaders and their schools, the role of the assistant principal was considered to be a vital part of the school leadership team (Pellicer & Stevenson, 1991). F. B. Williams (1995) believed that the assistant principal played an important role in developing and sustaining an effective administrative team, and this role became more productive when shared responsibilities and the team management approach were emphasized. According to F. B. Williams, assistant principals were now considered partners with the principal in most administrative teams in the school in areas such as staff evaluation, supervision of curriculum, and discipline with the principal. F. B. Williams advocated the need for assistant principals to share the responsibility with the other stakeholders for leadership and development of the school's visions, goals, and programs.

Career assistant principalship. An outcome of redefining the role of the assistant principalship was the evolution of the career assistant principal. Glanz (1994) stated that until recently more attention had been given to the role and function of the principal and less attention given to the role and function of the assistant principal. According to Pellicer and Stevenson (1991), the assistant principalship has traditionally been considered as an entry-level administrative position; however, the position has evolved into a legitimate career position for several reasons. Current trends indicated that principals were tending to remain in their positions for longer periods of time, and many assistant principals will have to be content with a share in the principalship rather than ascending to the principalship (Pellicer & Stevenson, 1991). Another reason for the career assistant principalship was the development of specialized administrative duties and responsibilities that were attractive to certain individuals. According to Marshall (1993), a new breed of career assistant principals which no longer dealt strictly with discipline and attendance has developed. For example, the creation of an assistant principalship whose primary responsibility was the supervision of curriculum and instruction or the creation of an associate principalship who worked closely with the principal on school budget and planning were attractive careers for some individuals.

Career assistant principals possessed formal job descriptions that included responsibilities such as bus supervision, book orders, equipment inventory, building maintenance, scheduling, and substitute teachers (Marshall, 1993). Other assignments included teacher evaluations, community school scheduling, parking supervision, and staff development (Marshall, 1993). The career assistant principal made a personal choice to remain as an assistant principal and not try to “move up the career ladder” (Marshall, Patterson, Rogers, & Steele, 1996, p. 292). Pugh (1998) perceived the career assistant principal as a person who “appears to be intrinsically motivated or personally committed to the job” (p. 25).

Perception Studies of Assistant Principals

A review of the professional literature with regard to the perception studies of assistant principals revealed the use of different research methodologies, participants, and purposes for the study. Quantitative, survey, ethnographic, and qualitative approaches were several examples of the different research methodologies used in these perception studies. The primary participants in these perception studies included assistant principals, teachers, principals, superintendents, and other members of the support staff. Purposes for the perception studies of assistant principals included the examination of the (a) views of the assistant principals and their supervisors, (b) duties and responsibilities, (b) selected demographic variables such as gender and school size, (c) level of involvement in school restructuring, (d) career processes, (e) curriculum and instructional leadership, (f) visionary leadership , and (g) middle school assistant principalship.

Views of assistant principals and their supervisors. One of the first major studies on the duties and responsibilities of the assistant principalship, Austin and Brown's (1970) national study of assistant principals, suggested that some disharmony existed between the way an assistant principal understood the range and character of his or her duties and the way the principal perceived the duties of the assistant principal. Austin and Brown also theorized that "critical to the understanding of any assistant principal at any time is the peculiar relationship between the principal and the assistant principal" (p. 77).

Additional research existed with regard to the differences in opinion between the assistant principals and their supervisors. Based on his study's results, Miro (1986) suggested that assistant principals significantly disagree with superintendents as to the degree of the assistant principal's involvement in three performance variables. These performance variables were (a) attending school board meetings, (b) attending the National Association of Secondary School Principals conferences, and (c) arranging bus schedules (Miro, 1986). Davidson (1991) concluded that assistant principals' perceptions

of their actual degree of involvement was less than the similar perceptions of involvement as reported by principals in every competency except student discipline. Jeter (1992) noticed that the results from the opinion polls of principals and assistant principals in his study were quite similar in schools with only one assistant principal, except for the areas of student activities and student services in which principals had higher expectations for the job performance of the assistant principal. In schools in which there were two or more assistant principals, principals' expectations for assistant principal job performance were higher in all areas (Jeter, 1992). Dennard's (1993) study concluded that there was no significant difference in the perceptions of principals and assistant principals with regard to their own leadership style, even though the groups did not agree on the responsibilities of the assistant principal. Franklin's (1994) study indicated strong statistical differences between principals' and assistant principals' perceptions as to the role of the assistant principal in the areas of instructional development and administrative support in current practice. L. W. Williams's (1995) findings revealed a significant disparity between the role perceptions of secondary-level assistant principals and the role expectations of secondary-level teachers of the assistant principalship.

There were several perception studies that indicated similar views shared between the assistant principals and their principals. For example, Marcoulides and Heck (1993) concluded that principals and assistant principals had similar views with regard to school leadership. Likewise, Thompson and Jones (1997) reported no significant difference in the opinions of secondary school principals and secondary school assistant principals in Mississippi regarding the actual duties and responsibilities of the latter group.

Role of the assistant principal. Several perception studies existed that examined the role of the assistant principal. Reed and Himmler's (1985) field study concluded that the role of the assistant principal was to help establish and maintain organizational stability. Brown (1985) identified pupil personnel duties as those to which assistant principals were most frequently assigned, especially the tasks of handling disciplinary

matters and keeping a record of discipline. Norton and Kriekard's (1987) findings distinguished between actual and ideal job competencies for assistant principals. Additionally, the assistant principals surveyed in the study viewed themselves as below the level of competency that would make them ideally effective in the position (Norton & Kriekard, 1987).

Curriculum and instructional leadership. Several perception studies examined the views of assistant principals on curriculum and instructional leadership. Smith's (1987) study reported a need for an increase in the involvement of assistant principals in the areas of curriculum and instruction. Andrews and Nicholson's (1987) study of teachers indicated that assistant principals were perceived as instructional leaders more so than principals, but less than department chairs. Cantwell (1993) asserted that assistant principals and principals in her study believed that, ideally, assistant principals should spend significantly more time on curriculum development and instructional supervision and less time on clerical and organizational duties compared to their current time expenditure on their jobs.

The three major findings of Bush's study (1997) were that (a) assistant principals most frequently performed the instructional leadership tasks of developing an appropriate school climate, allocating materials to implement instructional goals, facilitating services of support personnel to assist teachers, and communicating the importance of student achievement to constituents (i.e., students, parents, and staff); (b) assistant principals with 3.5 years or less experience tended to coordinate instructional programs more frequently than those assistant principals with more than 3.5 years of experience; and (c) elementary school assistant principals in the Detroit Public Schools (DPS) system performed instructional tasks as matched in their DPS job description. Martin's (1997) findings indicated that there was a significant difference between the assigned and desired duties of the assistant principals as reported by the principals. With regard to instructional leadership which they shared, both the principals and the assistant principals in the study

indicated a need for an increase in instructional responsibilities for the assistant principals (Martin, 1997).

Personal and professional traits. Perception studies of assistant principals also examined personal and professional traits. The major findings of Scoggins's (1993) study indicated that personal and professional characteristics most important to the secondary assistant principal were dependability, credibility, and emotional control. Scoggins added that competitiveness and physical strength were the least important personal and professional characteristics needed by secondary school assistant principals. Halsey's (1993) ethnographic study asserted that the greatest challenges for practicing secondary assistant principals included (a) accepting the continual lack of closure or time, (b) accumulating the diverse knowledge base needed to be responsive to the endless array of problem-solving situations, and (c) acknowledging the public, political nature of their jobs.

Selected demographic variables in assistant principal studies. Perception studies that focused on examining the duties and responsibilities of assistant principals with selected demographic variables of assistant principals included research from Kohl (1992), Harris (1993) and Mansour (1993). Kohl's study indicated that the gender of the assistant principals and the size of the school did significantly influence the perceptions of the respondents in her study of the role of secondary assistant principals. Harris's study reported three significant findings: (a) female staff members rated male and female assistant principals higher than male staff members rated them; (b) female assistant principals were rated higher than male assistant principals by teachers, administrators, and support staff on organizational ability, sensitivity, oral communication, and written communication; and (c) male assistant principals were rated higher than female assistant principals by teachers, administrators, and support staff on decisiveness, leadership, stress tolerance, and range of interest. Mansour's descriptive study identified the duties and

responsibilities of secondary public school assistant principals in small, medium, and large schools in the state of Arizona.

Level of involvement in school restructuring. A perception study that focused on examining the level of involvement of assistant principals in school restructuring was Abrams's (1997) study. Abrams's qualitative research developed conclusions about the sequential development of organizational change, the process of role change in a learning community, and the relative degree of meaningful change in educational restructuring.

Career processes of assistant principals. A perception study that focused on examining the career processes of assistant principals included research from Pellicer and Stevenson (1991); Marshall, Mitchell, Gross, and Scott (1992); and Koru (1993). Pellicer and Stevenson reported that their data indicated an increase in the waiting time for a person to ascend to a principalship and an increasing number of assistant principals who will have to be content with a share in the principalship rather than ascent to the principalship. Marshall and associates identified from case studies five categories of the career processes of assistant principals. Koru's study concluded that, during the time the principal served as an assistant principal prior to his or her ascendancy to the principalship, he or she is engaged in activities that offer little preparation for the kind of leadership expected of principals. According to Koru, educational leaders including assistant principals needed (a) to envision the purpose of the organization, (b) to envision where the organization is going, (c) to possess a rich and impassioned knowledge of curriculum and instruction, and (d) to possess the capacity to motivate others to commit to innovative solutions to satisfy the increasing educational needs of young people.

Visionary leadership. A perception study that focused on examining the visionary leadership of assistant principals was Pugh's (1998) study. Pugh's study indicated that visionary leadership qualities were perceived to characterize the role of elementary assistant principals as rated by the assistant principals and the teacher-observers. Additionally, the study revealed that the teacher observers perceived their assistant

principals to be more visionary than the assistant principals perceived themselves to be in the study (Pugh, 1998). In a different study, Thompson and Jones (1997) recommended that further study is needed to help provide assistant principals with techniques to be visionary facilitators and leaders for today's and tomorrow's schools.

Middle school assistant principal. Two perception studies that examined the role of the middle school assistant principals were those of Valentine, Clark, Irvin, Keefe, and Melton (1993), and Porter (1996). After a national survey of middle-level leaders and schools, Valentine and associated concluded that assistant principals viewed program development and personnel work as high priorities, but spent their time primarily working with students on their behavior. Porter, likewise, stated that student discipline consumed an inordinate amount of attention from the assistant principals' daily work schedule.

Middle School Concept

Philosophy, Purpose, Characteristics, and Description

The middle school philosophy postulated that the middle school as a transitional school needed the freedom to operate independently from the philosophies and expectations of the elementary school and high school (Weller, 1999). Jordan (1993) described that the basic premise of the middle school concept was based on the nature of the student. The nature or cognitive development stage of the student determined the appropriate curriculum, learning skills, teaching strategies, guidance, and the provision of learning experiences (Jordan, 1993). According to Eichhorn (1966), data on physiological development of 10 to 14 year-olds indicated a range of 8 to 9 years in which physical maturation took place.

Characteristics of the middle school included (a) child-centered, self-paced programs; (b) variable class scheduling configurations; (c) exploratory and enrichment programs; (d) interdisciplinary teaching teams and planning; (e) independent study; (f)

guidance and the adviser-advisee program; (g) intramural programs and physical activities; (h) social development; and (i) auxiliary programs and activities (Weller, 1999). George and Shewey (1994) believed that teacher empowerment, along with team organization, teacher-based guidance activities, and flexible time use formed a list of important characteristics of the middle school concept.

Preadolescent growth required the middle school to be a dispenser of knowledge and skills, a socializing institution, and a source of emotional stability during those difficult years of adolescent development (Weller, 1999). The middle school must develop an educational program which is child-centered and which has a direct focus on the learning needs of the adolescent (Weller, et al., 1987). George and Shewey (1994) argued that numerous research studies up to 1994 provided substantial evidence to support the efficacy of the middle school concept.

Role of the Middle School Administration

According to Weller (1999), no school should be called a middle school if its school leaders and instructional staff lack a clear knowledge and comprehension of the goals and objectives of the middle school concept. The middle school concept advocated that the role of the school administration needed to be that of a facilitator (Alexander & George, 1981). Edington and Di Benedetto's (1988) study indicated that role clarification by the middle school administrator to the teachers was negatively related to student scores. Role clarification by the principal was described in the study as the principal's ability to clearly communicate to his or her faculty their individual duties and responsibilities. These researchers reported that transformational leadership was the only leadership style discovered to demonstrate a positive and significant relationship among eighth grade teachers and their principals. Edington and Di Benedetto further stated that the school administrator must be a facilitator of learning to increase the teachers' sense of

professionalism. Irvin (1992) stated that assistant principals or teachers may serve as strong instructional leaders for the middle school.

The rationale for the middle school concept was research-based, and it came from research on human development phases and from the research on the learning and intellectual development of young adolescents (Weller, 1999). School leaders have designed the middle school program around four distinct yet overlapping areas of human development: physical, emotional, intellectual, and social (Weller, 1999). Weller stated that child centeredness and humaneness were important characteristics of middle school principals and teachers. Based on his study of quality middle schools, Weller, claimed that the type of leadership exhibited by principals in high-performing middle schools was the most important variable in promoting school reform and effectiveness and in providing the necessary leadership to implement and sustain the essential components of the true middle school concept.

School Reform and Restructuring

Role of the School Administration and School Restructuring Efforts

Today's school administrators needed to increase their active leadership roles in school restructuring efforts. Murphy (1991) stipulated that the early 1980s produced a series of critical research studies reporting that American schools had failed to produce literate and numerate graduates. Murphy (1991) added that the major components of educational restructuring movements included work design, organization and governance structures, and educational processes. One of the major school restructuring efforts in the 1980s and 1990s continued to be the effective schools movement. The effective schools research findings of the 1980s indicated that schools can teach students the basic skills necessary for success in school (Brookover et al., 1982). Taylor and Bullard (1995) advocated that the effective schools movement's twin notions of equity and excellence

continued to drive the school reform movement in the 1990s. Hughes (1995) concluded from a study of West Virginia schools that effective schools were characterized by several school-related variables including (a) high student academic achievement regardless of socioeconomic status or parent involvement, (b) strong instructional leadership, and (c) a supportive administration.

School Restructuring and Transformational Leadership

American schools in the 1990s were currently undergoing a wave of restructuring (Jantzi & Leithwood, 1995). The current trend of restructuring for American schools shifted many decision-making powers from the central office to the local school site (Leithwood, 1992). Ouichi (1981) described the groundshift in large organizations in his book entitled Theory Z: How American Business Can Meet the Japanese Challenge. According to Ouichi, Type Z organizations used participatory decision making with their workers instead of centralized decision-making authority. Bimber's (1993) studies of bureaucracy stipulated four major components of decentralization: (a) a downward shift in decision making, (b) a need for strong leadership at the lower levels in the administration hierarchy, (c) a rejection of existing reward structures in favor of a system of incentives that establishes meaningful connections between professional conduct and rewards, and (d) a design of a division of responsibility for ends and means among district and schools that diminishes the role of explicit rules (Bimber, 1993). Bimber further stated that site-based management continues to be the most common attempt at decentralization.

Jantzi and Leithwood (1995) claimed the challenges of school restructuring in the 1990s have forced a movement from instructional to transformational forms of school leadership. Leithwood (1992) stated that the term "instructional leadership" focused the attention of administrators on first-order changes such as improving the technical,

instructional activities of the school through the close supervision of teachers' and students' classroom activities (p. 9). According to Leithwood, the current wave of restructuring of schools was primarily about second-order changes that included the building of a shared vision, improving communication, and developing collaborative decision-making processes. Today's restructuring of schools altered the role of the school administrators as instructional leaders by emphasizing their role as transformational leaders who used facilitative power to help the faculty and staff make collaborative decisions about the curriculum and instruction of the school (Leithwood, 1992). Leithwood advocated the abandonment of transactional and instructional leadership models used by administrators and recommends the use of transformational and facilitative power to make second-order changes in the schools.

Restructuring School Decision Making

King (1996) concluded from the School Restructuring Study that restructuring school decision making, such as by using site-based management, did not necessarily improve the quality of instruction provided to students. However, participatory decision making, when power was actually shared, could facilitate better instruction (King, 1996). King further emphasized that joint leadership between the school administration and teachers played an integral role in facilitating the sharing of power and promoting the school's goals of continuous improvement. Johnson (1992) reported that the school administration played a vital part in supporting "shared leadership" that resulted in improved student achievement. Davila (1996) reported that the findings from New York's Statewide Systemic Initiative (SSI) program indicated that teacher empowerment and alternate management styles helped to promote steady student achievement during the pilot and dissemination stages of the SSI program. Etheridge and Hall's (1995) research study of seven Memphis City schools concluded that democratic or shared leadership was critical in the implementation of school-based participatory decision making. In fact, the

1989-1992 study revealed that democratic leadership maintained an increase in student achievement for the three years of the study (Etheridge & Hall, 1995). According to the results of Chen and Addi's (1995) study, teacher employment did not always guarantee successful school restructuring. Chen and Addi concluded that school restructuring was an administrative accomplishment whose success depended on the principal's authority, vision, and leadership.

Leadership Profile Instruments

In order to determine the visionary leadership of assistant principals, this study attempted to select an effective leadership profile instrument. This review of related literature examined four different leadership profile instruments. The leadership profile instruments included Bass's (1990) Multifactor Leadership Questionnaire (MLQ), Reed's (1996) Leadership-Culture Dimensional Screening Scale (LCDSS), Sashkin's (1984) Leadership Behavior Questionnaire (LBQ), and Rosenbach, Sashkin, and Harburg's (1996) The Leadership Profile (TLP).

Multifactor Leadership Questionnaire (MLQ)

Bass's (1990) Multifactor Leadership Questionnaire (MLQ) measured transactional leadership and transformational leadership behaviors. Within each form of leadership, several more specific categories are identified. Laissez-faire, contingent reward, and management by exception comprised the specific categories for transactional leadership. The four specific areas of transformational leadership included charisma, inspiration, individualized consideration, and intellectual stimulation. The MLQ was completed by the leader, as well as by others who were able to directly report descriptive information regarding the leader.

The MLQ had several strengths that made it an attractive leadership profile instrument. First of all, the multiple perspectives, gathered by having the leader and others who knew the leader complete the MLQ, gave what was called a "360 degree" picture of the leader (Sashkin & Rosenbach, 1998, p. 63). The MLQ can also assess

visionary leadership by analyzing the inspiration dimension within the transformational leadership data. Finally, the MLQ was considered to be an effective coaching and development tool for executives (Sashkin & Rosenbach, 1998).

Even though MLQ was an excellent tool for executive development, there were better and more updated leadership profile instruments that measured transformational leadership (Sashkin & Rosenbach, 1998). According to Sashkin and Rosenbach, the MLQ tended to place too much emphasis on the charisma dimension of transformational leadership. Furthermore, two additional components of transformational leadership, personal characteristics and organizational culture, were absent in the MLQ. Sashkin (1998) believed the MLQ measures charismatic leadership rather than transformational leadership.

Leadership Cultural-Dimension Screening Scale (LCDSS)

A second profile instrument, Leadership Cultural-Dimension Screening Scale (LCDSS), consisted of 17 Likert scale questions regarding leadership style (Reed, 1996). The LCDSS required the administrator under study to be familiar with the school community (Reed, 1996). The LCDSS determined the degree of transformational and transactional leadership style exhibited by the school administrator (Reed, 1996).

One of the limitations of the LCDSS at the time of this research study was that the LCDSS continued to be in its formative stages. Nevertheless, the LCDSS in its present state did an adequate job of measuring the constructs with Cronbach alphas ranging from .76 to .90 (Reed, 1996). The homogeneity reliability for the LCDSS was .90 (Reed, 1996).

Another limitation of the LCDSS was that it was designed to measure transactional and transformational leadership as exhibited primarily by school principals (Reed, 1996). The major focus of this study was to examine the visionary leadership of assistant principals.

Leadership Behavior Questionnaire (LBQ)

Sashkin's (1984) Leadership Behavior Questionnaire (LBQ) was based on the concept that transformational leadership was more than behavior. The LBQ was generally used for research and training by a variety of types of public and private organizations. The current LBQ's theoretical foundation was derived from Bennis and Nanus's (1985) transformational leadership. The original constructs included "focused leadership," "communication leadership," "trust leadership," "self-leadership," and "risk leadership" (Sashkin, 1998, p. 2). Several revisions for LBQ occurred from the years 1988 to 1996. The revision of LBQ in 1988 added "confident leadership," "empowered leadership," and "visionary leadership" to the existing constructs (Sashkin, 1998, p. 3). The revision of LBQ in 1996 included the dimension of transactional leadership which became known as The Leadership Profile (Sashkin, Rosenbach, & Sashkin, 1998).

The Leadership Profile (TLP)

Sashkin's (1996b) The Leadership Profile (TLP) was the latest version of the LBQ constructed in 1984 and since modified by Sashkin and his associates. The TLP assessed the dimension of transactional leadership as well as the dimension of transformational leadership. The TLP consisted of 50 statements, and these statements formed 10 separate subscales. Furthermore, the 10 subscales formed the 3 major scales of transactional leadership, transformational leadership behaviors, and transformational leadership characteristics. Two subscales, capable management and reward equity, comprised the transactional leadership scale. The four subscales of the transformational leadership behaviors scale were communication, credibility, caring attitude, and creative leadership. Confident, follower-centered, visionary, and principled leadership subscales constituted the scale of transformational leadership characteristics.

TLP's scale reliability was considered to be generally good with the exception of a marginal visionary leadership subscale (Sashkin & Rosenbach, 1998). According to Sashkin and Rosenbach, this was a surprising occurrence, since this subscale had not

been changed substantially from the LBQ subscale. In fact, an analysis by Stoner-Zemel (1988) produced Cronbach alphas which were consistently better than those found in earlier LBQ studies, including an .83 alpha score for the visionary leadership scale. Marshall Sashkin (personal communication, June 26, 2000) reported that the marginal Cronbach alpha for Subscale 9 (visionary leadership) was because of a bad item, and the revision of the item raised the alpha to well above an acceptable level.

In final judgment, the TLP assessed four of the most important leadership skills or behaviors (i.e., communication, credibility, caring attitude, and creative leadership) as identified by more than a decade of research (Rosenbach, Sashkin, & Harburg, 1996). The TLP assessed transformational leadership characteristics such as confidence, empowerment, vision, and culture building (Sashkin, Rosenbach, & Sashkin, 1998). Finally, the TLP was able to measure Sashkin's (1998) visionary leadership theory, which included the dimension of transactional leadership and extends transformational leadership, by integrating behaviors, personal characteristics, and culture dimensions.

Selected Demographic/Biographic Research

In order to determine if selected demographic and biographic factors affected the visionary leadership of assistant principals, this study attempted to solicit demographic and biographic information from assistant principals. The research instrument used to accomplish this data collection was a questionnaire developed by the researcher. This review of related literature examined nine different demographic/biographic factors of school administrators. The nine different demographic/biographic factors of school administrators included sex, education level, administrative work experience, teaching experience, school location, student population, length of the work relationship between the principal and assistant principal, administrative tenure at current school, and age.

Sex

In reviewing the literature regarding the relationship between sex and educational leadership, Chen and Addi (1992)'s findings of a three-way analysis of covariance

suggested that the school administrator's sex had a significantly greater effect on teachers' attitudes than did the teacher's own sex. Additionally, Chen and Addi stated that differences in the school climate and leadership styles also depended more on the school administrator's sex than that of the teacher observer. Ballou and Podgursky (1995) stated that male school administrators generally received lower evaluations than female school administrators. Furthermore, male teachers regarded male and female school administrators as equally helpful, unlike female teachers who considered male school administrators as significantly less helpful than female school administrators (Ballou & Podgursky, 1995). Zheng (1996) also reported that the sex of the school administrator was significantly associated with effectiveness scores in public schools. According to Zheng, female school administrators were more positively rated by their teachers.

Graduate Level of Education

According to Ballou and Podgursky (1995), the graduate level of education did not raise performance ratings of school administrators as perceived by their teachers. Eberts and Stone (1988)'s research indicated school administrators with higher graduate degrees received significantly lower performance ratings with regard to student achievement. Likewise, Brewer (1993) stated that the highest degree level of the school administrator was negatively related to student achievement. Brewer speculated that this negative relationship occurred mainly because administrators with their doctorate degrees were designated by the central office to administer in low achieving areas in hopes of promoting student achievement.

Administrative Experience

Similar to graduate level of education, Ballou and Podgursky (1995) reported administrative experience did not raise performance ratings of school administrators. However, Zheng's study (1996) indicated the longer the administrative experience, the less likely a public school administrator was perceived by the teachers to be an effective

instructional leader. Brewer (1993) reported that administrative experience is positively and significantly related to student achievement.

Teaching Experience

According to Ballou and Podgursky (1995), the only type of experience associated with higher performance ratings for school administrators from teachers was teaching experience. Ballou and Podgursky reported that school administrators who spent more than 15 years as teachers received higher job performance marks from their teachers. Brewer (1993) reported that the teaching experience of a school administrator was positively significant with student achievement.

School Location

Garber (1991) stated that the location of the school significantly affected the networking relationship of the assistant principal and the principal. According to Garber's study, rural school administrators networked significantly less often than did their colleagues in cities. Zheng (1996) indicated school administrators in suburban schools were more favorably rated than central city schools.

School Enrollment

Zheng (1996) reported that school size was significant on the perceived effectiveness of public school administrators. In fact, "for the increase of every student in the total enrollment size, the perceived effectiveness of public school administrator's instructional leadership drops 0.0001 point, and it is statistically significant" (Zheng, 1996, p.26). Brewer (1993) reported school size was significant and positive with regard to student achievement.

Working Relationship Between Principal and Assistant Principal

Garber (1991)'s study indicated that work experience significantly affected the extent and nature of networks used by principals and their assistant principals. Little research information was available regarding the length of the working relationship

between the principal and the assistant principal and how it affected the perceptions of teachers.

School Tenure

Ballou and Podgursky (1995) reported that tenure at the current school improved performance ratings only to the extent that the school administrator was able to select like-minded teachers. Brewer (1993) indicated that the greater percentage of teachers appointed by a school administrator with high academic goals results in higher student test score gains.

Age

Zheng (1996) reported a significant relationship existed between age and the perceived effectiveness of a public school administrator. According to Zheng's research, as the age of the school administrator increased, the perceived effectiveness scores in public schools also increased. Even though the school administrator's age in general was determined to be significantly positive with perceived effectiveness, the significance was determined to be a weak relationship (Zheng, 1996).

Grade Levels

Garber's (1991) findings from t-tests and a factor analysis indicated that grade level was a significant factor with regard to principals' and assistant principals' networking relationships. Elementary school administrators networked significantly less than did their colleagues at the secondary level. Little research information was available regarding the grade levels of teachers, and how it specifically affected, if it did, their perceptions of school administrators.

Summary

In conclusion, this chapter presented a review of the literature related to this study. The review of the related literature included the seven major topics of leadership theory, visionary leadership, assistant principalship, the middle school concept, school

reform and restructuring, current leadership profile instruments and, finally, selected demographic/biographic characteristics of assistant principals.

The review of related literature regarding leadership theory included transformational, transactional, and facilitative leadership. The role of leadership theory has continued to be an important source of information for school administrators. The current leadership theory appeared to reflect the needs of a dynamic society. Transformational, facilitative, and other social-information processing strategies, in conjunction with effective management or transactional leadership skills, tended to be the major focal points of modern leadership theories.

The review of related literature regarding visionary leadership presented definitions and characteristics of visionary leadership. Additionally, a discussion of how visionary leaders affected their organizations was also presented. Finally, visionary leadership theory was examined as an extension of transformational and transactional leadership theory.

The review of related literature regarding the assistant principalship examined the historical background, job description, traditional leadership role, redefining the leadership role, and perception studies of the assistant principalship. In redefining the leadership role of the assistant principal, the review of related literature provided information with regard to the impetus for a change from the traditional leadership role of the assistant principal, as well as an examination of the principal's influence on the redefined leadership role. Additionally, a description of the redefined leadership role of the assistant principal and a discussion of the career assistant principal was presented. Finally, the review of related literature of the perception studies of assistant principals revealed the use of different research methodologies, participants, and purposes for the study.

The review of related literature regarding the middle school concept included the philosophy, purpose, characteristics, and description. Also, a discussion of how the

concept applied to middle school administration was presented. The middle school concept advocated the need for a facilitative leadership role exhibited by middle school administration.

The review of related literature regarding school reform and restructuring provided three sections which discussed the role of school administration and the restructuring efforts, school restructuring and transformational leadership, and restructuring school decision making. In a paradoxical assertion, the school reform and restructuring movement encouraged school administrators to increase their active leadership roles, and, at the same time, the movement encouraged school administrators to increase their willingness to share their leadership and vision with other members of the organization.

The review of related literature regarding current leadership profile instruments examined several leadership profile instruments. The strengths and weaknesses of each leadership profile instrument were discussed. An explanation of why The Leadership Profile was selected as the leadership profile instrument to be used in this study was also provided.

The review of related literature with regard to selected demographic/biographic characteristics included nine different demographic/biographic factors. Those factors were sex, level of graduate education, work experience, teaching experience, school location, student population, length of working relationship between the principal and the assistant principal, and administrative tenure at current school, and age.

The review of related literature presented pertinent information with regard to leadership theory, visionary leadership, assistant principalship, middle school concept, school reform and restructuring, leadership profile instruments, and selected demographic/biographic characteristics of assistant principals. Chapter II explained the rationale for this study based on an exhaustive review of past research findings and

recommendations regarding the seven aforementioned topics. The research methodology for data collection and the research design will be discussed in Chapter III.

CHAPTER III

METHODOLOGY

This chapter explains the methodology used in conducting the research. Topics to be discussed include the research design, participants, instrumentation, procedures, and data analyses.

Research Questions

The research questions helped to guide the study by focusing on the perceptions of the visionary leadership of middle school assistant principals in Georgia. The following five research questions of the study were addressed in this chapter:

1. To what extent do Georgia middle school assistant principals perceive themselves demonstrating visionary leadership behaviors and characteristics?
2. To what extent do teachers perceive Georgia middle school assistant principals demonstrating visionary leadership behaviors and characteristics?
3. Is there a difference between the assistant principals' and teachers' perceptions of the visionary leadership of assistant principals in Georgia public middle schools?
4. To what extent are selected demographics and biographics of middle school assistant principals related to the perceptions of assistant principals and their role in visionary leadership?
5. What is the relationship between middle school concept implementation and assistant principals' perceptions of their own visionary leadership?

Research Design

To examine the perceptions of teachers and assistant principals with regard to the visionary leadership qualities of middle school assistant principals, the researcher utilized a quantitative approach. In order to answer the research questions of this study, a

descriptive survey was selected as the primary instrument. According to Krathwohl (1993), survey research was “a halfway house on the qualitative-quantitative continuum” (p. 360). Subsequently, both inferential and descriptive statistics were used to examine the data collected from this study. Since data in this study were collected at one point in time from a sample selected to describe a larger population, a cross-sectional survey design will be implemented. Additionally, the proposed comparison of data from two distinct populations (i.e., teachers and assistant principals) with regard to the same topic exemplified the “parallel sample” design of survey research (Babbie, 1990, p. 60).

Participants

The middle school assistant principal from the public school sector in the state of Georgia was the target population for this study. The research sample was comprised of assistant principals selected randomly from public middle schools in Georgia. According to the Georgia Department of Education, Georgia employed in public schools approximately 595 middle school assistant principals (CPI 99-2, 1999). Using Sudman’s (1976) table for recommended sample size (n) for populations (N) with finite sizes, a minimum number of 100 assistant principals needed to be surveyed to ensure the proper sample size for this study. The initial sample size for this study started at 150 assistant principals to insure the probability of achieving the minimum sample size.

Instrumentation

The Leadership Profile

The primary survey instrument to be used in this study was The Leadership Profile (TLP) constructed by Sashkin and Rosenbach in 1995 (Rosenbach, Sashkin, & Harburg, 1996). The TLP was based on Sashkin’s visionary leadership theory and other research by organizational scholars, such as Bennis (1984), Bennis and Nanus (1985), and Kouzes and Posner (1988). The TLP measured specific leader behaviors and characteristics associated with the two dimensions of transactional and transformational leadership.

The TLP evolved from The Leadership Behavior Questionnaire (LBQ) (Sashkin, 1984). The LBQ's original copyright date was 1984 and consisted of six scales (Sashkin, 1998). Five of the LBQ scales were designed to measure specific leadership behaviors associated with exceptional leadership. Those five LBQ scales included focused leadership, communication leadership, trust leadership, self-leadership, and risk leadership. The sixth LBQ scale assessed the feelings of the followers toward the leader whose behavior was being assessed.

The major difference between the LBQ and the TLP was the addition of a transactional leadership scale to the TLP. Rosenbach, Sashkin, and Harburg (1996) viewed the dimension of transactional or managerial leadership as just as important as the dimension of transformational leadership. The transactional leadership scale incorporated the two subscales of capable management and reward equity. Another difference between the LBQ and the TLP was the number of scales used by each instrument. Instead of the six scales used in the LBQ, the TLP consisted of 10 subscales which comprised three leadership scales of (a) transactional leadership qualities, (b) transformational leadership behavior, and (c) transformational leadership characteristics. The TLP had a total of 50 items or questions that covered the three leadership scales (see Appendix A).

The first scale, transactional leadership skills, consisted of 10 items from subscales 1 and 2 that described transactional leadership qualities. Items 1, 11, 21, 31, and 41 represented capable management (Subscale 1). The capable management subscale measured how well the leader accomplished the day-to-day basic administrative or managerial tasks that were necessary for any group or organization to function well in the short term (Rosenbach, Sashkin, & Harburg, 1996). Items 2, 12, 22, 32, and 42 represented characteristics of reward equity (Subscale 2). The reward equity subscale measured the degree to which transactional leaders made clear and explicit their goals and performance expectations; and how well they delivered on the rewards they promised for good performance and goal accomplishments (Rosenbach et al., 1996).

The second scale, transformational leadership behavior, consisted of 20 items from Subscales 3, 4, 5, and 6. Items 3, 13, 23, 33, and 43 represented communication leadership (Subscale 3). The communication leadership subscale assessed the ability of the leader to manage and direct the attention of others through clear and focused interpersonal communication. Items 4, 14, 24, 34, and 44 represented credible leadership (Subscale 4). The credible leadership subscale measured a leader's perceived integrity and reliability. Items 5, 15, 25, 35, and 45 represented caring leadership (Subscale 5). The caring leadership subscale measured the degree to which a leader demonstrates respect and concern for others. Items 6, 16, 26, 36, and 46 represented creative leadership (Subscale 6). Creative leadership subscale measured the ability of the leader to create opportunities for his or her followers based on the leader's assessment of their ability to perform and succeed (Rosenbach et al., 1996).

The third scale, transformational leadership characteristics, consisted of 20 items from Subscales 7, 8, 9, and 10. Items 7, 17, 27, 37, and 47 represent confident leadership (Subscale 7). The confident leadership subscale measured the extent to which the leader possessed and displayed self-confidence, and the degree to which the leader was able to instill the same self-confidence in followers. Items 8, 18, 28, 38, and 48 represented follower-centered leadership (Subscale 8). The follower-centered leadership subscale measured the degree to which the leader perceived followers as empowered partners and not as pawns to be manipulated. Items 9, 19, 29, 39 and 49 represented visionary leadership (Subscale 9). The visionary leadership subscale measured a leader's ability to define and express clearly a future for the group or organization. Items 10, 20, 30, 40, and 50 represented principled leadership (Subscale 10). The principled leadership subscale assessed the leader's ability to develop and support certain shared values and beliefs among group members (Rosenbach, et al., 1996).

The 50-item TLP was built on a five-point Likert scale for each individual question that asked the respondent to determine the accuracy of each statement as a

characteristic or behavior of the leader being examined. VG rating indicated agreement to the statement was to a very great extent. G rating indicated agreement to the statement was to a great extent. M rating indicated agreement to the statement was to a moderate extent. S rating indicated agreement to the statement was to a slight extent. L rating indicated agreement to the statement was to a little or no extent. Each rating was assigned the following numerical equivalents: (a) VG = 5, (b) G = 4, (c) M = 3, (d) S = 2, and (e) L = 1. The numbers were used to calculate the mean score. The higher the mean score, the more the respondents were in agreement with the statement (Rosenbach, et. al., 1996).

The purposes of the TLP were to (a) help leaders understand their leadership capabilities based on demonstration of transformational and transactional tasks, (b) help leaders develop an understanding of how their leadership affects the organization, (c) increase leadership effectiveness, and (d) assess leadership potential for those who wish to become leaders (Pugh, 1998). The TLP combined information from two sources: (a) self-evaluation conducted by the leader and, (b) evaluation of the leader by his or her colleagues. The TLP used one questionnaire that can be used by both the leader to evaluate his or her leadership abilities, and by others to evaluate the leader's abilities (see Appendix B). The TLP questionnaire required the respondent to indicate his or her relationship to the leader being described on the first page of the questionnaire. Once the relationship had been indicated, the questionnaire became known as either TLP-Other or TLP-Self.

Validity of the TLP. With regard to validity research, Sashkin (1998) stated that research using the TLP was recent enough that there existed little information that was readily accessible. Nevertheless, series of factor analyses on the TLP provided by Sashkin (1998) indicated that the instrument retained much of the positive construct validity as did its predecessor, LBQ, demonstrated. For example, Sashkin stated that “a varimax rotation with eigenvalue set > 1 resulted in a 12-factor solution, explaining 54%

of the variance” with regard to data from a 1995 American Management Association study (p. 5). Sashkin further reported that the individual factors accounted for from 2.9% to 7.4% of the variance with no one or few factors dominating the analysis.

According to Sashkin, Rosenbach, and Sashkin (1998), “the only real puzzle” (p. 9) from the series of factor analyses was the interesting combination of the Subscale 2 (reward equity) and Subscale 5 (caring leadership). Regarding the tendency of the reward equity subscale to overlap with the caring and respect for others equity, M. Sashkin (personal communication, June 26, 2000) stated in an e-mail response the following:

I [Marshall Sashkin] suspect that it is the "fairness of treatment" aspect of reward equity that overlaps with the construct of "caring and respect for others." This is not really all that surprising; indeed, the various behaviors used by transformational leaders are so intertwined that it is surprising to find them separable at all. The overlap into what is a transformational dimension (reward equity) is more of a concern, but the obvious conceptual link is one possible explanation. I wonder, though, why reward equity does not overlap more with trust, as reward equity is one of the bases for developing trust.

A second factor analysis inconsistency observed by Sashkin, Rosenbach, and Sashkin (1998) was the spread of the Subscale 6 (Creative Leadership) over Factor 1 and Factor 5. Sashkin, Rosenbach and Sashkin indicated that Factor 5 might be called “empowering management” (p. 9), since it included as highest loading items three of five from Subscale 1 (Capable Management), and two of the items from Subscale 6 (Creative Leadership). Sashkin, Rosenbach, and Sashkin also reported that Subscale 6 (Creative Leadership) could be considered as part of Factor 1 and that further clean-up was advisable. M. Sashkin reported (personal communication, June 28, 2000) that the 10 subscales of the TLP were so closely intertwined that he is surprised that the subscales factored as cleanly as they did. Sashkin claimed that he was less concerned about a

perfect factor analysis. Sashkin stated that several validation studies proved that the TLP did measure what it was designed to measure.

Sashkin (1998) reported eight recent validation studies involving TLP demonstrated that the instrument's scores are consistently and significantly associated with a variety of performance-relevant outcome measures. Those eight validation studies demonstrated the association of leadership with other variables such as gender, marital relationship, innovation in teams, performance in medical centers, career stages among engineers (Sashkin, 1998). For example, Ernst's (1997) study, regarding visionary leadership and psychological androgyny, indicated that every scale of the TLP was significantly associated with androgyny ($p < .05$). In fact, Ernst's data from the TLP and the Personal Attributes Questionnaire showed a substantial statistically significant relationship between transformational leadership and androgyny.

Despite the overall positive reports from the several validation studies, M. Sashkin (personal communication, June 28, 2000) reported that item #19 of the TLP did not measure what it was supposed to measure. Item #19 reads, "This person concentrates on clear and short-term goals" (Appendix B). This item was assessed within Subscale 9 (i.e., Visionary Leadership). According to Sashkin, this item was confusing since most people considered this item to be a positive attribute of an effective leader. Sashkin argued that item #19 was designed to measure visionary leadership characteristics, but the item in its current state was affecting the true score of a person's visionary leadership in a negative manner. Sashkin recommended that the item be eliminated from the study in order to achieve a true score for this subscale.

Overall, the validity of the TLP was acceptable, though a few scales did not factor cleanly in all of the several reported factor analyses conducted. Since item #19 of the TLP did not measure what it was intended to measure, it was eliminated during statistical analysis. Even with this bad item, the TLP did demonstrate in several past validation

studies that it measured transactional and transformational leadership sufficiently enough to indicate definitive construct validity.

Reliability of the TLP. The TLP did have several structural flaws which made it difficult to verify reliability. Sashkin (1996b) indicated that the traditional methods to test the TLP for reliability had encountered some problems. M. Sashkin (personal communication, March 2000) stated that using the test-retest format to verify reliability of the TLP was difficult because the actual design of the test was structured to help individuals increase their scores and was not designed for a clinical assessment. S. Jenkins (personal communication, October 23, 2000) indicated low reliability scores, especially test-retest, might be low because visionary leadership research was attempting to measure perceptions which varies over time.

A second traditional method of reliability was to divide each scale of the TLP into equal parts and to determine whether both halves yielded essentially the same scores. Sashkin stated that it was not possible to use this method for the TLP because each subscale within the instrument was comprised of five items. Obviously, five was a number not evenly divisible by two.

Nevertheless, to demonstrate the reliability of the TLP, Sashkin (1998) used scale reliability and test-retest reliability measures. Five scale reliability tests or tests on internal consistency reliability reported by Sashkin (1998) indicated that the first seven subscales of the TLP were consistently higher than the recommended Cronbach's alpha of .70. Subscale 8 (follower-centered leadership) was consistently low, between .20 and .40. Sashkin stated that Subscale 8 was still an acceptable scale because it actually measured the two factorially independent scales of personalized power and prosocial power need. According to Sashkin, when Cronbach's alphas were calculated separately for the two independent subscales comprising the follower-centered scale, both subscales reported Cronbach's alphas between .61 and .74. Subscale 9 (visionary leadership) was typically close to .60, and Subscale 10 (principled leadership) ranged from .57 to .71.

Pugh's (1998) study of the perceptions of the visionary leadership of elementary school assistant principals in Virginia reported internal consistency reliability coefficients for ten TLP leadership scales ranging from .65 to .94 which was a moderate to a very high coefficient. Cronbach alpha coefficient scale scores of Pugh's (1998) study included (a) transactional leadership scores of .75 for assistant principals and .87 for observers, (b) transformational leadership behaviors scores of .68 for assistant principals and .91 for observers, (c) transformational leadership characteristics scores of .65 for assistant principals and .73 for observers, and (d) combined scale scores of .81 for assistant principals and .94 for observers.

Using a Pearson Product-Moment Correlation, Lafferty (1998) reported test-retest reliability over the course of the year averaging better than .40 ($p < .05$). Lafferty's quasi-experimental research was based on whether a 10-month leadership development program for U. S. Air Force officers designed to instill and extend participants' transformational leadership actually produces such effects. The time span of the test-retest administrations was approximately 10 to 12 months (Lafferty, 1998).

Overall, the reliability of the TLP was acceptable though some subscale internal consistency reliability coefficients were lower than the accepted Cronbach alpha of .70. Nevertheless, Pugh's (1998) study of elementary school assistant principals produced relatively high internal consistency reliability coefficients. The Pearson product-moment correlation for the TLP of .40 ($p < .05$) indicated a significant positive relationship for test-retest reliability scores over an extended time span of 10 to 12 months.

Demographic and Biographic Information Questionnaire

The second survey instrument used in conjunction with the TLP in this study was a demographic and biographic information questionnaire (see Appendix C). Each participating assistant principal completed the sheet that was designed to elicit selected demographic and biographic information from the respondent. The selected information topics to be elicited from the assistant principals were the (a) sex of the assistant

principal, (b) highest college degree earned, (c) number of years worked as an assistant principal, (d) number of years of teaching experience, (e) location of the school, (f) size or population of the school employing the assistant principal, (g) number of years of working together as administrative colleagues between principal and assistant principal, (h) number of years employed at the current school, and (i) age of the assistant principal. The selected demographic/biographic variables of the respondent were examined with regard to their relationship to the visionary leadership perceptions of the assistant principals and teachers.

Principal's Middle School Concept Survey

A third survey instrument used in the study was a principal's survey (see Appendix D). The principal's survey helped to determine the extent of the implementation of the middle school concept in Georgia's middle schools. Ten areas of the middle school concept identified by Weller (1999) constituted the basis of the principal's survey. The principal's survey asked for information from participating principals regarding their school's involvement in the following 10 areas: (a) child-centered, continuous progress programs; (b) core academic program; (c) variable class-scheduling configurations; (d) exploratory and enrichment programs; (e) interdisciplinary teaching teams and planning; (f) independent study opportunities; (g) guidance and the advisor-advisee program; (h) intramural programs and physical activities; (i) social development activities; and (j) auxiliary programs and activities. The principal's survey was built on a five-point Likert scale for each individual area that asked the respondent to determine the appropriate level of extent for each statement regarding the middle school concept area being examined. Information from the principal's survey was examined in conjunction with data from the assistant principal perception surveys regarding visionary leadership. This data helped to determine if a relationship exists among middle school concept implementation and assistant principals' self perceptions of visionary leadership.

Procedures

A random sample of 150 assistant principals from public middle schools throughout the state of Georgia was created. Each school district that employed each of the randomly selected assistant principals was contacted for permission to conduct the study (see Appendix E). Upon receipt of school district approval, initial phone or letter contacts by the researcher were made with the principals of the randomly selected assistant principals to request the participation of the principals and their staff members in this study (see Appendix F). The researcher requested the principal to answer several questions regarding the extent to which the school is implementing the middle school concept in its curriculum and instruction.

After the principal provided the researcher with a positive confirmation of his or her willingness to participate, a letter explaining the nature of the research and the instructions for implementing the surveys was sent to him or her. A copy of the consent form from the school district was also enclosed. If the school district did not provide the researcher a consent form, the researcher informed the principal of the central office personnel who gave district consent to conduct the research.

Along with the information letter was a packet containing three TLP-Other questionnaires, one TLP-Self questionnaire and one selected demographic/biographic information questionnaire. The packet contained one TLP-Other questionnaire for each of the three teacher-observers to complete with regard to his or her assistant principal. The TLP-Self questionnaire and the selected demographic/biographic questionnaire were completed by the assistant principal. Each principal was instructed to select one teacher from each of the three different grade levels on his or her staff to participate as observers to rate the selected assistant principal.

The assistant principal was instructed to complete his or her demographic/biographic information sheets as well as his or her TLP-Self questionnaire and return both questionnaires in a self-addressed envelope to the researcher (see

Appendix G). Likewise, the three teacher-observers were instructed to return their completed TLP-Other questionnaires in a self-addressed envelope to the researcher (see Appendix H). Four weeks were allowed for the return of all survey materials.

Questionnaires from a minimum of two observers were needed to accompany the questionnaire from each assistant principal for statistical purposes. Questionnaires received from observers without corresponding questionnaires from the assistant principal for that group of observers were excluded from the study. Likewise, any questionnaires received from assistant principals without a minimum of two corresponding questionnaires from observers were excluded from the study. Subsequent action included follow-up letters by mail or fax, and personal phone calls to the participating assistant principals and principals if required (see Appendices J and K). No information reported in this study disclosed individual names of participants, schools, or school divisions. The researcher used the Statistical Package for Social Science (SPSS) for data analyses.

Method of Analysis

Quantitative research methodology was used to analyze data generated from TLP-Self, TLP-Others, principals' surveys, and the selected demographic/biographic surveys. The collected data from the surveys determined how the middle school assistant principal was perceived as a visionary leader by the teachers within the school. Additionally, the data determined how the assistant principal viewed himself or herself as a visionary leader. The data also determined to what extent were selected demographic/biographic variables related to the perceptions of teachers and assistant principals in Georgia middle schools. Finally, the data helped to determine if a relationship existed among middle school concept implementation and assistant principals' self perceptions of visionary leadership.

Both descriptive and inferential statistics were obtained in this research study. Descriptive statistics such as frequency of numbers, percentages, means, and standard

deviations were used to examine and report demographic and biographic characteristics of assistant principals in Georgia. Descriptive statistics were used to help answer the first two research subquestions of this study.

Analysis of variance (ANOVA) were used to answer the third, fourth, and fifth research subquestions. The type of educator was the independent variable of the third research question. There were two levels of this independent variable (i.e., assistant principal or teacher-observer). The responses from the TLP served as the dependent variable of the major research question. The TLP generated three scale scores along with 10 subscale scores for each respondent.

The 10 different levels of the independent variable for the fourth research subquestion were derived from different biographical and demographic areas for assistant principal. The dependent variable for the fourth question consisted of the TLP responses from the questionnaire eliciting information regarding the perceptions of the assistant principals and the teachers.

The principals' responses of the 10 different areas of the middle school concept implementation from the principal's surveys constituted the different levels of the independent variable for the fifth subquestion. The assistant principals' responses from the TLP comprised the dependent variable.

Ethical Considerations

Every effort was made to maintain the confidentiality of the respondents. Completed questionnaires received from the respondents were coded rather than named by individual or school. Permission to do the research in each school was secured from the corresponding school system prior to the initiation of the research. Each participant was informed of the purpose of the study prior to his or her participation.

Additionally, this research was approved by the Georgia Southern University Institutional Review Board (IRB). The IRB's primary purpose was to determine if this

research is in compliance with Federal, State, Regents', and University regulations for the protection of human subjects (See Appendix I).

Summary

In conclusion, this study was designed to examine the perceptions of middle school assistant principals and teachers with regard to the visionary leadership demonstrated by middle school assistant principals in Georgia. This chapter explained the methodology used in conducting the research and includes the research design, subjects, instrumentation, procedures, and method of analysis. Furthermore, ethical considerations for the study were presented.

The findings of this study were reported in Chapter IV. The discussion, conclusions, implications, and recommendations followed in Chapter V.

CHAPTER IV

FINDINGS

This chapter presented the statistical analysis of data, the results from the analysis, and the research findings. The chapter was organized into four sections: introduction, demographic and biographic profiles of the participating assistant principals, analysis of data, and summary of the findings. The purpose of the chapter was to report the results of the data analysis with regard to the research questions as outlined in the “Research Questions” section of Chapter 1.

The research questions helped to guide the study by focusing on the perceptions of the visionary leadership of middle school assistant principals in Georgia. The following five research questions of the study were addressed in this chapter:

1. To what extent do Georgia middle school assistant principals perceive themselves demonstrating visionary leadership behaviors and characteristics?
2. To what extent do teachers perceive Georgia middle school assistant principals demonstrating visionary leadership behaviors and characteristics?
3. Is there a difference between the assistant principals’ and teachers’ perceptions of the visionary leadership of assistant principals in Georgia public middle schools?
4. To what extent are selected demographics and biographics of middle school assistant principals related to the perceptions of assistant principals and their role in visionary leadership?
5. What is the relationship between middle school concept implementation and assistant principals’ perceptions of their own visionary leadership?

Demographics and Biographic Profiles of Respondents

The number of middle school assistant principals randomly selected by a table of random digits was 150. The number of Georgia public school districts represented by the 150 randomly selected assistant principals was 79. The number of Georgia school districts that approved the study was 55. The number of randomly selected assistant principals within these 55 Georgia school districts was 100. According to Sudman (1976), a sample population of 100 was adequate for studies of large populations.

A total number of 100 questionnaire packets were sent to the middle school principals requesting their permission to conduct the study with their staff. Sixty-eight middle school principals agreed to allow the study to be conducted with their staffs. The percentage of return for the principal's middle school concept implementation survey was 85. The percentage of return for the assistant principal's TLP and demographic and biographic surveys was 82. The percentage of return for the sixth grade teacher's TLP survey was 72. The percentage of return for the seventh grade teacher's TLP survey was 62. The percentage of return for the eighth grade teacher's TLP survey was 78. Babbie (1990) stated that a survey response rate above 60% was good, and a survey response rate above 70% was excellent.

A total of 204 TLP questionnaires were included in the mailings to the principals for distribution to teacher observers at the three different grade levels. A total number of 144 (71%) were completed and returned; however, only 63% had at least two TLP-Other surveys completed by the teachers to match a companion TLP-Self. Therefore, the number of completed packets with an assistant principal's TLP survey and at least two teachers' TLP surveys from each participating school was 43. For statistical purposes, this group of 43 assistant principals and their teacher observers constituted the sample for this study, which is 63% of the total population surveyed. Table 1 contains the summary of the respondents.

Table 1

Summary Data of the Respondents

Survey	Assistant Principal	Teacher Observer
Sent	68	204
Completed and Returned	56	144
Adequate for Study	43	112
With 3 observers	26	78
With 2 observers	17	34
Inadequate/Incomplete	14	32

The demographic and biographic survey data for assistant principals helped to provide a description of the participating assistant principals. Data were collected and analyzed to identify the characteristics of each assistant principal who participated in this study. Demographic and biographic variables included sex, highest collegiate degree earned, number of years as an assistant principal, number of years of teaching experience, school location, school enrollment, number of years worked with current principal, number of years at current location, and age. Demographic and biographic information was not collected for the teacher observers. Table 2 presents the analysis of the demographic and biographic information for the 43 assistant principals who participated in this study.

Females made up a majority of the Georgia middle school assistant principals surveyed (52%). The highest collegiate degree earned by the majority of middle school assistant principals was a specialist's or Ed.S. degree (55.4%). The majority of middle school assistant principals (67.9%) surveyed had worked only 1 to 5 years as an assistant principal. The average work experience for assistant principals was 5.5 years. Among the middle school assistant principals surveyed, most had 6 to 10 years of teaching

Table 2

Demographic and Biographic Profiles of Assistant Principals

Variable	N	%
Sex		
Male	27	48.0
Female	29	52.0
Highest collegiate degree earned		
B. A. or B. S.	0	0.0
M. A. or M. S.	15	26.8
Ed.S.	31	55.4
Ed.D. or Ph.D.	10	17.9
Years of working experience as an assistant principal		
1-5 years	38	67.9
6-10 years	11	19.6
11-15 years	7	12.5
Over 15 years	0	0.0
Years of teaching experience		
1-5 years	8	14.5
6-10 years	16	29.0
11-15 years	11	20.0
16-20 years	11	20.0
21-25 years	8	14.5
Greater than 25 years	1	1.8
No response	1	--
School location		
Urban	13	23.2
Suburban	23	41.1
Rural	20	35.7
Other	0	0.0

Table 2 (continued)

School enrollment

Less than 300	0	0.0
300 to 499	11	20.0
500 to 999	26	46.0
1000 or over	19	34.0

Years worked with current principal

1 year	19	33.9
2 to 3 years	17	30.4
4 to 5 years	7	12.5
Over 5 years	13	23.2

Years worked at current school

1 year	15	27.3
2 to 3 years	12	21.8
4 to 5 years	10	18.2
Over 5 years	18	32.7
No response(s)	1	--

Age

20 years or less	0	0.0
21 to 30 years	4	7.0
31 to 40 years	13	24.1
41 to 50 years	20	37.0
51 to 60 years	17	31.5
Over 60 years	0	0.0
No responses(s)	2	--

Note. Dashes indicate a figure not calculated since the respondents failed to indicate an answer for this particular survey question.

experience. The actual mean or average of teaching experience years was 12 years. The prevailing school location for the middle school assistant principals surveyed was a suburban location (41.1%). The greatest number of middle school assistant principals worked in schools with enrollment between 500 to 999 (46%). The greatest number of middle school assistant principals surveyed had worked with their current principals for

only a year (33.9%), and the actual mean or average of years worked with the principal was 3.8 years. Most middle school assistant principals surveyed had worked at their school of employment for more than five years (32.7%). Middle school assistant principals tended to be in the age group range from 41 to 50 years. In fact, the actual mean or average age of the middle school assistant principals surveyed was 43 years.

Analysis of Data

This section presents the analysis of data. Data were analyzed in terms of descriptive statistics such as means and standard deviations. Some of the data were analyzed by inferential statistics such as Pearson product-moment correlation, independent t-test and one-way analysis of variance. The level of significance was set at .01 whenever successive inferential tests were used. The data analysis provided answers to the five research questions in this study. The 17 tables were included in this section to help explain the data analysis.

Research question 1. To what extent do Georgia middle school assistant principals perceive themselves demonstrating visionary leadership behaviors and characteristics?

Findings. The middle school assistant principals answered the 50 item TLP instrument to determine their visionary leadership perceptions. Calculations of these 50 TLP items helped develop the 10 subscales and three major scales of the TLP (See Appendix L for a descriptive analysis of the 50 TLP items). The three major TLP scales used in this study included transactional leadership, transformational leadership behaviors, and transformational leadership characteristics. The 10 TLP subscales included Capable Management, Reward Equity, Communication Leadership, Credible Leadership, Caring Leadership, Creative Leadership, Confident Leadership, Follower-Centered Leadership, Visionary Leadership, and Principled Leadership. Using a Likert-type scale ranging from 1 to 5, with 5 being the highest, the middle school

assistant principals scored themselves above average in all 13 different TLP scales. Analysis of the 3 major scales indicated that the assistant principals perceived themselves as demonstrating transactional leadership skills and transformational leadership behaviors at a higher level of proficiency than transformational leadership characteristics. The assistant principals scored themselves above 4.0 in 8 of the 10 subscales. Even though two subscales were below 4.0, both Visionary Leadership and Follower-Centered Leadership had means above 3.0. The lowest subscale score was Follower-Centered Leadership at 3.06. The highest subscale score was Credible Leadership at 4.57. Table 3 presents the visionary leadership self-perceptions of the assistant principals.

Table 3

Self-Perceptions of the Middle School Assistant Principal Regarding Visionary Leadership

Scale	<u>M</u>	<u>SD</u>
Transactional Leadership	4.10	.53
Capable Management	4.14	.54
Reward Equity	4.06	.61
Transformational Leadership Behaviors	4.31	.43
Communication Leadership	4.12	.49
Credible Leadership	4.57	.50
Caring Leadership	4.47	.50
Creative Leadership	4.13	.52
Transformational Leadership Characteristics	3.80	.50
Confident Leadership	4.21	.52
Follower-Centered Leadership	3.06	.70
Visionary Leadership	3.93	.64
Principled Leadership	4.10	.57

Research question 2. To what extent do teachers perceive Georgia middle school assistant principals demonstrating visionary leadership behaviors and characteristics?

Findings. The teachers answered the 50 item TLP instrument to determine their perceptions of visionary leadership as demonstrated by their assistant principals.

Calculations of these 50 TLP items helped develop the 10 subscales and three major scales of the TLP (A descriptive analysis of the 50 TLP items can be located in Appendix L). Using a Likert-type scale ranging from 1 to 5, with 5 being the highest, the middle school teachers scored their assistant principals above average in all 13 different TLP scales. Analysis of the three major scales indicated that the teachers perceived their assistant principals as demonstrating transactional leadership skills and transformational leadership behaviors at a higher level of proficiency than transformational leadership characteristics. The teachers scored the assistant principals above 4.0 in 7 of the 10 subscales. Even though 3 subscales were below 4.0, Visionary Leadership, Follower-Centered Leadership, and Principled Leadership had scores above 3.0. The lowest subscale score was Follower-Centered Leadership at 3.19. The highest subscale scores were Credible Leadership and Confident Leadership at 4.3. Table 4 presents a tabulation of the results.

Table 4

Teachers' Perceptions of the Middle School Assistant Principal Regarding Visionary Leadership

Scale	<u>M</u>	<u>SD</u>
Transactional Leadership	4.04	.62
Capable Management	4.07	.58
Reward Equity	4.01	.70
Transformational Leadership Behaviors	4.14	.62
Communication Leadership	4.02	.67
Credible Leadership	4.30	.58
Caring Leadership	4.20	.73
Creative Leadership	4.04	.66
Transformational Leadership Characteristics	3.81	.47
Confident Leadership	4.32	.54
Follower-Centered Leadership	3.19	.60
Visionary Leadership	3.86	.60
Principled Leadership	3.88	.50

Research question 3. Is there a difference between the assistant principals' and teachers' perceptions of the visionary leadership of assistant principals in Georgia middle schools?

Findings. The descriptive statistics from Table 5 indicated that the means for the 13 TLP scales for both the assistant principals and the teachers observers ranged from 3.06 to 4.47. The teacher observers' TLP means were lower than the assistant principals' TLP means for 11 of the 13 TLP scales. The teacher observers recorded higher means than the assistant principals on the Confident Leadership and Follow Centered Leadership subscales.

Table 5

Descriptive Statistics Regarding the Visionary Leadership Perceptions of Assistant Principals and Teacher Observers (N = 43)

Scale	N	M	SD
Transactional Leadership			
AP	43	4.10	.53
Teacher	43	4.04	.62
Capable Management			
AP	43	4.14	.59
Teacher	43	4.07	.58
Reward Equity			
AP	43	4.06	.61
Teacher	43	4.01	.70
Transformational Leadership Behaviors			
AP	43	4.31	.43
Teacher	43	4.14	.62
Communication Leadership			
AP	43	4.12	.49
Teacher	43	4.02	.67
Credible Leadership			
AP	43	4.57	.50
Teacher	43	4.30	.58
Caring Leadership			
AP	43	4.47	.50
Teacher	43	4.04	.66

Table 5 (continued)

Creative Leadership			
AP	43	4.13	.52
Teacher	43	4.04	.66
Transformational Leadership Characteristics			
AP	43	3.82	.50
Teacher	43	3.81	.47
Confident Leadership			
AP	43	4.21	.51
Teacher	43	4.32	.54
Follower-Centered Leadership			
AP	43	3.06	.70
Teacher	43	3.19	.60
Visionary Leadership			
AP	43	3.93	.64
Teacher	43	3.88	.50
Principled Leadership			
AP	43	4.10	.57
Teacher	43	3.88	.50

Findings. The t -test results from Table 6 noted that the degrees of freedom was 84 for 11 of the 13 TLP scales. The two exceptions were the Transformational Leadership Behaviors scale and the Communication Leadership subscale with degrees of freedom numbers of 75 and 77, respectively. The degrees of freedom determined the freedom of the data in successive samples to vary. Additionally, 11 of the 13 TLP scales produced computed values of t -tests that were positive. Only the two subscales of Confident Leadership and Follow Centered Leadership demonstrated negative computed values of t -tests. Using .01 as the level of significance, the results indicated no significant differences between the middle school assistant principals' self-perceptions and their respective teacher observers' perceptions on the 13 TLP scales.

Table 6

Independent *t*-test for the Visionary Leadership Perceptions of Assistant Principals By Status of Educator

Scale	<i>t</i>	<i>df</i>
Transactional Leadership	.488	84
Capable Management	.601	84
Reward Equity	.349	84
Transformational Leadership Behaviors	1.550	75
Communication Leadership	.786	77
Credible Leadership	2.269	84
Caring Leadership	2.003	84
Creative Leadership	.653	84
Transformational Leadership Characteristics	.084	84
Confident Leadership	-.977	84
Follower-Centered Leadership	-.945	84
Visionary Leadership	.481	84
Principled Leadership	1.853	84

Note. $p \leq .01$, two-tailed.

Research question 4. To what extent are selected demographics and biographics of assistant principals related to the perceptions of assistant principals and their role in their own visionary leadership?

Findings. Examination of the descriptive statistics with regard to sex and the visionary leadership perceptions of the assistant principals revealed that the range of TLP means for male assistant principals was 3.13 (Follower-Centered Leadership) to 4.41 (Credible Leadership and Caring Leadership). The range of TLP means for female assistant principals was 3.00 (Follower-Centered Leadership) to 4.69 (Credible Leadership). Female assistant principals produced higher means than their male counterparts in 11 out of the 13 TLP scales. Only on the Confident Leadership subscale and Follower-Centered Leadership subscale did the male assistant principals produce

higher means than their female counterparts. The total number for this population of assistant principals is 42. One respondent failed to indicate his or her sex on the survey.

See Table 7 for the results.

Table 7

Descriptive Statistics Regarding the Sex and the Visionary Leadership Perceptions of Assistant Principals (N = 42)

Scale	N	M	SD
Transactional Leadership			
Female	22	4.19	.43
Male	20	3.99	.63
Capable Management			
Female	22	4.29	.45
Male	20	3.98	.60
Reward Equity			
Female	22	4.09	.50
Male	20	3.99	.73
Transformational Leadership Behaviors			
Female	22	4.37	.32
Male	20	4.24	.52
Communication Leadership			
Female	22	4.15	.41
Male	20	4.05	.57
Credible Leadership			
Female	22	4.69	.28
Male	20	4.41	.64
Caring Leadership			
Female	22	4.50	.48
Male	20	4.41	.53
Creative Leadership			
Female	22	4.15	.45
Male	20	4.09	.61
Transformational Leadership Characteristics			
Female	22	3.85	.38
Male	20	3.78	.61
Confident Leadership			
Female	22	4.16	.43
Male	20	4.24	.59

Table 7 (continued)

Follower-Centered Leadership			
Female	22	3.00	.74
Male	20	3.13	.68
Visionary Leadership			
Female	22	4.02	.45
Male	20	3.78	.79
Principled Leadership			
Female	22	4.19	.40
Male	20	3.97	.71

Findings. The sex of the assistant principals and the assistant principals' self-perceptions of visionary leadership were analyzed by independent *t*-tests for equality of means. The results indicated no significant differences existed between male and female assistant principals in the 3 *TLP* scales of the assistant principals' self-perceptions of visionary leadership. Similarly, there were no significant differences between male and female assistant principals and the 10 *TLP* subscales of the assistant principals' self-perceptions of visionary leadership. The results were presented in Table 8.

Table 8

Independent *t*-test for the Visionary Leadership Self-Perceptions of Assistant Principals by Sex (N = 42)

Scale	<i>t</i>	<i>df</i>
Transactional Leadership	1.241	40
Capable Management	1.904	40
Reward Equity	.515	40
Transformational Leadership Behaviors	.987	40
Communication Leadership	.643	40
Credible Leadership	1.874	40
Caring Leadership	.575	40
Creative Leadership	.336	40

Table 8 (continued)

Transformational Leadership Characteristics	.432	40
Confident Leadership	-.492	40
Follower-Centered Leadership	-.538	40
Visionary Leadership	1.259	40
Principled Leadership	1.247	40

Note. * $p \leq .01$, two-tailed.

Findings. The highest college degree earned and the assistant principals' self-perception of visionary leadership were analyzed by one-way analysis of variance. The results of the one-way analysis of variance indicated no significant differences among assistant principals of different degrees in the three TLP scales of the assistant principals. Similarly, there were no significant differences among assistant principals of different degrees in 10 TLP subscales of the assistant principals. Table 9 presented the results and the analysis.

Table 9

One-Way Analysis of Variance of the Visionary Leadership Self-Perceptions of Assistant Principals by Types of Degrees Earned (N = 43)

Scale	College Degree	
	df	F
Transactional Leadership		
Between Groups	3	.149
Within Groups	39	
Capable Management		
Between Groups	3	.248
Within Groups	39	
Reward Equity		
Between Groups	3	.057
Within Groups	39	
Transformational Leadership Behaviors		
Between Groups	3	.344
Within Groups	39	

Table 9 (continued)

Communication Leadership		
Between Groups	3	.612
Within Groups	39	
Credible Leadership		
Between Groups	3	.411
Within Groups	39	
Caring Leadership		
Between Groups	3	.474
Within Groups	39	
Creative Leadership		
Between Groups	3	.064
Within Groups	39	
Transformational Leadership Characteristics		
Between Groups	3	.147
Within Groups	39	
Confident Leadership		
Between Groups	3	.901
Within Groups	39	
Follower-Centered Leadership		
Between Groups	3	.516
Within Groups	39	
Visionary Leadership		
Between Groups	3	.177
Within Groups	39	
Principled Leadership		
Between Groups	3	1.000
Within Groups	39	

Note. * $p \leq .01$, two-tailed.

Findings. The relationship of the number of years as an assistant principal and the visionary leadership self-perceptions of the middle school assistant principals was analyzed by Pearson product-moment correlation. The results of the analysis indicated no significant relationships in any of the three TLP scales of the assistant principals and the number of years as an assistant principal. Similarly, there were no significant relationships between the 10 TLP subscales of the assistant principals and the number of years as an assistant principal. The relationship between the number of years as an assistant principal and the assistant principals' self-perceptions of visionary leadership

was reported to be positive in 11 out of the 13 TLP scales. This trend indicated that the higher the number of years as an assistant principal, the higher the means on the TLP scales tended to be. Only the TLP subscales of Creative Leadership and Follower-Centered Leadership were reported to have a negative relationship with the number of years as an assistant principal. A tabulation of the results were presented in Table 10.

Table 10

Pearson's Correlation: Years as an Assistant Principal and the Visionary Leadership Self-Perceptions of Assistant Principals (N = 43)

Scale	Administrative Experience
	r
Transactional Leadership	.118
Capable Management	.145
Reward Equity	.077
Transformational Leadership Behaviors	.242
Communication Leadership	.267
Credible Leadership	.084
Caring Leadership	.285
Creative Leadership	-.268
Transformational Leadership Characteristics	.138
Confident Leadership	.190
Follower-Centered Leadership	-.052
Visionary Leadership	.151
Principled Leadership	.204

Note. * $p \leq .01$, two-tailed.

Findings. The relationship of the number of years as a teacher and the visionary leadership self-perceptions of the middle school assistant principals was analyzed by Pearson product-moment correlation. The results of the analysis indicated no significant relationships in any of the three TLP scales of the assistant principals and the number of

years as a teacher. Similarly, there were no significant relationships between the 10 TLP subscales of the assistant principals and the number of years as a teacher. The relationship between the number of years worked as a teacher and the assistant principals' self-perceptions of visionary leadership was reported to be negative in all 13 TLP scales. This trend indicated that the higher the number of years as a teacher, the lower the means on the TLP scales tended to be. Table 11 presented the results of the analysis.

Table 11

Pearson's Correlation: Years as a Teacher and the Visionary Leadership Self-Perceptions of Assistant Principals (N = 43)

Scale	Years Taught
	r
Transactional Leadership	-.299
Capable Management	-.196
Reward Equity	-.349
Transformational Leadership Behaviors	-.237
Communication Leadership	-.341
Credible Leadership	-.094
Caring Leadership	-.105
Creative Leadership	-.347
Transformational Leadership Characteristics	-.305
Confident Leadership	-.263
Follower-Centered Leadership	-.114
Visionary Leadership	-.353
Principled Leadership	-.294

Note. * $p \leq .01$, two-tailed.

Findings. The relationship of the school location and the visionary leadership self-perceptions of the middle school assistant principals was analyzed by a one-way analysis of variance. The results of the analysis indicated no significant differences among the three different school location factors in the one-way analysis of variance of the three TLP scales of the assistant principals' self-perceptions of visionary leadership. Similarly, there were no significant differences discovered among the three different

school location factors of the 10 TLP subscales of the assistant principals' self-perceptions of visionary leadership. Table 12 presented the results of the analysis.

Table 12

One-Way Analysis of Variance of the Visionary Leadership Self-Perceptions of Assistant Principals by School Location (N = 42)

Scale	School Location	
	df	F
Transactional Leadership		
Between Groups	3	.892
Within Groups	39	
Capable Management		
Between Groups	3	.680
Within Groups	39	
Reward Equity		
Between Groups	3	.513
Within Groups	39	
Transformational Leadership Behaviors		
Between Groups	3	.892
Within Groups	39	
Communication Leadership		
Between Groups	3	.793
Within Groups	39	
Credible Leadership		
Between Groups	3	.473
Within Groups	39	
Caring Leadership		
Between Groups	3	1.318
Within Groups	39	
Creative Leadership		
Between Groups	3	1.809
Within Groups	39	
Transformational Leadership Characteristics		
Between Groups	3	.210
Within Groups	39	
Confident Leadership		
Between Groups	3	.932
Within Groups	39	
Follower-Centered Leadership		
Between Groups	3	.791
Within Groups	39	

Table 12 (continued)

Visionary Leadership		
Between Groups	3	.443
Within Groups	39	
Principled Leadership		
Between Groups	3	.396
Within Groups	39	

Note. * $p \leq .01$, two-tailed.

Findings. The relationship of the school population and the visionary leadership self-perceptions of the middle school assistant principals was analyzed by a one-way analysis of variance. The results of the analysis indicated no significant differences in the one-way analysis of variance of the three TLP scales of the assistant principals' self-perceptions of visionary leadership among the four different categories of school population. The four categories were (a) less than 300, (b) 300 to 499, (c) 500 to 999, (d) equal to or greater than 1000. Similarly, there were no significant differences discovered in the 10 TLP subscales of the assistant principals' self-perceptions of visionary leadership among three different school population factors. The results of the analysis are presented in Table 13.

Table 13

One-Way Analysis of Variance of the Visionary Leadership Self-Perceptions of Assistant Principals by School Population (N = 43)

Scale	School Population	
	df	F
Transactional Leadership		
Between Groups	2	.034
Within Groups	40	
Capable Management		
Between Groups	2	.191
Within Groups	40	
Reward Equity		
Between Groups	2	.369
Within Groups	40	

Table 13 (continued)

Transformational Leadership Behaviors		
Between Groups	2	.049
Within Groups	40	
Communication Leadership		
Between Groups	2	.106
Within Groups	40	
Credible Leadership		
Between Groups	2	.554
Within Groups	40	
Caring Leadership		
Between Groups	2	.103
Within Groups	40	
Creative Leadership		
Between Groups	2	.172
Within Groups	40	
Transformational Leadership Characteristics		
Between Groups	2	.256
Within Groups	40	
Confident Leadership		
Between Groups	2	.185
Within Groups	39	
Follower-Centered Leadership		
Between Groups	2	.632
Within Groups	40	
Visionary Leadership		
Between Groups	2	.235
Within Groups	40	
Principled Leadership		
Between Groups	2	.588
Within Groups	40	

Note. * $p \leq .01$, two-tailed.

Findings. The relationship of the number of years worked with the current principal and the visionary leadership self-perceptions of the middle school assistant principals was analyzed by Pearson product-moment correlation. The results of the analysis presented in Table 14 indicated no significant relationships between the three TLP scales of the assistant principals and the number of years worked with the current principal. Similarly, there were no significant relationships between the 10 TLP

subscales of the assistant principals and the number of years worked with the current principal. The relationship between the number of years worked with the current principal and the assistant principals' self-perceptions of visionary leadership was reported to be positive in all 13 TLP scales. This trend indicated that the higher the number of years worked with the current principal, the higher the means on the TLP scales tended to be.

Table 14

Pearson's Correlation: Years With Current Principal and the Visionary Leadership of Self-Perceptions of the Assistant Principal (N = 43)

Scale	Principal
	r
Transactional Leadership	.131
Capable Management	.176
Reward Equity	.074
Transformational Leadership Behaviors	.175
Communication Leadership	.119
Credible Leadership	.066
Caring Leadership	.237
Creative Leadership	.176
Transformational Leadership Characteristics	.223
Confident Leadership	.103
Follower-Centered Leadership	.152
Visionary Leadership	.173
Principled Leadership	.305

Note. * $p \leq .01$, two-tailed.

Findings. The relationship of the number of years worked at the current school and the visionary leadership self-perceptions of the middle school assistant principals was analyzed by Pearson product-moment correlation. The results of the analysis presented in Table 15 indicated no significant relationships between any of the three TLP scales of the assistant principals and the number of years worked at the school. However, there was one significant relationship discovered between the 10 TLP subscales of the assistant

principals and the number of years worked with the current principal. The correlation between the number of years worked at the current school and the assistant principals' self-perceptions of Follower-Centered Leadership was found to be significant at the .01 level. This significant relationship indicated that the higher the number of years that the assistant principal worked at the current school, the higher the scores on the Follower-Centered Leadership scale of the TLP were. Additionally, the relationship between the number of years worked at the current school and the assistant principals' self-perceptions of visionary leadership was reported to be positive in all 13 TLP scales. This trend indicated that the higher the number of years worked at current school, the higher the means on the TLP scales tended to be.

Table 15

Pearson's Correlation: Years at Current School and the Visionary Leadership Self-Perceptions of Assistant Principals (N = 43)

Scale	Years at School
	r
Transactional Leadership	.284
Capable Management	.268
Reward Equity	.259
Transformational Leadership Behaviors	.302
Communication Leadership	.295
Credible Leadership	.193
Caring Leadership	.195
Creative Leadership	.342
Transformational Leadership Characteristics	.358
Confident Leadership	.298
Follower-Centered Leadership	.393*
Visionary Leadership	.231
Principled Leadership	.240

Note. * $p \leq .01$, two-tailed.

Findings. The relationship of the age of the assistant principal and the visionary leadership self-perceptions of the middle school assistant principals was analyzed by

Pearson product-moment correlation. The results of the analysis indicated no significant relationships between any of the three TLP scales of the assistant principals and the age of the assistant principals. Similarly, there were no significant relationships between the 10 TLP subscales of the assistant principals and the age of the assistant principals. The relationship between the age of the assistant principals and the assistant principals' self-perceptions of visionary leadership was reported to be negative in 10 out of the 13 TLP scales. This trend indicated that the higher the age of the assistant principals, the lower the means on the TLP scales tended to be. Only the TLP scales of Transformational Leadership Behaviors, Caring Leadership, and Creative Leadership reported a positive relationship with the age of the assistant principals. Table 16 presented the results.

Table 16

Pearsons's Correlation: Age of an Assistant Principal and the Visionary Leadership Self-Perceptions of Assistant Principals (N = 43)

Scale	Age
	r
Transactional Leadership	-.149
Capable Management	-.107
Reward Equity	-.163
Transformational Leadership Behaviors	.061
Communication Leadership	-.073
Credible Leadership	-.105
Caring Leadership	.269
Creative Leadership	.112
Transformational Leadership Characteristics	-.125
Confident Leadership	-.044
Follower-Centered Leadership	-.117
Visionary Leadership	-.125
Principled Leadership	-.105

Note. * $p \leq .01$, two-tailed.

Research question 5. What is the relationship between middle school concept implementation and assistant principals' perceptions of their own visionary leadership?

Findings. The relationship of middle school concept implementation and the assistant principals' self-perceptions of visionary leadership was analyzed by Pearson product-moment correlation. The results of the analysis indicated no significant relationships in any of the three TLP scales. Similarly, there were no significant relationships between the 10 TLP subscales of the assistant principals and the results from the middle school concept implementation survey. The relationship between the middle school concept implementation and the assistant principals' self-perceptions of visionary leadership was reported to be negative in 9 out of the 13 TLP scales. This trend indicated that the higher the principal's means on the middle school concept implementation survey, the lower the means on the TLP scales tended to be. Only the TLP scales of Transactional Leadership, Capable Management, Credible Leadership, and Principled Leadership reported a positive relationship with the principal's middle school concept implementation survey. Table 17 presented the results of the analysis.

Table 17

Pearson's Correlation: Middle School Concept Implementation and the Visionary Leadership Self-Perceptions of Assistant Principals (N = 34)

Scale	r
Transactional Leadership	.015
Capable Management	.143
Reward Equity	-.095
Transformational Leadership Behaviors	-.004
Communication Leadership	-.032
Credible Leadership	.085
Caring Leadership	-.025
Creative Leadership	-.045

Table 17 (continued)

Transformational Leadership Characteristics	-.124
Confident Leadership	-.195
Follower-Centered Leadership	-.236
Visionary Leadership	-.098
Principled Leadership	.133

Note. * $p \leq .01$, two-tailed.

Summary

The assistant principals' and teachers' perceptions of visionary leadership as demonstrated by middle school assistant principals in Georgia public schools were examined for significant differences. Additionally, nine demographic and biographic characteristics of middle school assistant principals in Georgia were examined for significant relationships. All demographic and biographic data came from the answers given by participating assistant principals on an information sheet that he or she received along with the TLP questionnaire.

The perceptions of visionary leadership as demonstrated by middle school assistant principals in Georgia were compared with at least two of their respective teachers' perceptions. Both the assistant principals and their teacher observers completed TLP questionnaires. The assistant principals coded their questionnaires as TLP-Self, and the teacher observers coded their questionnaires TLP-Other. The data from those questionnaires were compiled and calculated to answer the research questions of the study.

Significant findings of this study are listed in the following:

1. The greatest number of middle school assistant principals who responded to the study (a) were females, (b) possessed a Specialist or Ed.S. degree, (c) had worked only 1 to 5 years as an assistant principal, (d) had taught for 6 to 10 years, (e) worked in a suburban location, (f) worked in schools

with enrollment between 500 to 999, (g) had worked with their current principals for only a year, (h) had worked only one year at their current school of employment, and (i) were between the ages of 41 and 50.

2. Middle school assistant principals perceived their jobs as one of a visionary leader. Their respective teacher observers also perceived their assistant principals as visionary leaders, but to a lesser degree in all of the TLP scales except for the Confident and Follower-Centered Leadership subscales. In those two subscales, perceptions of the teacher observers were actually higher than the assistant principals' perceptions.
3. In analyzing the results of the 10 subscales, the subscale that addressed Follower Centered Leadership was rated the lowest by both the middle school assistant principals and their teacher observers. Likewise, both groups rated Credible Leadership as one of the highest subscales.
4. In addition to the 10 TLP subscales, the three major scales (i.e., transactional leadership, transformational leadership behaviors, and transformational leadership characteristics) were also analyzed. Middle school assistant principals and their teacher observers both rated transformational leadership characteristics lower than the other two scales. Both groups also rated transformational leadership behaviors as the highest of the three major TLP scales.
5. With regard to the demographic and biographic characteristics of the assistant principal, the Follower-Centered Leadership subscale was found to be positively related to the number of years at the current school. Specifically, the higher the number of years worked at a school correlated with higher means on the Follower-Centered subscale of the TLP. Female assistant principals tended to score themselves higher than their male counterparts on the TLP.

6. There were no significant relationships discovered between the 13 TLP scales of the assistant principals and middle school concept implementation.
7. There were no significant differences discovered from the independent t-tests of the TLP scores of the middle school assistant principals and their teachers with regard to their visionary leadership perceptions of the assistant principals.

In conclusion, this chapter presented the statistical analysis of data, the results from the analysis, and the research findings of this study. The findings of the study were derived from the results of data analysis that included both descriptive and inferential statistics. The interpretation, conclusions, and recommendations regarding these findings were presented in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, and RECOMMENDATIONS

Introduction

This chapter presents a summary of the findings, conclusions, implications, and recommendations for implementation and future studies. The major purpose of this study was to examine the perceptions of middle school assistant principals and teachers with regard to the visionary leadership demonstrated by the assistant principals. A secondary purpose of the study was to determine if selected demographic and biographic characteristics of the assistant principals were related to the visionary leadership perceptions of the assistant principal. A third purpose of the study was to ascertain if a relationship existed between the implementation of the middle school concept in each school and the visionary leadership demonstrated by the assistant principals.

Summary of the Findings

The review of related literature indicated that the number of middle school assistant principals becoming middle school principals has increased. Effective principals possessed visionary leadership characteristics and behaviors to help them transform their schools to achieve the school's continuous improvement goals. Assistant principals as a collective group appeared to lack the opportunities to exercise their visionary leadership skills and behaviors due to the nature of their positions. This assumption that middle school assistant principals lacked the opportunities to be visionary leaders was partly due to limited information and research. This study attempted to develop an understanding of the assistant principalships' visionary leadership by examining the perceptions of those who hold the administrative positions and the teachers who are directly affected by the administrative position.

The study was conducted in public middle schools in the state of Georgia. The participants were randomly selected assistant principals and at least two of their respective teachers in each represented school. Georgia was an ideal state to conduct a

study regarding the middle school assistant principals. Many school districts have similar school structures consisting of grades six through eight housed in separate facilities. Most school districts in Georgia have this school structure in order to receive state funds from the State Department of Education. At the time when this study was conducted, school districts in Georgia that adhered to the guidelines of the Middle School Incentive Grant received state funds.

A visionary leadership perception survey titled The Leadership Profile (TLP) was sent to assistant principals and their teachers at participating schools. The assistant principals also received a second survey that collected biographic and demographic information. Additionally, the principals at the participating schools completed a middle school concept implementation survey. The surveys were designed to answer the following research questions:

1. To what extent do Georgia middle school assistant principals perceive themselves demonstrating visionary leadership behaviors and characteristics?
2. To what extent do teachers perceive Georgia middle school assistant principals demonstrating visionary leadership behaviors and characteristics?
3. Is there a difference between the assistant principals' and teachers' perceptions of the visionary leadership of assistant principals in Georgia middle schools?
4. To what extent are selected biographics and demographics of the assistant principals related to the perceptions of the assistant principals and their role in visionary leadership?
5. What is the relationship between middle school concept implementation and assistant principals' perceptions of their own visionary leadership?

The TLP surveys and demographic/biographic surveys were sent to 68 schools whose school districts and principals granted permission for the study to be conducted. TLP surveys from assistant principals and at least two of their teachers were received from 43 schools (62%). The analysis of data was conducted using the Statistical Package for the Social Science (SPSS). The statistical procedures used for analysis included descriptive and inferential statistics such as frequencies, means, standard deviations, Pearson's Product-Moment Correlation, independent t-tests, and one-way analysis of variance.

Findings

The study found:

1. The greatest number of middle school assistant principals in Georgia (a) were females, (b) possessed a Specialist (Ed. S.) degree, (c) had worked 1 to 5 years as an assistant principal, (d) had taught for 6 to 10 years, (e) worked in a suburban location, (f) worked in schools with enrollment between 500 to 999, (g) had worked with their current principals for a year, (h) had worked only one year at their current school of employment, and (i) were between the ages of 41 and 50.
2. Middle school assistant principals perceived their jobs as one of a visionary leader. Their respective teacher observers also perceived their assistant principals as visionary leaders, but to a lesser degree in all of the TLP scales except for the Confident and Follower-Centered Leadership subscales. In those two subscales, perceptions of the teacher observers were actually higher than the assistant principals' perceptions.
3. In analyzing the results of the 10 subscales, the subscale that addressed Follower-Centered Leadership was rated the lowest by both the middle school assistant principals and their teacher observers. Likewise, both groups rated Credible Leadership as one of the highest subscales.

4. In addition to the 10 TLP subscales, the three major scales (transactional leadership, transformational leadership behaviors, and transformational leadership characteristics) were also analyzed. Middle school assistant principals and their teacher observers both rated transformational leadership characteristics lower than the other two scales. Both groups also rated transformational leadership behaviors as the highest of the three major TLP scales.
5. With regard to the demographic and biographic characteristics of the assistant principal, the Follower-Centered Leadership subscale was found to be positively related to the number of years at the current school. Specifically, the higher the number of years worked at a school correlated with higher means on the Follower-Centered subscale of the TLP. Female assistant principals tended to score themselves higher than their male counterparts on the TLP.
6. There were no significant relationships discovered between the 13 TLP scales of the assistant principals and middle school concept implementation.
7. There were no significant differences discovered from the independent *t*-tests of the TLP scores of the middle school assistant principals and their teachers with regard to their visionary leadership perceptions of the assistant principals.

Discussion of Research Findings

The following discussion of the research findings is presented in order of the research questions presented in Chapter I. Each research question is followed by a discussion of the research findings from Chapter IV and any related professional literature from Chapter II.

Research question 1. To what extent do Georgia middle school assistant principals perceive themselves demonstrating visionary leadership behaviors and characteristics?

Discussion. All 13 TLP scales for the assistant principals reported scores ranging from slightly above average to above average in overall scores. Consequently, middle school assistant principals in Georgia perceived themselves as visionary leaders. This result is contrary to Pugh's (1998) study of elementary school assistant principals in Virginia which indicated that assistant principals did not rate themselves highly in terms of visionary leadership. Additional studies need to be done to see if this phenomenon is related to geographical or grade level differences.

The results of this study are in agreement with F. B. Williams's (1995) statement that modern assistant principals are now considered partners with the principal in areas such as staff evaluation, supervision of curriculum, and discipline. Recent educational changes such as decentralization of central office power to the local school site, increased population of schools, and expansion of school programs has forced the schools to depend on an administrative team to carry out these substantial endeavors. No longer can the principal handle all of the visionary leadership tasks needed to effectively run a total school program. The school principals depend heavily on assistant principals to manage and lead a variety of school programs. Today's assistant principals understand that their expanded responsibilities beyond the traditional responsibilities (i. e., student discipline and attendance) require visionary leadership in order to be successful.

Research question 2. To what extent do teachers perceive Georgia middle school assistant principals demonstrating visionary leadership behaviors and characteristics?

Discussion. All 13 TLP scales for the teacher observers reported scores ranging from slightly above average to above average in overall scores. The teacher observers perceived their assistant principals as visionary leaders, but to a lesser degree in all of the TLP scales except for the Confident Leadership and Follower-Centered Leadership

subscales. In those two subscales, the teacher observers actually gave the assistant principals higher scores than the assistant principal gave themselves.

The above average leadership scores given to the assistant principals by their teacher observers was supported by current literature. Andrews' and Nicholson's (1987) study of teachers indicated that assistant principals were perceived more as instructional leaders than principals, but less than department chairs. Porter's (1996) study of the role of the middle-level assistant principals indicated that the middle-level assistant principals were perceived by their constituents as having the capacity to facilitate the positive development of a middle school and the ability to lead it toward excellence.

On the other hand, the lower overall visionary leadership perception scores of assistant principals given by their teacher observers in comparison to the assistant principals' self-perceptions were also understandable. The teacher observers in this study perceived additional room for improvement in visionary leadership than their respective assistant principals. In a similar fashion, the Thompson and Jones's (1997) study recommended that further study was needed to help provide assistant principals with techniques to be visionary facilitators and leaders for today's and tomorrow's schools.

Research question 3. Is there a difference between the assistant principals' and teachers' perceptions of the visionary leadership of assistant principals in Georgia middle schools?

Discussion. The final results indicated no significant differences at .01 level of significance existed between the middle school assistant principals and their teachers in their visionary leadership perceptions of the assistant principals. This study was conducted at the .01 level to avoid any Type I error.

It must be noted that at the .05 level of significance, two significant differences existed between the independent t-tests of the TLP scores of the middle school assistant principals and their teachers. The middle school assistant principals and their teachers differed significantly on the Credible Leadership and the Caring Leadership subscales. A

positive significant difference existed between the assistant principals' and the teachers' perceptions with regard to Credible Leadership and Caring Leadership subscales. The assistant principals scored themselves significantly higher on both the Credible Leadership and the Caring Leadership subscales in comparison to the teachers.

In analyzing the results of the 10 TLP subscales, the subscale that addressed Follower-Centered Leadership was rated the lowest by both the middle school assistant principals and their teacher observers. Likewise, both groups rated Credible Leadership as one of the highest subscales. In addition to the 10 TLP subscales, the three major scales (transactional leadership, transformational leadership behaviors, and transformational leadership characteristics) were also analyzed. Middle school assistant principals and their teacher observers both rated transformational leadership characteristics lower than the other two scales. Both groups also rated transformational leadership behaviors as the highest of the three major TLP scales.

In Pugh's (1998) study, the results indicated significant differences between the assistant principals and their respective teachers on all three major TLP scales at the .01 level. Furthermore, seven of the ten TLP subscales also demonstrated significant difference at the .01 level. Pugh (1998) reported teacher observers' scales tended to be higher than the assistant principals' TLP scales.

This study produced 13 TLP scales between the two groups that were similar with no significant differences identified. Both groups perceived middle school assistant principals as being visionary leaders. The difference between the elementary school assistant principals in Pugh's (1998) study and the middle school assistant principals in this study could be explained in two ways. Grade level difference and/or geographical difference could account for the different visionary leadership perceptions. The middle school environment might provide assistant principals with extended opportunities to be visionary leaders. Likewise, Georgia's emphasis on the middle school concept, as evidenced in its willingness to allocate state funds to middle schools, might make a

difference between the two research studies with regard to geographical difference. Future research on these two possible explanations is recommended.

Research question 4. To what extent are selected biographics and demographics of the assistant principals related to the perceptions of the assistant principals and their role in visionary leadership?

Discussion. Only the scores on the Follower-Centered Leadership subscale were found to be positively related to any of the 13 TLP scales at the .01 level of statistical significance. Follower-Centered Leadership subscale was positively related to the number of years worked at the current school. Additionally, female middle school assistant principals tended to score themselves higher than their male counterparts on the TLP.

It should be noted that at the .05 level of statistical significance, the Reward Equity, Communication Leadership, and Visionary Leadership subscales were all found to be negatively related to the number of years taught by the assistant principal. The Creative Leadership subscale and the Transformational Leadership Characteristics were both found to be positively related to number of years employed at school location. Finally, the Principled Leadership subscale was found to have a positive relationship with the number of years working with the current principal.

An important finding of this research was the significant relationship identified between the number of years employed at a school and the Follower-Centered Leadership subscale of assistant principals. In this study, the greater number of years that an assistant principal worked at a particular school more than likely meant a higher score on the Follower-Centered subscale. The assistant principals employed at a school for several years perceived themselves with a greater ability to empower others to achieve group goals than did their colleagues who were relatively new to the school. In Pugh's (1996) study of elementary assistant principals, Follower-Centered Leadership was one of only three subscales found to have no significant difference in years of employment at school.

Ballou and Podgursky (1995) reported that tenure at the current school improved performance ratings only to the extent that the school administrator was able to select like-minded teachers. In some schools, assistant principals were able to select like-minded teachers to work with them. However, in most situations, the teachers and their assistant principals developed professional relationships over a period of time that were beneficial to both parties.

Research question 5. What is the relationship between middle school concept implementation and assistant principals' perceptions of their own visionary leadership?

Discussion

The results indicated no significant relationships between the 13 TLP scales of the assistant principals and the middle school concept implementation. No previous study had been conducted regarding the middle school concept implementation and the visionary leadership of middle school assistant principals. This study was designed to see if the middle school concept implementation which requires the schools in Georgia to meet certain requirements in the areas of school plant, student schedules, additional teacher planning, and curriculum would have a significant effect on the visionary leadership of assistant principals. Speculation to why there were no significant relationships discovered could be centered on the lack of knowledge and awareness of the middle school concept implementation by the assistant principals. Demographic and biographic information collected in this study from the participating assistant principals indicated that the average number of years of administrative experience was 1 to 5 years. Assistant principals in this survey have had a few years to become acquainted and involved with middle school concept implementation. This lack of administrative experience was probably a major factor in the absence of significant relationships discovered between the 13 TLP scales and the middle concept implementation.

Conclusions

Based on the findings of this study, several conclusions were drawn. Middle school assistant principals perceived themselves as visionary leaders. Their respective teacher observers also perceived the middle school assistant principals as visionary leaders. In fact, the teacher observers considered the assistant principals' perceived integrity as the highest visionary leadership attribute of the assistant principals. Overall, the results indicated that as a collective group the assistant principals in the study had higher perceptions of their visionary leadership roles than their respective teacher observers. This difference in perception, however, was not great enough to be considered statistically significant.

The assistant principals and their teacher observers perceived transformational leadership characteristics, such as Confident, Follower-Centered, Visionary, and Principled Leadership, to be marginally demonstrated by the middle school assistant principals. Assistant principals who have worked in their current schools for several years perceived themselves stronger in their ability to see followers as empowered partners when compared to assistant principals new to the school.

The degree to which a school implements the middle school concept was not related to the visionary leadership of the assistant principal. The final results of the study supported the literature review's position that the modern assistant principal has evolved over the years to become a visionary leader as opposed to a reactionary assistant.

Implications

The pragmatic purpose of this research is to be able to apply the findings to the daily work milieu. The research presents six points as relevant and applicable:

Point 1. Even though the results of the study indicated strong perceptions of assistant principals as visionary leaders, assistant principals demonstrated only a marginal level of satisfaction as Follower-Centered Leadership. More staff development or inservice opportunities for Follower-Centered Leadership need to be provided by higher

education and local school systems. Few administrative preparation programs at either the higher education or school district levels focus on the Follower-Centered Leadership role of the assistant principal. That type of leadership instruction is generally reserved for the study of the school principalship. Many of the graduates of these programs go directly into the positions of assistant principals. Research indicates that the assistant principalship does not adequately prepare a person for the role of a principal. Likewise, the study of the principalship does not adequately train a person for the role of assistant principal. Education would be better served if modern administrative preparation programs would include an elective course that focuses on research-based information and a study of best practices for the assistant principal. This assistant principalship class or course should be the joint venture of Educational Leadership faculty and a group of exemplary assistant principals in current practice. The combination of Educational Leadership faculty and exemplary assistant principals in current practice allows for a theoretical and pragmatic approach to the visionary leadership study of the assistant principal.

Point 2. More emphasis placed on the visionary leadership of the assistant principal at the school level needs to occur in professional educational literature and administrative conferences. Assistant principals are truly school site administrators and need visionary leadership to make decisions regarding the daily management of schools. In fact, it can be argued that the assistant principal is the primary school site administrator, since the principal generally spends considerable amount of time away from the school. The school principal's responsibilities require attendance at a variety of meetings outside of the school on a weekly basis. It is the assistant principal who works closely with the teachers, students, parents, and community on a daily basis during the principal's absence. These interactions with the constituency of the school community necessitate prudent decision making on the part of the assistant principals. Assistant principals must use visionary leadership to help them envision the outcomes of their

decisions. Therefore, professional education literature and administrative conferences need to focus on the productive role of visionary leadership in the assistant principal's decision making.

Point 3. More recognition is needed from federal, state, and local governments on the visionary leadership role of the assistant principals in the implementation of legislative acts. On a yearly basis, new legislative policy from the multiple levels of government affects the schools. These legislative acts depend on the visionary leadership of assistant principals to be properly implemented at the school level in the manner that the legislators intended. Many legislative acts are thwarted at the school level because the implementation of those acts is poorly deployed at the school. Assistant principals have the ability to use their visionary leadership effectively to implement or hinder the progress of the legislative acts. It would be in the best interest of legislators to include assistant principals in the initial and final discussions of educational changes. Legislators must consider the assistant principals and their visionary leadership if they wish to create educational changes at the school site that are lasting and meaningful.

Point 4. Teachers need to be more aware of the visionary leadership role of assistant principals. Assistant principals can increase the awareness for teachers by conducting annually visionary leadership surveys with their teachers. The assistant principals should explain the rationale for the survey prior to the dissemination. The teachers ought to feel comfortable to complete the visionary leadership surveys on their respective assistant principals free of any fear of reprisals. The assistant principals need to review the results to identify any areas that are in need of improvement. The assistant principals should inquire from their staffs different ways of improving their own visionary leadership. This type of professional collaboration will help improve the faculty's perceptions of the visionary leadership role of the assistant principals.

Point 5. New assistant principals need to be strongly encouraged to participate in some form of visionary leadership training. This survey indicated the need for new

assistant principals to be more cognizant of their visionary leadership role, especially if they are new to the building. School districts should include in their new administrator's orientation some aspect of visionary leadership training. This type of educational leadership inservice would complement the typical management orientation (i. e. , school board policy, discipline procedures, customer focus, school plant, and human resources) that new assistant principals generally receive from school districts.

Point 6. The middle school concept needs to be explored more fully in assistant principals' workshops. On an annual basis, middle school assistant principals should be encouraged by their school districts to review the middle school concept in relationship to their current visionary leadership practices. This professional reflection of the middle school concept and the assistant principals' visionary leadership role will help strengthen the relationship between the two factors in a beneficial manner for both the schools and the assistant principals.

Recommendations for Future Studies

1. Replicate this study to include high school assistant principals.
2. Conduct a qualitative study on the visionary leadership of middle school assistant principals.
3. Conduct a follow-up study on Follower-Centered Leadership and the number of years worked at a school by the assistant principal to explore why such a positive relationship exists.
4. Replicate this study's format to examine a possible relationship between middle school concept implementation and principals' visionary leadership perception.
5. Conduct a comparative study of visionary leadership of assistant principals at the elementary, middle, and high school levels for possible similarities or differences.

6. Replicate this study using a different statewide population to determine if a positive relationship still exists between Follower-Centered Leadership and the number of years worked at the current school.
7. Conduct a qualitative/quantitative study regarding the amount of time an assistant principal spends on visionary leadership tasks compared to the scores from a job approval survey.
8. Conduct a qualitative study on the reasons why the assistant principal's leadership style has become increasingly visionary over time.

Summary Statements

The findings and conclusions of the study support the need for additional research with regard to effective leadership practices of middle school assistant principals. Middle school assistant principals have become more proactive in their leadership styles since the inception of their position. Societal demands for public middle schools to be more accountable, the restructuring of the schools (i.e. schools within schools), the implementation of the middle school concept, and the decentralization movement to increase site-based empowerment are just some of the reasons why the middle school assistant principals have become visionary in their leadership. A few school systems and higher education programs recognize the need for administration preparation programs to promote proactive leadership such as visionary leadership on the part of the assistant principal. With the help of insightful administrative preparation programs and productive professional staff development sessions, middle school assistant principals will be able to increase their efforts to incorporate proactive and visionary leadership in their daily routines. Visionary leadership for middle school assistant principals, as well as for all assistant principals in general, is essential for the future success of American public schools.

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APPENDICES

Appendix A

The Leadership Profile (TLP)

The Leadership Profile (TLP) questionnaire is copyright by the authors and may not be reproduced. Information regarding the TLP can be obtained by contacting Marshall Sashkin at George Washington University and William Rosenbach at Gettysburg College.

Appendix B

Quick and Easy Instructions On How to Fill Out the TLP

Quick and Easy Instructions On How to Fill Out the TLP article is copyright by the authors and may not be reproduced. Information regarding this article can be obtained by contacting Marshall Sashkin at George Washington University and William Rosenbach at Gettysburg College.

Appendix C

Assistant Principal's Demographic and Biographic Survey

For Assistant Principals Only

Please use the spaces provided below to answer the following demographic and biographic questions for your situation.

-
1. What is your sex? _____
 2. What is your highest earned college degree? _____
 3. How many years have you worked as an assistant principal? (Please include this year.) _____
 4. How many years did you teach prior to becoming an assistant principal? _____
 5. Which best describes the location of your school? (Please circle your answer.)

A. Urban	B. Suburban
C. Rural	D. Other (Please indicate)
 6. What is the current student enrollment of your school ? (Please circle your answer).

A. < 300	B. < 500
C. < 1000	D. ≥ 1000
 7. How many years have you worked with your current principal? _____
 8. How many years have you worked at your current school? _____
 9. What is your age? _____
 10. What future changes (if any) do you envision for Georgia middle schools?

Thanks so much for your help with this study!

Appendix D

The Principal's Middle School Concept Survey

For Principals Only:

The following phone survey is designed to solicit information from middle school principals in Georgia regarding the extent of their school's implementation of the middle school concept and future changes in Georgia middle schools.

Survey question #1: According the Weller, Jr. (1999), The ten areas listed below comprise the common characteristics of a true middle school. To what extent does your school plan and implement the following middle school concept areas. (Circle one comment for each area) :

		Little or No / Slight / Moderate / Great / Very Great				
1.	Student-centered, continuous progress (Versus teacher-centered or subject-centered)	1	2	3	4	5
2.	Core academic program for all students (Includes critical thinking, problem solving, and experimentation along with LA, SCI., Math, and SS.)	1	2	3	4	5
3.	Variable class scheduling configurations (i.e., Flexible scheduling or block scheduling)	1	2	3	4	5
4.	Exploratory and enrichment programs	1	2	3	4	5
5.	Interdisciplinary teaching teams and planning	1	2	3	4	5
6.	Independent study opportunities (Curriculum and instruction allow for students to choose and pursue areas of personal interest free of traditional restraints.)	1	2	3	4	5
7.	Guidance and the advisor-advisee program (Teachers and counselors share the responsibility for middle school guidance services.)	1	2	3	4	5
8.	Intramural programs and physical activities	1	2	3	4	5
9.	Social development activities (School provides activities for the students to identify appropriate behavior patterns for relating and interacting with adults, peers, and the opposite sex.)	1	2	3	4	5
10.	Auxiliary programs and activities (Involvement of parent and community members in the school.)	1	2	3	4	5

Survey question #2: What future changes (if any) do you envision for Georgia middle schools?
(Please feel free to write on the back of this survey.)

Appendix E

Letter to the Superintendent

Christopher John LeMieux

3307 Miller Creek Court ♦ Buford, Georgia 30519 ♦ Gwinnett
 Phone (770) 338-4717 ♦ Home Phone (770) 932-9975 ♦ Email chrislemieux@mindspring.com

Date

[Name]

[Name of School District] Schools

Superintendent

Address

Address

My name is Chris LeMieux. I am an assistant principal at Creekland Middle School in Gwinnett County and also a doctoral student enrolled at Georgia Southern University. I am interested in discovering the perceptions of teachers and assistant principals with regard to the visionary leadership behaviors and characteristics demonstrated by middle school assistant principals in Georgia. I have provided the following brief synopsis of the research study that I am requesting permission to conduct. This is not a district-wide study, but instead it is a state-wide study. One hundred-fifty assistant principals in Georgia middle schools were randomly selected from a table of random digits. Not all schools have assistant principals selected for this study. Each assistant principal selected represents only one school. In some cases, there are school districts that have several assistant principals that were randomly selected.

This proposed study is designed to answer the following major research question: Is there a difference between the assistant principals' and teachers' perceptions of the visionary leadership of assistant principals in Georgia middle schools? A study of this type conducted on a state-wide basis would provide empirical information on the visionary leadership of assistant principals employed in Georgia middle schools. Research on these leadership perceptions may assist educational leaders and policy makers in the restructuring of the leadership role and skills of middle school assistant principals. Information gained from this study may provide pertinent implications for improvements in the areas of higher education and education leadership preparations program.

The procedures in this study first require the researcher to conduct a phone survey consisting of eleven questions with the principals of the randomly selected assistant principals. If the principal provides the researcher with verbal permission to conduct the study within the school, the researcher will send the principal a large packet containing four smaller packets. The principal or a designee will be instructed to give one of the four packets to the selected assistant principal, and the other three packets go to teachers selected by the principal. The principal will be instructed to select teachers that represent each of the three middle school grade levels. All four packets will be self addressed and

postage paid so that each respondent may mail the survey responses back to the researcher without having to incur any costs.

The packet for the assistant principal will have an informed consent cover letter, a copy of the Leadership Profile (TLP) , and a selected biographics and demographics survey. The TLP is a one page questionnaire with 50 objectives questions that will take the respondent approximately 5 minutes to complete. The selected biographics and demographics survey consists of eleven questions and will take approximately two minutes to complete. The total time involved in this research for the assistant principals is less than ten minutes. The packet for the teachers will only consist of an informed consent cover letter and the TLP survey. The total time involved in this research for the teachers is less than ten minutes as well. Copies of the principals' phone survey, informed consent cover letters, TLP survey, and the selected biographics and demographics survey are attached to this memo.

I appreciate your help in obtaining permission to conduct this research study in your school district during the month of May. As an administrator, I do understand the time constraints that the teachers and the administrators are facing as we close another school year. With this in mind, I have tried to make this study as brief and educator-friendly as possible. You may contact me at the following numbers or addresses listed above in the letterhead if you have any questions. Thanks again for your time and help!

Sincerely,

Christopher J. LeMieux

Appendix F

Cover Letter to the Principal Requesting Permission to Conduct the Study

Christopher J. LeMieux

3307 Miller Creek Court ♦ Buford, Georgia 30519 ♦ Gwinnett
 Phone (770) 338-4717 ♦ Home Phone (770) 932-9975 ♦ Email chrislemieux@mindspring.com

May 1, 2000

Dear Principal [Name],

My name is Chris LeMieux. I am an assistant principal at Creekland Middle School in Gwinnett County and also a doctoral student enrolled at Georgia Southern University. I have received permission from [Central Office Contact] to contact you regarding a research study involving an assistant principal employed at your school. Assistant Principal [Name] has been randomly selected from a state-wide population. This study will attempt to examine the perceptions of teachers and assistant principals regarding the visionary leadership behaviors and characteristics demonstrated by Georgia middle school assistant principals. There is, however, no state-wide research which addresses this situation.

Your part in this study is simple. I have included in this envelope four packets. I need you or your secretary to give to your assistant principal the packet with his or her name. Additionally, I need for you to select one teacher from the 6th, 7th, and 8th grade levels who is currently working with the assistant principal under study to receive one of the three remaining packets. Each packet has a return label indicating which grade level teacher should receive the packet. Please write down the names of the teachers that you have selected on this paper. If in a few weeks I have not received a packet from your teacher, I will send you a reminder notice to put in his or her mailbox. The reminder notices will be addressed to a grade level teacher and not by the name of the teacher.

For your records only:

6th grade teacher's name : _____

7th grade teacher's name: _____

8th grade teacher's name: _____

I will be calling you in the near future to conduct a phone survey and to see if you have any questions regarding this study. I have included a copy of the phone survey to give you time to consider the questions. I have included a self addressed envelope, if you wish to complete the phone survey by hand and return back to me via mail. This will expedite my research, and it will be greatly appreciated. **Please be sure that all your responses and your employees' responses will be kept absolutely confidential.** No individual or school will be identified in this study.

If you have any questions about this research project, please call me, Chris LeMieux, at (770) 338-4717 (work) or (770) 932-9975 (home). If you have any questions or concerns about your rights as a research participant in this study, they should be directed to the IRB Coordinator at the Office of Research Services and Sponsored Programs at (912) 681-5465.

Let me thank you in advance for your assistance with this study. The results should indicate teachers' and assistant principals' perceptions regarding the visionary leadership behaviors and characteristics of middle school assistant principals in Georgia.

Sincerely,

Christopher J. LeMieux

Appendix G

Cover Letter for the Assistant Principal

Chris LeMieux

3307 Miller Creek Court ♦ Buford, Georgia 30519 ♦ Gwinnett
Phone (770) 338-4714 ♦ Home Phone (770) 932-9975 ♦ Email chrismieux@mindspring.com

May 1, 2000

Dear Assistant Principal,

My name is Chris LeMieux. I am an assistant principal at Creekland Middle School in Gwinnett County and also a doctoral student enrolled at Georgia Southern University. I am interested in discovering the perceptions of teachers and assistant principals with regard to the visionary leadership behaviors and characteristics demonstrated by middle school assistant principals in Georgia. There is, however, no state-wide research which addresses this situation. This study is an attempt to examine the perceptions of teachers and assistant principals regarding the visionary leadership of Georgia middle school assistant principals.

This letter is to request your assistance in gathering data to analyze this situation. You have been randomly selected from a state-wide population. I have already obtained consent from your school district and principal to request your participation in this important study about middle school assistant principals. There is, of course, no penalty should you decide not to participate or to later withdraw from the study. If you agree to participate, please complete the attached two questionnaires and place them in the envelope provided. On The Leadership Profile questionnaire that you fill in about yourself, please fill in the circle below the statement, "I am the person being described." The questionnaires should take only 5 to 10 minutes to complete. Completion and return of the questionnaires will indicate permission to use the information you provide in the study. Please be sure that your responses will be kept absolutely confidential. All of the questionnaires are identical. The study will be most useful if you respond to every item in the questionnaire. You may choose not to answer one or more of them without penalty. If you would like a copy of the study's results, you may indicate your intent below.

If you have any questions about this research project, please call me, Chris LeMieux, at (770) 932-9975 (home) or (770) 338-4717 (work). If you have any questions or concerns about your rights as a research participant in this study, they should be directed to the IRB Coordinator at the Office of Research Services and Sponsored Programs at (912) 681-5465.

Let me thank you in advance for your assistance with this study. The results should indicate teachers' and assistant principals' perceptions regarding the visionary leadership behaviors and characteristics of middle school assistant principals in Georgia.

Sincerely,

Chris LeMieux

Appendix H

Cover Letter for the Teacher Observer

Christopher J. LeMieux

3307 Miller Creek Court ♦ Buford, Georgia 30519 ♦ Gwinnett County
Phone (770) 338-4714 ♦ Home Phone (770) 932-9975 ♦ Email chrismieux@mindspring.com

May 1, 2000

Dear Teacher Observer,

My name is Chris LeMieux. I am an assistant principal at Creekland Middle School in Gwinnett County and also a doctoral student enrolled at Georgia Southern University. I am interested in discovering the perceptions of teachers and assistant principals with regard to the visionary leadership behaviors and characteristics demonstrated by middle school assistant principals in Georgia. There is, however, no state-wide research which addresses this situation. This study is an attempt to examine the perceptions of teachers and assistant principals regarding the visionary leadership of Georgia middle school assistant principals.

This letter is to request your assistance in gathering data to analyze this situation. Your assistant principal has been randomly selected from a state-wide population. I have already obtained consent from your school district and principal to request your participation in this important study about middle school assistant principals. In fact, I have asked your principal to choose one teacher from each grade level to help with this perception survey. There is, of course, no penalty should you decide not to participate or to later withdraw from the study. If you agree to participate, please complete the attached TLP questionnaires and place it in the return envelope provided. The questionnaires should take only 5 to 10 minutes to complete. Completion and return of the questionnaire will indicate permission to use the information you provide in the study. Please be sure that your responses will be kept absolutely confidential. All of the questionnaires are identical. The study will be most useful if you respond to every item in the questionnaire. You may choose not to answer one or more of them without penalty. If you would like a copy of the study's results, you may indicate your intent below.

If you have any questions about this research project, please call me, Chris LeMieux, at (770) 932-9975 (home) or (770) 338-4717 (work). If you have any questions or concerns about your rights as a research participant in this study, they should be directed to the IRB Coordinator at the Office of Research Services and Sponsored Programs at (912) 681-5465.

Let me thank you in advance for your assistance with this study. The results should indicate teachers' and assistant principals' perceptions regarding the visionary leadership behaviors and characteristics of middle school assistant principals in Georgia.

Sincerely,

Christopher J. LeMieux

Appendix I

Institutional Review Board (IRB) Consent Letter

Georgia Southern University
Office of Research Services & Sponsored Programs

Institutional Review Board (IRB)


Phone: 912-681-5465
Fax: 912-681-0719

Ovsight@gasou.edu

P.O. Box 8005
Statesboro, GA 30460-8005

To: Christopher J. LeMieux
Educational Leadership, Technology & Human Development

Cc: Dr. T.C. Chan, Faculty Advisor
Educational Leadership, Technology & Human Development

From: Mr. Neil Garretson, Coordinator 
Research Oversight Committees (IACUC/IBC/IRB)

Date: April 17, 2000

Subject: Status of Application for Approval to Utilize Human Subjects in Research

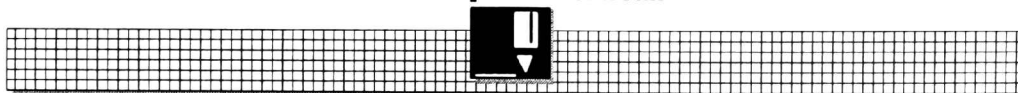
On behalf of Dr. Howard M. Kaplan, Chair of the Institutional Review Board (IRB), I am writing to inform you that we have completed the review of your *Application for Approval to Utilize Human Subjects* in your proposed research, "Perceptions of the Visionary Leadership of Assistant Principals in Georgia Middle Schools." It is the determination of the Chair, on behalf of the Institutional Review Board, that your proposed research adequately protects the rights of human subjects. Your research is approved in accordance with the *Federal Policy for the Protection of Human Subjects* (45 CFR §46101(b)(2)), which states:

(2) Research involving the use of ...survey procedures, interview procedures (as long as (i) information obtained (either) is recorded in such a manner that human subjects ~~can~~ (cannot) be identified, directly or through identifiers linked to the subjects, and (or) (ii) any disclosure of the human subjects' responses outside the research could (not) reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

This IRB approval is in effect for one year from the date of this letter. If at the end of that time, there have been no changes to the exempted research protocol, you may request an extension of the approval period for an additional year. In the interim, please provide the IRB with any information concerning any significant adverse event, **whether or not it is believed to be related to the study**, within five working days of the event. In addition, if a change or modification of the approved methodology becomes necessary, you must notify the IRB Coordinator prior to initiating any such changes or modifications. At that time, an amended application for IRB approval may be submitted. Upon completion of your data collection, please notify the IRB Coordinator so that your file may be closed.

Appendix J

Follow-up Letter for the Principal

Christopher J. LeMieux

3307 Miller Creek Court ♦ Buford, Georgia 30519 ♦ Gwinnett County
Phone (770) 338-4717 ♦ Home Phone (770) 932-9975 ♦ Email chrislemieux@mindspring.com

May 15, 2000

Dear Principal,

One of the positive attributes that all educators share with each other regardless of their position is their compassion for each other and the students that they serve. Please take time out of your busy schedule to help me complete this important study. This study on assistant principals is important for several reasons including scholarly research endeavor and potential publication in professional educational journals. Nevertheless, the most important reason to me is the need to complete the research so that I can spend more quality time with my family. I have three girls under the age of five, and I know that they would love to see more of their father on a regular basis. Therefore, I sincerely appeal to your understanding of my desire to complete this study so that I may live a normal family life once more.

Your assistance in disseminating the surveys and reminder post cards would be greatly appreciated. The reminder cards go to the assistant principal under study at your school and/or teachers selected by the principal to complete a questionnaire. Unless the principal has informed me in his or her survey responses that were returned back to me, I am unaware of the teachers' names participating in this study. The teachers' reminder cards are labeled by grade level, but they need to be sent to the correct teacher as selected by the principal. I have only included reminder cards for persons that I have not already received information.

If by some chance you did not receive the questionnaire packet, or have misplaced it, please call me at home (770) 932-9975 or at work (770) 338-4717. I will send another one to you immediately.

Let me thank you in advance for your assistance with this study. The results should indicate teachers' and assistant principals' perceptions regarding the visionary leadership behaviors and characteristics of middle school assistant principals in Georgia.

Sincerely,

Christopher J. LeMieux

Appendix K

Follow-up Postcards for Teacher Observers and Assistant Principals

Recently, I sent a questionnaire packet to you asking for your input about the visionary leadership of Georgia middle school assistant principals. In particular, I want to compare your perception with other teachers and administrators in Georgia.

If you have already completed and returned it, please accept my sincere thanks. If not, please do so right away. It is extremely important that your responses are included.

If by some chance you did not receive the questionnaire, or have misplaced it, please call me (770) 932-9975 or at work (770) 338-4717. We will send another one to you immediately.

Chris LeMieux
Ed.D Candidate

Appendix L

Descriptive Statistics for the 50 TLP Items for Both Assistant Principals and Teachers

Table L

Descriptive Statistics for the 50 TLP Items for both Assistant Principals and Teachers

TLP Item	Assistant Principal Mean	Teacher Mean
1	4.23	4.16
2	4.11	4.14
3	4.26	4.15
4	4.72	4.30
5	4.41	4.21
6	4.14	4.11
7	4.05	4.14
8	1.90	2.30
9	4.14	4.05
10	4.28	4.11
11	4.23	4.21
12	3.98	3.92
13	4.14	4.11
14	4.47	4.31
15	4.47	4.25
16	4.11	3.98
17	3.81	3.93
18	2.47	2.76
19	3.88	3.78
20	3.46	3.31
21	4.05	3.94
22	4.44	4.38
23	3.95	3.96
24	4.52	4.29
25	4.44	4.15
26	4.09	3.92
27	4.09	4.18
28	3.56	3.60
29	3.81	3.78
30	4.42	4.06
31	4.33	4.25
32	3.98	3.85
33	4.42	3.91
34	4.65	4.19
35	4.02	4.27
36	4.28	3.98

Table L (continued)

TLP Item	Assistant Principal Mean	Teacher Mean
37	4.28	4.45
38	3.24	3.24
39	3.91	3.74
40	4.05	4.03
41	3.88	3.80
42	3.79	3.76
43	4.00	3.96
44	4.72	4.41
45	4.35	4.10
46	4.26	4.22
47	4.42	4.52
48	4.14	4.07
49	3.88	3.96
50	4.26	3.90