

Research Paper

The Impact of Job Satisfaction and Engagement on Educator Outcomes: Performance, Workplace Deviance, and Turnover in Academic Institutions

Alpana Sharma^{1*}, Dr. Pushkar Dubey²

ABSTRACT

Purpose – Excellent academic institutions rely on the committed and high performance educators to deliver high quality education. However, ongoing problems like employee disengagement, dissatisfaction, deviance at work, poor performance and turnover intentions are severe threats to the effectiveness of institutions. In the sense of it, the present study is aimed at the investigation of five key objectives. First, to test the effect of job satisfaction on workplace deviance, job performance and employee turnover; and second to draw from employee engagement and test the findings on workplace deviance, job performance and employee turnover among faculty in the Indian higher education institutions. **Design/methodology/approach**– A quantitative, correlational research design was employed. Data were collected using a structured questionnaire from 401 full-time faculty members across academic institutions in Chhattisgarh, India. Structural Equation Modeling (SEM) was applied to analyze the hypothesized relationships between job satisfaction, employee engagement, and the three outcome variables: workplace deviance behaviour, job performance, and turnover intentions. **Findings** – Job satisfaction was found to significantly predict job performance ($\beta = 0.551, p < 0.001$) and reduce turnover intentions ($\beta = -0.180, p = 0.009$), but its effect on workplace deviance was not statistically significant ($\beta = 0.068, p = 0.341$). Employee engagement significantly enhanced job performance ($\beta = 0.154, p = 0.018$) and reduced workplace deviance ($\beta = -0.217, p = 0.002$), but its effect on turnover intention was not significant ($\beta = -0.099, p = 0.131$). Thus, four out of six hypotheses were supported. **Originality/value** – It is through the study that, it contributes to academic works by proposing an integrated model that assesses at the same time positive (job performance) and negative (deviance, turnover) educator outcomes under the context of job satisfaction and employee engagement. The findings have practical implications for the academic administrators who are interested in pursuing the institutional effectiveness by creating a satisfying and engaging working environment. Limitations can be geographical scope, cross-sectional design, and lack of possible mediators or moderators.

Keywords: *Job satisfaction, Employee engagement, Workplace deviance, Job performance, Turnover intentions, Academic institutions*

¹Department of management, Pandit Sundarlal Sharma (Open) University Chhattisgarh, Bilaspur, India

²Department of management, Pandit Sundarlal Sharma (Open) University Chhattisgarh, Bilaspur, India

*Corresponding Author

Received: June 30, 2025; Revision Received: July 11, 2025; Accepted: July 15, 2025

The Impact of Job Satisfaction and Engagement on Educator Outcomes: Performance, Workplace Deviance, and Turnover in Academic Institutions

In the changing context of higher learning, the role of educators has become multifaceted; they have to demonstrate not only the instructional competence but also the emotional fortitude, an organizational commitment, and a long-term performance. Some of the psychological factors that inform these results include job satisfaction and employee engagement as key constructs that determine employee behaviour, effectiveness of institutions and employee retention (Skaalvik & Skaalvik 2015; Saks, 2006). Job satisfaction, which is, in essence, the level to which people find a sense of fulfillment and contentment in their career roles has been empirically associated with improved job performance, low turnover intentions, and less deviance in the workplace (Judge et al., 2001; Perera et al., 2018). Satisfied educationalists are likely to display organizational citizenship behaviours, enrich the learning environment positively, and experience commitment towards the institutional objectives (Sharma & Jyoti, 2021). At the same time, employee engagement experienced through vigor, dedication, and absorption on work determines teaching effectiveness, innovation, and less emotional exhaustion among faculty (Schaufeli et al., 2002; Bakker & Bal, 2010). Motivated instructors are likely to stay attentive and enthusiastic, even emotionally attached to their institutions and, therefore, this will lead to better performance and decreased rates of work-related deviance or detachment (Rich et al. 2010; Klassen et al., 2013). Conversely, dissatisfied or disengaged educators may engage in counter-productive work behaviours, i.e., absenteeism, lack of effort, or mutinous conduct – generally termed as workplace deviance (Robinson & Bennett, 1995; Alias et al., 2013). Such behaviours not only damage academic culture as well but also affect peer dynamics, student results, and general performance of the institution. In addition, growing faculty turnover rates, particularly during times of greater demands and less support, is an imperative threat to continuity as well as cost-effectiveness of academic institutions (Ingersoll, 2001; Perera et al., 2018). With these challenges, this research aims to empirically investigate the effect of job satisfaction and employee engagement on educator outcomes or job performance, workplace deviance behaviour, and employee turnover, in the context of academic institutions. Findings from this research will help the academic leaders and policymakers in creating a healthier environment at workplaces and developing interventions for promoting long term faculty engagement and retention.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

H2. Teachers' job satisfaction and their engagement would predict outcome variables of the study (i.e., workplace deviance behaviour, job performance, and employee turnover).

Employee engagement as well as job satisfaction have both been considered to be important predictors of relevant workplace outcomes. These psychological states become cohort drivers of educator behaviour, attitudes, and long-term organizational alignment in the context of academic institutions. Some of the recent studies (Perera et al., 2018) now suggest that satisfied and engaged workers are more committed, productive, and less likely to exhibit deviance or quit their jobs. Saks, 2006). Comparison to this, dissatisfaction and disengagement may result in withdrawal, counterproductive work behaviours, and high attrition rates (Alias et al., 2013; Robinson & Bennett, 1995).

Job Satisfaction and Workplace Deviance Behaviour (H2a)

Workplace deviance behaviour can be described as voluntary action which breaks norms present in institutions and this behaviour affects the organisation or the members of the organisation negatively (Bennett & Robinson 2000). In learning situations, this can be in

The Impact of Job Satisfaction and Engagement on Educator Outcomes: Performance, Workplace Deviance, and Turnover in Academic Institutions

form of lateness, absence, student neglect or opposition to institutional policies. According to empirical studies, job dissatisfaction is an important antecedent for workplace deviance as dissatisfied workers might vent out their frustration through such disengagement or counterproductive behaviours (Alias et al., 2013). The sense of undervaluation, overburdening, and lack of support to those who educate diminishes attachment to the values of ethics and institution with the resultant increase of probability of deviant acts. Contrary to that, teachers, who are satisfied with their professions, are more prone to maintaining professional standards and developing the institutional culture positively (Skaalvik & Skaalvik, 2015). Therefore, we hypothesize:

H2a: Teachers' job satisfaction significantly predicts workplace deviance behaviour in academic institutions.

Job Satisfaction and Job Performance (H2b)

Academic organisations job performance includes; teaching effectiveness, research productivity, mentorship and contribution to organisational goals. Scholars have always agreed that job satisfaction acts as a motivational resource that increases the educators' willingness to exert discretionary effort and retain high levels of performance (Judge et al. 2001). Happy teachers are likely to be more enthusiastic, creative and persistent in their teaching and this translates to better learning and achievement of the institution (Sharma & Jyoti, 2021). What is more, the emotional well-being that comes from satisfaction with the job, enables faculty members to invest in long-term professional development and cooperation. Based on this theoretical and empirical evidence, we propose:

H2b: Teachers' job satisfaction significantly predicts job performance in academic institutions.

Job Satisfaction and Employee Turnover (H2c)

Staff turnover, and particularly the voluntary one, is a serious issue in the academic environment, leading to the loss of talent, higher recruitment expenses, and study learning disruptions. Many researches have demonstrated that poor job satisfaction is one of the causes of teacher's migration out of their respective institutions (Ingersoll 2001; Perera et al., 2018). When the teachers feel that there is misalignment between their expectations and the work environment i.e. recognition, growth opportunities or even institutional support teachers will be likely to look for a job elsewhere. On the other hand, the satisfied educators have a higher level of organizational loyalty and are less likely to leave (Skaalvik & Skaalvik, 2015). Therefore, we assert:

H2c: Teachers' job satisfaction significantly predicts employee turnover in academic institutions.

Employee Engagement and Workplace Deviance Behaviour (H2d)

Employee engagement is a positive, satisfying state of work involvement which is reflected by vigor, dedication, and absorption (Schaufeli et al., 2002). Involved workers are intrinsically motivated and attached to employments thereby minimising deviant behaviours. Educational settings see engaged teachers being more inclined towards ethical behaviour, classroom control, and less inclined towards disruptive behaviours (Bakker & Bal, 2010). In the event that the engagement is low, however, the employees might feel psychologically detached and distant, and they may end up engaging in misconduct or violation of institutional expectations (Robinson & Bennett, 1995). Thus, we hypothesize:

H2d: Teachers' employee engagement significantly predicts workplace deviance behaviour in academic institutions.

The Impact of Job Satisfaction and Engagement on Educator Outcomes: Performance, Workplace Deviance, and Turnover in Academic Institutions

Employee Engagement and Job Performance (H2e)

It has been consistently shown by academic literature that there exist marked correlations between the engagement of the employees and job performance. Involved teachers are more devoted emotionally but are also more keen, dynamic and determined to succeed in their field of work (Rich et al., 2010). They become more active in classwork, prompt delivery of curriculum, and bring prompt participation in institutional affairs. Engagement also builds resilience so that the faculty can manage impending challenges without sacrificing productivity (Klassen et al., 2013). This positive psychology state is thus a valid predictor of in role as well as extra role performance. Based on this reasoning, we propose:

H2e: Teachers' employee engagement significantly predicts job performance in academic institutions.

Employee Engagement and Employee Turnover (H2f)

Lastly, employee engagement is a very crucial factor that determines turnover intentions. Energized, purposeful and supported teachers are less likely to leave their institutions (Saks, 2006). Perera et al., 2018). Involvement fortifies an emotional attachment between educators and their institutions which results into organizational commitment. Conversely, apathetic faculty members might feel alienated and have more propensity to seek destinations elsewhere. Empirical findings show a constant inverse correlation between engagement and turnover, pointing to the need to have engagements enhancing interventions in universities (Bakker & Bal, 2010). Hence, we hypothesize:

H2f: Teachers' employee engagement significantly predicts employee turnover in academic institutions.

Research Gap

Despite the copious studies on job satisfaction and employee engagement within a business and industrial environment, their collective influence on outcomes of educators, especially in academic institutions, is under-studied. The teaching profession involves some peculiar demands like emotional work, institutional restraints, and pressure for performance that differs it from the other working environments. These conditions imply that the impact of satisfaction and engagement on teachers' behaviours and intentions show possible variability and should deserve separate investigation. Various studies tend to concentrate on job satisfaction or on engagement, particularly, and mostly those investigations concentrate on the positive effects such as performance and commitment. Nevertheless, adverse outcomes including workplace deviance behaviour and turnover intentions are irregularly combined in an empirical model. This disjointed understanding restricts our comprehension of what the integration of such psychological constructs means in creating either desirable or undesirable work behaviours. Additionally, there is an obvious lack of studies within the academic context of India where institutional arrangements, cultural expectations and working practices are strangely different from the West. To fill the gap, the current study explores the relationship between teachers' job satisfaction and employee engagement and job performance, workplace deviance, and turnover intentions. The study makes a contribution to the literature in terms of the theoretical framework (integrated) and empirical evidence with relation to educator outcomes that are located within an academic sector in a developing country where such studies might have been previously neglected.

METHODOLOGY

Conceptual Model of the Present Study

The idea of the model of the current research was to test the hypothesized relations between job satisfaction, employee engagement, and vital outcomes of educators which are workplace deviance behaviour, job performance, and employee turnover. Both of the job satisfaction and employee engagement were salient independent variables, which were supposed to have a significant effect on all three outcome constructs. The model was meant to determine whether satisfied teachers, who, are more involved in their roles, would be less likely to display a deviant form of behaviour, do better in their job, and be more likely to remain devoted to their institutions. A model, which was based on the existing organizational behaviour theories and backed up with previous empirical evidence in sectors was used. Nonetheless, this research was strictly based on academic setting, hence providing new insight into these relationships in Indian Institutions for higher education, in particular in the state of Chhattisgarh.

Sampling Region

The study took place in the higher education institutions of Chhattisgarh, which is a central Indian state that has seen significant development in educational infrastructure as well as access, since its inception in 2000. Chhattisgarh has a large pool of government universities, private colleges, self-financed institutions, and affiliated colleges hence being a desirable population for academic studies. The diversity in institutional type and ownership enabled a better understanding of the turn on the job satisfaction and engagement as far as teacher outcomes were concerned in different academic setups. The choice of Chhattisgarh was further justified by the increasing number of qualified faculty members, policy level focus on institutional quality, existence of both urban and semi-urban academic institutions thereby making outcomes generalized to the similar

Sampling and Data Collection

A **stratified random sampling technique** was employed to ensure representativeness across different strata such as **institution type (college, university)** and **ownership pattern (government, private, self-financing)**. This method helped in covering a wide range of academic environments and educator experiences. Respondents were chosen from permanent teaching staff who had a **minimum of one year of teaching experience** and drew a **monthly salary exceeding ₹25,000**, ensuring that participants were institutionally engaged and professionally established. A total of **410 questionnaires** were administered using a **hybrid approach**—via both **email and physical distribution** through departmental and administrative contacts. After eliminating incomplete or invalid responses, **401 fully usable responses** were retained, yielding an **effective response rate of 97.8%**. The sample included a demographically diverse group of respondents. **58% were male and 42% were female**, with varying levels of experience and academic qualifications, representing both **urban and semi-urban institutions**. This diversity enhanced the generalizability of the study across Chhattisgarh's academic landscape.

Figure 1: **Conceptual model of the hypothesized relationships between job satisfaction and teacher outcomes.** Job satisfaction is expected to positively influence workplace deviance behaviour, job performance, and employee turnover (H2a–H2c).

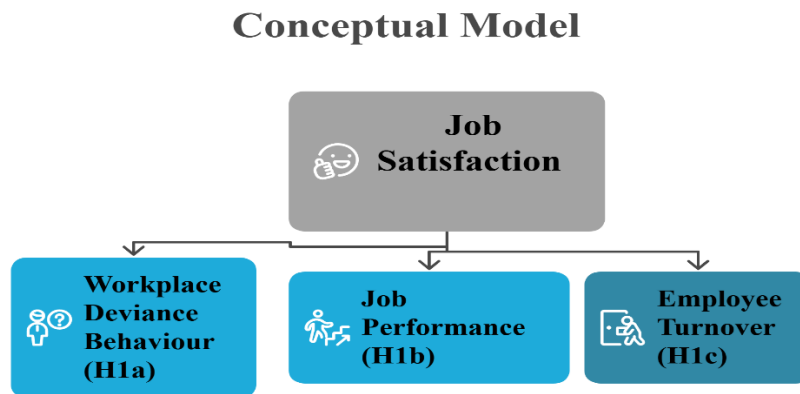


Figure 1 Conceptual Framework

Figure 2: Conceptual model of the hypothesized relationships between employee engagement and teacher outcomes. Employee engagement is expected to positively influence workplace deviance behaviour, job performance, and employee turnover (H2d–H2f).

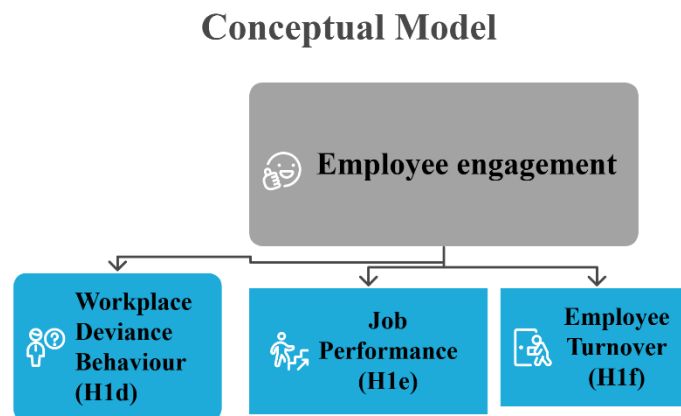


Figure 2 Conceptual Framework

Research Instrument

It is very critical to use appropriate research instruments to ensure accuracy, reliability and validity in the collecting process of data. As with all scientific studies, the present one proceeded through a stringent process of choosing and transforming measurement scales. The existing multi-item scale to have been reviewed extensively in the previous literature was used to map each construct. The scales then were contextually adapted in order to fit academic institutions and capture teacher specific experience and perceptions. On the Job Satisfaction construct, the study used a 10-item scale which was originally designed by Arvey and Bouchard (1989). This scale was chosen for the psychometric strength proves its validity and for its applicability in educational and organizational contexts. Items were strictly rephrased so as to capture the work setting of teaching professionals working in Indian academic institutions. The widely accepted Utrecht Work Engagement Scale (UWES) developed by Schaufeli and Bakker (2003) was used to evaluate the Employee Engagement. This scale contains three dimensions; vigor, dedication, and absorption and is

The Impact of Job Satisfaction and Engagement on Educator Outcomes: Performance, Workplace Deviance, and Turnover in Academic Institutions

also validated in educational and organizational settings cross cultures. Workplace Deviance Behaviour was evaluated based on a short form of Counterproductive Work Behavior Checklist by Bennett & Robinson (2000). The scale was adjusted to relate to the kinds of deviant behaviour that are most applicable to the academic environment, i.e., absenteeism, less work, or disregard of norms of an institution.

For the Job Performance, the study utilized a 13-item scale taken from Ramos-Villagrasa et al. (2019). This is an all-encompassing scale that measures important performance dimensions encountered in academic roles such as task effectiveness, initiative, as well as contribution to the achievement of institutional goals. Turnover Intention was assessed by a compact 3-item scale suggested by Anwar and Shukur (2015). These items represent the psychological state and consideration by teachers to change and leave their current institution which is an important sign of stability in an organization in education. All constructs were measured using 5-point Likert scale including: 1=Strongly Disagree and 5 = Strongly Agree. A bigger score meant that the measured construct was more prevalent. For deviance behaviour and turnover intention, high scores indicated greater negative tendencies. In order to establish content validity, the adapted questionnaire was reviewed by four domain experts in the discipline of organizational behaviour and educational management. Small changes were suggested with no changes made in the gist of the scales or their structure. To test the clarity of language and reliability of the instrument which comprises of 30 respondents a pilot test was carried out. Taking into consideration the pilot feedback, the needed changes were made. The last instrument was then used for the main data collection, and 401 valid responses were obtained.

Reliability and Validity Measures

To ensure the robustness of the measurement model, **Confirmatory Factor Analysis (CFA)** was conducted to examine the **reliability** and **validity** of each construct used in the study. As detailed in Table 1, all constructs exceeded the recommended thresholds for **Cronbach's alpha** and **Rho A**, with values surpassing **0.70** (Nunnally, 1978; Sternberg, 2004), indicating strong internal consistency. For instance, **employee engagement** demonstrated a Cronbach's alpha of **0.914**, while **job satisfaction**, **job performance**, **workplace deviance behaviour**, and **employee turnover** showed alpha values of **0.920**, **0.949**, **0.957**, and **0.900**, respectively. The **Composite Reliability (CR)** for each construct also exceeded **0.70**, with values ranging from **0.929** (employee engagement) to **0.962** (workplace deviance behaviour), confirming excellent reliability and internal cohesion among the items. Furthermore, the **Average Variance Extracted (AVE)** for all constructs was above the **0.50** threshold (Henseler et al., 2009), indicating adequate **convergent validity**. Notably, **employee turnover** had the highest AVE value of **0.827**, followed by **workplace deviance behaviour (0.698)**, **job performance (0.624)**, **employee engagement (0.596)**, and **job satisfaction (0.583)**, confirming that a substantial portion of variance was captured by the latent variables rather than measurement error. To assess **discriminant validity**, the **Fornell-Larcker criterion** was applied. As shown in Table 2 (image provided), the **square root of AVE for each construct (diagonal values)** was greater than its **correlation with other constructs**, confirming that each variable was statistically distinct and conceptually independent from others (Hair et al., 2010; Bagozzi & Yi, 1988). For instance, the square root of AVE for job performance (**0.790**) and workplace deviance (**0.835**) exceeded their respective correlations with other constructs, reinforcing the uniqueness of each latent factor. In conclusion, the measurement model used in the study demonstrated **high**

The Impact of Job Satisfaction and Engagement on Educator Outcomes: Performance, Workplace Deviance, and Turnover in Academic Institutions

reliability, convergent validity, and discriminant validity, establishing a solid foundation for subsequent structural model evaluation and hypothesis testing.

Table 1 Measurement results

Variable	Item code	Item loading	Cronbach alpha	Rho A	Composite reliability (CR)	Average Variance extracted (AVE)
Employee engagement	EE1	0.748	0.914	0.922	0.929	0.596
	EE2	0.811				
	EE3	0.822				
	EE4	0.847				
	EE5	0.802				
	EE6	0.834				
	EE7	0.768				
	EE8	0.684				
	EE9	0.597				
Workplace deviance behaviour	WDB1	0.618	0.957	0.992	0.962	0.698
	WDB2	0.839				
	WDB3	0.803				
	WDB4	0.776				
	WDB5	0.839				
	WDB6	0.833				
	WDB7	0.899				
	WDB8	0.892				
	WDB9	0.887				
	WDB10	0.879				
	WDB11	0.884				
Job Performance	JP1	0.702	0.949	0.950	0.955	0.624
	JP2	0.823				
	JP3	0.833				
	JP4	0.801				
	JP5	0.804				
	JP6	0.748				
	JP7	0.797				
	JP8	0.839				
	JP9	0.793				
	JP10	0.668				
	JP11	0.787				
	JP12	0.826				
	JP13	0.824				
	JS1	0.796				
	JS2	0.77				
	JS3	0.731				
	JS4	0.818				
	JS5	0.822				
	JS6	0.842				

The Impact of Job Satisfaction and Engagement on Educator Outcomes: Performance, Workplace Deviance, and Turnover in Academic Institutions

Variable	Item code	Item loading	Cronbach alpha	Rho A	Composite reliability (CR)	Average Variance extracted (AVE)
Job satisfaction	JS7	0.678	0.920	0.923	0.933	0.583
	JS8	0.687				
	JS9	0.706				
	JS10	0.768				
Employee turnover	ET1	0.882	0.900	1.009	0.935	0.827
	ET2	0.9				
	ET3	0.945				

Table – 2 Discriminant validity (Fornell–Larcker criterion)

Variables	Employee Engagement	Employee Turnover	Job Performance	Job Satisfaction	Workplace Deviance Behaviour
Employee Engagement	0.772				
Employee Turnover	-0.181	0.909			
Job Performance	0.393	-0.021	0.79		
Job Satisfaction	0.439	-0.224	0.614	0.764	
Workplace Deviance Behaviour	-0.19	0.288	-0.114	-0.03	0.835

Analysis and Interpretation

To determine whether **job satisfaction** and **employee engagement** as independent variables significantly affect the dependent variables—namely **workplace deviance behaviour**, **job performance**, and **employee turnover intention**—**Structural Equation Modeling (SEM)** was employed using SmartPLS software. The following subsections present the results of **measurement model validation** and **hypothesis testing**, ensuring the model’s statistical soundness and theoretical alignment.

Reliability and Validity Measures

It was through Confirmatory Factor Analysis (CFA) that reliability and validity of the constructs used in the study were ascertained. As depicted in Table 1, the Cronbach’s alpha and Rho A for all constructs were higher than the acceptable level of 0.70 (Nunnally, 1978; Sternberg, 2004), high degrees of internal consistency and reliability by the scale. For example, the Cronbach’s alpha for **employee engagement** was **0.914**, for **job satisfaction** was **0.920**, for **job performance** was **0.949**, for **workplace deviance behaviour** was **0.957**, and for **employee turnover** was **0.900**, reflecting excellent consistency across scale items. In addition, all constructs demonstrated **Composite Reliability (CR)** values above **0.70**, suggesting high levels of internal construct reliability. The values of CR varied between 0.929 (employee engagement) and 0.962 (workplace deviance behaviour) which confirmed further the strength of the measurement model. Convergent validity was assessed using Average Variance Extracted (AVE), all the constructs exceeding 0.50 as suggested by Henseler et al. (2009). More precisely, AVE values for employee turnover (0.827), workplace deviance behaviour (0.698), and job performance (0.624) supported the fact that a

The Impact of Job Satisfaction and Engagement on Educator Outcomes: Performance, Workplace Deviance, and Turnover in Academic Institutions

significant proportion of the variance of observed variables was attributed to the latent constructs. Other constructs including employee engagement (0.596) and job satisfaction (0.583) also passed the threshold, which validates adequate convergent validity (Hair et al., 2010). Bagozzi & Yi, 1988). To validate discriminant validity, Fornell–Larcker criterion was used. As presented in Table 2, the **square root of the AVE** for each construct was higher than its correlation with other constructs. For example, the square root of AVE for **job performance (0.790)** and **workplace deviance behaviour (0.835)** exceeded their inter-construct correlations, confirming that each construct is conceptually distinct and statistically valid. Since all constructs displayed values greater than **0.50**, the **measurement model** was confirmed to have satisfactory **discriminant validity**.

Structural Model and Hypothesis Testing

To test the hypotheses (**H2a–H2f**), path analysis was conducted using Structural Equation Modeling (SEM). The results of the structural model are presented in **Table 4**.

1. Effect of Job Satisfaction on Workplace Deviance Behaviour (H2a)

The path coefficient between job satisfaction and workplace deviance behaviour was positive but **not statistically significant** ($\beta = 0.068, p = 0.341$). Thus, **H2a is not supported**, suggesting that job satisfaction does not significantly influence deviant workplace behaviour among educators in the sampled institutions.

2. Effect of Job Satisfaction on Job Performance (H2b)

Job satisfaction had a **significant and strong positive** effect on job performance ($\beta = 0.551, p < 0.001$). This finding **supports H2b**, indicating that satisfied educators are more likely to demonstrate better job performance within academic institutions.

3. Effect of Job Satisfaction on Employee Turnover (H2c)

A significant **negative relationship** was found between job satisfaction and turnover intention ($\beta = -0.180, p = 0.009$). This **supports H2c**, suggesting that teachers who are satisfied with their jobs are less likely to consider leaving their institutions.

4. Effect of Employee Engagement on Workplace Deviance Behaviour (H2d)

Employee engagement was found to have a **significant negative effect** on workplace deviance behaviour ($\beta = -0.217, p = 0.002$). This **supports H2d**, confirming that more engaged educators are less likely to engage in deviant behaviour at work.

5. Effect of Employee Engagement on Job Performance (H2e)

The analysis revealed a **significant and positive** effect of employee engagement on job performance ($\beta = 0.154, p = 0.018$). Therefore, **H2e is supported**, suggesting that engaged teachers tend to perform better in their academic roles.

6. Effect of Employee Engagement on Employee Turnover (H2f)

Although the path coefficient between employee engagement and turnover intention was negative ($\beta = -0.099$), the result was **not statistically significant** ($p = 0.131$). Thus, **H2f is not supported**, indicating that employee engagement alone may not be a strong predictor of turnover intention in this context.

The Impact of Job Satisfaction and Engagement on Educator Outcomes: Performance, Workplace Deviance, and Turnover in Academic Institutions

Table 3 Hypothesis Testing Results (Path Coefficients)

Variables	Path Coefficient (β)	Direct Effect (R^2)	Critical Ratio (t-value)	p-value
Job Satisfaction → Employee Turnover	-0.180	—	2.635	0.009 **
Job Satisfaction → Job Performance	0.551	—	8.102	0.000 ***
Job Satisfaction → Workplace Deviance Behaviour	0.068	—	0.954	0.341 (ns)
Employee Engagement → Employee Turnover	-0.099	—	1.512	0.131 (ns)
Employee Engagement → Job Performance	0.154	—	2.369	0.018 **
Employee Engagement → Workplace Deviance Behaviour	-0.217	—	3.128	0.002 **

Note(s): *** indicates $p < 0.001$; ** indicates $p < 0.05$; ns = not significant.

Table 3: SEM Results – Hypothesis Testing

Table 4: Direct Effects – SEM Path Coefficients

Predicted Relationship	Standardised Path Loading (β)	t-value	p-value	Indirect Effect	Total Effect
Job Satisfaction → Workplace Deviance Behaviour	0.068	0.954	0.341 (ns)	—	0.068
Job Satisfaction → Job Performance	0.551	8.102	0.000 ***	—	0.551
Job Satisfaction → Employee Turnover	-0.180	2.635	0.009 **	—	-0.180
Employee Engagement → Workplace Deviance Behaviour	-0.217	3.128	0.002 **	—	-0.217
Employee Engagement → Job Performance	0.154	2.369	0.018 **	—	0.154
Employee Engagement → Employee Turnover	-0.099	1.512	0.131 (ns)	—	-0.099

Note(s): *** = $p < 0.001$; ** = $p < 0.05$; ns = not significant.

Table 4: Structural Equation Model – Direct Path Results

DISCUSSION AND IMPLICATIONS

The first hypothesis testing showed that job satisfaction significantly predicted job performance among teachers in the academic institutions in Chhattisgarh and the hypothesis is accepted. This finding is consistent with the previous studies (Judge et al., 2001; Skaalvik & Skaalvik, 2015; Sharma & Jyoti, 2021), it is confirmed that if educators are satisfied in their roles and are valued when they are full the performance is high. These findings reconfirm the idea that satisfaction is not only motivation to people but also to enhance their teaching quality and philanthropic efforts in institutions. Therefore, improving the job

The Impact of Job Satisfaction and Engagement on Educator Outcomes: Performance, Workplace Deviance, and Turnover in Academic Institutions

satisfaction by means of recognition, fair arrangement of workload, and chances for professional development can remarkably improve academic performance. The second hypothesis revealed that job satisfaction had a significant negative effect on the employee's turnover intention and it was accepted. This correlates with the previously conducted literature (Ingersoll, 2001; That Perera et al., 2018, stresses that contented educators are inclined to be faithful to their organizations. When the teachers get meaningful work, appreciation and support from institutions, they are not likely to seek job in other schools. Institutions that would like to minimize attrition rates should therefore target to achieve a satisfying work environment through both the intrinsic and extrinsic factors of motivation. However, the third hypothesis that job satisfaction significantly predicts workplace deviance behaviour could not be supported. It was a positive but statistically insignificant relationship. This differs a little from what was proposed by Alias et al (2013) and Robinson & Bennett (1995) whereby dissatisfaction causes counterproductive behaviours. The absence of significance in this study could be a representation of other things that may cause deviant behaviour amongst teachers, like organization culture, leadership style, and peer influence among others. Future research should explore the contextual variables to explain the concept of deviance dynamics in an academic setting more comprehensively. The fourth hypothesis was confirmed and accepted since employee engagement is a significant predictor of job performance. It is in agreement with the previous results (Rich et al., 2010; fix the reference). Klassen et al, 2013; Bakker & Bal 2010, showing that engaged teachers are more committed, productive and willing to invest more in work than a normal teacher. Working educators are mentally and emotionally committed to their job and this reflects in better classroom service and institutional participation. Strategies that promote engagement such as supportive leadership, participative decision-making and resources availability should be invested by institutions. The fifth hypothesis concluded that the employee engagement had a significant and negative relation with the workplace deviance behaviour, and the hypothesis is accepted. This result sustains already existing literature (Saks, 2006; (Robinson & Bennett, 1995), where we can read that when employees become engaged, there are fewer chances they would withdraw themselves or would get involved in negative actions. High levels of engagement come to us with low levels of the emotional detachment that leads to deviant actions. Hence, the sense of belonging and emotional attachment to the work place could be used as an alternative to deviance prevention. The sixth hypothesis testing found that the results did not find any significant relationship between employee engagement and employee turnover intention, and therefore the hypothesis was not accepted. The correlation, even though negative, was not statistically significant. This contradicts earlier studies (Saks, 2006; (Perera et al., 2018) which overall had a very strong negative association. A more likely justification might be that while engaged employees might still go elsewhere for external reasons, institutional politics, or personal reasons. Therefore, engagement in itself is not necessarily enough to retain talent without providing career advancement, stability, and competitive benefits.

Implications

This study confirms that **job satisfaction and employee engagement** are vital predictors of **teacher performance** and **workplace behaviour**. Institutions should focus on creating supportive environments through **workload balance, recognition, inclusive leadership, and emotional well-being** to boost performance and reduce deviance. Theoretically, the study reinforces the role of **psychological and motivational factors** in educator outcomes and encourages **human-centric faculty management** for sustainable institutional growth.

The Impact of Job Satisfaction and Engagement on Educator Outcomes: Performance, Workplace Deviance, and Turnover in Academic Institutions

Table: 5 Summary of Hypothesis Testing

Hypothesis	Statements	Results
H2a	Job satisfaction significantly predicts workplace deviance behaviour in academic institutions.	Not Confirmed
H2b	Job satisfaction significantly predicts job performance in academic institutions.	Confirmed
H2c	Job satisfaction significantly predicts employee turnover in academic institutions.	Confirmed
H2d	Employee engagement significantly predicts workplace deviance behaviour in academic institutions.	Confirmed
H2e	Employee engagement significantly predicts job performance in academic institutions.	Confirmed
H2f	Employee engagement significantly predicts employee turnover in academic institutions.	Not Confirmed

CONCLUSION

This current study was designed with an aim to examine the effect of job satisfaction and employee engagement on three important educator's outcomes (job performance, workplace deviant behaviour, and employee turnover) in Chhattisgarh academic institutions. The findings supported the proposition that, both job satisfaction and the level of employee engagement are important determinants of job performance, being also important for shaping workplace behaviour and shaping turnover intentions. Particularly, job satisfaction was shown to positively impact job performance and decrease the level of turnover, which underlines the influence of the factor as a psychological motivator of teachers. However, it did not have an impact of significance on workplace deviance behaviour, which implies that the deviant behaviour may be influenced more by other form of institutional or personal factor. On the other hand, employee engagement dramatically improved job performance and super-performance and decreased deviant behavior but had no statistically significant effect on turnover thus being insufficient in its own to guarantee faculty retention. On the whole, the study reaffirms the necessity of creating a congenial environment where everybody, involved in educational institutions, feels engaged in the common task. When tackling psychological factors of satisfaction and engagement, academic leaders are able to advance ethical practice, enhance teaching effectiveness, and enhance long-term commitment by the faculty. The findings add to the body of literature on educator behaviour and provide actionable advice for policy-makers, HR professionals, and institutional heads intending to create strong and high-performing academic ecosystems.

Limitation

Although study gives important insights of impact of job satisfaction and employee engagement on educator outcomes, it's not perfect. Initially, the research is place-bounded to academic institutions located in Chhattisgarh and therefore may limit the generalizability of the results to other geographical areas or national settings. Secondly, the self-reported questionnaires used generate the likely possibility of response bias, and as a result, participants respond in socially desirable ways rather than their actual experiences. Third, the research design is cross-sectional, which implies that data are gathered on a single point

The Impact of Job Satisfaction and Engagement on Educator Outcomes: Performance, Workplace Deviance, and Turnover in Academic Institutions

in time; this makes it impossible to establish the relationship between the studied variables as one of causality. Finally, the research did not take into account moderating or mediating effects of organizational culture, leadership style or demographic influences; thus explaining further job performance, deviance, or turnover variations. Future investigations can overcome these limitations by applying longitudinal designs, enlarging the sampling region, and incorporating other contextual or psychological variables to help analyze teacher behaviour.

Future Research Avenues

From this work a lot of potential research directions can be obtained. First, studies with additional states or national samples outside the state of Chhattisgarh would have a higher level of generalizability and catch academic variety. Second, it is possible to follow the changes and enhance the causal implication between work satisfaction, employee engagement, and outcome variables using longitudinal research. Third, the role of mediating factors or moderating factors such as styles of leadership, organisational support, emotional intelligence and institutional culture can shed light on educator behavior processes. Qualitative methods such as interviews and focus groups can complement quantitative data and give the instructors' perspective of satisfaction, engagement, and work environment. Lastly, future research might explore the impact of digital transition, post-pandemic work alterations and emerging practices in HR field in the context of education on institutional psychological forms and behavioural outcomes.

REFERENCES

- Alias, M., Rasdi, R. M., Ismail, M., & Samah, B. A. (2013). Predictors of workplace deviant behaviour: HRD agenda for Malaysian support personnel. *European Journal of Training and Development*, 37(2), 161–182.
- Bakker, A. B., & Bal, M. P. (2010). Weekly work engagement and performance: A study among starting teachers. *Journal of Occupational and Organizational Psychology*, 83(1), 189–206.
- Bennett, R. J., & Robinson, S. L. (2000). Development of a measure of workplace deviance. *Journal of Applied Psychology*, 85(3), 349–360.
- Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38(3), 499–534.
- Judge, T. A., Thoresen, C. J., Bono, J. E., & Patton, G. K. (2001). The job satisfaction–job performance relationship: A meta-analysis. *Psychological Bulletin*, 127(3), 376–407.
- Klassen, R. M., Yerdelen, S., & Durksen, T. L. (2013). Measuring teacher engagement: Development of the Engaged Teachers Scale (ETS). *Frontline Learning Research*, 1(2), 33–52.
- Perera, H. N., Granziera, H., & McIlveen, P. (2018). Profiles of teacher personality and relations with teacher self-efficacy, work engagement, and job satisfaction. *Personality and Individual Differences*, 120, 171–178.
- Rich, B. L., Lepine, J. A., & Crawford, E. R. (2010). Job engagement: Antecedents and effects on job performance. *Academy of Management Journal*, 53(3), 617–635.
- Robinson, S. L., & Bennett, R. J. (1995). A typology of deviant workplace behaviors: A multidimensional scaling study. *Academy of Management Journal*, 38(2), 555–572.
- Saks, A. M. (2006). Antecedents and consequences of employee engagement. *Journal of Managerial Psychology*, 21(7), 600–619.

The Impact of Job Satisfaction and Engagement on Educator Outcomes: Performance, Workplace Deviance, and Turnover in Academic Institutions

- Schaufeli, W. B., Salanova, M., González-Romá, V., & Bakker, A. B. (2002). The measurement of engagement and burnout: A two sample confirmatory factor analytic approach. *Journal of Happiness Studies*, 3(1), 71–92.
- Sharma, P., & Jyoti, J. (2021). Impact of psychological empowerment on job satisfaction and organizational citizenship behavior: A study among faculty members in higher education institutions in India. *International Journal of Educational Management*, 35(4), 747–765.
- Skaalvik, E. M., & Skaalvik, S. (2015). Job satisfaction, stress and coping strategies in the teaching profession—What do teachers say? *International Education Studies*, 8(3), 181–192.

Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Sharma, A. & Dubey, P. (2025). The Impact of Job Satisfaction and Engagement on Educator Outcomes: Performance, Workplace Deviance, and Turnover in Academic Institutions. *International Journal of Indian Psychology*, 13(3), 289-303. DIP:18.01.027.20251303, DOI:10.25215/1303.027