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Organisational flourishing and performance: research with professors from a public university

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Abstract: The organisational flourishing is related to the perception of positive emotions and the promotion of better professional performance of individuals flourishing at work. So, this article aims to confront the organisational flourishing with the performance perceived by professors at a federal public university in the state of Rio Grande do Sul, Brazil. For this purpose, a survey was carried out with 107 professors of applied social sciences courses (CNPq classification). The analysis was based on multivariate statistical techniques such as: exploratory factorial analysis, confirmatory factorial analysis and structural equation modelling. The results had a positive relation between the organisational flourishing and the performance perceived by professors, being consistent with the literature appointments. The results help in the decision-making of strategies that the university management has used for its professors, aiming at its performance and to the literature on organisational flourishing using as public-target professors of a public university.

Keywords: organisational flourishing; performance; public university; professors.

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1 Introduction

According to different people, the work environment is considered as a second home, since they spend most of their time at work. As well as the specific activities of their profession, these professionals end up carrying out other complementary activities. The university teachers, in addition to teaching, need to research, publish the results of their research, organise tasks with demand and pre-established deadlines. High activity diversity and demand may be responsible for most of the forms of damage to the individual, besides emotional distress (Travers and Cooper, 1993), whichever may result in low performance in the professional activity. Retrogressive educational practices are also negative aspects affecting well-being, the combination of new pedagogies are used as shared vision, collaboration and engagement for new professional learning (Owen, 2016).

One of the common desires among professionals is the feeling of pleasure at work (Oliveira-Silva and Silva, 2015) and organisational flourishing, according to the perspective of positive organisational behaviour, concerns a behavioural state where there is a sense of happiness, well-being, commitment and satisfaction with the professional activity and its environment (Siqueira, 2014). People who flourish improve their health conditions and tend to work better. This is one of the reasons to investigate the flowering (Huppert, 2009), besides referring to a positive feeling regarding the organisation in which they work (Siqueira, 2014). The work satisfaction feeling can drive the individual to high levels of professional performance (Bakker and Oerlemans, 2011).

As described, emotional state and capabilities have the potential to influence an individual's level of professional productivity, acting directly on the effectiveness of their actions, in addition to the satisfaction with their profession and the place where they perform it. In this way, the professors' emotional intelligence has a direct impact on the organisation's performance (Akgun et al., 2007), a moment in which we broaden the observational spectrum beyond the individual, along with an entire professional staff.

Therefore, the lecturers' positioning, besides influencing their activities, also has – from a broader perspective – an unfolding over all other players in the micro-environment (organisation). It is known that organisations, whether public or private, deal with difficulties. Performance is directly linked to the ability of leaders to influence the collaborative behaviour of the team, aiming at developing, encourage measures that may overcome the difficulties faced, in a way that is positive, satisfactory, and productive, not only to the organisation but also to the entire team. In the past, performance has been seen only as maximising profits, without concern for other criteria.

Performance is directly influenced by the characteristics of the relationships, emotional intelligence, motivation and satisfaction (Dias and Borges, 2017). In universities, the professor is seen as a leader, whereby is responsible for influencing directly organisational performance, in this case, the performance of a university, being seen as the main player in the institutional capacities development, and the entire academic community.

Following this idea, organisations must encourage the development of procedures that help promote organisational flourishing to improve the health and well-being of their collaborators, as well as their performance. Based on the previous points, this research aims to relate organisational flourishing with the performance of the professors at a federal public university. Hence, it contributes to the advancement of a new perspective, having the capability to help professors and Higher Education Institutions to perform better. In complement, Kidd (2008) and Oliveira-Silva and Silva (2015) highlighting which, still, the researchers wising little about important factors of organisational flowering, what motivates the development this experiment.

The literature on organisational flourishing presents a gap for studies in the academic environment and on other aspects related, such as performance. Therefore, exploring the organisational flourishing professor's approach of public education institutions in association with an evaluation of teaching performance provides besides the theoretical contribution to improving strategies led by managers aimed at these collaborators.

Also, there is an exhaustive effort in the literature by researchers to relate performance to managers' decision-making in the most different organisational environments (such as Castro et al., 2020; Klinger et al., 2019; Silveira-Martins and Vaz, 2017, 2016; Martins et al., 2014), although dedicated research to the teaching performance that inevitably will influence the performance of a public university, which has different characteristics from traditional organisations are minimal, reinforcing the importance of developing this research.

Thus, this research will be presented in five sections, besides this introduction. In the second section, the theoretical assumptions will be discussed followed by the methodological procedures. In the fourth section, the data collected for the theoretical reference will be analysed. Finally, the main research conclusions will be presented and the references used.

2 Theoretical foundation

In this section, the main concepts, as well as their respective researchers that address organisational flourishing and the performance constructs, will be presented. It is not intended to exhaust the discussion on the themes but to introduce the main scientific points so the research can have support for the full development.

2.1 *Organisational flourishing*

Positive psychology develops a science focused on positive emotions, aiming to identify the effects of these emotions. Some studies have been developed (Fredrickson, 1998; Huppert and So, 2009; Diener et al., 2010; Leite et al., 2016). Fredrickson (1998) considers such emotions to be feelings of joy, interest, contentment, and love which can be experienced in situations of opportunities or threat. Arising from positive psychology, positive organisational behaviour arises to study the positive individual psychological conditions that are related to the well-being of workers in organisations, eventually influence their professional performance.

Along the same lines as positive psychology, flourishing appears as the sum of feeling well and acting effectively being regarded as a measure of subjective well-being (Huppert and So, 2009). Siqueira (2014), following this thought, refers the term flourishing – originated from botany – as a meaning of prosperity, development, and a state of satisfaction and well-being. Well-being studies have two approaches: one that addresses happiness, satisfaction with life; and the other that addresses human potential, contrasting how well people are living with their reality (Silva and Caetano, 2013).

Nowadays, the satisfaction and well-being are the goals of many professionals who invest in their careers (Oliveira-Silva and Silva, 2015). Owen (2016) associates the flourishing to feelings as self-esteem, optimism, resilience, vitality, self-determination, and positive relationships. So, all positive emotions of sharing and good feelings, are aspects that create collaboration, being key-concepts to the feeling of appreciation ensuring the sense of achievement and reflecting the concepts of positive psychology. Further factors that flourishing may cause are satisfaction, commitment, meaning, learning, and growth, all focusing on a state of positive emotions (Rosa et al., 2019).

Huppert and So (2009) believe that an individual can be considered flourishing when they realise that their life is going well. Diehl et al. (2011), on the other hand, argue that an individual must experience three times more positive than negative feelings to be flourishing. It is extremely important to research the factors that are associated with people's flourishing, as well as to provide guidelines for promoting flourishing. One of the reasons for study the flourishing of people is that they tend to work better, improve social relationships, are more likely to contribute to their community, and improve their health and life expectancy (Huppert, 2009).

The studies on flourishing at the workplace are new and seek to understand the positive experiences within the workplace (Siqueira, 2014). It is linked to prosperity and development, happiness, commitment, self-motivation, success, learning, satisfaction, and well-being in the workplace. In the workplace, flourishing creates a perception of meaning in the person about that environment, being related to positive experiences in the workplace, such as happiness, commitment, motivation, satisfaction, and well-being (Rosa et al., 2019). Sheldon et al. (2010) argue that flourishing is impacted by the type or

quality of the activities in which the person commits so that the positiveness experiences and the possibility of achieving personal goals would increase flourishing levels.

People's professional lives are an important aspect of positive well-being, highlighted by Keyes (2002) when work plays an important role in their lives. Siqueira (2014) states that professionals with high level of flourishing at work may achieve a good life besides becoming more optimistic about the future, this conception refers to a positive state experienced by the professional driven by satisfaction and their work commitment plus the positive feeling towards the company that hires them. Organisational theories state it is important for workers to be supported in improving their satisfaction and subjective well-being, thereby decreasing work-related stress (Rhoades and Eisenberger, 2002). Studies show that a workplace which allows the worker to flourish will make them commit to and engage with the organisation by enhancing its value, which affects the turnover, as these positive feelings reduce the intention to leave the organisation (Rosa et al., 2019).

Carver and Connor-Smith (2010) affirm that some professional activities make it hard for people to flourish, due to the great psychological damage that occurs. According to Hamama et al. (2013), teaching can be stressful the research results show that teachers can be assisted in dealing with their difficulties daily, as when people feel positive emotions, they are more likely to see possibilities. Travers and Cooper (1993) highlight that teachers are exposed to ongoing stress and emotional overload as part of their intensive daily routine, which may impair their sense of well-being. When teachers feel recognised for the work they do, according to Roffey (2012), it increases the sense of effectiveness and well-being, and this well-being is relevant to the whole school because it creates a friendly environment for students as well.

Professor's work is focused on teaching, but they also carry out other activities such as research, extension programs, and administration, making teaching more and more complex. Within this scenario, teachers need to adapt by maintaining the levels of emotional control and physical, mental, and professional exhaustion. Tauchen et al. (2016) point out that scientific productivity bothers and enhances stress, due to the demands made on it, the author also emphasises that being a university lecturer is a profession in which there are situations of uncertainty and joy, being at a time when the desire to transform education overcomes stressful moments.

As seen in the teachers' case, the conditions of employment and professional exercise end up affecting the level of people's satisfaction, as well as their well-being. Thus, these employment conditions possess the potential to influence the professional development of workers both positively and negatively. Considering the centrality given to work in people's lives, satisfaction with professional performance becomes an important indicator: because work enables satisfying social relationships, optimism about the future, purpose, and meaning in life, these possibilities together characterise the flourishing in work (Siqueira, 2014).

Commitment to work is a flourishing construction for organisations, as it creates positive effects on a number of work-related issues (Simbula and Guglielmi, 2013). One reason for workers to commit themselves and perform their jobs better is the experience of flourishing at work, experiencing positive emotions, improving their health and thus being able to devote their energies to work (Bakker and Schaufeli, 2008). Performance is the result of the collaborative effort, with the possibility of professional commitment and involvement of one person being moved to another indirectly, thus enabling job satisfaction to promote good performance (Bakker and Oerlemans, 2011).

2.2 *Teaching performance*

Performance according to Dias and Borges (2017) refers to a complex term that will rely on a perspective, which will describe current actions and will project future results, being able to be expressed as the set of results, efforts, and behaviours, becoming a crucial indicator for every organisation. However, Lebas and Euske (2002) add to this position, highlighting that performance is measurable by an expression that allows communication, being an action result, besides the capability to realise or enhance results. Performance can be measured from various perspectives: organisational, working groups, academics. This study seeks to understand some factors that may affect the teaching performance.

Therefore, it is verified that performance is not a single event, it is dynamic, and should be considered as a continuous measure (Lebas and Euske, 2002). Assessing performance becomes essential in institutions so that the real situation and the deviations as qualitative as quantitative and thereby, assist decision-making, contributing to better strategy implementation and consequent enhancement of results (Nuintin et al., 2010).

In evaluations of teaching performance, the main objective is to evaluate the work of each teacher in a given period. Evaluations should consider rational and emotional factors, as well as the self-evaluation that makes the process even broader (Duarte and Bastos, 2016). Broatch and Lohr (2012) emphasise that traditional models of the teaching performance evaluation attempt to stipulate what the teacher provides to the students' knowledge and their achievements are attributed to the teacher or the institution and not to the student.

According to Owen (2016) both mutual invigorating support and the teacher's passion for teaching are some of the features for in-depth development, such aspects linked to positive emotions have improved results and help to perform better at work. Also, according to the author, when these capabilities are identified it is possible to consciously transform the most valuable and productive work and activities, making the teacher feel more confident, attributing more interest, commitment, meaning and feeling of achievement in what is done. Along the same thinking, Seligman et al. (2009) reports that the lives of assigned values such as well-being and mutual support are the basis for growth and that daily interactions between teachers and students is important for the development of well-being associated with increased capability performance.

For Roman et al. (2017) performance improvement can be seen from the perspective of learning and change. Changes are necessary and, therefore, the organisation must develop themselves and learn to deal with the context. If the performance description has no impact on decisions, the diversity of understandings increases their complexity. However, dialogue takes place to define the concept's complexity and is the basis for performance management. Being not only something to be measured, but it is also the result of a construct, that is, based on time and causality, indicating future achievements, being a process of alignment (Lebas and Euske, 2002).

Dias and Borges (2017) point out that leadership plays a fundamental role in the teams' performance, because social relationships built in the organisational context, influence the group's meanings such as values, perceptions, behaviour, attitudes, all of these with a capability to influence the teams' performance. For most organisations performance is the result of collaborative effort: the involvement of a person can be indirectly transferred to the team, thus, improving performance (Bakker and Oerlemans, 2011).

Both Schimmer and Brauer (2012) states that job satisfaction coincides with high levels of performance. On the other hand, when teachers' satisfaction is low, it impacts negatively their work performance, causing consequences for all those involved in teaching, so it is essential for the educational institution to maintain the high personal achievement of in order to maintain the performance of students and teachers (Byrne et al., 2013; Cardoso and Costa, 2016). Since lecturer productivity is linked to the state of mind of individuals who are part of that environment, to what they feel, to what motivates them, and the development of people's well-being is a key factor for the effectiveness of educational institutions (Moro et al., 2014).

Canrinus et al. (2012) state that well-being in the teachers' work contributes to better commitment, as well as the motivation, that can be considered an important factor in teachers' performance (Ambrose and Kulik, 1999; Seebaluck and Seegum, 2013). Cardoso and Costa (2016) supports this understanding, pondering that the emotions, feelings in the performance of work provide well-being, resulting in better development and activities performance. That is, features that raise positive feelings in professors tend to affect people' performance, consequently in better student and institution performance. Bear the results found by Tuckman (2007), that motivational classes are capable of improving academic performance.

The teaching profession can be quite stressful, but when coupled with incentives, guidance, positive feelings, it has the potential to promote a sense of well-being and flourishing at work. The concept of how certain emotions can affect the work performance, which can be analysed according to the personal perception (Bendassolli and Malvezzi, 2013), is important to ensure the well-being and good results of those involved.

Based on the literature address in the theoretical framework of this research, with the propositions about positive organisational behaviour (Huppert, 2009; Leite et al., 2016), the flourishing and well-being at work (Bakker and Schaufeli, 2008; Rhoades and Eisenberger, 2002; Rosa et al., 2019; Sheldon et al., 2010; Siqueira, 2014), feelings aroused by lecturing activity (Hamama et al., 2013; Roffey, 2012; Tauchen et al., 2016; Travers and Cooper, 1993), and on teaching performance (Broatch and Lohr, 2012; Byrne et al., 2013; Canrinus et al., 2012; Cardoso and Costa, 2016; Owen, 2016; Seligman et al., 2009; Schimmer and Brauer, 2012),. As a result, the hypothesis that emerges to be tested is the following: **H^{unique}**: there is a positive association between the organisational flourishing and the teaching performance of a Federal Public University. The procedures used to test this hypothesis (methodology section) will be introduced in the following section.

3 Methodology

The experiment was developed using quantitative research with the *survey* technique. For convenience, the population involved the professors of Applied Social Sciences courses at a Public Federal University, in the state of Rio Grande do Sul, Brazil. The said institution was used for its importance about other educational institutions, since it is ranked among the 30 best federal universities in the country, as well as among the best three in the state of Rio Grande do Sul and rated as the best in the southern region of the

state of Rio Grande do Sul (Folha, 2017). For the choice of professors from this educational institution was based on the university's membership in 2017, the year of data collection, in the Performance Evaluation Program of Technical-Administrative Servants in Education, under Resolution No. 13 of September 28, 2017.

The research involved the professors from the following courses: Business Administration, Tourism, Technology Course in Public Management, Technology Course in Management Processes, Law, Economics, Architecture and Urbanism. These courses have been selected because they belong – according to the classification of the National Council of Scientific and Technological Development (CNPq) – to the area of Applied Social Sciences, scope of expertise, interest and ease of access to data by the researchers. In this context, regarding the number of teachers assigned per course (proportionality), a statistical sample of 107 professors was identified. This was the overall of the surveyed sample and the questionnaires were applied in loco in the respective departments.

For data collection on organisational flourishing, the instrument developed and validated by Siqueira (2014) was used, according to Table 1, using a scale of 1 (totally disagree) to 7 (totally agree) for each of the statements and eight questions. For the identification of the performance perceived by the teachers, it was considered the instrument used by Raasch and Silveira-Martins (2016), adapting it to the teachers reality. The variables used were measured according to Table 2, on a scale from 1 (totally unsatisfied) to 5 (fully satisfied) for each of the statements and five questions.

Table 1 Variables construct organisational flourishing

<i>Variables</i>	
Flo1	In my work, my social relationships give me support and are rewarding.
Flo2	In my work, I am involved and interested in the daily activities that I perform.
Flo3	In my work, I actively contribute to the happiness and well-being of the others.
Flo4	In my work, I am competent and able to do the activities that are important to me.
Flo5	My works helps me to be a good person and live a good life.
Flo6	My work contributes to my optimism about my future.
Flo7	My work contributes to my leading a purposeful and meaningful life.
Flo8	In my work, people respect me.

Source: Siqueira (2014)

Table 2 Variables construct performance

<i>Variables</i>	
Des1	Performance notes of the courses you teach (ENADE, CPC, EDITORA ABRIL, RUF, etc.).
Des2	Performance of students in general.
Des3	Performance of the course graduates.
Des4	Attendance of the pedagogical project of the course.
Des5	Your overall performance.

The analysis, following the teachings of Hair et al. (2005), of the data analysis considered:

- a Exploratory factor analysis: This technique was used to validate the performance construct since the instrument was adjusted from previous research. The following indicators were used:
- communality (0.500)
 - measure sampling adequacy (MSA) (0.500)
 - sample reliability (Cronbach's alpha) (0.700)
 - Bartlett Sphericity test (p -value < 0.50)
 - inter-item correlation (0.300)
 - item-total correlation (0.500)
 - factorial weights (for $n = 100$) (0.55) – rotated by varimax method.
- b Confirmatory factorial analysis: This method was used for both constructs in order to identify if the variables are intended to measure the said constructs. The following adjustment indicators were used for this method:
- 1 χ^2/df (< 3)
 - 2 p -value (> 0.05)
 - 3 comparative fit index (CFI) (> 0.900)
 - 4 Tucker-Lewis index (TLI) (> 0.900)
 - 5 root mean square error of approximation (RMSEA) (< 0.100).
- c Structural equation modelling: Finally, aiming at an accessory test, the Spearman's correlation between the central measurements of the indicators of the shaped constructs was performed.

For the calculation development, the following software was used: IBM SPSS®, version 20 and MPlus®, version 7. The estimator used was the weighted least square mean and variance (WLSMV) parameters.

4 Results

Based on the methodological section, the first data analysis procedure considered the exploratory factor analysis. Hence, in an analysis the indicators of the organisational flourishing construction, it was identified that they present the following values of commonality: Flo1: 0.766, Flo2: 0.520, Flo3: 0.730, Flo4: 0.689, Flo5: 0.652, Flo6: 0.769, Flo7: 0.789, Flo8: 0.733, i.e., all indicators higher than the expected minimum of 0.500.

Therefore, the MSA was calculated. This resulted in the lowest value of MSA = 0.669 for the Flo4 variable, however, higher than the minimum described by Hair et al. (2005) of 0.500. Cronbach's alpha value was analysed, and found that it resulted in 0.781 and for standardised items in 0.775, when the minimum expected was 0.700, so all of the indicators are adequate for further analyses. In checking Bartlett's test, a value of $\alpha = 0.000 < p$ -value = 0.05 was identified.

Then, the analysis inter-items correlation has proceeded. By this procedure, it was possible to verify that the variables Flo2, Flo3, Flo4 and Flo8, presented the following values: 0.122, 0.272, -0.016 and 0.192, respectively. So, these variables were disregarded

for not reaching at least the value of 0.300, Hair et al. (2005) points out. Thus, after the exclusion the inter-item correlation values were again measured, and, this time, the lowest value identified was 0.317, so the variables: Flo1, Flo5, Flo6 and Flo7 were qualified for the next analyses.

The item-total correlation was analysed and the Flo1 variable presented a value of 0.436. Other variables presented a higher value than 0.600. Thus, in an attempt to ensure the analyse accuracy in communion with the literature, and it was decided to exclude the Flo1 variable. Then, the factorial weight of the variables was analysed, being: Flo5: 0.833, Flo6: 0.870, and, Flo7: 0.877. The Kaiser-Meuer-Olkin (KMO) was adequate (KMO = 0.71), within the acceptable recommendations (< 0.60) of Fávero and Belfiore (2017), and a 75% cumulative explained total variance. Then, after the exploratory factorial analysis procedures, it was verified that these are the variables that can provide the basis for other organisational flourishing construction analyses.

Continuing the analyses, in relation to the construct performance, in specific commonalities, the following results were verified by variables: Des1: 0.570, Des2: 0.333, Des3: 0.692, Des4: 0.242, and Des5: 0.618. In this way, the Des2 and Des4 variables had values at the minimum expected limit, i.e., 0.500. After the exclusion of these variables it was possible to verify the following results: Des1: 0.642, Des3: 0.716, and, Des5: 0.662. Thus, such variables become eligible for the next statistical procedures.

Subsequently, the MSA indicator of the variables of the construct performance was verified, resulting in: Des1: 0.715 Des3: 0.658, and, Des5: 0.697, therefore, all of the variables present higher results than the minimum expected for the MSA (0.500). Cronbach's alpha for these variables resulted in 0.740 and for standardised items in 0.757, just above the minimum of 0.700. Likewise, Bartlett sphericity test resulted, in accordance with the teachings of Hair et al. (2005), i.e., $\alpha = 0.000 < p\text{-value} = 0.05$.

When analysed the inter-item correlation, it was verified that the lowest value presented was 0.460, when the minimum acceptable is 0.300. The item-total correlation had the lowest value for the Des1 variable: 0.563, higher than 0.500 regarded as the minimum to enable the next procedures. Regarding the factorial weight, all of the variables had only one factor with the following values: Des1: 0.801, Des3: 0.846, and, Des5: 0.814. The KMO sample adequacy analysis was appropriate (KMO = 0.70), within the acceptable recommendations (> 0.60) of Fávero and Belfiore (2017), and a cumulative total explained variance of 67%. So, via exploratory factorial analysis, it is possible to affirm that these variables (Des1, Des3 and Des5) are qualified to perform the other analyses.

The confirmatory factorial analysis of the organisational flourishing construct was carried out. Thus, the following values resulted: CFI: 1.000 > 0.900; TLI 1.000 > 0.900; and; RMSEA 0.000 < 0.100, so all values show adjustment. Regarding the χ^2 indicators the system has reported that due to the estimator the calculations could not be performed. However, as a method of re-validation of the adjustment indexes, the individualised coefficients by variables: Flo5: 0.757 (p-value = 0,000), Flo6: 0.804 (p-value = 0.000), and, Flo7: 0.868 (p-value = 0.000). Thus, it was noticed that all of the variables reported coefficients above 0.550 as recommended by Hair et al. (2005). So, all the variables of the organisational flourishing construct were supported by the confirmatory factorial analysis.

Afterwards, an analysis of this type was carried out for the construct performance. This analysis resulted in the following of the adjustment indexes: CFI: $1.000 > 0.900$; TLI $1.000 > 0.900$; and; RMSEA $0.000 < 0.100$. Regarding the χ^2 , as in the organisational flourishing analysis, the system reported that due to the estimator the calculations could not be performed. When observing the coefficients of each variable (Des1: $0.718 - \alpha = 0.000 < p\text{-value} = 0.05$; Des3: $0.834 - \alpha = 0.000 < p\text{-value} = 0.05$, and, Des5: $0.857 - \alpha = 0.000 < p\text{-value} = 0.05$), it is noticed that even without the χ^2 , calculation, there is adjustment model. Hence, it is considered that these variables of performance have conditions to integrate the model to be tested.

By analysing the structural equations modelling, considering both constructs, it was verified that the CFI ($0.999 > 0.900$), TLI ($0.999 > 0.900$), RMSEA ($0.021 < 0.100$), reflected adjustments of the model. Regarding the χ^2 , as in the individual constructs analyses, it was not possible to measure. Therefore, a visual analysis of the coefficients of the variables was possible to measure in order to verify some potential inconsistencies that could contrapose the indexes already measured. Thus, the coefficients were analysed as follows: Flo5: 0.741 ($p\text{-value} = 0.000$), Flo6: 0.810 ($p\text{-value} = 0.000$), Flo7: 0.874 ($p\text{-value} = 0.000$), Des1: 0.721 ($p\text{-value} = 0.000$), Des3: 0.825 ($p\text{-value} = 0.000$), and, Des5: 0.866 ($p\text{-value} = 0.000$). Therefore, it is understood that the model is adjusted.

The calculations of convergent and discriminatory validity were also carried out. As can be seen in Table 3, all calculations were adequate according to the parameters set by the literature (Ringle et al., 2014). When the associations between the organisational flourishing and performance constructs are analysed, according to Figure 1, a positive (0.338) and significant ($\alpha = 0.000 < p\text{-value} = 0.05$) association is found. To perform an adjoining test to the structural equation modelling to verified its results, Spearman's correlation was performed considering the central measure of organisational flourishing and performance indicators. The last test resulted in $\alpha = 0.290$ ($\alpha = 0.002 < p\text{-value} = 0.05$), so a positive and significant correlation between the constructs, reinforcing the results found previously. Thus, when recovering the H^{unique} hypothesis that affirms that there is a positive association between the organisational flourishing and the lecturers' performance from a Public Federal University, it can be assumed that it is supported.

Figure 1 Structural equations modelling

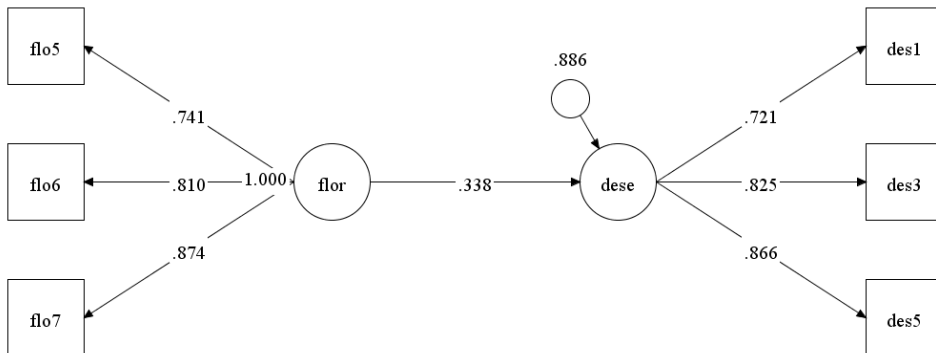


Table 3 Convergent and discriminatory validity

<i>Latent variable</i>	<i>AVE</i>	<i>Composite reliability</i>	<i>R²</i>	<i>α</i>	<i>Root AVE²</i>	<i>FLO⁴</i>
Flourishing	0.740	0.895	----- ¹	0.829	0.860 ¹	-
Performance	0.671	0.859	0.066	0.757	0.819 ¹	0.257 ³

Notes: ¹Does not have R^2 due to being independent in the model; ²square root of the AVE; ³correlation; ⁴flourishing.

Results support the positive relation between the organisational flourishing and the performance perceived by the lecturer. As outlined in the topic regarding the theoretical construct of organisational flourishing, this is related to positive experiences in the workplace, such as prosperity, happiness, engagement, self-motivation, learning, satisfaction and well-being in the workplace. Based on the data collected through this study, it is possible to support what Wright et al. (2007) stated about the positiveness experienced among people in the workplace is associated with higher levels of professional performance.

When relating both the quantitative and qualitative components, and the complexity of professional activity concerning its performance, there is an improvement of the professional performance associated with the positive components in the organisational environment. It is mentioned in the paper by Avey et al. (2011), when they highlight the increased relevance, originality, and quantity of solutions proposed for daily professional issues. The sum of the results of the two surveys allows us to conclude that the increase in teaching performance verified by this one means relevance in the amount and quality of their professional activity due to the organisational flourishing perceived.

A similar position due to the data collected by this research occurs with the work of Meneghel et al. (2016), which highlights that positive emotional development in the professional group helps to increase team performance. It is possible to conclude that more than the increase in teaching performance from a personal perspective, there is also the quality and amount of the entire teaching team' production that composes the sampling of this research, including the courses to which they belong, and consequently, to the entire university production. As the organisation is the result of the sharing of beliefs and values of the individuals in it, which keep it working, it is essential to consider the teachers' expectations and well-being, so that the environment becomes more enjoyable and so produce a of familiarity.

Bearing in mind the flourishing essence towards Oliveira-Silva and Silva (2015) that refers to the state of progress and well-being in the workplace, one can understand through the study that the commitment, achievements and meaning in which it is given in this context, makes change happen and increase performance. The Owen's (2016) study says that learning-centred collaboration, based on shared values and involvement in practices focused on student learning, makes the lecturer reflexive and underlying in their actions.

Bahmani et al. (2016) highlight that the attention to the organisational flourishing is directly proportional to the professional activity performance increase. Consequently, the attention given to the organisational flourishing elements will be directly proportional to the lecturer's performance and, therefore, amount and quality of their production, as well as the teaching team's production, the courses they belong to, and finally the university students' production.

The enthusiasm, the emotion, and the gratifying professional experiences are addressed in Owen's (2016) research that performed studies in schools and found improvement in results, greater involvement, and confidence when the lecturer presented optimism, self-esteem, and emotion, even in ongoing demands of work. This sense of achievement also emphasises the student's well-being, indicating reflexive connections and sharing of good feelings. The flourishing is clear when it involves optimism, resilience, and positive relationships. Seligman et al. (2009) add to this thought when stating that these aspects make people feel good, consequently improving results and performance.

Understanding the determining factors that drive the teaching profession to well-being, flourishing in the work, becomes essential for educational institutions to improve their environment, making it more enjoyable for everyone, making them more noticeable to society (Cardoso and Costa, 2016). Accordingly, the results are congruent with literature reviews, and investments in strategies that provide well-being at work, i.e., that stimulate flourishing should be the object of the university decision-makers' prominence, since there is proportionality, both influential and positive, with the performance that will be measured in the future.

5 Conclusions

Through this study, it is possible to conclude the need to promote flourishing of the teaching team, which is responsible for influencing other players in the organisation and intervening in its performance. To answer the purpose of this study, based on intention of confronting the organisational flourishing with the performance perceived by the lecturers from a federal public university, the present investigation has concluded that the first construct has a positive impact over the second one.

So, the observation and stimulation of flourishing practices with lecturers, impacts on the results of their professional activities. Since lecturers plays a fundamental role in the performance of their professional teams, promoting the teaching flourishing, rather than being related to their well-being, it leads to the transmission of the same positive feeling to the other members of the organisation. This makes the organisational environment friendly to the professional engagement of all who perform their professional activities there.

Such a positive environment leads to the reduction of physical, mental, and professional exhaustion, and stressful conditions the lecturer is exposed to throughout their daily work professional life. Thus, the positiveness of the conditions allows the lecturer to perform their activities in a better way, increasing their professional performance. This, in turn, has the potential to contributing to improving the performance indexes of the institution in which the lecturer is inserted.

This study's limitations are in the research definition that defined the sample to lecturers of applied social sciences courses, from a single public university in the southern region of the State of Rio Grande do Sul. This creates a future possibility of research with lecturers from other study fields and various educational institutions, who have justification to be analysed. As a suggestion for further research, it is recommended that researchers consider the insertion of other constructs that can be considered as complementary to those investigated here, such as: spirituality and commitment, besides, to the influence of the type of entrepreneurial and strategic orientation on the flourishing

of the organisation. Additional possibilities for future research are the study continuity, and also new studies on the subject in other states and countries, facilitating a comparative study.

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