

Development of the Distributed Leadership Practice for Inclusive Education (DLPIE) Scale

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Inclusive education reform is a continuous process and it requires all the members of a school community to accept that not all children are ready to learn the same thing in the same manner at the same time. Members of a school community also need to act jointly to enhance the schooling system to ensure the educational rights of all the children. This paper reports on a study that aims to develop a scale named Distributed Leadership Practice for Inclusive Education (DLPIE). The purpose of DLPIE scale is to measure the distributed leadership practices at regular schools for inclusive education. A two-stage cluster sampling method was applied to identify a sample of 673 primary school teachers including head teachers to participate in this study. The study indicates that the DLPIE scale successfully meets the standards for reliability. Factor analysis was also conducted to identify the possible factors in the scale. The results of the present study provide the final scale that consists of 20 items. It also provides preliminary evidence to further use of this instrument for the purpose of measuring leadership practice for inclusion in regular schools.

Key words: Distributed leadership practices, inclusive education, teachers' perception, scale development, factor analysis

Introduction

Students come to school from different contexts and with diverse abilities. Inclusive education acknowledges this diversity and acts to support diverse learners. Inclusion promotes the notion that all students irrespective of their special needs, gender, ethnicity or other disadvantages need to come to regular schools and share classrooms with their regular age peers (UNESCO, 1994). Enrolling diverse learners in regular settings is one aspect of inclusion and the other aspect is ensuring that all the learners are provided instructions that effectively and efficiently meet their educational needs. According to Ainscow and Miles (2008), inclusion works to ensure presence, participation and achievement of all students, including children vulnerable to exclusionary pressures. Inclusion reform that focuses on presence, participation and achievement of all students is a big challenge for regular schools around the world (Macmillan & Edmunds, 2010; Operti & Belalcazar, 2008). Fullan, Hill and Cr vola (2006) argued that a systemic solution is necessary for "...knowledge about how to manage change and what is known about instruction" and leadership works as the glue to connect them (p. 87).

However, transforming schools does not depend on having exceptional leaders (Timperley, 2005), because schools become more complex organisations and a more comprehensive model of leadership is necessary (Gronn, 2003). Educational change and school reform literature sustains the view that when leadership is broad-based and it supports all the members of a school community to engage in reform activities through collaborative practices, school improvement gets positive

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outcomes (Hopkins, 2001; Murphy, 2005; Murphy & Datnow, 2003). In particular, it has been proposed that facilitative leadership can create systems-wide development that is sustainable for inclusion (Jones, Forlin, & Gillies, 2013). It is also evident in research studies that leadership practice is one of the significant levers for changing the school culture to move it to a more inclusive direction (Ainscow, 2005; Kugelmass & Ainscow, 2004; Loreman, 2007). Distributed perspective on leadership is compatible with the broad-based leadership practices that support interactive relationships and participation of all members of the school community.

Distributed perspective on leadership describes leadership as an organisation-wide phenomenon (Pounder, Ogawa, & Adams, 1995) and is engrossed by leadership practices and interactions (Spillane, 2006). According to Harris (2008), distributed perspective outlines leadership as a concerted action that takes place when all members of an organisation work jointly. A distributed perspective promotes the interaction of leaders, followers and their situation to form leadership practice (Spillane & Diamond, 2007) and this is the central component of leadership activity (Harris, 2008). Characteristics and attributes of people in formal leadership positions and their actions are not considered as leadership activity in a distributed perspective (Spillane, 2006), because it focuses on a hierarchical management system. Distributed leadership is more organic and pays attention to interdependent relationships. Harris (2008) explained that, “The *leader-follower* relationship implies a power imbalance, whereas in distributed leadership *all relationships* are important and leadership can only be enacted if there is mutual trust and agreement about the way tasks are undertaken” (p. 40-41).

Inclusive education reform is a continuous process and it requires all members of a school community to value that not all children are ready to learn the same thing in the same manner at the same time. Members of the school community also need to act jointly to enhance the schooling system to ensure the educational rights of all the children irrespective of their backgrounds and abilities.

Leadership practices and inclusive education reform

Focusing specifically on the work of school principals, Riehl (2000) described that school leaders need to do three broad tasks; foster new meanings about diversity, promote inclusive practices within schools, and build connections between schools and communities. However, leadership from formal leaders in schools (e.g., head teacher or principal) is not enough to implement inclusion. Specht and Young (2010) argued that all the school staffs need to be part of the implementation process and it needs to be a collaborative partnership, rather than a top-down initiative. They recommended five strategies that included: a) creating supportive environments; b) develop relationships by exposing students to role models; c) participation; d) promote competence; and e) create a bond between home and school environments, to be implemented by administrators with the support of other school staff members (Specht & Young, 2010). Similarly, Ryan (2006) referred to leadership practices that create an opportunity for all school community members to take part in a cooperative decision-making process which is itself inclusive and aim to achieve inclusion in all areas of school and beyond.

Reviewing a wide range of theoretical literature and empirical research studies, Leithwood et al. (2006) identified four broad categories of leadership practices of successful leaders. The categories are: determining direction, supporting professional development, designing the organization, and supervising teaching and learning. Under the four categories there are fourteen sub-categories of leadership practices and the following table (Table 1) presents all the sub-categories.

Table 1
Leadership practices of successful leaders (Leithwood, 2010)

Determining direction	Designing the organization
<ul style="list-style-type: none"> • Building a shared vision • Fostering the acceptance of group goals • High performance expectations 	<ul style="list-style-type: none"> • Building collaborative cultures • Restructuring • Building productive relationships with families & communities • Connecting the school to its' wider environment
Supporting professional development	Supervising teaching and learning
<ul style="list-style-type: none"> • Providing individualised support/consideration • Intellectual stimulation • Providing an appropriate model 	<ul style="list-style-type: none"> • Staffing the programme • Providing instructional support • Monitoring school activity • Buffering staff from distractions to their work

These leadership practices demand firm involvement of all the school members (e.g. head teachers, teacher, parents, and community members). In this regard, distributed perspective on leadership can be found to be significant, as Spillane, Halverson and Diamond (2001) described that leadership functions are "... stretched over the work of a number of individuals and the task is accomplished through the interaction of multiple leaders" (p. 20). That means it recognises the leadership responsibility of all members of the school and social influence interaction to implement inclusive education. The central belief of distributed leadership practices points towards strategies required for reform. Harris (2005) described three conditions that represent the key principles of distributed leadership which included:

- focusing on the practice of leadership – which is more important than the function or outcome;
- paying attention to the interactions between people – these are just as important as the actions they undertake; and
- acknowledging that situation shapes and influences the form that distributed leadership takes in schools – it may vary according to the context (p. 25).

A number of studies have investigated distributed leadership practices in schools. These studies found that leadership functions were distributed among several formally designated leadership positions (e.g., principals, deputy principals, curriculum coordinators, year level coordinator, and master/mentor teachers) (Camburn, Rowan, & Taylor 2003; Hulpia, Devos, & Rosseel, 2009; Lima, 2008). Some of the studies identified that teachers who are not in a formal leadership position, but are active in leadership functions, are instrumental in influencing instructional practices in schools (Heck & Hallinger, 2009; Spillane, Camburn, & Pareja, 2007; Spillane et al. 2008). The study by Hulpia et al. (2009) covered both the aspects of distributed leadership: leader-plus aspects and practice aspects, but it defined leadership practices as sharing leadership responsibilities with other members of the leadership team in a school. An inventory, Distributed Leadership Inventory (DLI), was developed "...to investigate leadership team characteristics and distribution of leadership functions between formally designed leadership positions" (Hulpia *et al.*, 2009, p. 1013). Three core functions of successful leaders including: (a) setting a vision; (b) developing people; and (c) supervising teachers' performance were selected to develop the DLI. Designing a school organisation was not, however, included as leadership functions in that study. There appears to be no study that examined distributed leadership practices for inclusion in schools. The current study

aims to develop a scale that can measure distributed leadership practices for inclusive education in schools. The overall premise of this study is a distributed perspective on leadership and the leadership practices of successful leaders identified by Leithwood and colleagues (2006). This study, therefore, aims to develop a scale named *Distributed Leadership Practice for Inclusive Education* (DLPIE). The purpose of DLPIE scale is to measure the distributed leadership practices at regular school for inclusion.

Methodology

Participants.

This study is the third phase of a large research project that investigated leadership practice and inclusive education in Bangladesh. Participants for the third phase of the study were head teachers and teachers from Government Primary School (GPS) and Registered Non-Government Primary Schools (RNGPS). A two-stage cluster sampling method was applied to select the participants. Stage sampling involves selecting the sample in stages that is, taking samples from samples' (Cohen, Menion, & Morrison, 2007, p. 112). The stage cluster sampling process carried out in this study is presented in Figure 1.

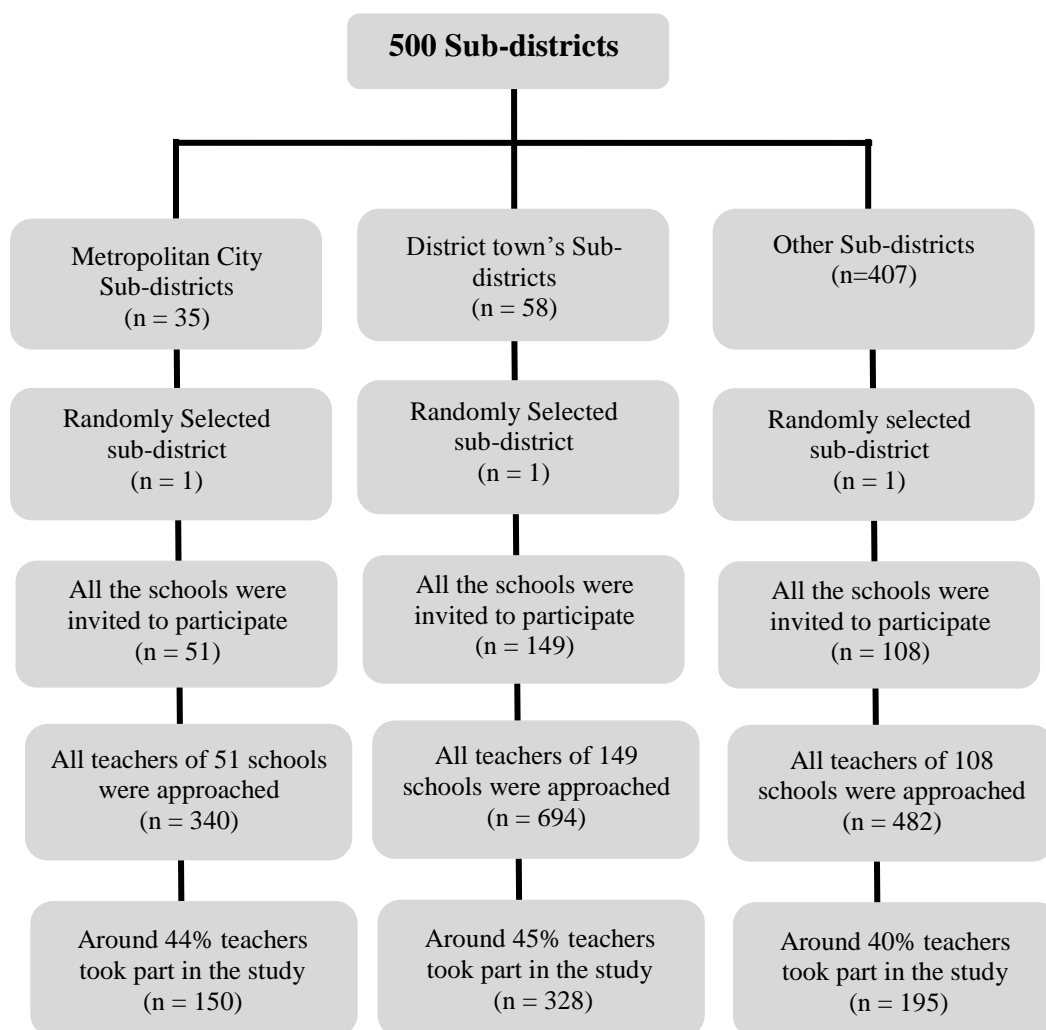


Figure 1. Stage cluster sampling process to select participants

Firstly, 500 sub-districts were divided into three clusters to ensure urban, sub-urban and rural representation. The three clusters were metropolitan city sub-districts (mostly urban), district town sub-districts (mostly sub-urban) and other sub-districts (mostly rural). Secondly, one sub-district was randomly selected from each cluster. There were 51 schools in the selected metropolitan city sub-district and 149 schools in the district town sub-district and 108 schools in the rural sub-district. All the teachers (n=1516) of the sampled schools were approached and finally 673 teachers participated in this study. Participants with missing data were removed from the data set resulting in 466 remaining participants. There were 301 (64.6 %) female participants and 165 (35.4 %) male participants (Table 2). Most of them (59.7%) were teachers (not members of the SMC) and other participants were head teachers (19.1%) and teachers (members of the SMC).

Table 2
Demographic and contextual information of the participants

	All		GPS		RNGPS	
	N	%	n	%	n	%
Gender						
Female	301	82.6	261	67.8	40	49.4
Male	165	17.4	124	32.2	41	50.6
Position in school						
Head teacher	89	19.1	61	15.8	28	34.6
Teacher (Member of School Management Committee)	99	21.2	81	21.0	18	22.2
Teacher (Not member of School Management Committee)	278	59.7	243	63.1	35	43.2
Age						
18 to 29	122	26.2	110	28.6	12	14.8
30 to 44	242	51.9	197	51.2	45	55.6
45+	102	21.9	78	20.3	24	29.6
No. of years in teaching						
Below 5 year	128	27.5	115	29.9	13	16.0
5 to less than 10 years	101	21.7	91	23.6	10	12.3
10 years or more	237	50.9	179	46.5	58	71.6
Qualification						
Secondary School Certificate	48	10.3	30	7.8	18	22.2
Higher Secondary Certificate	102	21.9	79	20.5	23	28.4
Bachelor's degree	179	38.4	150	39.0	29	35.8
Master's degree	137	29.4	126	32.7	11	13.6
Professional degree						
No professional degree	42	9.0	31	8.1	11	13.6
Certificate in Education	375	80.5	314	81.6	61	75.3
Others (BEd or MEd)	49	10.5	40	10.4	9	11.1
Training on IE						
Yes	309	66.3	255	66.2	54	66.7
No	157	33.7	130	33.8	27	33.3
School location						
Urban	160	34.3	134	34.8	26	32.1
Sub-urban	66	14.2	56	14.5	10	12.3
Rural	240	51.5	195	50.6	45	55.6
School size						
Below 200	110	23.6	77	20.0	33	40.7
200-300	179	38.4	146	37.9	33	40.7
Over 300	177	38.0	162	42.1	15	18.5
Performance of school						
High	208	44.6	192	49.9	16	19.8
Medium	243	52.1	181	47.0	62	76.5
Low	15	3.2	12	3.1	3	3.7

The age of a majority of the participants (51.9 %) was between 30 and 44 years. A substantial number (n= 126) of participants' age was between 18 and 29. A significant number of participants attained a Bachelor's degree (38.4 %) and a Master's degree (29.4%). HSC was attained by 21.9 % (n=102) of the participants and SSC, which was the minimum qualification for being a primary school teachers until themid-1990s, was achieved by a small number of participants (n=48). Regarding teaching experience, the majority of participants (50.9%, n=237) had more than ten years of teaching experience. A good number of participants (27.5%, n=128) had less than five years of teaching experience and rest of the participants (n=101) had five to less than ten years of teaching experience.

Most of the participants (91%) held a professional degree (e.g., C-in-Ed, BEd or MEd) and a majority of them (n=309) had received training on inclusive education. Most of the participants' schools were Government Primary School's (82.6%) and others were Registered Non-Government Primary Schools (17.4%).The location of schools for the majority of the participants was rural areas (51.5%, n=240). A good number of participants were from urban regions (34.3, n=160) and the rest were from sub-urban regions (14.2%, n=66). The participants' school-size (total number of students) varied from less than 200 students to more than 300; 23.6 % of the participants were from schools which had less than 200 students and 38.4% of the participants were from schools which had 200 to less than 300 students. The rest of the participants (n=177) were from schools which had more than 300 students. The majority of the participants (n=243) were from schools that had a medium performance rating by the sub-district education office. A good number of participants were from schools that had a high (n=208) performance rating and a very small number participants were form schools that had a low (n=15) performance rating by the sub-district education office.

Instrument development.

The first step of scale development involved identification of distributed leadership practices for inclusion from data collected in the second phase of the larger research. Four broad categories of leadership practices identified by Leithwood and colleagues (2006) were used to develop the interview protocol for the second phase which investigated distributed leadership practices for inclusion. Themes arising from the interviews were used to develop items for the scale. A pool of 42 items was developed in Bangla.

In the second step, each item was developed as a single statement using a six point Likert scale that ranged from strongly disagree (1), disagree (2), somewhat disagree (3), somewhat agree (4), agree (5), to strongly agree (6). A 'neutral', 'not applicable' or 'uncertain' category was not included because according to Bond and Fox (2001), these attract responses from participants who do not understand the statement. In addition, these categories may involve equal appropriateness for both agreement and disagreement even if the wording is precise (DeVellis, 2003).

In the third step, a questionnaire was developed that had two parts; Part A and Part B. Part A sought information related to distributed leadership practices for inclusion in regular schools. There were 42 statements to measure these. Part B of the questionnaire sought contextual information related to the participants' schools and participants' demographic information. It also enquired about teachers' perceptions related to their satisfaction about the work environment and the progress of implementation of inclusion in their schools. A five point Likert scale was applied to distinguish the perceptions of the teachers related to the work environment and the progress of implementation of inclusion.

In the fourth step, the draft questionnaire was sent to an expert panel consisting of five members (e.g., university faculty, education professionals and education researchers) for comments and suggestions. They rated how relevant each item was in measuring leadership practices for inclusion in relation to the Bangladeshi context. Each item was also rated for clarity and conciseness by the expert panel. The questionnaire was revised following their suggestions and included 21 items which were rated highly by the panel. This step was carried out to ensure the content validity of the scale. In the fifth step, the revised questionnaire was pilot tested with 104 participants (teachers from a sub-district) that were purposively selected. These participants were not included in the final data collection.

In the sixth step, statistical analysis of pilot tested data indicated that there was a strong correlation between two items and, therefore, one item was removed from the scale. Twenty items were included in final version of the DLPIE scale. An English version and Bangla version of the DLPIE scale are presented in Appendix A and Appendix B. The possible range of scores for the DLPIE scale was between 20 and 120, because the Likert rating for each item was 1 to 6. The scores from the negative items were subsumed in the final scores after reverse coding. A person who secured a higher score on the DLPIE scale perceived that there was higher levels of distributed leadership practices in relation to inclusion in his/her school compared to a person who achieved a lower score. Thus, the higher the score the more positive the participants' perceptions were about distributed leadership practice for inclusion in their schools.

Data analysis.

The data analysis measure for this paper was started using descriptive statistics. Mean and standard deviations were determined for all the responses. The responses from the study participants (e.g., teachers and head teachers) were factor analysed to determine if their perceptions were clustered in some particular patterns. SPSS 18.0 software was used to do the factor analysis. Parallel Analysis was also conducted to determine the number of factors. Parallel analysis supports researchers to verify the "... significance of components, variable loadings, and analytical statistics" (Franklin, Gibson, Robertson, Pohlmann, & Fralish, 1995, p. 100). Monte Carlo PCA for Parallel Analysis 2.3 software was used to identify random eigenvalue. A reliability estimate was also run to find the inter-item consistency.

Results and discussion

Exploratory factor analyses.

An exploratory factor analysis (EFA) has three phases which include: (a) variables' selection and measurement, (b) determining number of factors, and (c) interpreting the factors (Pohlmann, 2004). The results of the sample (n = 466) were used to carry out exploratory factor analyses, which helped identify a number of factors. First, possibility of factors measurement was determined by Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) value and Bartlett's test score. The KMO value was 0.955, exceeding the recommended value of .6 (Kaiser, 1974) and Bartlett's Test of Sphericity (Bartlett, 1954) was statistically significant (P=.000) which indicates factor analysis is appropriate.

A plot of the eigenvalues showed a clear break and this break in the trend line starts at the second eigenvalue (see Figure 2). This indicates the major portion of variance is explained by the first two factors.

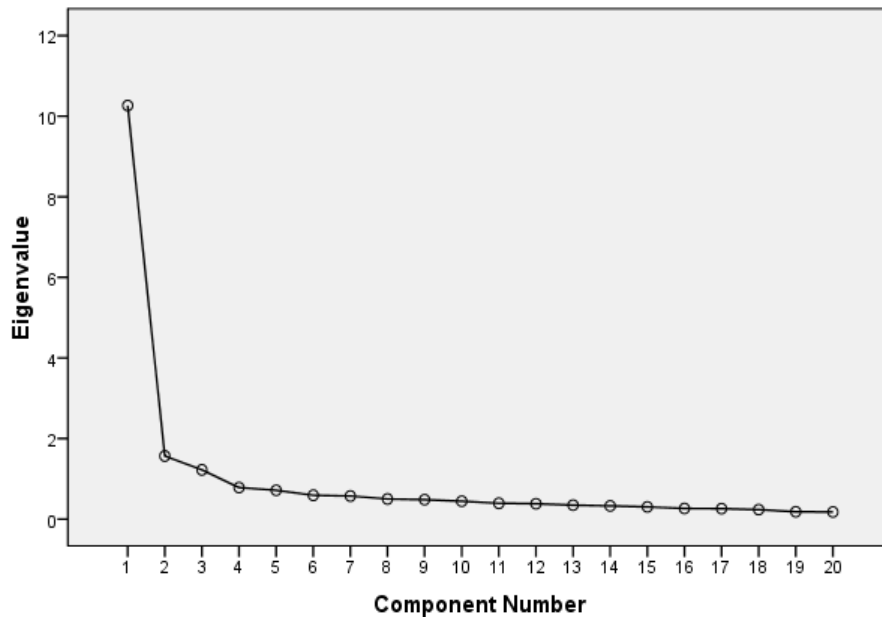


Figure 2. Plot of the eigenvalues (Scree test)

Table 3 presents eigenvalue and variance of 20 components. Pohlmann (2004) explained that, “... an eigenvalue measures the amount of variance explained by a factor” (p.17).

Table 3
Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10.265	51.325	51.325	10.265	51.325	51.325	6.186	30.929	30.929
2	1.567	7.833	59.157	1.567	7.833	59.157	4.921	24.606	55.535
3	1.222	6.109	65.266	1.222	6.109	65.266	1.946	9.731	65.266
4	.781	3.907	69.173						
5	.716	3.579	72.752						
6	.592	2.958	75.709						
7	.572	2.859	78.568						
8	.500	2.498	81.066						
9	.483	2.414	83.480						
10	.442	2.209	85.690						
11	.392	1.959	87.649						
12	.380	1.902	89.551						
13	.347	1.735	91.286						
14	.326	1.631	92.917						
15	.302	1.508	94.426						
16	.264	1.318	95.744						
17	.259	1.296	97.039						
18	.235	1.174	98.214						
19	.181	.907	99.121						
20	.176	.879	100.000						

Extraction Method: Principal Component Analysis.

Principal components analysis revealed the presence of three components with eigenvalues exceeding 1 (one). The first eigenvalue 10.265 indicates that 51.325% of variance in the 20 variables is explained by the first component. The second and third component explains another 7.833% and 6.109% of variance. Eigenvalues of the first three components are above 1 (10.951, 1.573 and 1.225) and these three components explain a total of 65.266% of the variance. Components 4-20 explain the remaining 34.734% of variance.

Scree test and eigenvalue presented in Table 3 points towards two different results regarding the number of factors. A parallel analysis was therefore employed to determine the number of factors. The first two eigenvalues obtained from SPSS are larger than the first two values from the random eigenvalue by parallel test (Table 4). This comparison reveals that only first two components are accepted and suggests a two-factor solution.

Table 4
Parallel analysis

Component Number	Actual Eigenvalue from SPSS	Criterion value from Parallel test	Decision
1	10.265	1.3831	Accepted
2	1.567	1.3099	Accepted
3	1.222	1.2602	Rejected

After determining the number of factors, interpretation of the factors is necessary to complete the analysis process. Rotating the factors to a simple structure is required, because "... it presents the pattern of loadings in a manner that is easier to interpret" (Pallant, 2011, p. 184). SPSS provides many techniques for factor rotation. The most commonly applied orthogonal rotation is Varimax which provides the simplest interpretation of the structure (Pallant, 2011). This analysis used Varimax rotation with a cut off .3, because values between .3 and .6 for the factor coefficients are commonly used in Varimax factor rotation. Table 5 presents rotated component matrix with items (abbreviated). The highest loading for each item is used to identify which component is relevant for each item. There are 11 items which measure Component I and nine items to measure Component II. Component I can be interpreted as 'taking initiatives and supervising'. Component II consisted of items corresponding to respecting efforts by members of school community and group activities; therefore, this factor is labelled as 'group effort and valuing efforts of all'. The two-factor models explained 53.54% of the variance for the distributed leadership practices for IE.

Table 5
Rotated Component Matrix

Items *	Component	
	I	II
Professional Development outside of School (2)	.777	
Invites Parents to participate (3)	.763	
Professional Development in School (1)	.759	
Collaboration with other schools to identify strategies (7)	.733	
Initiatives to raise funds (6)	.726	
Discuss about the progress (5)	.656	
Monitor classroom activities (4)	.640	
Maintains communication with neighbourhood schools (18)	.582	
Support activities even if it is risky (20)	.565	
Make resource materials available (9)	.544	

Play active role in changing policy (19)	.485	
Collective decision making process (8)		.706
Set long-term goal (17)		.667
Supports initiatives by teachers (12)		.646
Supports initiatives by students (14)		.623
Supports initiatives by parents (13)		.605
Involves community people (15)		.590
Applies holistic approach (10)		.580
Provides guidance to teachers (16)		.577
Supports initiatives by SMC members (11)		.563

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

** Number in parenthesis indicates the serial number of each item on the DLPIE scale*

Reliability of the DLPIE Score.

The reliability score of the DLPIE was measured by Cronbach's alpha coefficient. Following the method of Fan and Thompson (2001) confidence intervals (95%) were also evaluated. Generally alpha value .70 or above is considered as being acceptable for a Likert type scale (DeVellis, 2003). The scores on the DLPIE revealed internal-consistency reliability estimates larger than .90. The Cronbach's alpha for DLPIE was found to be .945 which is very high and well above .70.

The results of this study indicate that the DLPIE scale has reliability and validity within acceptable limits to justify its use in measuring distributed leadership practice for inclusion in schools. The results also indicate that the construct of the DLPIE is two-dimensional which includes "taking initiatives and supervising" and "group effort and valuing efforts of all". These dimensions of the DLPIE scale allow members of the school community to identify whether the distributed leadership practice for inclusion in each dimension is expressed to the same degree. If there is a difference, it will support schools identifying which dimension requires more efforts to enhance distributed leadership practice for inclusion.

Conclusion

In order to meet the perceived need for a quantitative tool to investigate distributed leadership practices for inclusive education the DLPIE scale was developed. The development of the DLPIE scale is also critical because it is different from currently available measures of leadership practices. It is designed to be used in regular schools with a specific focus on inclusion reform. In essence, it appears that this study has contributed with some important results which have implications for both research and practice. However, the DLPIE scale has some limitations that need to be addressed by future research. First, this study did not apply confirmatory factor analysis which is important to examine the construct validity of a scale. Construct validity helps researchers to point out whether "... the factor structure produced by EFA fits the data from a new sample" (Worthington & Whittaker, 2006, p. 815). Second, this study did not explore the perception of the members of the school community other than teachers. Applying the DLPIE scale to explore the perception of all the members of the school community could better explain the existing practice in regular school. Third, the DLPIE scale is developed in Bangla and that makes it a context-sensitive instrument that examined distributed leadership practices in Bangladeshi primary schools. Additional study is required to test the DLPIE scale's standard in a wider variety of contexts.

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Appendix A

Part A: Distributed Leadership Practice for Inclusive Education (DLPIE) Scale

Please **circle** the number for each statement that reflects your personal opinion.

Key:	1 Strongly Disagree	2 Disagree	3 Somewhat Disagree	4 Somewhat Agree	5 Agree	6 Strongly Agree
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1. My school arranges professional development training on inclusive education in school for teachers	1	2	3	4	5	6
			3			
2. My school supports teachers to take part in professional development training on inclusion organized outside of school	1	2	3	4	5	6
			3			
3. My school invites parents to take part in school activities for implementing inclusive education	1	2	3	4	5	6
			3			
4. My school monitors classroom activities regularly to understand how the inclusive education is practiced in classroom	1	2	3	4	5	6
			3			
5. My school discusses the progress of implementation of inclusive education in staff meeting regularly	1	2	3	4	5	6
			3			
6. My school takes initiatives to raise funds required to implement inclusive education	1	2	3	4	5	6
			3			
7. My school collaborates with other neighbourhood schools to identify strategies to implement inclusive education	1	2	3	4	5	6
			3			
8. My school <u>does not</u> follow collective decision making process to implement inclusive education	1	2	3	4	5	6
			3			
9. My school supports to make resource materials (e.g. books, posters, charts) on inclusive education available in school	1	2	3	4	5	6
			3			
10. My school applies holistic approach for all the school activities to implement inclusive education	1	2	3	4	5	6
			3			
11. My school supports initiatives taken by members of school managing committee (SMC) for inclusive education	1	2	3	4	5	6
			3			
12. My school supports initiatives taken by teachers for inclusive education	1	2	3	4	5	6
			3			
13. My school supports initiatives taken by parents for inclusive education	1	2	3	4	5	6
			3			
14. My school supports initiatives taken by students for inclusive education	1	2	3	4	5	6
			3			
15. My school involves community people with school activities to facilitate inclusive education	1	2	3	4	5	6
			3			
16. My school provides guidance to teachers about how to perform teaching-learning activities in classroom to facilitate inclusive education	1	2	3	4	5	6
			3			
17. My school <u>does not</u> set any long-term goal for implementing inclusive education	1	2	3	4	5	6
			3			
18. My school maintains communication with neighbourhood schools to share successful and challenging practices related to inclusive education	1	2	3	4	5	6
			3			
19. My school plays an active role in changing the policies of school which are unsupportive to inclusive education	1	2	3	4	5	6
			3			
20. My school supports activities for inclusive education even when it may be risky	1	2	3	4	5	6
			3			

Part B: Background Information and perception about work environment and IE

Please respond to the following questions by ticking the box that corresponds with the most appropriate answer that applies to you

1. Your gender
 Female Male
2. Your age is _____
3. What is your highest level of qualification?
 SSC Master's degree
 HSC Others (Please mention)
 Bachelor's degree
4. How long have you been in teaching profession? _____ years
5. What is the grade of your school as per the sub-district education office?
 A C
 B
6. Where is your current school located?
 Urban Rural
 Suburban
7. What is the type of your current school?
 Government Primary School Registered Non-Government Primary School
8. How many students do you have in your school? _____
9. Professional training you received-
 None B Ed
 C-in-Ed M Ed
10. Do you have any in-service training about inclusion?
 Yes No
11. What is your position in school?
 Head teacher teacher (member of SMC)
 teacher (not member of SMC)
12. Are you satisfied with the work environment in your school?
 1 2 3 4 5
Very dissatisfied Dissatisfied somewhat satisfied Satisfied Very satisfied
13. Are you satisfied with the progress of implementation of IE in your school?
 1 2 3 4 5
Very dissatisfied Dissatisfied somewhat satisfied Satisfied Very satisfied

Appendix B

প্রথম অংশ: একীভূত শিক্ষা বাস্তবায়নে নেতৃত্ব প্রদানের চর্চার পরিমাপক

প্রতিটি বাক্যের যে উত্তরটির সাথে আপনার নিজস্ব মতামত সবচেয়ে ভালভাবে মিলে যায় তা বৃত্ত দিয়ে চিহ্নিত করুন।

১	২	৩	৪	৫	৬
একেবারেই একমত নই	একমত নই	কিছুটা দ্বিমত	কিছুটা একমত	একমত	সম্পূর্ণ একমত

১. আমার বিদ্যালয় শিক্ষকদের একীভূত শিক্ষা-বিষয়ক দক্ষতা উন্নয়নে বিদ্যালয়ে প্রশিক্ষণের আয়োজন করে।	১	২	৩	৪	৫	৬
২. আমার বিদ্যালয় শিক্ষকদের বিদ্যালয়ের বাইরে অন্য কোনো বিদ্যালয় বা প্রতিষ্ঠানের আয়োজিত একীভূত শিক্ষা-বিষয়ক প্রশিক্ষণ কার্যক্রমে অংশগ্রহণের সুযোগ করে দেয়।	১	২	৩	৪	৫	৬
৩. আমার বিদ্যালয় একীভূত শিক্ষা বাস্তবায়নে অভিভাবকদের বিদ্যালয় কার্যক্রমে অংশগ্রহণ করেছে আমন্ত্রণ জানায়।	১	২	৩	৪	৫	৬
৪. আমার বিদ্যালয় শ্রেণীকক্ষে কীভাবে একীভূত শিক্ষা চর্চা করা হচ্ছে তা দেখার জন্য শ্রেণী-কার্যক্রম নিয়মিত পর্যবেক্ষণ করে।	১	২	৩	৪	৫	৬
৫. আমার বিদ্যালয় একীভূত শিক্ষা বাস্তবায়নের অগ্রগতি যাচাই করতে নিয়মিত স্টাফ মিটিং-এ তা আলোচনা করে।	১	২	৩	৪	৫	৬
৬. আমার বিদ্যালয় একীভূত শিক্ষা বাস্তবায়নে বিদ্যালয়ের জন্য প্রয়োজনীয় অর্থ সংগ্রহের উদ্যোগ নেয়।	১	২	৩	৪	৫	৬
৭. আমার বিদ্যালয় একীভূত শিক্ষা বাস্তবায়নের কৌশল নির্ধারণের জন্য স্থানীয় অন্য বিদ্যালয়গুলোর সাথে একযোগে কাজ করে।	১	২	৩	৪	৫	৬
৮. আমার বিদ্যালয় একীভূত শিক্ষা বাস্তবায়নের জন্য দলীয়ভাবে সিদ্ধান্ত নেওয়ার প্রক্রিয়া অনুসরণ করে না।	১	২	৩	৪	৫	৬
৯. আমার বিদ্যালয় একীভূত শিক্ষা-বিষয়ক বইপত্র, পোস্টার, চার্ট বিদ্যালয়ে রাখার ব্যবস্থা করে।	১	২	৩	৪	৫	৬
১০. আমার বিদ্যালয় একীভূত শিক্ষা বাস্তবায়ন-সংক্রান্ত সকল কাজকে সামগ্রিকভাবে বিবেচনা করে।	১	২	৩	৪	৫	৬
১১. আমার বিদ্যালয় একীভূত শিক্ষার জন্য ম্যানেজিং কমিটির সদস্যরা কোনো প্রস্তাবনা দিলে তা বাস্তবায়নের উদ্যোগ নেয়।	১	২	৩	৪	৫	৬
১২. আমার বিদ্যালয় একীভূত শিক্ষার জন্য শিক্ষকরা কোনো প্রস্তাবনা দিলে তা বাস্তবায়নের উদ্যোগ নেয়।	১	২	৩	৪	৫	৬
১৩. আমার বিদ্যালয় একীভূত শিক্ষা বাস্তবায়নের লক্ষ্যে অভিভাবকগণ কোনো প্রস্তাবনা দিলে তা বাস্তবায়নের উদ্যোগ নেয়।	১	২	৩	৪	৫	৬
১৪. আমার বিদ্যালয় একীভূত শিক্ষা বাস্তবায়নের লক্ষ্যে শিক্ষার্থীরা কোনো প্রস্তাবনা দিলে তা বাস্তবায়নের উদ্যোগ নেয়।	১	২	৩	৪	৫	৬
১৫. আমার বিদ্যালয় একীভূত শিক্ষা বাস্তবায়নে বিদ্যালয়ের কাজ-কর্মের সাথে স্থানীয় জনগণদের যুক্ত করে।	১	২	৩	৪	৫	৬
১৬. আমার বিদ্যালয় শ্রেণীকক্ষে কীভাবে একীভূত শিক্ষার সাথে সম্পর্কিত শিখন-শেখানো প্রক্রিয়া পরিচালনা করতে হয় শিক্ষকদের তার দিকনির্দেশনা দেয়।	১	২	৩	৪	৫	৬
১৭. আমার বিদ্যালয় একীভূত শিক্ষা বাস্তবায়ন করতে বিদ্যালয়ের জন্য কোনো সুদূরপ্রসারী লক্ষ্য ঠিক করে না।	১	২	৩	৪	৫	৬
১৮. আমার বিদ্যালয় একীভূত শিক্ষা বাস্তবায়নে সাফল্য-ব্যর্থতার দিকগুলো নিয়ে স্থানীয় অন্য বিদ্যালয়গুলোর সাথে আলোচনা করে।	১	২	৩	৪	৫	৬
১৯. আমার বিদ্যালয় একীভূত শিক্ষার সাথে খাপ খায় না বা বৈসাদৃশ্যপূর্ণ - বিদ্যালয়ের এমন যেকোন নীতিমালা পরিবর্তনে ভূমিকা রাখে।	১	২	৩	৪	৫	৬
২০. আমার বিদ্যালয় একীভূত শিক্ষা বাস্তবায়নের লক্ষ্যে যেকোন কর্মকাণ্ড ঝুঁকিপূর্ণ মনে হলেও তা বাস্তবায়নে সহযোগিতা করে।	১	২	৩	৪	৫	৬

দ্বিতীয় অংশ: পরিচিতিমূলক তথ্য এবং বিদ্যালয়ের কর্ম-পরিবেশ ও একীভূত শিক্ষা বিষয়ে সন্তুষ্টি

নির্দেশনা : আপনার ক্ষেত্রে প্রযোজ্য হয় এমন বক্সগুলোতে টিক চিহ্ন দেওয়ার মাধ্যমে নিচের প্রশ্নগুলোর উত্তর দিন ।

১. আপনি -
- মহিলা পুরুষ
২. আপনার বয়স ?
৩. আপনার শিক্ষাগত যোগ্যতা?
- এস এস সি স্নাতকোত্তর
 এইচ এস সি অন্যান্য (উল্লেখ করুন) _____
 স্নাতক
৪. আপনি কত বছর ধরে শিক্ষকতা করছেন ?
৫. উপজেলা শিক্ষা অফিসের মূল্যায়ন অনুযায়ী আপনার বিদ্যালয়টি কোন গ্রেডের ?
- অ ঈ
 ই
৬. আপনার বর্তমান বিদ্যালয়টি কোন ধরনের এলাকায় অবস্থিত ?
- শহরে (সিটি কর্পোরেশনে অবস্থিত) গ্রামে (জেলা সদরের বাইরে অবস্থিত)
 মফস্বলে (জেলা সদরে অবস্থিত)
৭. আপনার বিদ্যালয়টি কোন ধরনের ?
- সরকারি রেজিস্টার্ড বেসরকারি
৮. আপনার বিদ্যালয়ে মোট শিক্ষার্থীর সংখ্যা কতো?
৯. আপনার সর্বোচ্চ পেশাগত যোগ্যতা কী ?
- নাই বি এড
 সি -ইন -এড এম এড
১০. আপনার একীভূত শিক্ষা বিষয়ে প্রশিক্ষণ আছে?
- হ্যাঁ না
১১. আপনি বিদ্যালয়ে কোন পদে কাজ করেন?
- প্রধান শিক্ষক সহকারী শিক্ষক (এসএমসি-র সদস্য)
 সহকারী শিক্ষক (এসএমসি-র সদস্য নই)
১২. সামগ্রিকভাবে, আপনি আপনার বিদ্যালয়ের কাজের পরিবেশ নিয়ে কতটা সন্তুষ্ট?
- ১ ২ ৩ ৪ ৫
খুবই অসন্তুষ্ট অসন্তুষ্ট মোটামুটি সন্তুষ্ট সন্তুষ্ট খুবই সন্তুষ্ট
১৩. সামগ্রিকভাবে, আপনি আপনার বিদ্যালয়ে একীভূত শিক্ষা বাস্তবায়নের অগ্রগতি নিয়ে কতটা সন্তুষ্ট?
- ১ ২ ৩ ৪ ৫
খুবই অসন্তুষ্ট অসন্তুষ্ট মোটামুটি সন্তুষ্ট সন্তুষ্ট খুবই সন্তুষ্ট