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### Influence of Creativity/Personality and Empowerment on Happiness in College Students

Byung-Man Kim<sup>1</sup> and Seung-Soo Shin<sup>2</sup>

<sup>1</sup>Professor, Department of Early childhood education, Kyungnam University

<sup>2</sup>Corresponding Author, Professor, Department of Information Security, Tongmyong University

#### ABSTRACT

The purpose of this study was to examine the awareness of college students on their own happiness, creativity/personality and empowerment, the correlations of the three factors and the influence of creativity/personality and empowerment on happiness. It's basically meant to shed light on the variables positively affecting the happiness of college students and to give some suggestions on how to boost these variables. The subjects in this study were 382 randomly selected students at a college located in the city of Busan. A statistical package SPSS WIN 23.0 was employed, and statistical data on mean, standard deviation and Pearson product-moment correlation coefficients were obtained to determine the creativity/personality, empowerment and happiness of the college students. Besides, stepwise multiple regression analysis was made to measure relative influence. First, the college students took an above-average positive view of their own creativity/personality, empowerment and happiness. Second, there were significant positive correlations among their creativity/personality, empowerment and happiness. Third, their creativity/personality and empowerment could be regarded as the variables to affect their happiness, and creativity/personality was more influential, followed by empowerment. The purpose of this study was to examine the creativity/personality, empowerment and happiness of college students and the relationships of creativity/personality and empowerment, which are usually viewed as positive variables, to positive in an effort to increase their happiness. It's basically meant to give some suggestions on how to ensure the successful adjustment of college students to their departments and how to bring positive changes to their lives.

**Keywords:** Creativity/Personality, Empowerment, Happiness, College Students, Influence.

#### 1. INTRODUCTION

Theoretical inquiry into happiness has been made since the commencement of philosophy, and empirical studies conducted by social scientists started to explore the relationships of sociodemographic

Personalityistics such as economic status, gender, race, academic credential or age to happiness. In recent years, studies found that happiness experienced by individuals differ even though their Personalityistics are the same (Kim & Kim, 2015), and that happiness exercises positive influences on overall life including health, interpersonal relationships and job (Lee, 2004).

In order to increase the happiness of college students, what variables are linked to their happiness and how much the variables are influential should be understood above all. In other words, it's necessary to shed light on what conditions or situations happy college students are in need of and what factors could explain or predict their happiness.

First of all, creativity/personality could be mentioned as one of the variables to affect the happiness of college students (Kim, Kim & Youn, 2016). Currently, Korean society intends to foster creative elite people who have an upright Personality and superb moral judgment (Ministry of Education, 2009). Creativity/Personality education refers to an educational philosophy and strategy to cultivate creativity and Personality to nurture creative competent people with an upright Personality and moral judgment through the organization combination of creativity education and Personality education in response to the global requirements of the 21st century (Moon, 2010). Creativity/Personality education has become the center of school climate and school education since it was presented as one of the national development strategies of the Republic of Korea (Lee, Choi & Park, 2013). Creative people are said to be more confident and better performers than those who aren't creative (Runco & Richards, 1998), and to enjoy the joy of daily life by being absorbed in what they are doing (Csikszentmihalyi, 2004). As a matter of fact, however, colleges that need to foster creative elite people of Personality are turning into training institutions that just offer vocational education or knowledge-centered education, and college students have a tendency to behave in an egocentric, unintellectual and extreme manner (Kim & Kim, 2012). To remedy the situations, the reinforcement of creativity/Personality education is urgently required at college.

Lately, there is a growing concern for empowerment. Empowerment refers to internalization of the power of changing oneself. Individuals are able to tide over difficulties and to properly respond to the given situations when empowerment is built in them (Kim, 2002). Rogers, Chamberlin, Ellison & Crean (1997) argued that personal and environmental factors affect the quality of life including happiness and life satisfaction through the mediating effects of empowerment, and lots of earlier studies found that there are significant relationships among empowerment, happiness, the quality of life, psychological wellbeing and life satisfaction (Biron & Bamberger, 2010; Lundberg, Hansson, Wentz & Björkman, 2008; Tu, Wang & Yeh, 2005). It can be inferred from the findings of the studies that the empowerment of college students may be one of major variables to have a direct impact on happiness.

As studies found that creativity/personality and empowerment exert positive influences on the improvement of the happiness of college students, it seems required to pay attention to what implications these variables have for the happiness of college students.

The purpose of this study was to examine the awareness of college students on their own happiness, creativity/personality and empowerment, the correlations of the three factors and the influence of creativity/personality and empowerment on happiness. It's basically meant to shed light on the variables positively affecting the happiness of college students and to give some suggestions on how to boost these variables.

Our three specific research questions are as follows:

- (i) What are the levels of creativity/personality, empowerment and happiness among college students?
- (ii) What are the correlations among their creativity/personality, empowerment and happiness?
- (iii) What influence do their creativity/personality and empowerment exercise on happiness?

## 2. RESEARCH METHODS

The subjects in this study were 400 randomly selected students at a college located in the city of Busan. After a survey was conducted, the answer sheets from 392 respondents were gathered. The response rate stood at 98.0 percent, and the data from 382 respondents were analyzed except for Kim (2002)'s incomplete answer sheets.

The test tool of Creative/Personality Scale-Revised (CPS-R) by Ha (2000)'s was used in order to measure creativity/personality of college students. This test tool consists of 8 sub elements (endurance/obsession, sense of humor, confidence, imagination, curiosity, independence, openness, spirit of adventure) based on the researches related to creativity/personality.

The instrument used to measure empowerment was Spreitzer (1995)'s Scale. The subfactors of this scale were meaning, competency and autonomy, and it consisted of 18 items.

The instrument used to assess the happiness of the preservice early childhood teachers was Kwon (2011)'s Happiness Scale that was an adapted version of Argyle (2001)'s Happiness Scale which consisted of three areas: external happiness, internal happiness and self-regulatory happiness. The sub-variables of this scale were external happiness, internal happiness and self-regulatory happiness, and it was composed of 21 items.

A statistical package SPSS WIN 23.0 was employed, and statistical data on mean, standard deviation and Pearson product-moment correlation coefficients were obtained to determine the creativity/personality, empowerment and happiness of the college students. Besides, stepwise multiple regression analysis was made to measure relative influence.

## 3. RESULTS

The Self-Awareness of the College Students on Creativity/Personality, Ego-Resilience and Happiness

**Table 26.1**  
**The Self-Awareness of the College Students on Creativity/Personality, Ego-Resilience and Happiness (N = 382)**

<i>Variables</i>	<i>Sub-Variables</i>	<i>M</i>	<i>SD</i>	<i>Reliability</i>
Creativity/Personality	Perseverance/Commitment	3.47	.52	.82
	Humor	3.37	.53	.85
	Self-confident	3.43	.60	.80
	Imagination	3.46	.54	.74
	Curiosity	3.58	.52	.73
	Independence	3.33	.60	.75

<i>Variables</i>	<i>Sub-Variables</i>	<i>M</i>	<i>SD</i>	<i>Reliability</i>
Empowerment	Openness	3.54	.63	.68
	Adventure	3.17	.68	.66
	<b>Creativity/Personality</b>	3.45	.45	.92
	Meaning	3.41	.70	.85
	Ability	3.33	.68	.82
	Autonomy	3.54	.62	.87
	Influence	3.15	.79	.93
Happiness	Empowerment	3.38	.56	.93
	External happiness	3.73	.58	.85
	Inner happiness	3.56	.68	.84
	Self-regulation happiness	3.18	.65	.73
	Happiness	3.55	.55	.92

As Table 26.1 shows, overall, the college students got a mean of 3.45 (SD = .45) in creativity/personality; 3.38 (SD = .56) in empowerment; and 3.55 (SD = .55) in happiness.

**The Correlations of Creativity/Personality, Empowerment and Happiness**

**Table 26.2**  
**The Correlations of Creativity/Personality, Empowerment and Happiness (N = 382)**

<i>Variables</i>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Perseverance/ Commitment (1)	1																	
Humor (2)	.60**	1																
Self-confident (3)	.68**	.64**	1															
Imagination (4)	.61**	.47**	.67**	1														
Curiosity (5)	.64**	.54**	.62**	.57**	1													
Independence (6)	.61**	.42**	.58**	.63**	.51**	1												
Openness (7)	.51**	.60**	.60**	.49**	.53**	.47**	1											
Adventure (8)	.55**	.49**	.53**	.49**	.53**	.43**	.48**	1										
Creativity/Personality (9)	.86**	.78**	.86**	.78**	.79**	.72**	.75**	.68**	1									
Meaning (10)	.35**	.30**	.28**	.33**	.28**	.34**	.20**	.17*	.37**	1								
Ability (11)	.56**	.43**	.55**	.56**	.51**	.52**	.37**	.39**	.62**	.53**	1							
Autonomy (12)	.59**	.42**	.56**	.58**	.58**	.56**	.43**	.35**	.66**	.45**	.74**	1						
Influence (13)	.51**	.41**	.48**	.47**	.37**	.48**	.33**	.40**	.55**	.34**	.60**	.59**	1					
Empowerment (14)	.62**	.48**	.58**	.60**	.55**	.59**	.42**	.41**	.68**	.69**	.88**	.88**	.79**	1				
External happiness (15)	.61**	.53**	.59**	.52**	.58**	.49**	.43**	.48**	.68**	.37**	.51**	.56**	.51**	.61**	1			
Inner happiness (16)	.51**	.35**	.49**	.55**	.49**	.49**	.32**	.40**	.57**	.37**	.50**	.51**	.46**	.57**	.71**	1		
Self-regulation happiness (17)	.50**	.36**	.48**	.45**	.40**	.47**	.30**	.42**	.54**	.35**	.49**	.46**	.49**	.55**	.63**	.66**	1	
Happiness (18)	.62**	.49**	.60**	.58**	.57**	.55**	.40**	.50**	.69**	.41**	.57**	.59**	.55**	.65**	.92**	.89**	.82**	1

\*  $p > .05$ , \*\*  $p > .01$

As Table 26.2 shows, the correlations of their creativity/personality, empowerment and happiness ranged from .66 to .69 ( $p < .01$ ), and those of the sub-factors were between .17 ( $p < .05$ ) and .92 ( $p < .01$ ). This findings implied that there were significant positive correlations among the creativity/personality, empowerment and happiness of the college students.

### The Relative Influence of Creativity/Personality and Empowerment on Happiness

**Table 26.3**  
**The Relative Influence of Creativity/Personality and Empowerment on Happiness (N = 382)**

<i>Dependent variables</i>	<i>Independent variables</i>	<i>B</i>	$\beta$	<i>t</i>	$R^2$	<i>Change of <math>R^2</math></i>	<i>F</i>
Happiness	(Invariable)	.46			.54		220.13***
	Creativity/Personality	.56	.45	9.46***		.47	
	Empowerment	.34	.35	7.25***		.13	

\*\*\*  $p > .001$

As Table 26.3 shows, the creativity/personality and empowerment of the college students had a 54% explainability of happiness. To be specific, creativity/personality had a 47% explainability, and there was a 13% increase when empowerment was added. So the two had a 54% explainability. Also, the F value was 220.13, which was statistically significant, and the above-mentioned regression model formula was found to be appropriate ( $p < .001$ ). The findings could be interpreted that the creativity/personality and empowerment of college students are the variables to affect their happiness, and that creativity/personality is more influential, followed by empowerment.

**Table 26.4**  
**The Relative Influence of Sub-Variables Creativity/Personality and Empowerment on Happiness (N = 382)**

<i>Dependent variables</i>	<i>Independent variables</i>	<i>B</i>	$\beta$	<i>t</i>	$R^2$	<i>Change of <math>R^2</math></i>	<i>F</i>
Happiness	(Invariable)	.50			.54		65.76***
	Perseverance/Commitment	.17	.16	2.91**		.39	
	Autonomy	.11	.12	2.35*		.07	
	Adventure	.10	.12	2.74**		.03	
	Influence	.13	.18	3.98***		.02	
	Meaning	.11	.14	4.51**		.01	
	Curiosity	.15	.14	2.75**		.01	
	Self-confident	.13	.14	2.69**		.01	

\*  $p > .05$ , \*\*  $p > .01$ , \*\*\*  $p > .001$

As Table 26.4 shows, To what extent the sub-variables of the creativity/character and empowerment of the college students affected happiness was analyzed in detail, and the sub-variables had a 54% explainability. To be specific, Perseverance/Commitment had a 39% explainability, and there were a 7% increase when autonomy was added; a 3% increase when adventurous spirits were added; a 2% increase when influence was added; and a 1% increase respectively when meaning, curiosity and self- confident were added. Thus, the sub-variables had a 54% explainability, and the F value was 65.76, which was statistically significant. Therefore the above-mentioned regression model formula turned out appropriate ( $p < .001$ ).

#### **4. DISCUSSION**

The purpose of this study was to examine the creativity/personality, empowerment and happiness of college students and the relationships of creativity/personality and empowerment, which are usually viewed as positive variables, to positive in an effort to increase their happiness. It's basically meant to give some suggestions on how to ensure the successful adjustment of college students to their departments and how to bring positive changes to their lives. The findings of the study on the creativity/personality, empowerment and happiness of college students have the following implications:

First, the college students took an above-average positive view of their own creativity/personality, empowerment and happiness. It's argued that not only in happy or ordinary situations but in stressful situations such as hardship, fear, anger or anxiety, happy people have a tendency to have positive emotions that enable them to interact with the given environments with pleasure in general (Diener, 1984; Seligman & Csikszentmihalyi, 2000). According to this argument, the emotions and quality of life of college students will become better if they experience more happiness. Given the findings of studies on positive psychology, happy environments, happiness promotion programs and training ought to be provided to boost the happiness of college students.

Second, there were significant positive correlations among their creativity/personality, empowerment and happiness. happy and ego-resilient college students are expected to be more satisfied with the departments they belong to than unhappy and pessimistic students. Second, it's consequently confirmed that there were close correlations among happiness, empowerment and creativity/Personality. Recently, they argue that everybody is equipped with potential creativity and Personality, and that creativity and Personality are universal abilities that can be developed (Jeon, 1997). Likewise, empowerment and happiness are neither swayed by external conditions nor accidental good lucks. Rather, they are life habits and skills that can be developed by discovering a potential talent or Personalityistic and by practicing (Seligman, 2000). As creativity/personality, empowerment and happiness are possible to develop through education, specific educational strategies tailored to preservice early childhood teachers should be formulated in consideration of the close correlations of these factors.

Third, their creativity/personality and empowerment could be regarded as the variables to affect their happiness, and creativity/personality was more influential, followed by empowerment. The findings of the study suggest that in order to boost the happiness of college students, it's necessary to improve their creativity/personality and empowerment.

#### **This Study has Some Limitations and there are Some Suggestions on Future Research Efforts**

First, a quantitative research method was utilized to measure the creativity/personality, empowerment and happiness of the college students. As these variables belong to the affective domain, a quantitative analysis may not be sufficient enough to have a profound understanding of these variables.

Second, the geographic scope of this study was confined to some regions by examining the early childhood teachers who worked in the city of Busan city. To produce more generalizable results, more sampling is required from broader regions, but it's not possible in this study to do that. In the future, sampling from more extended areas is required.



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