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STUDENT'S CONTENTMENT & EXPRESSIONS IN SPECIAL SCHOOLS: A TWO-STAGE MODEL OF MODERATED MEDIATION

Dr. Abhishek Dikshit

Associate Professor, A.E.S' Anekant Institute of Management Studies (AIMS), Baramati

draydikshit@gmail.com

Abstract

The researcher develops and tests a model of special school students' contentment (SSC) and student expression behavior (EB). This model is based on the desire fulfillment theory (DFT). According to our findings, perceptions of students' emotional relevance (ER) and sensitivities of students' collective significance (CS) are related to student contentment. Furthermore, when special students' feeling toward emotional attention (EA) is higher, these relationships are stronger. Our findings also show that when special students' contentment is high, students are more likely to express their opinions. Additionally, when special students' perceptions of sensitivity gauging (SSSG) are higher, this relationship is stronger. Finally, “moderated-mediation analyses” show that contentment intercedes the associations concerning emotional relevance (ER) and expression (SSE), as well as between collective significance (CS) and expression (SSE), with these effects being stronger when both emotional attention (EA) and sensitivity gauging (SSSG) are high. Theoretical and practical implications are discussed.

Keywords: Special Student, School, Contentment, Expression, Collective Significance, Emotional Attention, Sensitivity Gauging, Emotional Relevance.

Introducing

Special student expression (SSE) denotes to casual, unrestricted, and ascendant message by special students of notions, explanations, or apprehensions about study-related matters. As an significant measurement of school citizenship behavior (SCB), SSE has become widely reconnoitered in academic world as it endorses the real functioning of special schools (Bronstein et. al. 2021). Even though there is considerable proof of the benefits resulting from SSE, and researchers have dedicated much to classifying elements that encourage SSE, comparatively petite is identified concerning the association between student contentment (SC) in study-related settings and student expression conduct (SSE). Researchers have found SSC to be related with study performance, absence and drop-out, and mental and physical health (Carter et. al. 2021). Even if previous investigation has projected an relationship concerning SSC and a readiness to express, this research work is scarce and just opening to explain the landscape of this correlation.

Although comparatively diminutive is identified about the consequence of SSC on SSE, research work recommends that special students greater in SSC might be further probable to express themselves (Chaturvedi & Chander, 2010). In this article, the researcher begins to discourse these uncertainties by evolving and testing a model of SSC and SSE. Next, founded on guidelines conversant by DFT, the researcher articulate why these elements are significant to scrutinize, and the researcher advance a model and hypotheses of in what way these influences contour the SSC – SSE relationship.

Insert Figure 1 Here

SSC and SSE from desire fulfillment sensitivity

SSC has been theorized as a wide-ranging idea concerning special students' psychological and corporeal wellbeing, their know-hows of contentment, and liking derived from study, and the superiority of exchanges with school friends and teachers (Chauhan, L. 2013). There is substantial agreement through these disciplines around these essential façades of contentment. Many special school teachers, economists, theorists, and societal experts deliberate it as a foremost philosophy of contentment.

SSC and emotional relevance (ER)

Emotional relevance (ER) is replicated in an emotion that one's outlay of themselves in their reading is being reverted in the practice of corporeal, mental, and expressive energy. It also narrates to the sensitivity that study is worthy or significant (Emmy et. al., 2019). In recent decades, special students and special schools have arisen to place more stress on ER in special schools, and correlated investigation has full-grown in latest years (Felver et. al., 2022). Fredrickson suggested that four elementary needs are satisfied by logic of relevance in students' lives. ER justifies the want for a sense of tenacity, effectiveness or switch, evaluation or rationalization (Fredrickson B. 2001).

Hypothesis 1a: ER will be positively related to SSC.

SSC and CS

Collective significance (CS) is an inner self-assessment of being appreciated by others. Once students practice CS, they sense that their activities matter to supplementary students in their lives (Fairweather et. al., 1989). More lately, numerous societal and evolutionary mindset philosophies have highlighted a linking amid collective recognition, societal position, and psychological healthiness (Gigi, V. 2017). A high level of apparent CS proposes that individual is in respectable standing at school and obtains individual or results-based admiration. Furthermore, investigations advise that the insight of CS is even further significant in communist beliefs alike Indian cultures owing to the augmented emphasis on affiliation (Goddard, C. 1995).

Hypothesis 1b: SSC will be positively related to CS.

SSC and participation

SSC is related with better emotional participation, inherent stimulus, and individual expressiveness – conditions more likely to motivate expression (Goddard et. al., 2006). SSC, when driven by ER and CS, is insightful of more self-directed ruling, inherent drive, and better commitment with school – elements related with prosocial and pro-school drives that have been exposed to enterprise SSE. In addition, the added precept learned by DFT, which has inferences for SSC and SSE, is that the contentment of one's wants may free up intellectual assets, which can then upsurge the probability of expression (Huebner, E. 1991). Put alternative way, having frustrated wants can affect in a powerful mental emphasis on the want and in what way it can be satisfied. When wants stand satisfied, mental assets are unfettered up, which can rise the salience of expressive learning and CS, and buffer alongside the mental stresses that expression can involve. This streak of thinking is also stable with the upkeep of assets sensitivity, which has shown that mental resource exhaustion can reduce the probability of SSE (Hughes & Hood, 2007). Likewise, investigation has shown that special students may develop extra risk-averse when their mental assets are exhausted and henceforth less eager to involve in countenance, which can be troubled with risk (Josephs, I. 1995).

Hypothesis 2: SSC will be positively linked to SSE.

Hypothesis 3a: SSC will act as a moderator in the relationship between ER and SSE.

Hypothesis 3b: SSC will act as a moderator in the relationship between CS and SSE.

The role of emotional attention (EA) as a moderator

Kaul defined EA "a shared belief that the team is safe for interpersonal risk gauging" (Kaul, P. 2015). Even though indication proposes ER and CS would definitely be connected with SSC, there is moreover indication to recommend that both of these associations will be sturdier when EA is greater (Kokko & Feldt, 2018). Likewise, study on EA and risk firmness suggests that circumstances of high EA allow a student to emphasis on more expressive quests (Lodi et. al, 2019). The researcher further reasons that as observations of pressures are reduced and mental assets are more accessible, the salience of expressive learning is likely to upsurge. In circumstances of low EA, special students are more probable to experience forced collective services and a dearth of safekeeping and understanding that may frustrate independent enthusiasm. This likely dents the encouraging consequence of ER on SSC by expressing a special student's sense of self-regulation.

Hypothesis 4a: EA will moderate the relationship between ER and SSC, making this relationship stronger as EA increases.

Previous study has revealed “loss of control or self-sufficiency”, it is extra probable in settings of “low” EA, can bring a cessation in students' capabilities to sculpt out anticipated and reliable natures (Luhtanen & Crocker, 1992). In these circumstances, the association amongst CS and wellbeing is probable weakened due to the harmful effects of “inauthenticity”. In difference, when EA is in elevation, it is more probable that one's true

nature is apparent in societal exchanges. This decodes into insights of CS that are further probable grounded in one's true self, which reinforces the association amongst CS and SSC.

Hypothesis 4b: EA will moderate the relationship between CS and SSC, making it stronger when EA is higher.

Sensitivity gauging (SSSG)'s moderating role

The researcher expects SSSG to be supportive in this respect, as students who consider others' sensitivities are more probable to grow notions that are beneficial to others. In addition, SSSG might lessen the vagueness or distress related with SSE by aiding the individual envisage how the other party will reply to his or her expression. Investigation has exposed that when a individual considers another's sensitivity, they are probable to mark more helpful ascriptions about the person (Lyons et. al., 2020). This likely further decreases the anxiety of vengeance and also upsurges prosocial drive. Higher SSSG has also been related to being more informally skillful, which may increase one's effectiveness concerning expression.

Hypothesis 5: SSSG will moderate the relationship between SSC and SSE, making the relationship stronger when SSSG is greater.

"A two-stage model of moderated mediation"

So far, the researcher demonstrated the moderating effects of EA and SSSG, as well as the mediating effect of SSC. This model, taken as a whole, suggests a case of two-stage moderated mediation (Frey, B. 2018). That is, the strength of the secondary effects of ER and CS on SSE via SSC is dependent on EA and SSSG. As a result, the researcher proposes the following hypotheses:

Hypothesis 6a: When EA and SSSG are both high, the indirect positive effect of ER on SSE will be strongest.

Hypothesis 6b: When EA and SSSG are both high, the indirect positive effect of CS on SSE will be strongest.

Samples, methods, and procedures

The information came from surveys completed by matched pairs of special students and their class teachers in Western Maharashtra, India. To increase the generalizability of the verdicts, twenty special schools from Southern, Northern, and Eastern Maharashtra, India were included. The researcher distributed 501 feedback form and acknowledged usable accorded replies from 439 special students (84% response rate; 51% "male", "average age" = 16.51 "years", "average school tenure" = 8.43 "years", 92% secondary school students and 170 class teachers (51% "male", "average "age" = 40.15 "years", "average tenure" = 12.48 "years", 92% university alumni). SSE behaviors were reported to class teachers (each teacher-rated no more than three special students). Special students self-reported all other variables (ER, CS, SSC, EA, and SSSG).

Measures

Because all of the measures used in this research work, except for SSC, were initially written in “English” and decoded in “Marathi” encoded again into “English” by a board of multilingual specialists (Revathi, D. 1980). Except otherwise specified, the research employed “5-point Likert-type scales (1 = strongly disagree; 5 = strongly agree)”. A comprehensive list of all items can be found in Appendix I.

Expression Actions

Special students were rated by teachers using the 6-item (Roy, D. 2019) expression scale (1 = "never" and 5 = "always"). "This subordinate develops and makes recommendations concerning issues affecting this study group to me," for example. This scale's Cronbach's alpha was 0.91.

Emotional significance

The researcher used a 6-item scale of ethnographic study to assess ER (Stets and Brukes, 2014). "The study I do in this school is meaningful to me," and "The study I do in this school is very important to me," are two examples. This scale's Cronbach's alpha was 0.87.

Collective value

Three-item scale was used to assess CS (Wierzbicka, A. 1995). "I feel valued by my teachers/school friends," "the teachers/school friends are grateful to me," and "I have a positive influence on my teachers/school friends" are the three items. This scale's Cronbach's alpha was 0.84.

Special student contentment (SSC)

The researcher assessed SSC using the 13 study-related items of the Multiple Happiness Questionnaire's subjective contentment dimension (MHQ) (Wigton & Krigbaum, 2019). The MHQ's subjective contentment dimension is made up of two sub-dimensions: life contentment and school contentment. The researcher chose the study contentment sub-dimension because our research was solely focused on special schools. "I have good interpersonal relationships at school," and "Most aspects of my school are in line with my ideal," are two examples. This scale's Cronbach's alpha was 0.88.

Emotional Attention (EA)

The researcher used a 5-item to assess EA (Roy, D. 2019). "In my class, I can express my true feelings about my study," and "In my class, I can freely express my thoughts," are two examples. This scale's Cronbach's alpha was 0.87.

Taking a Step Back

A 4-item scale was used to assess SSSG (Lyons et. al., 2020). "In my school, I frequently try to take other student's sensitivity," and "I frequently imagine how other students are feeling," are two examples. This scale's Cronbach's alpha was 0.86.

Variables under control

The researcher controlled for demographic variables in our model that can effect key associations: gender, age, school tenure, and school learning level. Earlier exploration suggests that gender influences expression, with male special students facing fewer emotional barriers when expressing their opinions (Kokko & Feldt, 2018). Furthermore, previous research has shown that special student study experience influences expression (Huebner, E. 1991). Finally, the researcher took into account the special students' educational level, which has been shown to certainly affect expression conduct (Goddard, C. 1995).

Other considerations for measurement

All concepts were measured at the student level in this research work, but the frontrunner answers were nested (i.e., a solitary frontrunner delivered SSE behavior calculations for more than one special student), which means there could be significant alterations in the outcome variable caused by frontrunners or group factors (i.e., SSE conduct). Because our research work only focuses on the individual level alteration of SSE conduct, the researcher must device or rule-out significant alterations from “higher-level” evaluates.

To test our hypotheses, the researcher used “a complex model (a type of hierarchical linear model or multilevel random coefficient model”; (Frey B. 2018) (“i.e., used the Cluster" (“i.e., leader or group ID”) & "TYPE = COMPLEX" instructions in “Mplus 7.4”). The method accounts for stratification in addition to observational “non-independence” due to “cluster sampling” (Osterhaus et. al., 2022).

In other words, it divides variable variance into within-level variance (special student level in our research work) and between-level variance (leader or group level in our research work). This method allowed us to examine all theorized associations while governing for “ranking effects” in the “frontrunner level”, allowing improved “observed variance” of special student “level” (Roy, D. 2019).

Results

Variance testing using a common method

The researcher started with confirmatory factor investigates to look at “measurement model fit” & uniqueness of this research work “variables” (“Table 1”). To lessen possible “parameter estimation bias” triggered through huge quantity “items” comparative of “sample size”, we first divided the contentment measure, which consists of 13 items, into four items (Frey, B. 2018).

See Table 1 Here

As revealed in Table 1, the model that incorporates all of the important influences in our research work (ER, CS, SSC, SSE behavior, EA, and SSSG) "fits the data well" ("$\chi 2/df = 1.99$, TLI = 0.98, CFI = 0.97, RMSEA = 0.054") & outperforms several alternative models. In addition, to "test the common method variance", the researcher used a single method-factor method.

The measured items, in particular, load not only on their theoretical influences but also on a method factor. Unnoticed "sources of common method variance" ("CMV") may thus be auxiliary to "model as a latent factor to test" whether "CMV" had a significant impact on our outcomes by associating the "fit of the model" that comprises this "method factor to the fit of our imagined model" (Osterhaus et. al., 2022). The results shows "model" with "method factor ($\chi 2/ df = 1.98$, TLI = 0.99, CFI = 0.97, RMSEA = 0.055)" as merely marginally better than the imagined "6-factor model", indicating "CMV" is no more a major worry. "Table 1" shows "results" of the "confirmatory factor analysis (CFA)".

It should be noted that supplementary data were collected later to measure the distinction between emotional relevance ($\alpha = 0.97$), SSC ($\alpha = 0.89$), and school contentment (5-item scale adapted from Chauhan, L. 2013; $\alpha = 0.88$). The correlation test and CFA results provided adequate indication of discriminant validity amongst the three variables. Appendix I contains the sample and statistical information.

Check for endogeneity.

To investigate the possibility of contrary, or concurrent, an underlying association amongst special student contentment and expression behavior (i.e., "expression causes contentment, or they both cause each other"), the researcher "tested whether the mediator (i.e., SSC) is endogenous" (Frey, B. 2018). Even though exact deductions about interconnection cannot be drawn, discovering that SSC is not methodically linked to unnoticed variables that can affect SSE conduct would support the underlying association suggested by our model.

The researcher used the Hughes & Hood, 2007 "endogeneity test"- "two-stage regression" in it the "residuals of the first-stage equation ($SSC = \alpha 0 + \alpha 1$ ER + $\alpha 2$ CS + α 3-6 demographic variables)" are used as "controls in the second-stage equation (SSE behavior = $\beta 0 + \beta 1$ SSC + β 2-5 demographic variables)" (Hughes & Hood, 2019). "$F (1, 429) = 1.86$, $p = .29$" ("i.e., the coefficient of expression conduct" "did not" meaningfully amend later governing the "residuals of the first-stage equation"), giving extra evidence of underlying association exemplified in "model".

"Descriptive statistics"

The "means, standard deviations, reliabilities, and inter-correlations" for "variables" are shown in Table 2.

See Table 2 Here

These findings provided preliminary support for our hypothesis. ER was found to be positively related to SSC ("$r = .69$, $p < .01$") and SSE ("$r = .28$, $p < .01$"). Similarly, SSC ("$r = .49$, $p < .01$") and SSE ("$r = .27$, $p < .01$") were

positively correlated with CS. Furthermore, special student contentment was "found to be positively related" to special student expression (r =.25, p<.01).

Testing for primary in addition to secondary effects

See Table 3 Here

Table 3 shows the outcome of multifaceted modeling. ER and CS were found to be positively related to SSC "(b =.39, p<.01 for ER; b =.19, p<.01 for CS; Model 2 in Table 3)", "supporting Hypotheses 1a and 1b". Furthermore, SSC predicted SSE "(b =.33, p<.01; Model 9 in Table 3)". As a result, "Hypothesis 2" was maintained. Furthermore, ER was related to special student expression "(b =.23, p<.05; Model 8 in Table 3)", and CS was linked to SSE "(b =.24, p<.05; Model 8 in Table 3)".

The researcher examined the indirect effects of ER and CS on SSE via SSC to "test the intermediating effect" of SSC ("Hypothesis 3a and 3b"). As shown in Table 4, ER ("estimate =.19, p<.15, 95% CI [.012, .16]") and CS ("estimate =.12, p<.05, 95% CI [.012, .09]") have significant unconditional indirect effects on SSE through SSC. As a result, SSC mediated both the relationship between ER and SSE and the relationship between CS and SSE. As a result, hypotheses 3a and 3b were supported.

Testing for moderating effects

SSC was predicted by ER and EA (b =.21, p<.08; Model 6 in Table 3).

See Table 3 Here

The simple slopes test (Frey, B. 2018) revealed that ER is more strongly related to SSC when special students have higher ("b =.32, p<.01; 1 SD above mean") EA slightly lower ("b =.17, p<.01; 1 SD below mean"), supportive "Hypothesis 4a (Figure 2)".

See Figure 2 Here

Similarly, CS and EA influenced SSC ("b =.18, p<.07; Model 6 in Table 3"). The "simple slopes test" revealed that when EA was high ("b =.12, p<.05; 1 SD above mean"), CS was positively related to SSC, but "not significant" as EA recorded "low" ("b =.016, n.s.; 1 SD below mean"), "supporting Hypothesis 4b (Figure 3)".

See Figure 3 Here

Furthermore, SSC and SSSG interacted to predict SSE ("b =.33, p<.05; Model 11 in Table 3"). The "simple slope test" revealed SSC as "positively linked to expression" when SSSG was "high" ("b =.45, p<.01; 1 SD above mean"), "but not when" SSSG recorded "low" ("b =.17, n.s.; 1 SD below mean"), "supporting Hypothesis 5 (Figure 4)".

See Figure 4 Here

A model of moderated mediation

Lastly, to put our complete model ("a two-stage moderated–mediation model") to test, the researcher investigated the "indirect effects" of ER or else CS on SSE behavior via SSC under various conditions of EA and SSSG.

See Table 5 Here

In "Table 5", "indirect effect of ER on SSE" through SSC was noteworthy and strongest when special students were high in both EA and SSSG ("estimate =.21, p<.01, 95% CI [.14,.29]"), equated to other situations ("Low PS-Low PT: estimate =.11, n.s., 95% CI [.14.16]; Low PS-High PT: estimate =.12, n.s." Likewise, the indirect consequence of CS on SSE via SSC was weighty and strongest when special students were high in both EA and SSSG ("estimate =.15, p<.05, 95% CI" [.11,.19]), "compared" to "other conditions (Low PS-Low PT: estimate =.10, n.s., 95% CI" [.11.11]; "Low PS-High PT: estimate =.11, n.s., 95% Hypotheses 6a and 6b" stayed thus maintained. Complete "path analysis model", including "coefficients", is shown ("Figure 5").

Discussion

This research provided evidence to support a theoretical model of SSC and SSE. SSC predicted expression directly and mediated the relationship between ER and SSE, as well as the relationship between CS and SSE. Furthermore, when EA was higher, the relationship between ER and SSC was stronger. Similarly, when EA was higher, the relationship between CS and SSC was stronger. Furthermore, when SSSG was higher, the relationship between SSC and SSE was stronger. Finally, when EA and SSSG were both high, the intermediating influence of SSC was stronger.

Contributions to theory

The researcher sketched upon guidelines of DFT to monitor the growth of a theoretic model of SSC and SSE. Even though DFT has been persuasive in notifying the investigation of contentment and choice theorizers for some period, its effect outside this expanse has been partial. In our research work, the researcher found that these guidelines delivered valuable understandings for assimilating previous exploration on SSC and SSE. Seeing the old-style deficiency of stress on SSC in Indian special schools, and the student and school implications of SSE, this is a notable discovery. In divergence, when SSC includes a profounder sense of importance and CS, it may upsurge students' desire and effectiveness to involve with their setting and respond, which raises the probability of SSE. Our model holds the later of these binary sensitivities by placing contentment as a intermediary amid influences expected to effort a profounder sense of SSC, and SSE. Our conclusion that SSC is completely linked to SSE supports the dominance of the later of these two theoretic sensitivities. Our research work also displays how EA can reinforce the encouraging influence of ER and CS on SSC. Inquisitively, there is pint-sized research that has observed the connotation amid EA and SSC. One fresh methodical appraisal of the EA works, and one latest meta-analysis, has no reference of SSC as an antecedent,

associate, or consequence. Nevertheless, certain researchers have noted a necessity for investigation in this area. The investigator is not assured if this absence of exploration is because the relationship amongst EA and SSC is observed as noticeable, some other basis, or just a flub. Nonetheless, our research work offers needed pragmatic evidence for practices that EA can improve SSC.

Implications for Practice

Our deductions offer numerous inferences for SSC and SSE. Serving to endorse SSC appears to be a decent approach for class teachers wanting to upturn SSE conduct – particularly when that SSC is ingrained in a profounder sense of ER and CS. As a consequence, it seems that retelling special students how their study benefits others is a worthy exercise (Kaul, P. 2015). Our detections also deliver yet additional motive to produce study settings in which special students sense expressively harmless, as doing so in aggregation with humanizing significance and CS progresses SSC and, as a outcome, SSE conduct. Lastly, our results propose that exertions to advance SSSG can lead to intensification in SSE. Luckily, SSSG is not a static mannerism that can be enhanced through exercise, such as supporting special students in improved understanding how their study shares to supplementary readings and the bigger picture at special schools (Chauhan, L. 2013).

Limitations and prospects

Owing "cross-sectional" scheme & "field" setting, this research work "lacks the controls" essential for confirming the "time-based order of effects, or account" of likelihood of substitute causative influences. The researcher deliberated previously, certain previous investigation proposes a conflicting underlying course. Nevertheless, the theoretic mechanisms accountable for this causative course do not prevent the causative course specified in "model". Furthermore, theoretic basis of causative associations in "model", alongside the "direct and secondary associations" the investigator detected, is reminiscent of the causative path the researcher recommends. It must be understood that notwithstanding likely limits related to "common method variance" & incapability to pull underlying deductions, the "cross-sectional" learning may aid experiment descriptive mechanisms. This investigation can mainly realize the desires of "cross-sectional" exploration plan. The researcher sketched upon DFT as an all-embracing escort in evolving our theoretic basis and following model. One condemnation of DFT is that it is just expounding and not enumerative. That is, it offers the foundation for why the contentment of one's wants eases satisfaction but deals petite understanding into the exact effects that do improve satisfaction. Because of this, it delivered a beneficial all-embracing outline, but the growth of this model unavoidably depend on the amalgamation of other supplementary detailed theoretic sensitivities. Furthermore, even though the researcher delivered a hypothetical basis for why special students would probable grip needs for the influences in our model, and how the contentment of those wants would lead to the specified results, the researcher did not "measure" wants "pre- and post-manipulation". Consequently, to further undoubtedly display truth of DFT as an illustrative contrivance, investigational enquiry is desirable that processes real wants, operates the fulfillment of those wants, checks the efficiency of the operations, and then

processes the consequences of interest. Upcoming investigation that inspects these theoretically differential associations would deliver valued understandings for theorizers and experts.

Conclusion

The investigator used DFT to monitor the growth of a model of SSC and SSE in this research work. According to our results, ER and insights of CS improve SSC, and these associations are robust when EA is greater. Our results also show that when SSC is greater, special students are more probable to express their sentiments, and this association is robust when SSSG is greater.

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Appendix 1

Added records were collected to measure the distinction between ER, SSC, and school contentment "(Sample A)", along with the distinction concerning "expression and OCB (Sample B)". Both samples "were collected" using online questionnaires administered by Google form. "Sample A" comprises of 239 "full-time" special students of Maharashtra, India (researcher originally requested 310 special students, "response rate" = 76.3%); 48.4% are "male", with "average age" of 19.13 "years" ("SD" = 3.96). Researcher asked those class teachers to rate their ER (α = 0.98), SSC (α = 0.94), and school contentment "5-item scale" adapted from Osterhaus et. al., 2022; "sample item" is "I feel fairly satisfied with my current job"; "α = 0.95") at closure of experiment.

The "results" revealed a 0.71 (p<.001) correlation between ER and SSC, a 0.68 ("p<.001") "correlation" amid school contentment & ER, and a 0.73 ("p<.001") "correlation" amongst school contentment & SSC. The "correlations" suggest "constructs" have "common elements" and are on the verge of demonstrating "discriminant validity" (see Frey, B. 2018) Nevertheless, "series of CFAs" conducted (contentment "measure" was divided in "four items", as in "formal study") delivered adequate indication of "discriminant validity" amid ER, SSC, and school contentment (Huebner, E. 1991). The "three-factor model fit well" was greater to "other alternative models".

Sample B consists of 121 class teachers of special schools in Maharashtra, India (we primarily requested 160 teachers, "response rate" = 76%); 64.6% were "male", with an average "age" of 45.54 years ("SD" = 7.61); and 86.6% had a "university degree" or higher.

Researcher also asked those class teachers "to rate" "one of their direct" reports' SSE "behavior" ("α= 0.94") and SCB-"O" (school "citizenship behavior" to special school; "8-item scale" as of Lodi et. al., 2019; "sample item" as "Keep up with developments in the special school"; "α= 0.90"). "Results" revealed a 0.41 (p<.01) correlation between SSE and SCB-S. This moderate correlation demonstrates convergent validity as well as

preliminary indication of "discriminant validity". "Series of CFAs" led by researcher delivered additional indication on the distinction amid SSE and SCB-S.

Tables

TABLE 1 CONFIRMATORY FACTOR ANALYSIS RESULTS (N = 429)

S#		χ2	df	χ2/df	CFI	TLI	RMSEA	SRMR
1	6-factor model hypothesised	652.00	345	1.99	.99	.99	.04	.04
2	A 6-factor model with a single method factor is hypothesised.	591.51	319	1.98	.98	.98	.04	.03
3	[Combine ER and CS in a 5-factor model]	740.20	349	2.24	.98	.97	.04	.05
4	[Combine ER and SSC] 5-factor model	826.23	350	2.49	.97	.95	.05	.05
5	[Combine ER and EA in a 5-factor model]	922.53	349	2.78	.94	.92	.05	.05
6	[Combine ER and SSSG] 5-factor model	779.81	351	2.36	.98	.97	.05	.05
7	[Combine EA and SSC] 5-factor model	777.99	348	2.35	.97	.96	.05	.05
8	[Combine SSSG and SSC] 5-factor model	772.25	348	2.34	.98	.97	.05	.05
9	[Combine ER, CS, and SSC into a four-factor model]	899.32	353	2.68	.95	.93	.05	.05
10	[Combine ER, CS, SSC, and EA into a three-factor model]	1076.91	356	3.17	.90	.88	.06	.05
11	[Combine ER, CS, SSC, EA, and SSSG into a two-factor model]	1169.72	358	3.41	.87	.86	.06	.06
12	[All variables combined] 1-factor model	1704.43	359	4.93	.73	.70	.09	.08
	RMSEA = Root Mean Square Error Of Approximation; CFI = Comparative Fit Index; TLI = Tucker Lewis Index. SRMR = Standardized Root Mean Square Residual.							
	ER = EMOTIONAL RELEVANCE; CS = COLLECTIVE SIGNIFICANCE; SSC = SPECIAL STUDENT CONTENTMENT; EA = EMOTIONAL ATTENTION; SSSG = SPECIAL STUDENT SENSITIVITY GAUGING.							

TABLE 2 (N = 429) MEANS, STANDARD DEVIATIONS, AND CORRELATIONS

S#	VARIABLE	M	SD	1	2	3	4	5	6	7	8	9	10
1	GENDER[a]	.58	.59										
2	AGE	32.59	7.54	-.19*									
3	ST	7.56	6.43	-.13	.88**								
4	EL[b]	2.80	.89	-.15	-.22**	-.35**							
5	ER	3.51	.78	-.14	-.15	-.09	-.23**	(.87)					
6	CS	3.22	.81	-.19	-.12	-.13	-.19*	.58**	(.85)				
7	SSEB	3.16	.81	.11	-.29**	-.24**	-.13	.29**	.29**	(.89)			
8	SSC	3.35	.57	.11	-.13	.14	-.29**	.69**	.48**	.34**	(.86)		
9	EA	3.26	.72	-.19*	-.19*	-.14	-.29**	.59**	.45**	.35**	.67**	(.87)	
10	SSSG	3.46	.74	-.13	-.19*	-.18	-27**	.59**	.49**	.24**	.57**	.52**	(.86)
Internal consistency reliabilities are indicated by parentheses along the diagonal. * p<.05. ** p<.01.													
[a]Dummy coded: 0 = male 1 = female. [b]Dummy coded: 1 = high school 2 = college 3 = university 4 = master degree.													
ST=SCHOOL TENURE; EL=EDUCATION LEVEL; ER = EMOTIONAL RELEVANCE; CS = COLLECTIVE SIGNIFICANCE; SSEB=SPECIAL STUDENT EXPRESSION BEHAVIOUR; SSC = SPECIAL STUDENT CONTENTMENT; EA = EMOTIONAL ATTENTION; SSSG = SPECIAL STUDENT SENSITIVITY GAUGING;													

TABLE 3 Mplus 7.4 results of complex modelling analysis

S#	VARIABLE	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11
1	INTERCEPT	3.92**	2.18**	1.56**	3.39**	3.43**	3.40**	3.88**	2.87**	2.35**	3.67**	3.66**
2	GENDER	-.12	.13	.16	.15	.16	.16	-.12	.09	.09	.09	.09
3	AGE	-.11	-.11	-.09	-.09	-.09	-0.09	-.12**	-.12**	-.12*	-.12*	-.12*
4	ST	.11	.11	.08	.09	.11	.09	-.09	-.09	-.09	-.09	-.11
5	EL	-.19	-.16*	-.13	-.12	-.13	-.13	-.15	-.11	-.09	-.09	-0.9
6	ER		.44**	.35**	.34**	.34**	.34**		.23*	.14	.15	.17
7	CS		.19**	.16	.15*	.17*	.16		.24*	.22*	.21*	.23*
8	SSC									.34**	.35*	.28*
9	EA			.36**	.35**	.25**	.35**					
10	SSSG										-.13	-.16
11	ER x EA				.26**		.21*					
12	CS x EA					.24**	.21*					
13	SSC x SSSG											.34*
14	R^2	.15*	.47**	.56**	.59**	.58**	.59**	.14*	.19**	.19**	.19**	.22**
15	$*R^2$		.42	.19	.12[c]	.12[c]	.13[c]		.15	0.12	.11	.19
CLUSTERS=170 N=429 UNSTANDARDIZED REGRESSION WEIGHTS WITH A RELIABLE MAXIMUM LIKELIHOOD ESTIMATOR WHEN TESTING FOR INTERACTIONS, SUBSTANTIVE VARIABLES WERE GRAND-MEAN CENTERED.												
[a]Dummy coded: 0 = male 1 = female. [b]Dummy coded: 1 = high school 2 = college 3 = university 4 = master degree. [c]ncremental variance over the model 3												
*p<.05, **p<.01												

Table 4 The outcomes of mediating effects

S#	Effect	IV → Me (a path)	Me → DV (b path)	IV → DV	Indirect effect (a * b)
1	ER-SSC-SSEB	.44**	.35**	.14	.19*, 95% CI= [.11, .25]
2	CS- SSC-SSEB	.19**		.21*	.11*. 95% CI= [.012,.14]
ER = EMOTIONAL RELEVANCE, CS = COLLECTIVE SIGNIFICANCE					
**p <.01, *p <.05					

Table 5: The outcomes of moderated mediating effects.

S#	Relationship	Conditions	Indirect Effect
1	ER-SSC-SSEB	High EA, High SSSG	.21**, 95% CI = [.13, .28]
		Low EA, Low SSSG	.11, 95% CI = [-.14, .16]
		Low EA, High SSSG	.12, 95% CI = [-.17, .21]
		High EA, Low SSSG	.16*, 95% CI = [.11, 0.21]
2	CS-SSC-SSEB	High EA, High SSSG	.15*, 95% CI = [.11, .19]
		Low EA, Low SSSG	.09, 95% CI = [.11, .11]
		Low EA, High SSSG	.11, 95% CI = [-.13, .15]
		High EA, Low SSSG	-.09, 95% CI = [-.03, .02]
ER = EMOTIONAL RELEVANCE; CS = COLLECTIVE SIGNIFICANCE; SSEB=SPECIAL STUDENT EXPRESSION BEHAVIOUR; SSC = SPECIAL STUDENT CONTENTMENT; EA = EMOTIONAL ATTENTION; SSSG = SPECIAL STUDENT SENSITIVITY GAUGING			
**p <.01, * p <.05.			

Figures

Figure 1: Conceptual Model

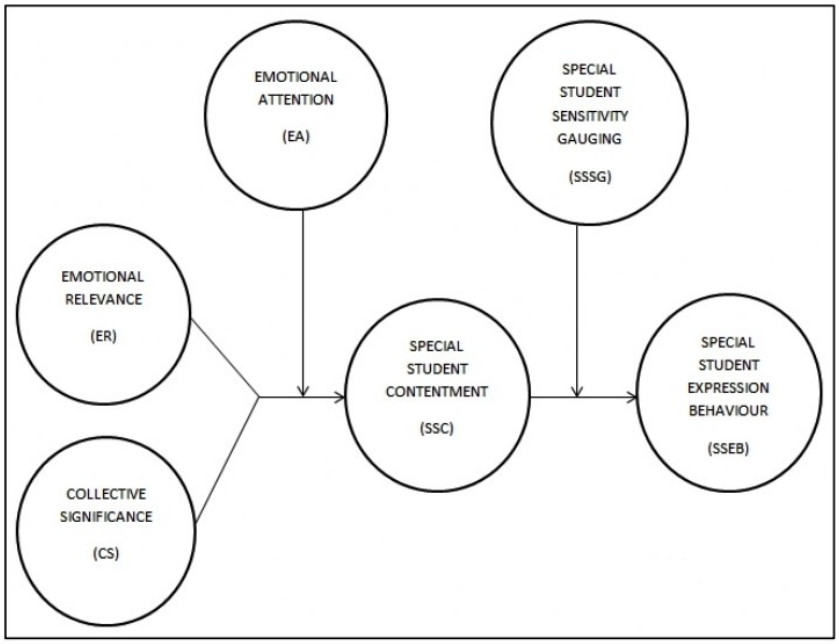

Figure 2: Figure 2 depicts the interactions between Emotional Relevance (ER) and Emotional Attention (EA) in terms of Special Student Contentment (SSC).

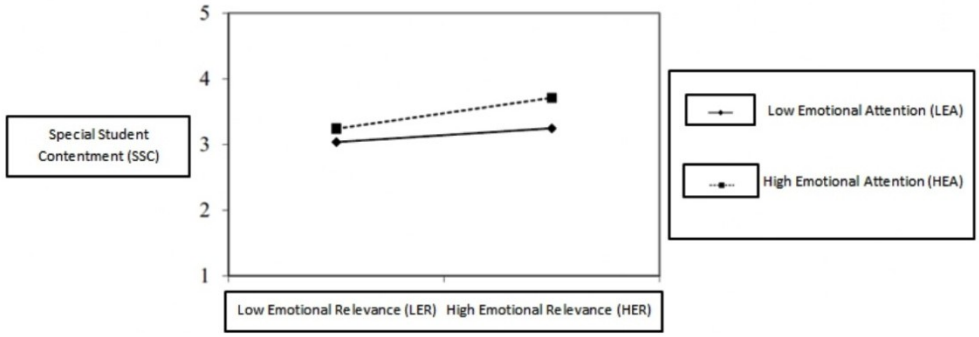

Figure 3 depicts the interaction of Collective Significance (CS) and Emotional Attention (EA) on Special Student Satisfaction (SSC).

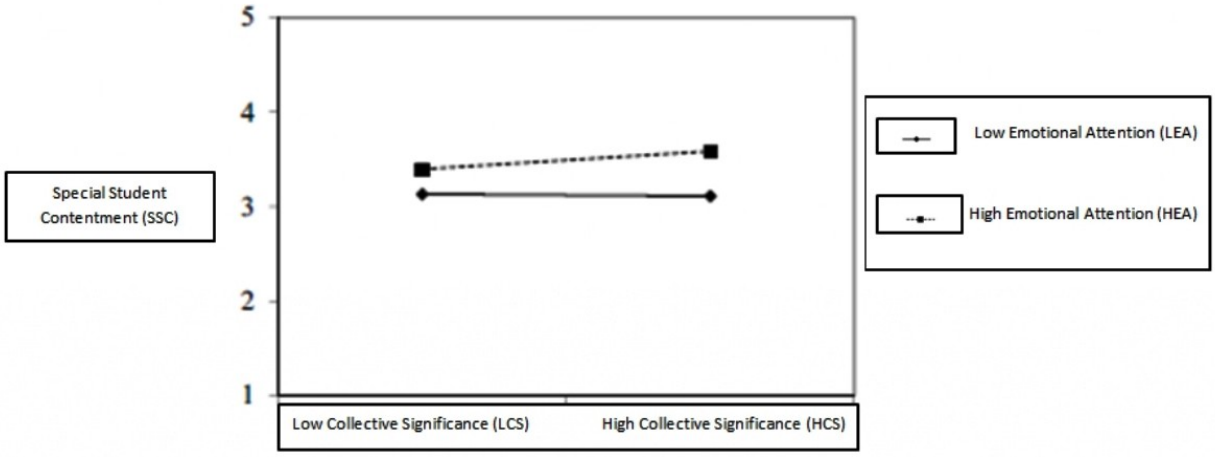

Figure 4 depicts the interaction of Special Student Contentment (SSC) and Special Student Sensitivity Gauging (SSSG) on Special Student Expression Behavior (SSEB).

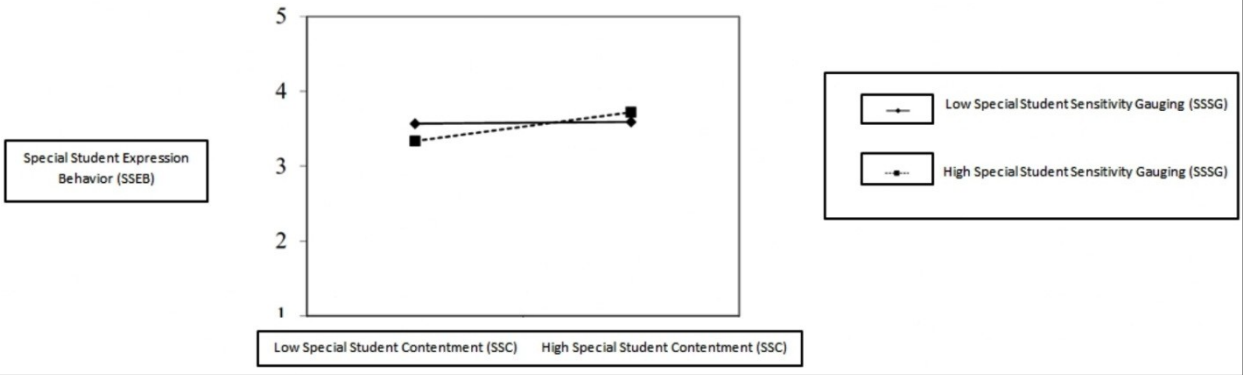

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Figure 5: Figure 5 depicts the unstandardized structural path coefficients and standard errors for the full mediation model (Models 2 and 9) as well as the moderation model (Model 6 and 11). In parentheses, the coefficients and standard errors are from the full mediation model. The coefficients and standard errors that are not in parentheses come from the moderation model. * p.05. ** p.01. S.E. = standard error