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Abstract

To date there is limited research on organisation-based self-esteem within the higher education environment. This quantitative study addresses that gap by investigating the differences in organisation-based self-esteem between two subgroups: academic teaching staff ('faculty' in the United States) and administrative staff, excluding senior managers, ('staff' in the United States). Through analysis of variance and factor analyses of 233 survey respondents across five small liberal arts institutions in North Eastern United States, this study suggests self-esteem imbalances between the two subgroups. Results point towards subgroup inequities in perceived value that can lead to reduced engagement, commitment and positive organisational behaviours. The study offers organisation-based self-esteem as a new data point for institutions striving to provide the best outcomes for students and the employee groups that support them. It provides targeted interventions and challenges academic organisations to reflect on processes and cultural norms that may be

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negatively affecting students and employees. (HRK / Abstract übernommen)