

LINKING EMPLOYEE EXPERIENCE TO ORGANIZATIONAL COMMITMENT IN HIGHER EDUCATION INSTITUTIONS: AN EMPIRICAL ASSESSMENT

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ABSTRACT

Purpose: Indian Private Higher Education Institutions (HEIs) are presently experiencing persistent faculty attrition, reduced emotional attachment to institutions, and dissatisfaction with compensation and career advancement. This study investigates how Employee Experience (EX) influences Organizational Commitment (OC) among faculty members in Bangalore – based private HEIs and examines the mediating role of Job Satisfaction (JS).

Design and Methodology: The study adopted an empirical, cross-sectional design. The data were collected from 126 faculty members using a structured questionnaire. Reliability, correlation, and regression analysis were conducted using SPSS, while Exploratory and Confirmatory Factor Analysis and Structured Equation Modelling (SEM) were performed using AMOS.

Findings: EX demonstrated a significant positive effect on both JS ($\beta = .52, p < .01$) and OC ($\beta = .48, p < .01$). JS positively predicted OC ($r = .65, p < .01$) and partially mediated the EX-OC relationship. SEM results indicated a strong model fit ($\chi^2/df = 3.22$; RMSEA = .045; CFI = .924; GFI = .916). While faculty reported higher satisfaction with digital and physical aspects of EX, but lower satisfaction with pay, promotions, and emotional connectedness with their institutions.

Practical Implications: HEIs can strengthen faculty commitment by improving digital infrastructure, modernising physical spaces, enhancing transparent HR practices, and developing structured career pathways. Regular EX assessments and faculty involvement in institutional decision making can further improve satisfaction and institutional loyalty.

Originality and value: This study provides one of the first empirical examinations of EX, JS, and OC within the HEI context of Bangalore - an emerging educational hub. It extends EX literature by demonstrating its direct and indirect effects on commitment and offers actionable insights for HR leaders and policymakers in higher education.

Keywords: Employee Experience; Job Satisfaction; Organizational Commitment; Higher Education Institutions; Structured Equation Modelling; Faculty Retention

INTRODUCTION

Indian higher education (HEIs) is experiencing unprecedented transformation because of globalization, technology infusion, policy shifts and increased competition amongst universities. In this evolving environment, employees (both academic and support staff) are vital to retaining institutional quality, student experiences, and public perceptions. But high turnover, burnout, poor career advancement opportunities, and administrative load have taken a critical toll on HEIs' capacity to retain committed employees (Mishra et al., 2022; Sharma, 2015).

Employee experience (EX), as defined as the overall journey provided to employees anywhere along their organizational lifecycle, from hire to retire, has become a major point of emphasis for educational leaders (SHRM, 2024). A positive employee experience leads to increased engagement, motivation, satisfaction and this leads to improved institutional performance and culture. A negative employee experience can lead to disengagement, turnover, and reduced productivity, and ultimately work against institutional goals. In the context of higher education, where human capital is the most important resource, to improve the employee experience is not just the human resource strategy, but an institutional requirement.

Organizational commitment (OC), defined through Meyer and Allen's (1991) three component model is the degree of attachment employees feel to their institutions. Affective commitment is the emotional attachment and identification with the organization; Continuance commitment relates to the perceived costs of leaving; normative commitment is the obligation to remain for moral or ethical reasons. It is important because their organizational commitment is strong, HEIs can benefit from greater teaching quality, better research output, and better sustainability (Alghamdi, 2024).

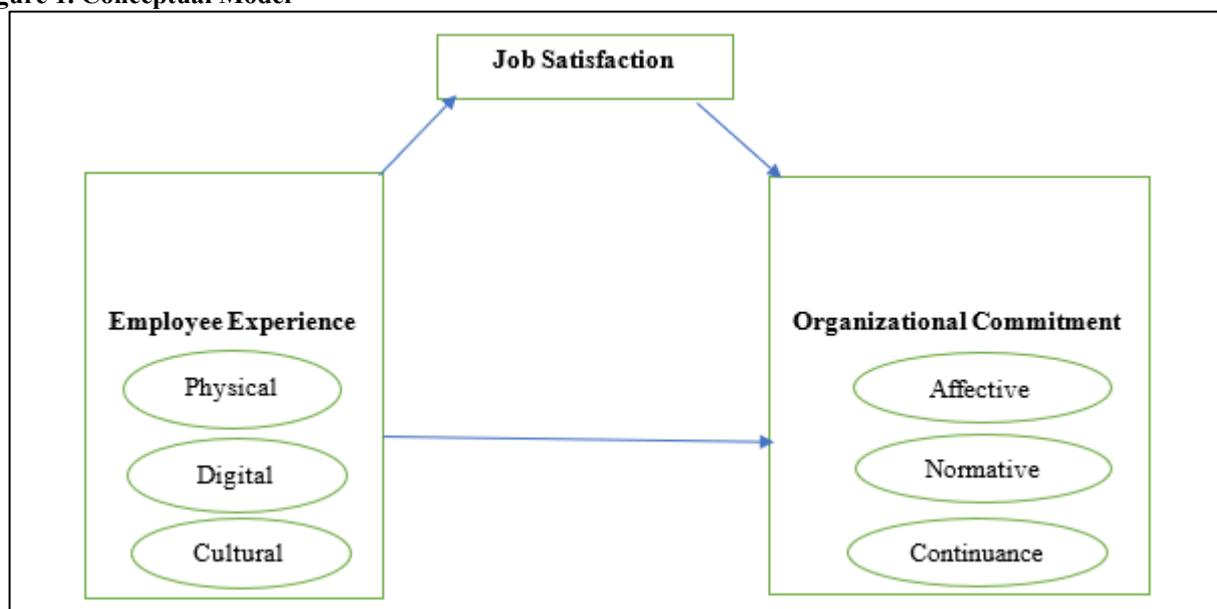
In the post-pandemic context, job satisfaction has emerged as a crucial element of employee experience, especially in volatile environments. The satisfaction levels were strongly associated with the perception of institutional support, flexibility, and safety during COVID- 19, these affected the organizational commitment (Ahire and Sinha, 2022).

Bangalore is known as the “Education Hub of India” due to the different types of higher education institutions available, including public universities, private universities, technical institutes, and autonomous colleges. By combining global exposure, competitive job markets and institutional diversity, the city is a well-suited context to investigate the impact of employee experience on organizational commitment. Although the region is well known for its employment opportunities there are a few empirical studies that have examined the degree to which employee experiences in higher education institutions in Bangalore are transferred to sustained commitment or loyalty.

This research study addresses the gap by exploring the impact of EX on OC with a mediating effect of JS in HEIs in Bangalore. The study contributes to the literature in three ways. First, it provides empirical evidence linking Morgan’s (2017) EX framework with commitment outcomes in the higher education context. Second, it advances theory by testing JS as a mediator within this relationship, grounded in Social Exchange Theory (SET) and Person-Organization Fit Theory. Third, it provides actionable insights for HEI administrators and policymakers seeking to improve faculty retention, engagement, and institutional sustainability.

Accordingly, this study addresses the following research objectives: (1) to examine the relationship between EX and JS among faculty members; (2) to determine the effect of EX on OC; and (3) to assess the mediating role of JS in the EX-OC relationship. The conceptual model underpinning the study is shown in Figure 1.

Figure 1. Conceptual Model



LITERATURE REVIEW

1. Employee Experience (EX) in Higher Education Institutions

Employee experience (EX) refers to the totality of employee interactions, perceptions and feelings throughout the employee journey (SHRM, 2024). EX is more complicated in HEIs because employee interactions can range from academic (teaching and research) to administrative, technical and student support. Research indicates that there is a strong correlation between positive employee experiences and job satisfaction, retention and reputation of the institution (Veldsman and van der Merwe, 2025). The main drivers for quality employee experience in higher education are a consistent, supportive institution culture, fair human resource policies, development opportunities, and the extent and connection with meaningful interactions with leadership (Vulpen, 2025)

Jacob Morgan (2017) defines employee experience (EX) as the sum of all employee interactions with the organization for each employee, within three interconnected environments: physical, digital and cultural.

1.1 Physical Environment: Within HEIs the physical environment refers to the employee’s immediate work environment and surroundings including classrooms, faculty offices, libraries, laboratories, and shared spaces and facilities. A thoughtfully designed inclusive and safe campus enhances the feelings of belonging of faculty and staff, and engagement within the institutions. Desirable faculty offices, access to research facilities, classrooms that are modern and accessible, and collaborative spaces create a culture of educational excellence and promote work towards engaging in multidisciplinary research. The opposite of this would drastically diminish employee satisfaction and their commitment to their organization.

1.2 Digital Environment: Digitalization or Technology is highly important in being productive in the academic workplace and innovating practices of teaching. The digital dimension in HEIs include Learning Management Systems, access to digital academic libraries, facilitated online teaching platforms, administrative systems, and online communication tools. According to Morgan (2017), effective technology management is the reflection of consumer level expectations, in the same way faculty have a positive user experience when the same technology is seamless, reliable and latest. The impact of COVID-19 quickly transitioned courses into hybrid and digitalized online teaching spaces. The IT infrastructure of HEIs suddenly became more important than ever for teaching and learning. HEI employees expect easy

to use technology, and if institutions are not developing positive educational digital effort, employees can become frustrated and altogether disengage from their work.

1.3 Cultural Environment: Culture within an institution are the common values, leadership style, the rules and regulations and support mechanism which an employee can feel while their stay in an institution. This dimension of working with HEIs also resonates strongly because employees also care about being autonomous in their daily jobs, treating them equally with recognition for their efforts they do and having freedom to relate intellectually through the means of research. Morgan (2017) argues culture must also reflect the institutional mission and values, if faculty and staff feel aligned with institutional values employees will remain committed.

2. Organizational Commitment (OC)

Organizational commitment has been extensively researched in organizational psychology, with Meyer and Allen's (1991) three component model being widely used by many researchers. The model includes three dimensions of commitment:

2.1 Affective Commitment (AC): The employees stay because they want to within an organization due to an emotional attachment and identification with the organization.

2.2 Continuance Commitment (CC): The employees stay in the organization because they need to as the commitment is driven by the perceived costs of leaving.

2.3 Normative Commitment (NC): The employees stay with the organisation as they ought to because it has become their moral or ethical obligation to remain with the organization.

In higher education, faculty indicated that they experience affective commitment whenever they view the institution's academic vision and student success mission as being aligned with their own values (Vandenberghe et al., 2017). Continuance commitment manifests itself in those employees who see few other opportunities outside the institution, particularly in a very specific academic field. Finally, normative commitment was observed in long-tenured staff who viewed their participation in the institution's stability and development of students as a moral obligation (Khan et al., 2021).

OC is an important criterion of estimating job performance, employee turnover and institutional resilience. Research shows that HEIs with faculty having higher commitment levels tend to achieve better outcomes in teaching, research and engagement (Alghamdi, 2024). In western HEIs research indicates that supportive leadership, recognition systems and growth opportunities significantly enhance OC (Breitsohl and Ruhle, 2013).

3. Job Satisfaction (JS)

Job satisfaction (JS) is an important link between employee experience and organizational commitment. A study in the insurance sector shows that employee engagement strongly predicts commitment, job satisfaction remains a critical variable, enhancing the effect of experience on loyalty and retention (Soni, Chawla, and Senger, 2017). Another study confirms that both employee engagement and job satisfaction significantly impact organizational commitment. The study demonstrates that satisfaction not only predicts OC directly but also impacts Engagement (Azmy, 2021). Research shows that employees who experience growth opportunities and meaningful development are more satisfied, and this leads to loyalty to the institutions (Riyanto et al., 2021). This suggests that those HEIs which are aiming to improve faculty commitment should design EX practices that fosters satisfaction through workload balance, career growth and engagement.

4. Empirical Studies Linking EX, JS, and OC

Empirical evidence shows strong association between EX, engagement and performance (Maharani and Febriansyah, 2022), while classic paths – engagement and job satisfaction – explains variance in OC (Azmy, 2021; Soni, Chawla, and Senger, 2017).

A study investigates the impact of employee experience on organizational commitment, emphasizing how workplace environments, HR practices, and cultural factors shape employees' attachment to their organizations. It was found a significant positive relationship between EX and OC, confirming that when employees perceive supportive physical, technological, and cultural environments, their job satisfaction and loyalty increase (Lee and Kim, 2023).

Many studies have emphasised EX consistently improves engagement, which then results in commitment. Conceptual work demonstrates EX as a strategic lever in aligning work, culture and technology to drive engagement and retention (Malik et al., 2023; Panneerselvam and Balaraman, 2022).

When compared with public and private institutions in India, faculty in government institutions show better organizational commitment due to better policy frameworks and job security (Sharma, 2015). In India, higher education sector is quite vast which comprises central universities, state universities, private universities, colleges, and technical institutions. These institutions employ a huge workforce of professors, lectures, administrators, and support staff. Still there are issues like brain drain, lack of monetary support for research, contractual appointments and limited autonomy persists (Mishra et al., 2022).

5. Linking EX, JS, and OC: A Theoretical Perspective

Several organizational theories provide a framework for understanding the EX and OC relationship. Firstly, the Social Exchange Theory (SET), suggests that the employees reciprocate positive experiences with loyalty and commitment (Blau, 1964). When faculty perceive supportive environments – modern infrastructure, adequate digital tools, and fair HR practices – they are more likely to feel satisfied and committed. Conversely, negative experiences produce weaker commitment and turnover intentions.

Secondly, Job Characteristics Model (JCM), focuses on how job design influences satisfaction and motivation with five core dimensions of a job (skill variety, task identity, task significance, autonomy, and feedback). This can create more engaging work, leading to higher job satisfaction and commitment (Hackman and Oldham, 1976). EX components,

particularly physical and cultural environments, shape these job characteristics, thereby impacting satisfaction and ultimately commitment.

Lastly, Person-Organization Fit Theory (P-O Fit), highlights that when an employee's values, beliefs and personality align with the organization's culture, they experience greater job satisfaction and are more likely to feel committed to the organization (Kristof, 1996). Cultural Experience – reflecting fairness, autonomy, leadership quality – enhances perceived fit, leading to higher JS and OC.

6. Gaps identified from the Literature

Although substantial research exists globally, the literature reveals the following gaps:

- There is a need for more empirical evidence on how improved EX translates into higher OC and how this can impact policy-making and institutional practices in HEIs in Bangalore, India.
- While job satisfaction is known to impact organizational commitment, its mediating role between employee experience and organizational commitment in the academic context is underexplored with respect to HEI.
- Also not much has been researched about the impact of employee experience and organizational commitment on policies pertaining to colleges and universities in Bangalore, India.

7. Hypothesis Development

H1: Employee Experience has a significant positive relationship with Job Satisfaction among faculty members in HEIs.

H2: Employee Experience has a significant positive relationship with organizational commitment.

H3: Job Satisfaction significantly mediates the relationship between Employee Experience and Organizational Commitment.

METHODOLOGY

Research Design and Scope

This study adopted a quantitative, cross-sectional research design to examine the relationships among Employee Experience, Job Satisfaction, and Organizational Commitment in Higher Education Institutions in Bangalore, India. The scope is limited to HEIs in Bangalore, encompassing Private Universities, Autonomous Colleges, Affiliated Private Colleges and Technical Institutes. Bangalore, often referred to as the 'Silicon Valley of India' and an educational hub, has a rich ecosystem for HEIs that attract a diverse faculty and staff workforce from across India and abroad, making it an appropriate context to study EX and its consequences. The scope extends to full-time and part-time faculty employed in these institutions constituted the target population.

Sampling Method

The population includes the teaching faculty (Full-time and Part-time) working in private HEIs across Bangalore. Due to the dispersed nature of faculty networks and practical difficulty of obtaining comprehensive sampling frames, the snowball sampling method was adopted. This approach is appropriate when the target population is large, heterogeneous, and partially inaccessible, and when referrals can increase participation among professional networks within HEIs. 150 questionnaires were distributed where 126 valid responses were retained as sample for analysis.

Instrumentation and Measures

This research is an empirical study based on primary data collection through a structured questionnaire. The structured questionnaire was prepared with the help of the available scales related to the constructs. For the Independent Variable (IV): Employee Experience - Morgan (2017) Scales was used. For the Mediating Variable (MV): Job Satisfaction - Paul Spector's (2022) Scale was modified and used in context with the relevance in HEIs. And for the Dependent Variable (DV): Organizational Commitment - Meyer & Allen (1997) Scale was used. Responses were measured using a 5-point Likert Scale ranging from "Strongly Disagree" to "Strongly Agree" was utilized for all constructs.

Tools for Data Analysis

The data collected was analysed, and a model was created using statistical software (SPSS and AOMS). Descriptive Statistics, Reliability Testing, Normality Tests, Correlation Analysis and Regression Analysis was used to analyse the data. Validity and Factor Analysis was assessed through Kaiser-Meyer-Olkin (KMO) and Barlett's Test of Sphericity examined sampling adequacy, Exploratory Factor Analysis (EFA) identified initial factor structures and Confirmatory Factor Analysis (CFA) validated measurement models in AMOS (Analysis of Moment Structures). During CFA, 12 items from the JS construct with low factor loadings were removed. The refinement improved construct validity without compromising theoretical meaning. SEM (Structured Equation Modelling) was used to test the hypothesized relationship and mediation using the model fit indices.

Data Collection Procedure

The entire study was conducted within a time duration of eight months from March 2025 till October 2025. Soft copies of questionnaires were administered via email and faculty networks. Participation was voluntary, and responses were anonymized to reduce response bias. Faculty referrals assisted in expanding participation to multiple HEIs.

RESULTS AND DISCUSSION

The construct reliability was assessed using Cronbach's Alpha. The independent variable EX exhibited excellent internal consistency across its three dimensions, with values of 0.907 for Cultural Experience (CE), 0.864 for Physical Experience (PE), and 0.924 for Digital Experience (DE). The mediating variable JS also demonstrated acceptable to good reliability, with alpha coefficients ranging from 0.729 to 0.832 across five dimensions – Pay (0.832), Promotion (0.801), Co-worker Support (0.754), Supervisor Support (0.729), and Work Itself (0.740). Similarly, the dependent variable OC showed

satisfactory reliability, with values of 0.833 for Continuance Commitment (CC), 0.746 for Affective Commitment (AC), and 0.836 for Normative Commitment (NC). Since all Cronbach's Alpha values exceeded the minimum threshold of 0.70, the scales used in this study were considered for further statistical analysis.

The normality of the data was analysed through the Skewness and Kurtosis. The data was evaluated construct wise, and it was found that all the items were within the range of the Skewness and Kurtosis viz., -1 to +1 and -3 to +3 respectively. Hence, we could say that the data was found to be normally distributed.

The descriptive statistics indicate the faculty members reported relatively positive perception across the dimensions of EX, with DE (M = 3.81, SD = 1.03) and PE (M = 3.77, SD = 1.11) receiving the highest average ratings, suggesting satisfaction with technological support and workplace facilities. CE also showed favourable responses (M = 3.62, SD = 1.08), through perceptions of well-being investments were comparatively lower. In terms of JS, the highest mean was observed for the Nature of Work dimension (M = 3.64, SD = 1.04), indicating that respondents take pride in and enjoy their work. Co-worker Support (M = 3.59, SD = 1.10) further reflects strong collegial relationships. However, comparatively lower averages were recorded for Pay (M = 3.13, SD = 1.15) and Promotion (M = 3.18, SD = 1.12), highlighting concerns about compensation and career advancement prospects. Regarding OC, NC (M = 3.26, SD = 1.12) was slightly higher than both AC (M = 3.14, SD = 1.09) and CC (M = 3.07, SD = 1.13), suggesting that employees' sense of obligation outweighs their emotional attachment or perceived necessity to remain in the institution. Overall, it may be seen that, while faculty members are satisfied with their work environment and peer relationships, challenges persist in pay, promotions, and emotional connectedness with the institution.

Further the demographic profiles were studied which showed that majority of the data was collected from Private Universities, from the designation of Assistant Professors, working full-time, within the age group of 31-40 years, wherein most of them were Male, Married, having Doctorate as their qualification, and with total teaching experience of 11-15 years. The demographic profile can be seen in detail from Table 1.

Table 2 presents the correlation matrix for the study variables. EX is positively and significantly correlated with JS ($r = .52, p < .01$) and OC ($r = .48, p < .01$). This indicates that faculty members who report higher levels of employee experience also tend to experience greater satisfaction in their jobs and stronger commitment to their institutions. Additionally, JS shows a strong positive correlation with OC ($r = .65, p < .01$), suggesting that more satisfied faculty members are more likely to remain committed to their institutions. These results provide initial support for H1 and H2, confirming the existence of significant positive relationships among the variables.

Table 1. Showing Demographic Profile

Nature of Institution	Designation	Employment Type	Age	Gender	Marital Status	Qualification	Total Teaching Exp.
Private University (66%)	Assistant Professor (75%)	Full-Time (98%)	21-30 years (13%)	Male (63%)	Married (82%)	Postgraduate (49%)	<1 year (6%)
Affiliated College (19%)	Associate Professor (17%)	Part-Time (2%)	31-40 years (56%)	Female (37%)	Single (17%)	Doctorate (51%)	1-5 years (16%)
Autonomous College (10%)	Professor (7%)	-	41-50 years (21%)	Others (0%)	Widow (1%)	Post Doctorate (0%)	6-10 years (24%)
Deemed to be University (6%)	Others (1%)	-	>50 years (10%)	-	Divorce (0%)	Others (0%)	11-15 years (25%)
-	-	-	-	-	-	-	16-20 years (15%)
-	-	-	-	-	-	-	Above 20 years (14%)

Table 2. Showing Correlations among Variables

Variable	1. EX	2. JS	3. OC
1. Employee Experience (EX)	—	.52**	.48**
2. Job Satisfaction (JS)		—	.65**
3. Organizational Commitment (OC)			—

Note: N = 126. **. Correlation is significant at the 0.01 level.

The Table 3 shows, the regression analysis predicting job satisfaction and organizational commitment. The regression analysis reveals that EX is a significant predictor of both JS and OC. Specifically, EX positively predicts JS ($\beta = .52, p < .001$), explaining 27% of its variance. This means that as EX increases, JS also increases significantly and has a moderately strong effect which shows H1 is supported. Similarly, EX significantly predicts OC ($\beta = .48, p < .001$),

accounting 23% of the variance. This shows that higher EX is associated with higher OC. The effect size is moderately strong and supports H2. These findings highlight that experience plays a crucial role in enhancing job satisfaction and fostering employee commitment within higher education institutions.

Table 3. Showing Regression Analysis

Predictor	Outcome Variable	β	SE	t	p	R ²
EX	JS	.52	.07	7.43	< .001	.27
EX	OC	.48	.08	6.00	< .001	.23

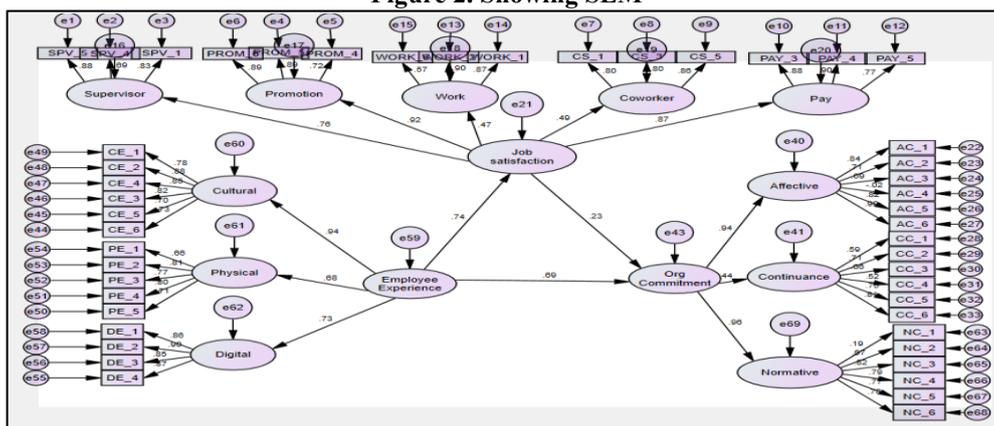
Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy for factor analysis was conducted for the three constructs (EX, JS and OC) separately and it was found that all the three were above 0.8 (0.892, 0.858 and 0.843 respectively). Hence, we may say that the KMO results were meritorious. While checking the Bartlett's Test of Sphericity it was noted that the $p < 0.05$ which showed that the correlation exists, and factor analysis is appropriate. Convergent and Discriminate Validity was conducted wherein it was found that all the sub-variables had Composite Reliability (CR) values above 0.7, showing good reliability. Average Variance Extracted (AVE) values are all above 0.5, showing good convergent validity. To test the discriminate validity, the Maximum Shared Variance (MSV) was found to be less than AVE values proving that the discriminate validity is achieved. All the values of MaxR(H) (Maximum Reliability/Construct Reliability Estimate) were more than 0.7, which proves it is in the acceptable range. This also shows each construct is distinct. While conducting EFA and CFA it was found that certain items had low factor loadings in JS construct. Certain items had EFA < 0.4 and CFA < 0.5-0.6, hence we can say that those items does not strongly represent the construct, therefore 12 items out of 27 items were removed.

Table 4. Showing Model Fit Statistics

MODEL FIT STATISTICS	Model values	Accepted value
P value (Significance)	0.000	< 0.05
χ^2 (Chi-square)	3423.22	
Degrees of freedom	1060	
Chi-square/df (χ^2/df)	3.229453	< 5
GFI (Goodness of Fit Index)	0.916	> 0.9
CFI (Comparative Fit Index)	0.924	> 0.9
TLI (Tucker Lewis Index)	0.933	> 0.9
RMSEA (Root Mean Square Error of Approximation)	0.045	< 0.08
RMR (Root Mean Residuals)	0.036	< 0.05

From the above Table 4, we may interpret that all major fit indices are within the acceptable ranges. The significance value is within the acceptable range, χ^2/df value shows acceptable fit, the GFI indicates over 91% of variance-covariance in the data is explained by the model, CFI shows that the model explains the data significantly better than a null model. CFI along with GFI shows good fit. TLI represents the data well specified and shows it's a parsimonious model. RMSEA measures errors of approximation in the population which shows excellent fit and lastly through RMR we check the average difference between observed and predicted correlations, in this case it has very low residuals, hence can be stated that the model reproduces the data well. Overall looking at all the indices we can interpret that the model shows good fit. Figure 2 represents the final model showing the mediation effect of JS between EX and OC. From the structural paths, we can say that EX strongly influences JS, which in turn significantly drives OC. The direct effect of EX on OC is strong, and JS shows a partial mediation. Hence, it can be said, improving EX enhances JS, which may lead to stronger OC, supporting H3. But EX directly leads to OC much stronger.

Figure 2. Showing SEM



Key Findings:

- EX significantly predicts JS ($\beta = .52, p < .001$), explaining 27% of variance proving H1 i.e., there is a significant positive relationship between employee experience and job satisfaction among faculty members in HEIs.
- EX also significantly predicts OC ($\beta = .48, p < .001$), accounting for 23% of variance proving H2 i.e., there is a significant positive relationship between employee experience and organizational commitment among faculty members in HEIs.
- JS partially mediates the link between EX and OC, as shown through SEM. Faculty with better experiences report higher satisfaction, which in turn strengthens their commitment.
- SEM results indicated a good fit, confirming robustness of the mediation model.
- While faculty were generally satisfied with digital and physical aspects of EX, concerns remained around pay, promotions, and emotional connectedness with institutions.

Recommendations/Practical Implications

- Provide modern, well-equipped classrooms/labs and collaborative workspaces which ensures inclusive, safe, and comfortable campus facilities that enhance faculty belongingness and engagement.
- Investing in training on reliable, user-friendly teaching platforms and academic management systems.
- Build a culture of respect, autonomy, and academic freedom, which recognises the faculty contributions beyond teaching and promotes transparent leadership, shared governance, and fair HR policies.
- Design structured career pathways progression, including fair and competitive compensation policies, and provide professional development opportunities.
- Monitor faculty job satisfaction through regular surveys and offer flexible policies (like hybrid teaching, sabbaticals, education leaves etc. to enhance work-life-balance.
- Faculty involvement needs to be improved in institutional decision-making and strategic vision. Emphasis to be given to the institutional role in community development and student success.
- Regularly use employee experience metrics to improve HR practices. Integration of employee feedback into institutional policy review can be considered and analytics could be leveraged to refine faculty support systems continuously.

CONCLUSION

This study confirms that employee experience plays a pivotal role in driving both job satisfaction and organizational commitment in HEIs. By improving the physical, digital and cultural environments of faculty members, institutions can foster stronger emotional and normative commitment while reducing turnover risks. Job satisfaction serves as a crucial mediating factor, highlighting the importance of designing policies that address workload, recognition, and career development opportunities.

Limitations of the study include its reliance on self-reported data from a single city (Bangalore), use of non-probability sampling (snowball method), and focus on private HEIs, which may limit the generalizability. Additionally, some items with low factor loadings were removed during CFA, indicating the need for refinement of measurement tools in future research.

Future research could extend this study by conducting comparative studies across public vs. private HEIs in multiple regions, a longitudinal study can be explored to establish causality between EX, JS and OC. Additional mediators like employee engagement, leadership support etc. or moderators like age, tenure etc. can be studied further. Mixed methods can be used for a deeper understanding of faculty experiences.

Overall, this research highlights that employee experience is not only an HR function but a strategic lever for improving institutional sustainability and academic excellence.

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AUTHORS CONTRIBUTION

Author 1: Conceptualization, literature review development, research design, data collection, data analysis, instrument validation, interpretation of results and manuscript writing.

Author 2: Development of theoretical framework, critical revisions, proofreading and final approval of the manuscript.

CONFLICT OF INTEREST

The authors declare no conflict of interest relating to data presented in this paper. Its contents, including any opinions and conclusion, are completely those of the authors associated. The use of AI tools to paraphrase certain sentences for the grammatical purpose was used (Like Chat GPT and Quillbot). The sentences paraphrased are duly cited and added in the references.

ETHICS STATEMENTS

The Study adhered to ethical principles for human subjects' research. Participants were informed about the purpose of the study confidentiality measures voluntary participation and data usage. No identifying information was collected. Consent was obtained electronically before assessing the questionnaire.

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