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Motivated or not? The Moderating Effects of Teacher Collaboration on the Relationship Between Job Satisfaction and Job Performance

Zhengxi LIU



Introduction

- For the past half century, the study of the association between job satisfaction and job performance has been the most “venerable research traditions” (Judge et al., 2001, p. 376) in industrial and organizational psychology, but **the findings revealed mixed results.**
- Iaffaldano and Muchinsky (1985) – “**virtually unrelated**” (p.11).
- Judge et al. (2001) – “**moderate in magnitude**” (p. 385).
- Fisher (2003) – “**positive but relatively weak**” (p.754).
- Bowling (2007) – “**largely spurious**” (p. 179).



Introduction

- Given the wide variability in satisfaction-performance association across studies, researchers seek to investigate the satisfaction-performance association with **moderators** and suggest that the observed satisfaction-performance association might be a result of “**both job satisfaction and job performance sharing similar causes**” (p. 168).
- **self-esteem** (Judge & Bono, 2001)
- **emotional intelligence** (Sy et al., 2006)
- **leadership** (Braun et al., 2013)



Research Questions

- However, researchers have **paid little attention to the relationship between teachers' job satisfaction and job performance** in the educational sector (Yazdanmehr & Akbari, 2015), and **moderators are not included so far**.
- Is teachers' job satisfaction associated with their job performance?
- To what extent does teacher collaboration moderate the relationship between teachers' job satisfaction and job performance?



A Research Gap

- For some multilevel moderation studies, **an existing problem** is that most analytical approaches **failed to differentiate the effects within and between clusters**, and “conflate these effects by combining them into single coefficients” (Preacher et al., 2016, p. 189).
- In this study, three variables of interest, TC, TJS, and TJP were decomposed into **between-cluster part** (TC_b, TJS_b, and TJP_b) and **within-cluster part** (TC_w, TJS_w, and TJP_w) and **the interaction effects** between TC and TJS on TJP were tested **at both the teacher- and school-level**.

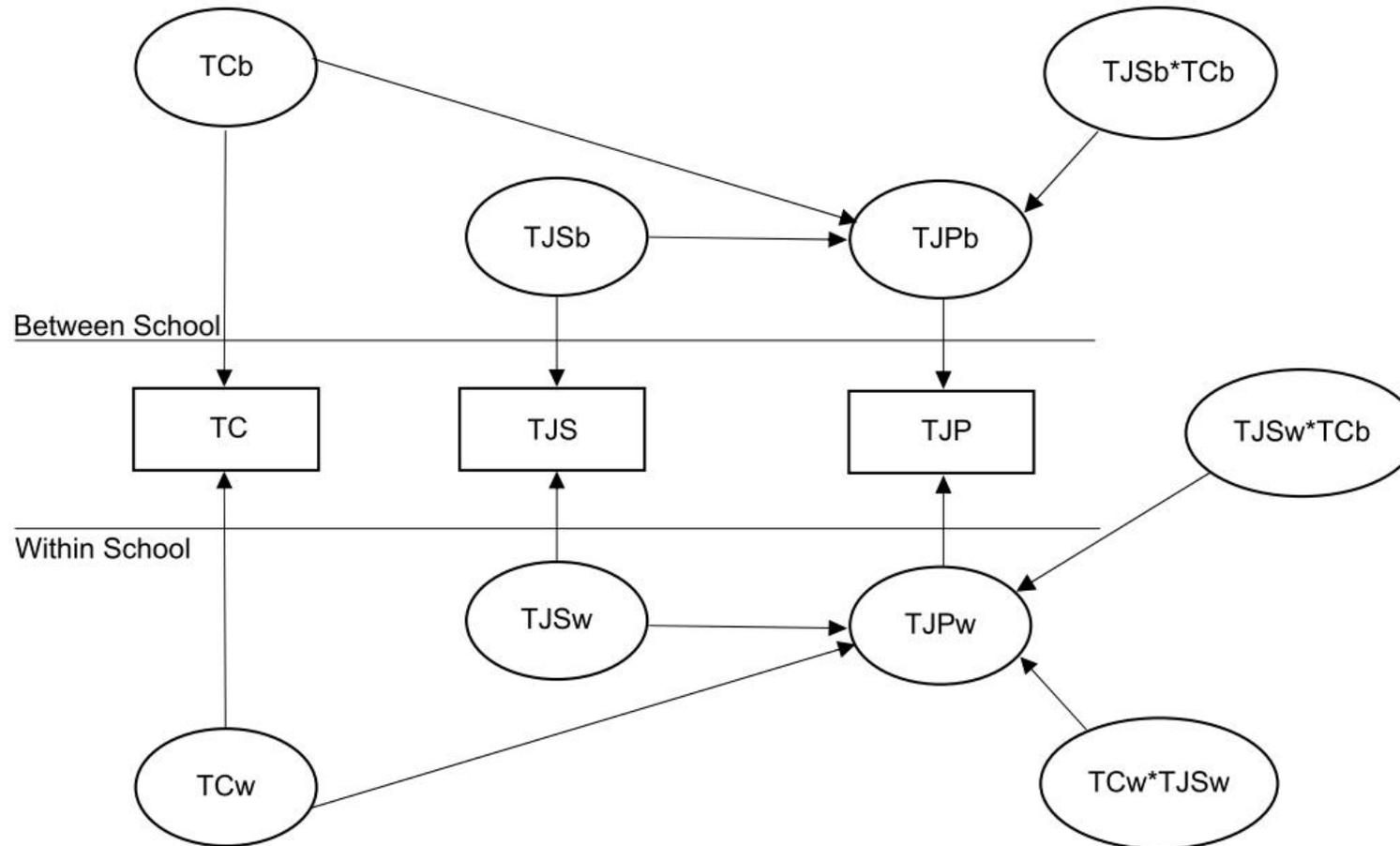


Hypotheses

- To what extent does teacher collaboration moderate the relationship between teachers' job satisfaction and job performance?
- **H1:** The effect of teachers' job satisfaction (TJS_w) on teachers' job performance (TJP_w) is moderated by teacher collaboration (TC_w) at the teacher level.
- **H2:** The effect of teachers' job satisfaction (TJS_w) on teachers' job performance (TJP_w) at the teacher level is moderated by teacher collaboration at the school level (TC_b).
- **H3:** The effect of teachers' job satisfaction (TJS_b) on a teachers' job performance (TJP_b) is moderated by teacher collaboration (TC_b) at the school level.



Conceptual Framework



Method

- Dataset & Participants_2018 PISA including 107,367 teachers nested within 5,563 schools from 19 participating countries/ economies.
- Measures_
 - Job Satisfaction: The 2018 PISA measures TJS with 4 items.
 - Teacher Collaboration: The 2018 PISA measures TC with 7 items.
 - Job Performance: The 2018 PISA measures TJP with 12 items.



Descriptive Statistics, Correlations, and Reliability

Variable	M	SD	1	2	3	4	5	6
1. Job performance	3.283	.72	(.921)					
2. Gender			-.030*					
3. Age	43.24	3.172	-.003	.041*				
4. Experience	16.49	3.152	.031*	.016*	.859*			
5. Job satisfaction	3.205	.213	.287*	-.028*	.026*	-.022*	(.792)	
6. Teacher	3.134	.742	.331	-.029*	.027*	.047*	.173*	(.911)

Notes: *Correlation is significant at the .05 level; Experience = total years of working experience as a teacher; Gender = gender of teachers (1=female, 2=male).



Data Analysis

- SPSS 26.0 for data management and Mplus 8.7 for data analysis.
- Model 1 included teacher characteristics as fixed effects predictors.
- Model 2 included predictors related to teachers' job satisfaction and teacher collaboration at both the teacher- and school-level while controlling for teacher characteristics.
- Model 3 included the within-level, cross-level, and between-level interaction terms between teachers' job satisfaction and teacher collaboration.



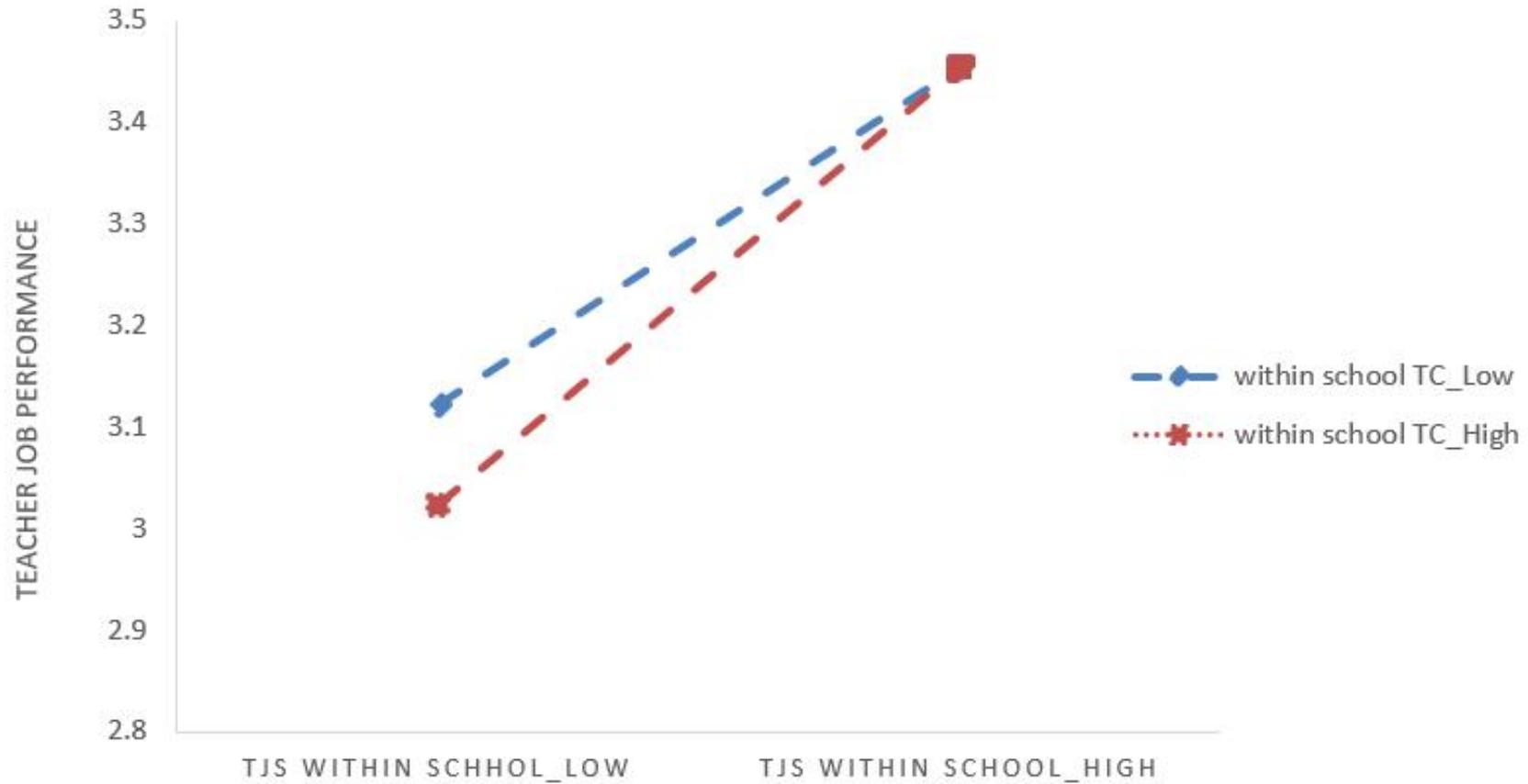
Results

Fixed Effect	Model 1	Model 2	Model 3
Intercept	3.308 (.013) ***	3.315 (.013) ***	3.288 (.017) ***
Teacher-level Effect			
Gender	-.020 (.003) ***	-.015 (.002) ***	-.016 (.003) ***
Age	-.011 (.005) *	-.024 (.005) ***	-.032 (.006) **
Experience	.055 (.005) ***	.068 (.005) ***	.070 (.006) ***
TJSw		.171 (.003) ***	.232 (.009) ***
TCw		.016 (.001) ***	-.063 (.022) ***
School-level effect			
TJSb		.109 (.009) ***	.137 (.004) ***
TCb		.327 (.011) ***	.435 (.002) ***
Interaction Effect			
TJSw*TCw			.066 (.014) ***
TJSw*TCb			-.047 (.004) ***
TJSb*TCb			-.034 (.008) ***
Random Effect			
Between Schools	.119 (.003) ***	.114 (.007) ***	.022 (.001) ***
Within Schools	.154 (.002) ***	.276 (.004) ***	.296 (.005) ***
ΔR^2	0.8%	10%	1%

Notes: *p<.05, **p<.01, ***p<.001; TJSw = teacher job satisfaction at teacher level; TCw = teacher collaboration at teacher level; TJSb = teacher job satisfaction at school level; TCb = teacher collaboration at school level; Experience = years of working experience as teacher; Gender = gender of teachers (1=female, 2=male); ΔR^2 = proportion of variance in job performance explained by the model.



Interaction between TC and TJS on TJP at the teacher level



Implications

- School administrators should develop strategies that facilitate favorable school environment for TJS thus improving TJP.
- The moderators that exert influence on both TJS and TJP, like TC, should warrant the attention of school administrators and policymakers.
- The negative interaction effects between TC and TJS on TJP suggesting that teachers' motivation to collaborate or autonomous motivation is instrumental for optimal engagement and performance.



Conclusion

- As educational institutions continue to do more with less, profession burnout and turnover are becoming a reality for more and more teachers. Our research findings **are cheering** in that teachers' job satisfaction seems to matter for their teaching performance, and more importantly, **collaboration may be especially beneficial** to teachers who want to improve their perceptions of job satisfaction and job performance. By **developing a collaborative climate** and teachers are motivated to participate in joint activities, educational institutions can not only help to stave off teachers' job burnout and turnover but help **teachers flourish** and teach to the best of their abilities.



