Flourishing-at-Work: The Role of Positive Organizational Practices

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Abstract

The first aim of the study was to investigate the effects of flourishing at work (as measured by the Flourishing-at-Work Scale—Short Form) on intention to leave, performance, and organizational citizenship behavior. The second aim was to determine the prevalence of workplace flourishing and to examine differences in the perceived flourishing levels of teachers based on the positive practices they experience in their organization. A sample of 258 secondary school educators in the Gauteng province of South Africa was used in the cross-sectional design. The Flourishing-at-Work Scale—Short Form, Turnover Intention Scale, In-Role Behavior Scale, Organizational Citizenship Behavior Scale, and the Positive Practices Questionnaire were administered. The results showed acceptable psychometric properties for the short scale which measures flourishing. Workplace flourishing negatively predicted intention to leave, while positively predicting in-role performance and organizational citizenship behavior. A total of 44.19% of the population flourished, while 49.22% were moderately mentally healthy and 6.59% languished. Positive organizational practices were associated with flourishing at work.

Keywords

Flourishing, in-role performance, intention to leave, organizational citizenship behavior, positive practices

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Introduction

Being a teacher may make one more inclined to experience ill health (Jackson, Rothmann, & Van de Vijver, 2006), as education ranks among the top 10 most stressful and toughest occupations (Kyriacou, 2001). Teachers are faced with challenging demands, including difficult parent interactions, negative work environments, insufficient remuneration, unfulfilled interpersonal relationships at work, and ever-increasing administrative burdens (Clunies-Ross, Little, & Kienhuis, 2008; Jackson et al., 2006; Klassen, Usher, & Bong, 2010). Despite these demands, teachers are often so entangled with the difficulties experienced by learners that the development of their strengths and qualities is sidelined (Hammett & Staeheli, 2009). This is problematic, as the enhancement of positive attributes and strengths of teachers promises positive outcomes for all stakeholders (Luthans, Norman, Avolio, & Avey, 2008). Therefore, steps should be taken to ensure that they are healthy and functioning well at work.

The development of psychometrically sound measures has been one of the focal points of positive psychology (Youssef-Morgan & Luthans, 2014). This is also a prerequisite for the scientific examination of flourishing in the workplace (Huppert & So, 2013; Rothmann, 2013). As workplace flourishing is new to the area of measurement, further psychometric examination of the Flourishing-at-Work Scale—Short Form (FAWS-SF) is required to ensure that valid and reliable inferences can be made across various industries and population groups. Being the first validated instrument to measure a model of flourishing versus languishing at work (Rautenbach, 2015), the FAWS-SF could supply organizations with invaluable information regarding the well-being of their employees. When organizations are aware of the factors that impede the well-being of their employees, they can more purposefully direct interventions at the identified problems. Similarly, when organizations are aware of the factors that promote well-being among employees, they can more purposefully develop policies and procedures to foster well-being.

Various international (Keyes, 2002; Keyes, Dhingra, & Simoes, 2010) and national (Diedericks & Rothmann, 2014; Khumalo, Temane, & Wissing, 2012; Swart & Rothmann, 2012) studies have shown disconcerting positive mental health prevalence rates. Therefore, it is vital to explore factors related to workplace flourishing and outcomes such as intention to leave and performance (Redelinghuys, 2016). Another research gap is that no previous studies have examined the full spectrum of positive practices in relation to workplace flourishing. Assessing positive practices is important, as organizational practices have been shown to affect individual well-being (Gittell, Cameron, Lim, & Rivas, 2006). Unfortunately, previous studies have only assessed isolated accounts of flourishing and positive practices, which only partly explain how these constructs relate to one another. Detailed information regarding the organizational factors that affect employee well-being can assist organizations in creating

a more positive work environment—an environment in which employees can flourish.

Flourishing at work

The development of a psychometrically sound measure starts with the conceptualization and formulation of a theoretically grounded construct (Anastasi, 1986; Clark & Watson, 1995; Dawis, 1987). Flourishing at work refers to an employee's sought-after well-being state, attained through positive experiences and the efficient management of job-related factors (Rautenbach, 2015). Despite ongoing inconsistencies with regard to which factors should be incorporated into a valid, measurable well-being theory (Diener, Scollon, & Lucas, 2003), the diverse nature of well-being cannot be disregarded in the development of new measures (Gasper, 2004). The multidimensionality of workplace flourishing is illustrated in Table 1.

Studies suggest that the use of shorter measuring instruments is desirable, as it alleviates the burden placed on participants (Netemeyer, Boles, & McMurrian, 1996; Stephens & Sommer, 1996). Rautenbach (2015) developed the FAWS-SF

Table 1. Flourishing at work.

Dimension	Sub-dimension
EWB	Job satisfaction
	Positive affect
PWB	Autonomy
	Competence
	Relatedness
	Meaning
	Purpose
	Cognitive engagement
	Emotional engagement
	Physical engagement
	Learning
SWB	Social acceptance
	Social actualization
	Social coherence
	Social contribution
	Social integration

Note. Adapted from Rautenbach (2015). EWB: emotional well-being; PWB: psychological well-being; SWB: social well-being.

based on the flourishing at work model of Rothmann (2013), with which she tested antecedents of workplace flourishing. Rautenbach established acceptable psychometric properties for the FAWS-SF, confirming the three-factor structure of workplace flourishing as previously established (see Rothmann, 2013).

Outcomes of workplace flourishing

Intention to leave, in-role performance, and organizational citizenship behavior (OCB) have been identified as outcomes of workplace flourishing (Redelinghuys, 2016). However, outcomes associated with the FAWS-SF are yet to be examined. Thus, to evaluate the FAWS-SF's psychometric properties, the current study specifically focused on outcomes related to workplace flourishing. The outcomes were selected based on their applicability to the South African education system, where the retention of talented staff (especially science and mathematics teachers) and staff performance (e.g., unsatisfactory lesson preparation and unwillingness to contribute beyond what is expected) are major obstacles toward delivering quality education.

Intention to leave reveals an employee's conscious mental state that he or she would prefer employment elsewhere (Tett & Meyer, 1993). Talent retention is a major challenge facing educational institutions (Janik & Rothmann, 2015). Within the South African context, educator attrition exceeds replenishing rates (Crouch, 2002; Steyn, 2006). International research has shown that 46% of educators part ways with the teaching profession within five years of entry (Jalongo & Heider, 2006). Therefore, information regarding antecedents of intention to leave can assist organizations in rectifying the conditions that provoke contemplations of departure (Costigan, Insinga, Berman, Kranas, & Kureshov, 2011).

In-role performance refers to the undertakings an employee is expected to fulfill as stipulated in his or her formal job requirements (Borman & Motowidlo, 1997; Williams & Anderson, 1991). Little teacher effort, underqualified teachers, and low performance are serious challenges faced by the South African school system (Fouché, 2015; Van der Berg et al., 2011). Accurately identifying predictors of low teacher performance in South Africa and addressing them could be of great value to society.

OCB refers to employee behavior that contributes beyond what is expected in the inherent job requirements (Lambert, 2006). Within the educational context, OCB refers to teachers' voluntary helping behaviors toward students, colleagues, and management (DiPaola, Tarter, & Hoy, 2004). School success is dependent on the willingness of teachers to exceed role expectations (DiPaola & Tschannen-Moran, 2001).

The relationship between workplace flourishing, intention to leave, in-role performance, and OCB has only been examined in one study (Redelinghuys, 2016). Despite its novelty, a well-grounded theoretical framework can be used

to shed light on the aforementioned relations. Job embeddedness theory (Mitchell, Holtom, Lee, Sablynski, & Erez, 2001) suggests that links and sacrifice (among others) affect employee' retention decisions. Once employees establish and maintain close connections with coworkers (indicative of the social well-being and sense of relatedness), they have much more to sacrifice when leaving compared with ''social outcasts.'' Additionally, several turnover frameworks (Lee & Mitchell, 1994; Mobley, 1977) rely on job satisfaction (an emotional well-being [EWB] element) as a determining factor in the turnover process, indicating that dissatisfied employees are more inclined to explore other employment prospects. Performance wise, the happy or productive worker thesis suggests that happiness (typically measured by job satisfaction) equates to productivity. In an expansion of the latter thesis, Cropanzano and Wright (2001) established a positive association between psychological well-being and performance. In terms of OCB, social exchange theory (Blau, 1964) indicates that employee–organizational exchanges occur on the basis of worthy contributions. Once employees perceive significant contributions from their organization and coworkers toward their well-being, their helping behaviors should adjust upwardly. Redelinghuys (2016) showed that workplace flourishing significantly predicted intention to leave, in-role performance, and OCB. Therefore, employees experiencing emotional, psychological, and social well-being are less prone to consider parting with their establishment and perform significantly better.

The following hypotheses emerged from the preceding discussion:

Hypothesis 1: Workplace flourishing is a multifaceted concept, comprising emotional, psychological, and social well-being.
Hypothesis 2: The Flourishing-at-Work Scale—Short Form is a reliable measuring instrument.
Hypothesis 3: Workplace flourishing negatively predicts intention to leave.
Hypothesis 4: Workplace flourishing positively predicts in-role performance.
Hypothesis 5: Workplace flourishing positively predicts OCB.

Prevalence of flourishing

Workplace flourishing can be classified according to three categories: flourishing at work, moderately mentally healthy, and languishing. To receive a flourishing at work diagnosis, employees must display a minimum of 1 out of the 3 EWB signs and a minimum of 8 out of the 14 psychological (PWB) and social (SWB) well-being signs ''every day'' or ''almost every day.'' Employees who display a minimum of 1 out of the 3 EWB signs and a minimum of 8 out of the 14 PWB and SWB signs ''never'' or ''once or twice'' are diagnosed as languishing at work. Employees fitting neither of the preceding criteria assume a moderately mentally healthy status (Rautenbach, 2015).

Positive practices

The positive organizational practices concept stems from positive organizational scholarship, which strives to uncover which positive capabilities and undertakings could initiate flourishing within organizational contexts (Cameron, Dutton, & Quinn, 2003). Practices refer to collective behaviors or activities which are advocated by and characteristic of an organization (Cameron, Mora, Leutscher, & Calarco, 2011). They do not represent emotions or climate but rather assume a behavioral orientation (Cameron et al., 2011). The list of positive practices was not derived from overarching theory; they were selected based on their appearance in previous research, their representation of behavioral practices or activities, as well as their possession of no less than one of the three connotations of affirmative bias, positive deviance, and virtuous practices (Cameron et al., 2011). Consequently, six positive practices dimensions emerged: caring, compassionate support, forgiveness, inspiration, meaning, as well as respect, integrity, and gratitude (Cameron et al., 2011). These are illustrated in Table 2.

Once positive practices dictate the organizational environment, personnel experience increased positive affect (e.g., satisfaction) and positive behavior (e.g., engagement), which significantly contribute to the profitability and performance of the organization (Cameron et al., 2011; Lyubomirsky, King, & Diener, 2005). Regarding social well-being, research suggests that the observation of positive practices among colleagues may kindle improved fondness, commitment, participation, trust, and teamwork (Koys, 2001; Podsakoff, MacKenzie, Paine, & Bachrach, 2000; Walz & Niehoff, 2000). It can be concluded that a positive work environment plays a decisive role in the flourishing of employees in the workplace.

Table 2. Positive practices.

Dimension	Description
Caring	Care, interest, and responsibility toward each other.
Compassionate support	Aid, kindness, and compassion toward those who are struggling.
Forgiveness	Avoiding blaming, forgiving mistakes, and not holding grudges.
Inspiration	Setting positive examples and inspiring each other in the work context.
Meaning	Emphasising work significance, where employees experience a sense of elevation and renewal from their job.
Respect, integrity, and gratitude	Respect and appreciation towards each other. Exhibiting trust and maintaining integrity.

Note. Adapted from Cameron et al. (2011).

In South Africa, Rautenbach (2015) established that three positive practices, namely positive emotions, support, and inspiration, were associated with workplace flourishing. Thus, as the level of flourishing increases, so does the likelihood that positive practices would play a statistically significant role. However, she recommended that the full spectrum of positive practices (Cameron et al., 2011) should be assessed in relation to workplace flourishing. Fouché (2015) assessed the full spectrum of positive practices in relation to secondary school educators' psychological well-being within the North West Province. She found that two positive practices, namely meaning and inspiration, were associated with psychological well-being. Therefore, when employees experienced their workplace as meaningful and inspiring, they were more inclined to experience enhanced positive functioning levels, typified by autonomy, competence, relatedness, meaningful work, and work engagement. However, psychological well-being constitutes just a single dimension of workplace flourishing. It is therefore vital to honor the multidimensionality of workplace flourishing and positive practices, as previous studies only partially explained how these constructs relate to each other.

The following hypothesis emerged from the preceding discussion:

> Hypothesis 6: Positive organizational practices are associated with flourishing at work.

The first aim of the study was to investigate the effects of flourishing at work (as measured by the newly developed FAWS-SF) on intention to leave, performance, and OCB. The second aim was to determine the prevalence of workplace flourishing and to examine differences in the perceived flourishing levels of teachers based on the positive practices they experience in their organization.

Method

Participants

A survey was conducted with secondary school teachers in Gauteng. In the context of the current study, teachers referred to everyone engaged in teaching roles (regardless of hierarchy; e.g., teacher, head of department, vice principal, etc.) within their respective organization. Roughly 800 hard-copy surveys were issued, though 258 returned useable data. Table 3 provides participant characteristics.

Most of the participants were female (73.6%), white (74.4%), and married (61.2%). Almost half of the participants possessed a degree (44.6%), while 36.4% possessed a postgraduate degree, 15.1% a diploma, and 1.6% a Grade 12 certificate.

Table 3. Participant characteristics (N = 258).

Item	Category	Frequency	Percentage (%)
Gender	Male	62	24.0
	Female	190	73.7
	Missing values	6	2.3
Racial group	African	48	18.6
	Colored	2	.8
	Indian	9	3.5
	White	192	74.4
	Other	1	.4
	Missing values	6	2.3
Marital status	Single	45	17.4
	Living with partner	18	7.0
	Married	158	61.2
	Divorced	18	7.0
	Widowed	4	1.6
	Missing values	15	5.8
Highest educational level	Matric	4	1.6
	Diploma	39	15.1
	Degree	115	44.6
	Postgraduate degree	94	36.4
	Missing values	6	2.3

Measuring instruments

Workplace flourishing was measured with the FAWS-SF (Rautenbach, 2015). The FAWS-SF comprises the 17 most archetypal items expressive of the construct, recorded on a six-point scale varying between 1 (*never*) and 6 (*every day*). Participants were required to respond to questions regarding the frequency they experienced to particular symptoms at work during the preceding month. The FAWS-SF encompasses three dimensions: EWB, PWB, and SWB. EWB comprises two dimensions: positive affect (measured by two items: ''How often did you feel happy?''; ''How often did you feel grateful?'') and job satisfaction (''How often did you experience satisfaction with your job?''). PWB comprises nine dimensions, namely autonomy (''How often did you feel confident to think or express your own ideas and opinions?''), competence (''How often did you feel good at managing the responsibilities of your job?''), relatedness (''How often did you feel really connected with other people at your job?''), meaning (''How often did you feel that you understand how your work contributes

to your life's meaning?''), purpose (''How often did you feel that the work you do serves a greater purpose?''), cognitive engagement (''How often did you focus a great deal of attention on your work?''), emotional engagement (''How often did you get excited when you perform well on your job?''), physical engagement (''How often did you feel energised when you work?''), and learning (''How often did you find yourself learning?''). SWB comprises five dimensions: social contribution (''How often did you feel you are a key member of this school?''), social acceptance (''How often did you feel that people in your school are basically good?''), social actualization (''How often did you feel that your school is becoming a better place for people like you?''), social integration (''How often did you feel that you really belong to your school?''), and social coherence (''How often did you feel that the way your school works, makes sense to you?''). Internal consistencies ranging from .77 to .89 have been established (Rautenbach & Rothmann, 2017).

The *Turnover Intention Scale* (Sjöberg & Sverke, 2000) was utilized to assess intention to leave. Recorded on a five-point scale (1 = *strongly disagree*, 5 = *strongly agree*), the scale comprises three items. As it covers a single dimension, a sample item includes: ''If I was completely free to choose, I would leave this job.'' The developers reported a sufficient Cronbach's alpha coefficient (.83) for the scale. In South Africa, Redelinghuys and Botha (2016) established a Raykov's rho coefficient of .90.

The *In-Role Behavior Scale* (Williams & Anderson, 1991) was utilized to assess in-role performance. It comprises seven items recorded on a seven-point scale varying between 1 (*strongly disagree*) and 7 (*strongly agree*). As it covers a solitary dimension, a sample item includes: ''I perform tasks that are expected of me.'' The items were formulated in a manner which enabled employees to rate their performance, as external evaluation was prohibited. The developers established an excellent reliability coefficient (.91) for their instrument.

The OCB*S* Rothmann, 2010) was utilized to assess OCB. Six items constitute the OCBS, which are scored on a seven-point scale varying between 1 (*strongly disagree*) and 7 (*strongly agree*). The OCBS covers two dimensions (three questions per dimension): assistance to coworkers (e.g., ''I give up time to help co-workers who have work or non-work problems'') and assistance to the organization (e.g., ''I take action to protect the school from potential problems''). Acceptable reliability coefficients (>.70) have been found (Diedericks & Rothmann, 2014).

The *Positive Practices Questionnaire* (Cameron et al., 2011) was utilized to assess positive practices. It comprises 29 items scored on a five-point scale, varying between 1 (*strongly disagree*) and 5 (*strongly agree*). Six dimensions constitute the Positive Practices Questionnaire: caring, compassionate support, forgiveness, inspiration, meaning, as well as respect, integrity, and gratitude. Caring was measured with four items (e.g., ''We are interested in each other''). Compassionate support was measured with seven items

(e.g., "We show compassion for each other"). Forgiveness (e.g., "We forgive mistakes") and inspiration (e.g., "We inspire each other") were both measured with three items, respectively. Meaning was measured with five items (e.g., "We are being renewed by what we do"). Respect, integrity, and gratitude were assessed with seven items (e.g., "We treat each other with respect"). The 29 items had in mind the organization as the analysis unit, not the participant, as organizational qualities and undertakings were assessed and neither individual behavior nor features. Reliable Cronbach's alpha coefficients have been established (Cameron et al., 2011). The Raykov's rho coefficients for the scales varied between .90 and .96 in the current study.

Procedure

The Gauteng Educational Department gave permission to proceed with the research and provided an approval letter (Reference number: D2016/171) to the researchers. This letter was provided to the Sedibeng East and West District offices for further approval. The North–West University's Ethics Committee provided ethical clearance (Ethics number: NWU-HS-2015-0193) for the study. Once all the authorities approved the study, the researchers contacted the principals of secondary schools in the Sedibeng East and West District to obtain permission to conduct research at their respective schools. The researchers arranged dates and times with the participating schools, explained the reasons for the study, and gained informed consent. Further arrangements were made to distribute the questionnaires to those consenting to the study. These participants were allowed two weeks to complete the English surveys, which would take approximately 30 minutes of their time. A week before the final submission of the questionnaires, reminders were sent out to the relevant parties. A secure box was arranged for participants to return their questionnaires.

Statistical analysis

Mplus 7.4 (Muthén & Muthén, 1998–2016) was used for statistical analysis purposes. Both descriptive and inferential statistics were assessed. Scale reliabilities were evaluated with Raykov's rho coefficients (Raykov, 2009). The practical significance of results was determined by effect sizes (Cohen, 1988). For the practical significance of correlations, a cut-off point of .30 (medium effect) and .50 (large effect) was established (Cohen, 1988). The confidence interval level was set at a value of 95% ($p < .05$) for statistical significance. Descriptive statistics were computed with SPSS23 (IBM Corp, 2016).

Using the maximum likelihood estimation with robust standard errors (MLR) indicator, a measurement model was specified and tested against goodness-of-fit indices. To enable a comparative analysis, three contesting models

were equally specified and tested. The best-fitting model was respecified as a structural model. The Chi-square statistic, root mean square error of approximation (RMSEA), Tucker-Lewis index (TLI), comparative fit index (CFI), and the standardized root mean square residual (SRMR) were used in this study (Hair, Black, Babin, & Andersen, 2010). CFI and TLI values of $\geq$.90 were considered satisfactory. RMSEA values of $\leq$.08 indicated close model fit. In line with the recommendations of Wang and Wang (2012), non-nested models of flourishing were compared utilizing the Akaike and Bayes (BIC) information criteria. Cohen's (1988) guidelines were used to measure the practical significance of the variances explained (R^2) in the structural model, acknowledging values lower than .09 as having a small effect, values lower than .25 a medium effect, and values higher than .25 a large effect.

Multivariate analysis of variance (MANOVA) in SPSS23 (IBM Corp, 2016) was used with factor scores computed in Mplus 7.4 to establish significant differences between employee flourishing levels and the positive practices they experience. MANOVA creates a new outcome variable, maximizing group differences based on a set of outcome variables. Eta squared (η^2) values were used to assess practical significance. One-way ANOVA was performed on the newly generated outcome variable. To assess the significance of the effects, the Wilks' lambda statistic was utilized (Tabachnick & Fidell, 2013). Significant effects in MANOVA were further examined through one-way ANOVA, determining which outcome variables had been affected. Finally, Tukey tests were performed to investigate significant group differences based on the ANOVAs.

Results

Measurement model testing

Using the MLR estimator in Mplus 7.41 (Muthén & Muthén, 1998–2016), confirmatory factor analyses were conducted with the measurement scales. A hypothesized measurement model (Model 1) was specified and tested, while four contesting models (Models 2–5) were equally specified and tested to confirm which model fitted the data best.

Model 1 included four first-order latent variables: workplace flourishing, intention to leave, in-role performance, and OCB. Workplace flourishing included three latent variables: EWB (measured by three observed variables), PWB (measured by nine observed variables), and SWB (measured by five observed variables). The additional three latent variables were intention to leave (measured by three observed variables), in-role performance (measured by seven observed variables), and OCB. OCB consisted of two latent variables: citizenship behavior toward coworkers (measured by three observed variables) and citizenship behavior toward the organization (measured by three observed variables). All latent variables were correlated.

Table 4. Goodness-of-fit statistics of competing measurement models.

Model	χ^2	*df*	TLI	CFI	RMSEA	SRMR	AIC	BIC
1	812.166*	449	.90	.91	.06 [.05 .06]	.07	22227.48	22621.86
2	1137.567*	485	.83	.85	.07 [.07 .08]	.07	23361.10	23748.37
3	1191.948*	487	.82	.83	.08 [.07 .08]	.07	23420.23	23800.39
4	1129.405*	480	.83	.85	.07 [.07 .08]	.07	23353.92	23758.95
5	2562.822*	495	.48	.51	.13 [.12 .13]	.12	25085.84	25437.58

*Values significant at the $p<.01$ level (two-tailed).
Note. χ^2: chi-square statistic; *df*: degrees of freedom; TLI: Tucker-Lewis index; CFI: comparative fit index; RMSEA: root mean square error of approximation; SRMR: standardized root mean square residual; AIC: Akaike information criterion; BIC: Bayes information criterion.

In Model 2, workplace flourishing included two latent variables: feeling well (measured by three observed variables) and functioning well (measured by 14 observed variables). In Model 3, workplace flourishing included one latent order variable (measured by 17 observed variables). In Model 4, OCB included one latent variable (measured by six observed variables). In Model 5, workplace flourishing, intention to leave, in-role performance, and OCB jointly included one latent variable: well-being (measured by 33 observed variables).

Table 4 demonstrates the goodness-of-fit statistics for the five competing measurement models described above.

In Table 4, Model 1 evidently demonstrates the highest statistical fit between the models. A χ^2 of 812.166 ($df = 449$) was obtained. The CFI and TLI fit indices were satisfactory (>.90), as was the χ^2/df value (1.81) and the RMSEA and SRMR indicators (<.08). The Akaike and BIC fit indices were utilized to compare alternative models and the original measurement model, with the lowest value indicating the best fit. The BIC value accentuated Model 1 as the most parsimonious of all the models. Therefore, Hypothesis 1 is accepted.

Descriptive Statistics, Reliabilities, and Correlations

Table 5 reports the descriptive statistics and Raykov's rho coefficients of the measuring battery, as well as the product–moment correlation coefficients.

The findings from Table 5 suggest that the Raykov's rho coefficients of each measure were adequate, except for the OCBS coworker subscale (.66), falling slightly beneath the threshold. Raykov's rho and Cronbach alpha coefficients share the same reliability threshold, recognising values of $\geq .70$ as satisfactory (Nunnally & Bernstein, 1994). The FAWS-SF illustrated good to excellent reliability with a value of .92 for the full scale, and values ranging from .81 to .86 for the subscales. Therefore, Hypothesis 2 is accepted.

Table 5. Descriptive statistics, reliabilities, and correlation coefficients.

Variable	*M*	*SD*	ρ	1	2	3	4	5	6	7	8
1 Emotional well-being	3.38	1.07	.81								
2 Psychological well-being	3.08	1.19	.85	.83*							
3 Social well-being	3.08	1.45	.86	.78*	.81*						
4 Workplace flourishing	3.40	.88	.92	.89*	.93*	.88*					
5 In-role performance	5.52	.55	.73	.32*	.34*	.32*	.36*				
6 OCB (Coworker)	5.29	1.14	.66	.41*	.43*	.41*	.47*	.32*			
7 OCB (Organization)	5.42	1.16	.85	.51*	.53*	.50*	.57*	.39*	.64*		
8 OCB	5.35	.99	.77	.57*	.60*	.56*	.64*	.44*	.72*	.88*	
9 Intention to leave	2.81	1.29	.91	−.62*	−.65*	−.61*	−.70*	−.14*	−.25*	−.31*	−.35*

*Statistically significant ($p < .01$).

Additionally, Table 5 presents the product–moment correlations. The workplace flourishing dimensions (EWB, PWB, and SWB), as well as workplace flourishing as a whole were all practically and statistically significantly related to intention to leave with a large effect. EWB, PWB, SWB, and workplace flourishing were all practically and statistically significantly related to in-role performance with a medium effect. EWB, PWB, SWB, and workplace flourishing were all practically and statistically significantly related to OCB (to coworkers) with a medium effect, as well as OCB (to organization) with a large effect.

Figure 1 illustrates the mean frequencies of the sample on the workplace flourishing dimensions during the preceding month. The scale is as follows: 0 = Never, 1 = Once or twice, 2 = Once a week, 3 = About two or three times per week, 4 = Almost every day, 5 = Every day.

Figure 1 indicates that employees scored the lowest on social actualization (2.88) and social coherence (2.93), while the highest scores were obtained on dedication (4.03) and absorption (3.96). The sample experienced the majority of the dimensions of workplace flourishing about two or three times per week.

To be classified as flourishing, employees had to experience a minimum of 1 out of the 3 EWB signs and a minimum of 8 out of the 14 PWB and SWB signs ''every day'' or ''almost every day.'' Employees who displayed a minimum of one out of the three EWB signs and a minimum of 8 out of the 14 PWB and SWB signs ''never'' or ''once or twice'' were classified as languishing. Employees fitting neither of the preceding criteria assumed a moderately mentally healthy status (Rautenbach, 2015). Prevalence rates are illustrated in Table 6.

Table 6 shows that almost half of the sample in the current study was moderately mentally healthy (49.22%), 44.19% flourished, while less than 10%

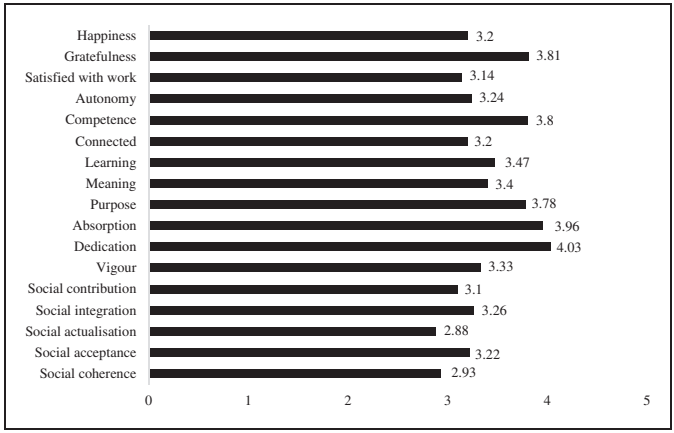

Figure 1. Mean frequencies on the workplace flourishing dimensions.

Table 6. Prevalence of workplace flourishing (N = 258).

Classification	% of Total (*N* = 258)	SA[a]—% of total	SA[b]—% of total
Languishing	6.59	8.00	3.9
Moderately mentally healthy	49.22	56.1	58.5
Flourishing	44.19	35.9	37.6

[a]Rautenbach (2015)—Employees in fast-moving consumer goods industry.
[b]Diedericks and Rothmann (2014)—Employees in information technology industry.

languished (6.59%). Using the FAWS-SF, Rautenbach (2015) showed that 35.9% of employees flourished, while 8% languished. Using the MHC-SF, Diedericks and Rothmann (2014) found that 37.6% of employees flourished, while 3.9% languished.

Structural model testing

The standardized path coefficients as calculated by Mplus 7.4 (Muthén & Muthén, 1998–2016) for Model 6 is illustrated in Figure 2.

Figure 2 illustrates the established standardized path coefficients with workplace flourishing as the predictor variable and intention to leave, in-role performance, and OCB as outcome variables.

For the model portion predicting intention to leave, Figure 2 shows the path coefficient of workplace flourishing ($\beta = -.70$; SE = .05; estimate/SE = −13.75;

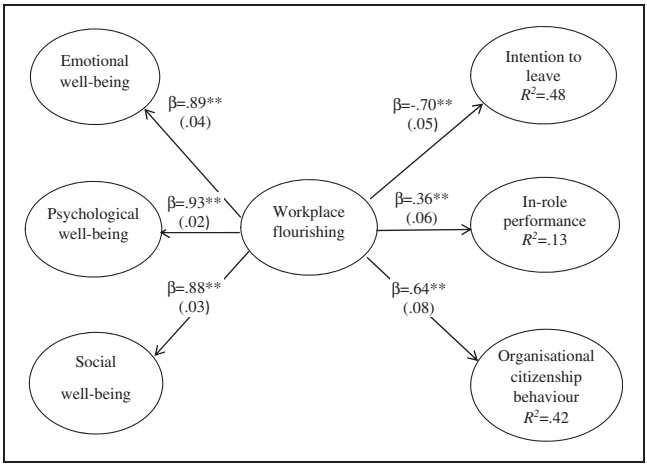

Figure 2. The structural model (standardized solution with standard errors in parentheses). *$p < .05$; **$p < .01$.

Table 7. MANOVA—Differences between the levels of workplace flourishing and positive practices.

Variable	Value	*F*	*df*	Error *df*	*p*	η^2
Workplace flourishing	.71	7.92	12	500	.00*	.16

*Statistically significant ($p < .01$).

$p = <.01$) was statistically significant and displayed the anticipated sign. Workplace flourishing explained 48% (large effect) of the variance in intention to leave. Therefore, Hypothesis 3 is accepted.

For the model portion predicting in-role performance, the path coefficient of workplace flourishing ($\beta = .36$; SE = .06; estimate/SE = 6.30; $p = <.01$) was statistically significant and displayed the anticipated sign. Workplace flourishing explained 13% (medium effect) of the variance in in-role performance. Therefore, Hypothesis 4 is accepted.

For the model portion predicting OCB, the path coefficient of workplace flourishing ($\beta = .64$; SE = .08; estimate/SE = 8.59; $p = <.01$) was statistically significant and displayed the anticipated sign. Workplace flourishing explained 42% (large effect) of the variance in OCB. Therefore, Hypothesis 5 is accepted.

MANOVA followed to examine the association between perceived workplace flourishing levels and positive practices. Table 7 reports the results.

Table 7 suggests a statistically significant difference between positive practices and the different levels of workplace flourishing: Wilks's $\lambda = .71$, $F(12, 500) = 7.92$, $p < .01$. Positive practices explained 16% (medium effect) of the variance in workplace flourishing.

Between-subjects effects (not conveyed in Table 7) displayed group differences based on respect: $F(2, 255) = 30.41$, $p < .01$, $\eta^2 = .19$), support: $F(2, 255) = 31.91$, $p < .01$, $\eta^2 = .20$), caring: $F(2, 255) = 28.29$, $p < .01$, $\eta^2 = .18$), meaning: $F(2, 255) = 46.13$, $p < .01$, $\eta^2 = .27$), inspiration: $F(2, 255) = 31.79$, $p < .01$, $\eta^2 = .20$), and forgiveness: $F(2, 255) = 23.59$, $p < .01$, $\eta^2 = .16$). Meaning explained the most variance in workplace flourishing (27%, large effect), followed by support (20%, medium effect), inspiration (20%, medium effect), respect (19%, medium effect), caring (18%, medium effect), and forgiveness (16%, medium effect). Employees scoring high on flourishing (compared with low-scoring employees) felt their work environment to be significantly more respectful, supportive, caring, meaningful, inspirational, and forgiving.

Tukey's HSD tests (not conveyed in Table 7) showed significant mean differences between languishing and moderately mentally healthy individuals, as well as between languishing and flourishing individuals based on the respect, support, care, meaning, inspiration, and forgiveness they experience at their organization. Significant mean differences between moderately mentally healthy and flourishing individuals were only found on one of the positive practices, namely meaning. Based on the findings, Hypothesis 6 is accepted.

Discussion

The first aim of the study was to investigate the effects of flourishing at work (as measured by the newly developed FAWS-SF) on intention to leave, performance, and OCB. The second aim was to determine the prevalence of workplace flourishing and to examine differences in the perceived flourishing levels of teachers based on the positive practices they experience in their organization.

The results indicated that the FAWS-SF is a psychometrically acceptable instrument. Workplace flourishing is a multifaceted concept comprising emotional, psychological, and social well-being. This is consistent with the three-factor structure established by Rautenbach (2015) and aligns with Keyes's (2002) model of flourishing in general and Rothmann's (2013) model of flourishing at work. Similar to the study of Rautenbach (2015), the FAWS-SF demonstrated good to excellent reliability (full scale = .92; EWB = .81; PWB = .85; SWB = .86), emphasizing its usefulness in measuring flourishing versus languishing at work. The successful diagnosis and classification of employee well-being as measured by the FAWS-SF could be vital for organizational prosperity.

In terms of the relationship between workplace flourishing, intention to leave, in-role performance, and OCB, the current study found statistically significant relationships. Workplace flourishing explained 48% (large effect) of the variance

in intention to leave, 42% (large effect) in OCB, and 13% (medium effect) in in-role performance. Therefore, when employees flourish at work, they should be less prone to consider parting with their establishment, and enhance their performance, both within (although to a lesser extent) and beyond the restraints of their job description. These findings are consistent with previous research findings (Diedericks & Rothmann, 2014; Redelinghuys, 2016; Rothmann, 2013), and confirm the validity of the FAWS-SF.

Similar results were found when comparing the variance explained by workplace flourishing as measured by the FAWS (see Redelinghuys, 2016) and the FAWS-SF (in the current study) with regard to intention to leave, in-role performance, and OCB. In the respective studies, both measures explained more than 47% (large effect) in the variance of intention to leave (48% vs. 62%), more than 12% (medium effect) in the variance of in-role performance (13% vs. 21%), and more than 39% (large effect) in the variance of OCB (42% vs. 40%). These results suggest that the FAWS-SF can measure workplace flourishing just as effectively as the FAWS, with the benefit of placing less of a burden on participants.

Regarding the prevalence of workplace flourishing, almost half of the sample was moderately mentally healthy (49.22%), 44.19% flourished, while less than 10% languished (6.59%). Although the percentage of flourishing individuals exceeded that of most South African findings (e.g., Boshoff, Potgieter, Van Rensburg, & Ellis, 2014; Rautenbach, 2015; Rothmann, 2015), the trend that less than half of the population flourishes persists. Further research into the factors that affect flourishing could provide useful information in counteracting the sub-par flourishing levels experienced by teachers.

Employees scoring high on flourishing (compared with low-scoring employees) felt their work environment to be significantly more respectful, supportive, caring, meaningful, inspirational, and forgiving. Positive practices statistically significantly affected workplace flourishing, explaining 16% (medium effect) of its variance. Regarding specific positive practices, meaning explained the most variance in workplace flourishing (27%, large effect). When teachers are rooted within meaningful environments, where they are elevated and renewed by their work, they are destined to flourish. Significant medium effects were found for the remainder of the positive practices: support (20%), inspiration (20%), respect (19%), caring (18%), and forgiveness (16%). Therefore, in addition to meaning, the flourishing levels of teachers (although to a lesser extent) are dependent on organizations to create environments where people take interest in and care for one another; where kindness is reflected in acts of support and compassion; where mistakes are forgiven; where people set positive examples and inspire one another; and where respect and appreciation toward one another are freely exhibited. This highlights the importance of organizations to be mindful of the organizational practices they embody, as these practices significantly affect the well-being of their employees. Similar to previous studies (Fouché, 2015; Rautenbach, 2015), the three positive practices that had the biggest impact on workplace flourishing were meaning, inspiration, and support.

Various study limitations surfaced. First, a longitudinal strategy could have offered more meaningful interpretations for the variables under investigation. Second, the schools which participated in the study were predominantly established within urban as opposed to rural settings, which should be taken into consideration in the interpretation of findings, as previous African research (Khumalo et al., 2012) has shown that settings (urban vs. rural) may differ significantly regarding psychological well-being and flourishing. Last, a multilevel design would have provided valuable insights into the effects of positive organizational practices on flourishing in different schools. However, the sample size (in terms of the number of schools) was too small to study the effects of positive practices on workplace flourishing from a multilevel perspective.

Recommendations

Due to the strong association between positive organizational practices and employee flourishing, organizations need to evaluate the status of its current organizational culture (albeit positive or negative) and its impact on employees. A proper organizational culture analysis (e.g., through interviews, observation, surveys, etc.) can assist the organization in two ways. First, it will allow for more open communication between employees and management. Second, it will assist management in pinpointing problematic areas that need to be addressed. When these areas are identified, appropriate interventions can be devised and implemented to address the deficiencies at the required level (e.g., individual, group, organizational, and management). Once the necessary communication channels, culture analysis method/s, and interventions are in place, organizations can more easily address future problems should they surface. The equation seems simple, improve organizational culture, then employee well-being, retention, and performance will follow.

A recommendation for future research includes the expansion of the study to other contexts, both from a cross-sectional and a longitudinal viewpoint to further assess the psychometric properties of the FAWS-SF. This will enable generalization toward a larger population. Studies should also assess additional antecedents and outcomes related to workplace flourishing as measured by the FAWS-SF. Finally, multilevel studies should be conducted to assess the effects of positive organizational practices on the flourishing of teachers and other professions.

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