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INSTRUCTIONAL LEADERSHIP PRACTICES OF PRINCIPAL IN VOCATIONAL AND TECHNICAL COLLEGE: TEACHERS' PERCEPTION

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ABSTRACT

Instructional leadership is an important strategic aspect of educational administration which leads to students' learning improvement and quality education. The main role of instructional leader in an educational institution includes: setting clear goals and objectives, managing curriculum, monitoring lesson plans, allocating resources and evaluating lecturers' performance regularly. To achieve the goal of quality education, instructional leaders should play their role and responsibility efficiently and effectively. The main purpose of this study was to identify the factors affecting instructional leadership practices of principals in vocational and technical colleges from the teachers' perceptions. A quantitative method was used to collect data. Accordingly, a survey questionnaire was distributed randomly to the total of 80 teachers from vocational and technical colleges in Kuala Lumpur, Malaysia. As perceived by the teachers, findings show that four domains are the most effective factors in practicing instructional leadership role by the vocational and technical college principals: (a) professional leadership, (b) shared mission and clear goals, (c) continuous monitoring of teachers' progress, and (d) professional growth of the teachers. The results of this study can be beneficial for policy and decision makers in the Ministry of Education, Ministry of Youth and Sports, educational institutions' administration, school principals, and the teachers in realizing their instructional leadership role.

Keywords: **Instructional leadership, Vocational and technical colleges, School principals, Education, Malaysia.**

INTRODUCTION

Instructional leadership practice is one of the essential tasks for educational institutions' administration in improving the teaching and learning process (Sekhu, 2011). Previous research recognized the importance of quality leadership by consistently identifying strong instructional leadership as a key instrument in creating a positive organizational climate (Leech, Green, & Smith, 2005). Since providing a quality education is the most important task for an instructional leader, hence more emphasis should be given to the teachers' instructional and professional skills.

As instructional leaders, principals play an important role in improving schools' instructional process. The key role of instructional leader is in providing direction, resources and support to teachers and students in order to enhance teaching and learning outcomes. According to Sim (2011) instructional leadership in the school setting is directly related to the teaching process while involving the interaction between teachers, students and the curriculum. Teachers are mainly influenced by the school principal leadership style, and this has a direct influence on institutional achievement. Moreover, setting clear goals, managing curriculum, monitoring lesson plans, allocating resources and evaluating teachers' performance regularly, are also among the key practices of instructional leaders in schools. To achieve the goal of quality education, instructional leaders should continuously play their effective roles and responsibilities (Sharma, Sun, & Kannan, 2012). Considering teachers' needs will help the school principals in strengthening teachers' positive attitudes, enhancing their performance, and resolving their weaknesses. In this regard, providing training programs would help in teachers' professional communication skills and development. Apart from that, the school principal, as an instructional leader needs to know how to motivate teachers to perform better. That is why instructional leaders must possess good communication skills which are the key tool for success of any organization. Without good communication among organization members, the desired vision and mission cannot be achieved (Rahimah Ahmad & Ghavifekr, 2014). As an instructional leader, the principal should communicate well with the teachers and staff members so that all the work will be done properly and successfully.

Many schools were facing problems when it comes to their leadership style. Sekhu (2011) stated that students' performance dropped from 2009 to 2010 due to weaknesses in instructional leadership practices at schools. The results of a study by Premavathy (2010) show that teachers' organizational commitment is very much related to both the instructional leadership and students' academic achievement. If teachers are not giving full commitment to their jobs it means they are not satisfied with instructional leadership practices at their school. Teacher's commitment towards their job will directly affect the students' performance.

The Educational Improvement Committee for Schools under the Malaysian Ministry of Education (2009) urged that the principals' prime role of educational leadership must be effective. Principals should

maximize the time spent in organizing learning activities in schools. Maintaining effective school supervision, acting as consultants, advisors and coordinators for teaching and learning activities in schools is one of their important jobs. Principals should spend more time in teachers' and students' professional activities, and not just working in their rooms issuing memos, directives or circulars.
Likewise, the principal of vocational and technical colleges as instructional leader should be able to use appropriate resources to provide quality education for students and the teachers by considering their needs. The importance of vocational and technical colleges in Malaysia is related to the country's desired goal to develop the future skilled workforce. This is because the country needs to create a better educated and more highly skilled population to achieve the goal of becoming a developed nation by 2020. Hence, the main objective of the education authorities is to produce professionals as demanded by the nation for human resources who can acquire and apply their knowledge in the context of contemporary society and also provide facilities for research and consultant services (National Higher Education Action Plan, 2007). Developing human capital with the capability to compete in the global economy is considered as the key task for vocational and technical college principals as the instructional leaders (Mohamed Khaled Nordin, 2008).

However, to achieve the Malaysian government's aspiration to instill a new performance culture, school principals as instructional leaders must apply effective leadership skills and create an environment fostering a culture of excellence to motivate teachers for the best performance. This is particularly pertinent for principals of vocational and technical college that contribute significantly to development of human capital (Imran, 2009). These principals articulate the strategic intent of the school and achieve success through their instructional leadership practices. They determine values, culture, change tolerance and teachers' motivation through shaping institutional strategies including their execution and effectiveness. The success of vocational and technical education in the current complex and competitive era depends largely on instructional leadership practices of principals that drive human capital to optimal performances, increased productivity, creative innovations and committed personnel (Poirier, 2009).

Many of the teachers are unhappy with the current leadership's style and because of that teachers are not satisfied with their current job; the teacher dropout rate keeps on increasing for this reason. These problems were the main reason for the researchers, to be curious to identify the factors affecting instructional leadership practices of principals in vocational and technical colleges from teachers' perception. The detailed objectives of this research are:

1. To identify the factors affecting strategic instructional leadership practices of school principals
2. To identify the correlation between instructional leadership practices and shared mission and clear goals

3. To identify the correlation between instructional leadership practices and continuous monitoring of teachers' progress
4. To identify the correlation between instructional leadership practices and promote professional growth

CONCEPTUAL FRAMEWORK

Over the years, instructional leadership has been conceptualized and operationalized in different ways as an administrator with highlighting on the effectiveness and efficiency. Moreover, it has been considered as a leader with emphasizing on adaptive change and alterations that convince the followers to agree about what needs to be accomplished (Hoy & Miskel, 2008).

The theoretical framework of this study was developed based on the theory of organizational effectiveness by Hoy and Miskel (2008) while the component of the theoretical framework is based on the factors affecting instructional leadership practices as adapted from Murphy (1990) and Barling, Weber and Kelloway (1996).

Murphy (1990) has listed four factors that influence instructional leadership practices as: (a) developing mission and goals, (b) managing the educational production function, (c) promoting an academic learning climate, and (d) developing a supportive work environment. Meanwhile, Barling et al. (1996) also identified five essential attributes of instructional leadership practices, namely: (a) defining the school's mission, (b) managing curriculum and instruction, (c) promoting a positive learning climate, (d) observing and improving instruction, and (e) assessing the instructional program. Considering the main focus of the study on instructional leadership practices of principals, the conceptual framework was adopted from the key elements of instructional leadership in the Hoy and Miskel (2008), Murphy (1990) and Barling et al. (1996) models. This is because these models indicate the importance of the instructional leadership practices to achieve desired objectives of the school organization. The main purpose of these models was to introduce the influential factors in achieving excellence and success in organizations.

These two models were adopted to develop the conceptual framework of this study. The framework is based on four key elements of: (a) professional leadership, (b) shared vision and clear goals, (c) continued monitoring of teachers' progress, and (d) promote professional growth. The framework describes the main elements to achieve organizational success and elevate the level of satisfaction in a dynamic and effective teaching and learning process. The model presents a clear relationship between the inputs and outputs for conducting this study. According to Shahril Marzuki (1999), by introducing an appropriate instructional leadership framework, the organization has the strength to manage the independent variables effectively and dynamically toward achieving the desired goals.

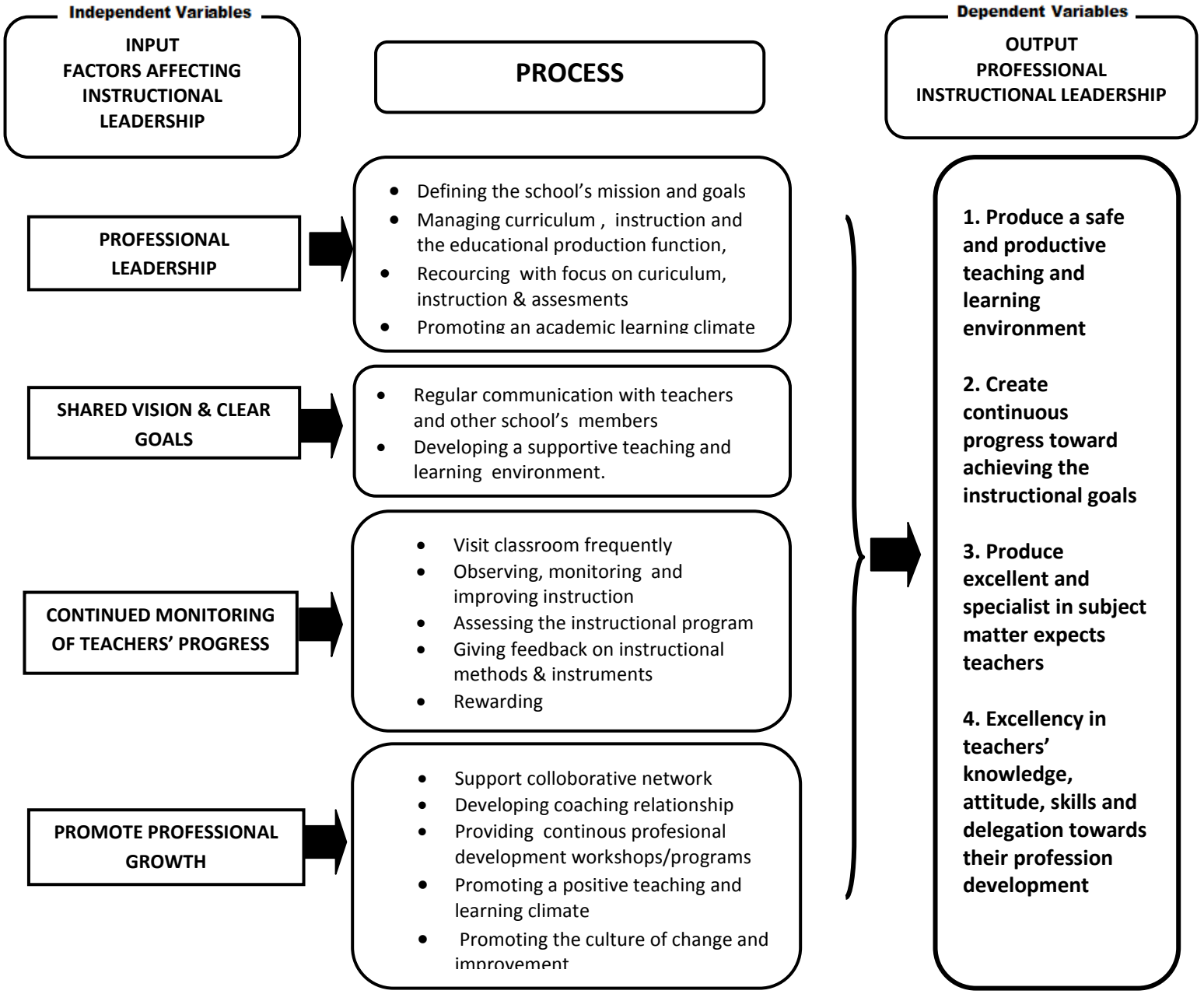

Figure 1. The Conceptual Framework of Study (source: Hoy & Miskel, 2008 ; Murphy, 1990; Barling, Weber & Kelloway, 1996)

METHOD

Research Design

This study used quantitative research design to collect and analyze the data. This quantitative approach is also defined as a method for gathering information by delegating a set of questions on a sample selected from the population to be studied. The survey method used in this study would gain information from the respondents which represent the number of samples of a population study.

The main purpose of this study was to identify the factors affecting instructional leadership practices of principals in vocational and technical colleges from teachers' perceptions. Besides, this study also investigates the relationship between instructional leadership practices with (a) shared mission and clear goals, (b) continued monitoring of teachers' progress, and (c) promotion of professional growth. The population surveyed consists of teachers in vocational and technical colleges in Kuala Lumpur.

Sampling

A survey design was applied and the research hypotheses were tested with a sample of 80 teachers currently teaching technical and non-technical subjects in the vocational and technical colleges. They voluntarily completed the questionnaires. As the statistics for total population of teachers in vocational and technical colleges in Kuala Lumpur are unavailable, the total population for male and female teachers in this research is not mentioned.

The sampling design ensured that certain groups were adequately represented in the study through the assignment of a quota (Sekaran, 2003). It employed a stratified random sampling method as it was suitable for obtaining samples from a scattered population (Babbie, 2001; Mertzens, 1998; Mohd Majid, 2005). Besides, it also ensured availability of special characteristics which were needed to run statistical analysis in the study (Creswell, 2012). A stratified random sampling for this study was based on the listed government vocational and technical colleges as issued by the Ministry of Education and the Ministry of Youth and Sports. For the purpose of this study, random sampling (Sekaran, 2003) was used as it had a sufficient representation of data which were necessary to examine for comparison in any hypotheses.

Instrument

This study used a survey questionnaire as the research instrument. The questionnaire was designed to be more practical, easy and efficient to use with the participants. This is because the design of a research questionnaire greatly relates to the accuracy of the analysis of samples' and population's statistics (Majid, 2009).

The instrument consists of five sections. Section A includes respondents' demographic information (teachers' background). Section B, C, D and E contain the items that consists of four major dimension of instructional leadership such as frequency of professional leadership, frequency of shared vision and clear goals, frequency of continued monitoring of teachers' progress and frequency of promoting professional growth.

Each dimension consists of three items in the questionnaire that is measured using a 5-point Likert scale, namely: (1) 'strongly disagree', (2) 'disagree', (3) 'uncertain', (4) 'agree' and (5) 'strongly agree' (refer to Table 1). For questions in inverse or negative form, each response was analyzed with the translated value of 1 converted into 5, 2 converted into 4 and 3 unchanged.

Table 1
Likert Scale Scoring

Degree of Agreement	Positive Statement	Negative Statement
Strongly Disagree *(SD)*	1	5
Disagree *(D)*	2	4
Uncertain *(U)*	3	3
Agree *(A)*	4	2
Strongly Agree *(SA)*	5	1

Nor Hidayah (2004) stated that the use of minimum score needed to be changed to three points to ease the process of data analysis as shown in Table 2.

Table 2
Mean Score Level Determination Table

Mean Score	**Measurement Level**
3.01 - 5.00	High Level
3.00	Moderate Level
0.00 – 2.99	Low Level

Table 3 shows the Guilford's Rule of Thumb as referencing tool to interpret the relation between the two variables.

Table 3
Guilford's Rule of Thumb

Correlation Values (*r*)	**Interpretation Relation**
Perfect correlation	.90 - 1.00
High correlation	.70 - .89
Moderate correlation	.40 - .69
Low correlation	.20 - .39
Very low correlation	< 0.2

Table 4 shows the distribution of the questionnaire items based on four key dimensions.

Table 4
Distribution of the Questionnaire Items Based on Instructional Leadership Dimensions

No.	Dimensions	Question Number	Total Questions
1.	Frequency Of Professional Leadership	B1, B2 and B3	3
2.	Frequency Of Shared Vision And Cleared Goals	C1, C2 and C3	3
3.	Frequency Of Continued Monitor Teachers' Progress	DI, D2 and D3	3
4.	Frequency Of Promote Professional Growth	EI, E2 and E3	3

Table 5 shows the distribution of questions to the positive and negative items.

Table 5
Positive and Negative Items of Questionnaires

No. Positive Item	**No. Negative Item**
B1, B2, B3, C1, C2,C3, D1, D2, D3, E1, E2 and E3	-

Data Collection Procedure

This study used two types of data which are known as primary and secondary data. Primary data are data collected directly through questionnaires (Creswell, 2012). These data are referred as a fundamental source of this study. Secondary data were obtained through reviewing related journal articles, books and published dissertations and theses. The purpose of using secondary data was to identify the key problems, and also to develop the research theoretical and conceptual framework. The following Figure 2 shows the three key dimensions of the research questionnaire. First, respondents were assured that all their responses in this study will be kept confidential. The second dimension indicates the structure of the questionnaire designed by the researchers in this study. The study emphasizes 'close-ended' questionnaires which are answered based on the Likert scale (five point scale) to determine the level of interest and perception of each element available. Third, researchers needed to collect the questionnaires personally because of any problems that arise can be resolved by the respondents immediately.

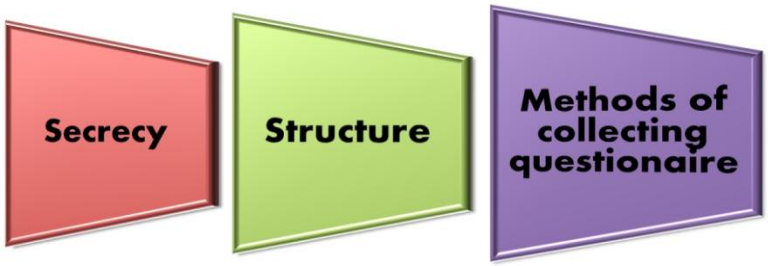

Figure 2. Key dimensions of the questionnaire.

Data Analysis Process

The collected data were analyzed using the 'Statistical Packages for the Social Sciences' version 21.0 (SPSS) for descriptive and inferential statistics. Descriptive analysis such as mean scores and standard deviation (SD) were used to examine the findings. Inferential statistics such as correlation analysis were used to examine the strength and linear relation direction between two variables (Pallant, 2007). Moreover, Multiple Regression Analysis was used to test the hypothesis that a significant relationship existed between the key variables in the study. Descriptive statistical analysis was used to identify

frequencies and percentages to answer all the research questions. The statistical significance of relationships among selected variables was determined using the Pearson Correlation test. The level of significance was set at .05.

RESULTS

This section describes the analysis of data followed by a discussion of the research findings. The findings relate to the research questions that guided the study. Data were analyzed to identify, describe and explore the relationship between professional instructional leadership and shared vision and clear goals, continuous monitoring of teachers' progress and promoting professional growth. Findings from this study have been found to be consistent with the findings of several related studies on instructional practices of principals in the school organization. In addition the impact of various demographic data has been explored. Data findings were described as correlations to the study variables and presented as tabulations.

Demographic Relationships and Study's Variables

The research was conducted on 80 teachers who are teaching technical and non-technical courses in the vocational and technical colleges in Kuala Lumpur. The participants were mostly female with a total of 50 teachers (62.5%) and male members numbering 30 (37.5 %). In terms of age, more than half of respondents (72.5%) or a total of 58 peoples were aged between 26-45 years. A total of 21 respondents (26.3%) who recently joined the college were aged 25 years and below. Only one respondent was 48 years old (1.2%). In terms of education level, a total of 47 respondents (58.8%) were Bachelor's degree holders and 32 (40.0%) of the respondents had a diploma while only one respondent (1.2%) had the Malaysian Higher School Certificate (STPM). As for teaching experience, the data show that 63 respondents (78.7 %) have 10 years and below working experiences in the teaching field and 13 respondents (16.3%) were senior teachers with teaching experiences of 11-20 years. There were 4 respondents (5.0%) categorized as super senior teachers who were involved in teaching almost more than 21 years. The details of the demographic information are shown in the following Table 6:

Table 6
Frequency Distribution and Percentage of Respondent Profile

Variables		Num.of Respondent	Percentage (%)
GENDER	Male	30	37.5
	Female	50	62.5
AGE	≤ 25	21	26.3
	26 - 35	46	57.5
	36 - 45	12	15.0
	≥ 46	1	1.2
ACADEMIC QUALIFICATION	Bachelor	47	58.8
	Diploma	32	40.0
	STPM	1	1.2
TEACHING DURATION	≤ 5	34	42.5
	6 - 10	29	36.2
	11 - 15	10	12.5
	16 - 20	3	3.8
	≥ 21	4	5.0

From the data, it was found that the average distribution frequency of professional leadership of item B1-B3 belong to the category of high level where the mean scores were within the range of 4.04 to 4.18. The mean score results show that teachers strongly agree that the principal has a positive commitment and responsibility to manage the school's organization efficiently to achieve the desired goals. The principal has high expectations on teachers regarding students' academic achievement (mean = 4.18) showing that all the teachers in the organization are responsible for sharing and delegating their knowledge and skills appropriately to produce effective and dynamic teaching- learning environment.

Table 7

Distribution of Mean and Standard Deviation for Frequency of Professional Leadership

NO. ITEM	STATEMENT	MEAN	STANDARD DEVIATION
B2	The principal has high expectations on teachers about the academic achievement of their students.	4.18	0.61
B3	Principals are willing to accept challenges to make changes to create a conducive school environment.	4.13	0.64
B1	Principal discusses with teachers to prepare the school calendar.	4.04	0.72

Based on Table 8, it was found that the average frequency distribution of shared vision and clear goals of items C1-C3 at high levels within the range of 3.73 to 4.09 mean score. A total of 92.5% of the teachers' agreed (n = 74, mean = 4.09) that the principal is willing to organize various activities to attract the attention of the teachers to the school's goals through notice boards, posters and school newsletters. In conclusion, these findings show that the implementation of these activities trigger the college's transformation towards the vision, mission and objectives of the organization.

Table 8

Distribution of Mean and Standard Deviation for Frequency of Shared Vision and Clear Goals

NO. ITEM	STATEMENT	MEAN	STANDARD DEVIATION
C3	Principal willing to organize various activities to attract the attention of the teachers on school's goals through notice boards, posters and school newsletter.	4.09	0.53
C2	Principal verbally describes to teachers about school's goals during meeting session with teachers.	3.74	0.67
C1	Principal always explain school's goals and objectives in the monthly assembly to raise the level of academic achievement	3.73	0.87

Based on the following analysis (Table 9), it was found that the average perception of the frequency distribution of continuous monitoring of teachers' progress in items D1-D3 is high level within the range of 3.60 to mean score of 4.14. Although principals prefer to provide guidance and encouragement to teachers (mean = 4.14), almost 15% (n = 12) of teachers state that the school principal rarely makes classroom observations to identify classroom practices required for the teaching improvements.

Table 9

Distribution of Mean and Standard Deviation for Frequency of Continued Monitoring Teachers' Progress

NO. ITEM	STATEMENT	MEAN	STANDARD DEVIATION
D3	Principal always provide guidance and encouragement to teachers to perform their assigned task.	4.14	0.51
D2	I agree that the principal will organize a discussion session to express teacher's strengths and weaknesses in teaching practices.	3.88	0.55
D1	My principal often makes observations in the classroom for a long time in order to identify classroom practices that require improvements.	3.60	0.79

According to the analysis, it was found that the average distribution frequency of promote professional growth of items E1-E3 belong to the category of high level where the mean scores were within the range of 3.86 to 4.00 (see Table 10). The mean score results indicate that teachers strongly agree that principals emphasize promoting professional growth to their teachers according the teachers' needs, interests and demands (n = 68, mean = 4.00).

Table 10

Distribution of Mean and Standard Deviation for Frequency of Promote Professional Growth

NO. ITEM	STATEMENT	MEAN	STANDARD DEVIATION
E1	Principal support staff development programs and encourage staff to participate and hence provide appropriate incentives to them.	3.93	0.67
E2	Principal encourage the teachers get involved in staff development planning programs to share new ideas, creativity and quality.	3.86	0.76

E3	Principal organizes programs or workshops according to staff's interests and demands.	4.00	0.55

Hypothesis Testing

The results (see Table 11) show that there is no significant relationship between the professional leadership and shared clear mission and clear goals (r = .178, p > .05). The study also found that there is a very low correlation between the professional leadership and shared clear vision.

Table 11

The Correlation Coefficient Between Professional Leadership and Shared Mission and Clear Goals

Variable	LEADERSHIP	
	r	p
VISION	.178	0.12

r = Pearson Correlation p = Significance

*significant 2 tailed p < 0.05

As shown in Table 12 bellow, there is no significant relationship between the professional leadership and continued monitoring teachers' progress (r =0.084, p>0.05). The study also found there is a very low correlation between the professional leadership and teachers' progress.

Table12

Correlation Coefficient between Professional Leadership and Continued Monitoring of Teachers' Progress

Variable	LEADERSHIP	
	r	p
PROGRESS	.084	.46

r = Pearson Correlation p = Significance

*significant 2 tailed p < 0.05

The results (see Table 13) also show that there is no significant relationship between the professional leadership and continued monitoring teachers' progress (r =0.042, p>0.05). The study also revealed that there is a very low correlation between the professional leadership and promote professional growth.

Table 13

The Correlation between Professional Leadership and Promote Professional Growth

Variable	LEADERSHIP	
	r	p
PROFESSIONAL GROWTH	.042	.71

r = Pearson Correlation p = Significance

*significant 2 tailed p < .05

DISCUSSION OF THE FINDINGS

Based on the data analysis, all the four factors mentioned in the conceptual framework have the mean score from 3.00 – 4.20. The first factor is professional leadership. The findings show that instructional leaders in vocational and technical colleges are practicing professional leadership styles as one of the factors that influence their practices. Almost all the participants agreed that this is one of the factors affecting instructional leadership practices. This study found that professional leadership factor is fundamental in instructional leadership. Leaders must develop their professionalism and should deal with the staff members professionally. Professional leader is needed in all the sense of leadership role especially when dealing with stakeholders' problems. Instructional leaders must act professionally to solve problems. It could enhance their professional leadership style among the staff members.

The second domain in professional instructional leadership practice of principals in vocational and technical colleges was shared vision and clear goals. This is one of the important factors that affect the instructional leadership practices in the colleges. This is because, through sharing the vision and mission with all the staff, the subordinates will understand their workflow and the organizational objectives that they should achieve. Moreover, shared vision and clear goals will motivate the staff to work harder to achieve the desired goals and objectives. Similarly, results of a study by Mendels (2012) show that effective leadership begins with development of a shared vision which leads to the members' commitment to high standards. In other words, sharing the organizational vision with all the members will improve the staff work commitment. In addition, shared vision will also guide the organization members to collaborate in achieving common goals. This is in line with the findings of Sekhu (2011) were he states that as an instructional resource, a principal should have a clear vision and ensure that it is well understood and followed by all the stakeholders.

The third domain regarding continuous monitoring of teachers' progress was another factor examined in this study. And the majority of the respondents agreed that their principals are practicing this domain in their instructional leadership. Through this continuous monitoring, teachers' performance will be monitored for improvement. Teachers agreed that monitoring is an effective method for identifying the strengths and the weaknesses of each teacher's performance by the principal. Moreover, monitoring will make it easy for the leader to delegate tasks based on the teachers' capability and strength. This finding is in line with the results of a study by Glickman, Gordon, and Ross Gordon (2010) on instructional leaders and supervision of school teachers.

This study found that the final domain in instructional leadership practices of principals in vocational and technical colleges is promoting teachers' professional growth. The majority of the participants agreed that their principal always emphasized professional growth of each staff. As instructional leaders, the principals should always encourage all the staff specifically the teachers to improve their skills and knowledge. The results show that promoting professional growth is a factor that correspondingly affects the instructional leadership practices at vocational and technical colleges. Moreover, students' performance also will improve if the teachers are well trained and knowledgeable. Students' success relies on teachers' competency and teachers' success relies on the principal's competency. Hence, a leader should always motivate staff's professional growth for the sake of school improvement and at the same time ensure that instructional practices go well. This result shows similarity with the previous research findings by Leech, Smith, and Green (2005) on teachers' perceptions of the leadership practices of middle and high school principals.

This study found that all the four mentioned domains are influential in instructional leadership practices of principals towards teachers' performance in vocational and technical colleges. This finding supports previous research by Enueme and Egwunyenga (2008) indicating a significant relationship between the principals' instructional leadership and the teachers' job performance.

Findings of this study also show low correlation between professional leadership and shared mission and clear goals ($r = .178$). And there is no strong positive relationship between professional leadership and shared mission. Both domains are worked as independent factors that affect instructional leadership practice. Similarly, a study conducted by Louis, Dretzke and Wahlstrom (2010) pointed out that professional leadership is a complementary approach for improving schools. Likewise, shared mission also creates continuous progress toward achieving the organizational goals.

The correlation between professional leadership and continuous monitoring of the teachers' progress was very low ($r = .084$). Continuous monitoring of the teachers' progress is an important factor since it will help teachers to improve their skills and knowledge and produce excellent subject matter specialists. The results show similarities with a study by Harwell (2003) regarding the important

ingredients of professional development in schools where principals as the school leaders are using the best priorities, such as monitoring progress, to help in sustaining continuous improvement.
In the present study the correlation between professional leadership and promote professional growth was very low (r = .042). By promoting professional growth, improvement will occur of excellence in teachers' knowledge, attitude, skills and dedication towards their profession. Similar result was highlighted in a previous study by Louis et al. (2010).

CONCLUSION

In the current schools' scenario, principals are the key persons in school improvement. In this regard, one of the most important roles of principals is their instructional leadership practice in the schools. This is because the principal is the main person behind a successful teaching and learning process. School principals are the most visible and directly accessible representatives of the school who highly influence teachers' performance. Thus, teachers' performance in the school system can positively or negatively be affected by their principals' leadership style (Glickman, Gordon, & Ross Gordon, 2010). However, principals' leadership style not only influenced teachers' performance, but also it can affect students' achievement (Premavathy, 2010).

This study discussed factors that affect instructional leadership practices of principals at vocational and technical colleges. Four factors were found as the most influential practices of the principals in their role as instructional leaders, namely: (a) Professional leadership, (b) Shared mission and clear goals, (c) Continued monitoring of teachers' performance, and (d) Promote professional growth.

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