



Worker's Wellbeing to Creative Process: Does It Count?

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Key words: Creative process, creativity, worker's wellbeing dimensions, debate, interaction

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Page No.: 226-235

Volume: 14, Issue 7, 2020

ISSN: 1993-5250

International Business Management

Copy Right: Medwell Publications

Abstract: Creativity discourse as conceptualized in Rhode's multidimensional theory has engendered commentary and debate as to the interaction among the components and with predictor variables. However, limited empirical evidence exists in the education sector in developing countries. Therefore, this paper determined worker's wellbeing dimensions to creative process in selected private universities. The study research design perspective was tailored through a cross-sectional survey by the collection of data from 532 academic staff ranked as Senior Lecturer, Associate Professor and Professor through the multi-stage random sampling technique. The adapted questionnaire was considered reliable and validated through the criterion, construct and content tests conducted before it was administered. The result from multiple regression analysis revealed that worker's wellbeing dimensions had a positive significant effect on creative process ($\text{Adj. } R^2 = 0.300$ ($F(6, 525) = 38.900$, $p < 0.05$) in selected private universities in South-West Nigeria. It recommended that worker's creative potential linked with the creative process should be appropriately utilized by management through fitting wellbeing strategies.

INTRODUCTION

Creative process in the creativity multidimensional phenomenon encompasses the highbrow processes involved in the creation of ideas^[1, 2], though different perspectives, methodological diversity and numerous instruments have been implemented in the evaluation of the concept^[3, 4]. Glaveanu^[5] stressed that from the four pillars of creativity established by Rhodes^[2], creativity is perceived as the individual, the processes, the environmental pressure and the outcomes. Therefore, a product cannot be created without reference to a person

who utilizes intellectual processes within an environment. Likewise, Corazza^[6] argued that to achieve originality and effectiveness, the focus should not be on the product only, but on the process involved. As such, Sadi^[7] affirmed that the creative process connotes critical thinking and ideas, financial and non-financial investments to support the creative person.

Thus, strengthening the position that wellbeing resources available to support creativity could be critical in the multi-componential features of creativity^[3, 8, 9]. This position is supported by Egwakhe and Umukoro that to encourage creativity, there could be the need to promote

worker's wellbeing measures. In consonance with these commentaries, enhancing worker's wellbeing is progressively becoming the goal for organizations in countries such as Norway, Finland, Switzerland and United States among others (*beyondblue* Organisation)^[11]. Conversely, in most organizations in African countries such as, Mali, Ethiopia, Lesotho, Senegal and Nigeria among others, the concept of promoting worker's wellbeing to creativity multidimensional features is still a mirage^[12, 13]. In line with these discussions, previous researches had shown that enhancing creative process is critical to competitiveness and overall creativity^[14, 15]. Likewise, other studies found that the provision for creative process such as critical thinking, sharing of information, financial and non-financial investments without comprehending the factors impeding or enhancing the creative process may not yield novel marketable products and outputs^[16, 17]. Dissanayake *et al.*^[18] added that previous research approaches emphasized the importance of helping people to become more creative in their work environment but ignored the role of wellbeing to creativity.

Thus, Blomberg *et al.*^[19] hypothesized that the creativity discourse should acknowledge the factors that may work either against or toward creativity under different circumstances. More so most of these studies applied descriptive, correlational and qualitative methods and were conducted in developed countries. Consequently, this study investigated the effect of workers' wellbeing dimensions on creative process in selected private universities in South-West Nigeria.

Literature review: Conceptually, despite divergent definitions on creative process based on industry, Copley and Copley^[20] stated that the creative process involves information, preparation, incubation, clarification, verification, communication and validation. Kanematsu and Barry^[21] opined that the approach involves the analysis of the means by which creativity is produced referring to the phases, steps, theories, techniques, models or mechanisms. Hussain *et al.*^[22] added that it includes the critical thinking and the acts that take place to produce an original product. Hence, the creative process starts with the creative person and results in a creative product. Indicating that the creative process refers to the procedure used by the person to develop the sought-after product^[1]. However, Jankowska *et al.*^[6] posited that while scholars, generally, agreed that creativity leads to ideas and products that are novel and meaningful, much less agreement is observed when it comes to the creative process due to the dynamism of the process and variety of mechanisms involved in generation and explorations of ideas.

Mercer conceptualised wellbeing as a term that captures the essence of what drives success both inside and outside the workplace including physical, emotional and financial health. As such, workers wellbeing increases

work productivity, improve skills that produce quality work and higher job satisfaction. Other scholars advanced that wellbeing promotes the mental health and the physical health and supports social connectedness, productivity and creativity^[10, 13, 23-26]. With regard to the dimensions of wellbeing, Taylor^[27] characterized wellbeing in the workplace to, personal resources, organisational system, functioning at work and experience of work. Lovell and Beckstrand^[23] conceptualized the facets of worker's wellbeing to be largely affected by three dimensions of wellness: physical, emotional and social wellness. While Bruton^[28] considered wellbeing to comprise of many interrelated aspects including being active, responsible, connected, resilient, appreciated, respected and aware. Nevertheless, the characteristics of worker's wellbeing for this paper was based on Junior Cycle wellbeing Guidelines and Bruton^[28], systems-based understanding of wellbeing with focus on both the immediate environment, social values, health and resources.

Therefore, this study measured worker's wellbeing as; workload, referring to the amount of research an individual has to do^[29]; mental health, referring to a state of mind in which an individual can effectively utilize his or her capacities by displaying psychological resilience in making personal and social adjustments to fit the dynamic environment within which the individual coexists with other persons^[30, 31] life satisfaction, relating to the outcome or condition which occurs as a result of a comparison between what a person wants to have and what the person actually has including financial concerns^[32]. This research also used wellbeing dimensions as physical work environment, relating to the physical or tangibles at the setting where job is performed at work^[33, 34], psychological work environment, referring to those elements of the workplace which are pertinent to workers conduct including, a pattern of reactions to a situation where job demands are not compatible with employee's competence, abilities or aptitudes and which challenge their coping mechanism^[33, 35, 36] and technological work environment, relating to a workplace that has a strategic mechanism that improves cooperation, communication and exchange of information and knowledge through the presence and proper use of tools or assets that encourage knowledge and information to flow more rapidly and spread more easily^[15, 37, 38].

Worker's Wellbeing Dimensions to Creative Process Empirically, Makhbul and Khairuddin^[39] found that the goal to build the international reputation of universities has had a huge pressure on universities due to higher education globalization's demand and institutions expectation on educators. Hence, work overload obstructs the performance of educators in terms of classroom delivery, sharing information and producing publications as well as other administrative duties. Indicating that there is a significant relationship between workload pressures and the quality of critical thinking and ideas. More so,

Mate^[40] found that senior educators barely experienced stress related disorders as the predominant stress related disorders faced by educators were pains of any kind, sleeping problems and feeling overwhelmed. These factors influence research work, teaching, professional development and general wellbeing. Usoro and Etuk^[29] corroborated Makhbul and Khairuddin^[39] findings that workload significantly influence the job effectiveness of lecturers in terms of publication, community service, teaching efficiency and ability to share information.

Thus, Abbas^[41] hypothesized that increased awareness, communication and networking through sharing information for improved research and teaching activities is a critical factor in the survival of educational institutions across the globe. Similarly, several studies found that the creative process comprises the level of financial and non-financial investments^[7] and resources available to encourage creativity^[3,8,9]. However, a review by Dissanayake *et al.*^[18] revealed that most previous studies on creative process ignored the role of the research environment and resources on creativity. While, Agba and Ocheni^[42] found the existence of a significant positive relationship between physical workplace and job performance of lecturers. Also, that work related factors like internet facilities, good library, conducive work environment, regular and appropriate remuneration, training opportunities, regular promotion, access to affordable medical care, recognition/awards were significant determinants of the job output of academic staff.

Garcia-Sanchez^[15] findings are in line with previous scholars that support for technology and improvement of technological skills and technological distinctive competencies, promoted improvement in performance through the positive influence on the processes of potential and realized absorption capacity. Consequently, Kim and Choi^[43] demonstrated that specific aspects of the work environment such as research resources and workload pressures were significantly associated with the research productivity of academics. Therefore, aspects of the creative work environment had significant influence on the creative output of individuals. Also, a number of previous research findings had shown that when workers perceive themselves as having creative potential but are not exhibiting this potential then there are probably restricting organisational factors^[4, 44]. In light of previous findings, Blomberg *et al.*^[19] resolved that the creative process discourse in creativity should acknowledge which factors may work either against or toward creativity under different circumstances. Thus, it is imperative that the creative potential of every worker is appropriately utilized.

This study was affixed on the Person-environment (P-E) Fit theory common in the works of other scholars^[45-47]. The strength of the theory is based on the premise that it offers interactive perspective to interpret

Interactionist model of creativity^[48] and the componential creativity theory^[49]. The propositions of the theory are that creativity have complex interaction between the individual and the work situation at different levels of an organisation provided workers wellbeing initiatives the interactions.

Also, the theory assumed that it affects individual's mental, psychological, physical, social and material wellbeing, positive outcomes such as satisfaction, performance, creativity and overall wellbeing^[50]. Consequently, the PE-fit theory focuses explicitly on the match between individuals, the environment and operational resources as key determinants of wellbeing and creativity^[51, 52].

MATERIALS AND METHODS

This study implemented the cross-sectional survey research design. Firstly, the design was adopted to understand individual's beliefs, opinions, motivations and behavioral patterns at a specific time^[53]. Secondly, it was applied in consonance with the study by Egwakhe and Umukoro^[10] on workers wellbeing and creative person: organisational culture effect and Garces *et al.*^[3] in a research on the impact of the creative environment on the creative person, process and product. South-West Nigeria with the highest number of private universities was used as the geographical location. Eight private universities were selected based on, year of establishment (accredited universities from 5 years and above -1999-2011), ownership (partnership, individual and faith-based) and ranking on JAMB's 2017 statistics as gathered by the^[54]. Thus, the selected private universities were Achievers University in Ondo state, Afe Babalola University in Ekiti State, Babcock University and Covenant University in Ogun state, Lead city University in Oyo state, Redeemer's University and Bowen University in Osun state and Caleb University in Lagos state. These private universities were ranked 30th, 3rd, 2nd, 1st, 22nd, 21st, 4th and 23rd correspondingly.

The target population consisted of full-time academic staff classified as Senior Lecturer, Associate Professor and Professor. A sample size of (532) constituted the sample size determined through Krejcie and Morgan^[55] formula developed for sample determination for a finite population. The study adopted the multiple-stage stratified random sampling technique. A well-structured questionnaire with items that were adopted and adapted were administered on the participants. The pilot test conducted determined the validity and the reliability of the questionnaire. Content, criterion and construct validity were established^[56] to determine the reliability of the instrument. While the face content or face validity (scale's validity) was used to measure how well the content of the research measurement instrument measured the intended items in the questionnaire.

The construct validity was addressed through reviewed literatures; adapting instruments used in previous works that had been critically reviewed and validated. The construct validity recorded thus: (Creative Process (α) = 0.83, Workers' Wellbeing (α) (with the lowest as = 0.71 and the highest 0.97)^[13, 42, 57-59]. While reliability result through Cronbach's alpha coefficients from the internal consistency revealed; Creative process (α) = 0.82 and Workers' Wellbeing (with the lowest being 0.72 and the highest 0.87). The data obtained from the sampled private universities were analyzed by using multiple regression analysis. Therefore, the multiple regression equation was established based on the dimensions of worker's wellbeing. Hence, the model was formulated about the research objective as stated:

$$Y = f(X)$$

Where:

Y = Creative Process (CPR)

X = Worker's WellbeingDimensions (WWBD)

Where:

x_1 = Workload (WL)

x_2 = Mental Health (MH)

x_3 = Life Satisfaction (LS)

x_4 = Technological Work Environment (TEHWE)

x_5 = Physical Work Environment (PHWE)

x_6 = Psychological Work Environment (PSYWE)

The functional relationship of the model is presented as:

$$\sum LW+MH+LS+TEHWE+PHWE+PSYWE = WWBD$$

Hence:

$$CPR = a_0 + \beta_1 WL_i + \beta_2 MH_i + \beta_3 LS_i + \beta_4 TEHWE_i + \beta_5 PHWE_i + \beta_6 PSWE_i + \mu_i$$

Where:

β_0 = Constant term

β_1 = Coefficient of workload

β_2 = Coefficient of mental health

β_3 = Coefficient of life satisfaction

β_4 = Coefficient of technological work environment

β_5 = Coefficient of physical work environment

β_6 = Coefficient of psychological work environment

μ = Error term (Stochastic variable).

At 95% confidence interval, the hypothesis was tested using multiple regression analysis. The study expects that a positive and significant effect will be observed between worker's wellbeing dimensions and creative process. In continuance of this study, adherence to ethics of research was strictly adhered to as confidentiality, anonymity and secrecy were applied in

the data collection and collation process. In addition, sources obtained from the studies of other scholars were duly acknowledged.

RESULTS AND DISCUSSION

To examine the hypothesis, multiple regression analysis was used. Data from (532) respondents were collated and analyzed. According to the rule of thumb for behavioural sciences adjusted $R^2 \geq 0.10$ were deemed adequate for explanatory power as such adjusted R^2 values for endogenous variables we reassessed as follows: 0.26 (substantial), 0.13 (moderate), 0.02 (weak)^[60-62]. The results of the multiple regression analysis are presented in Table 1.

Interpretation: The analysis in Table 1 revealed the result of the multiple regression analysis conducted to investigate the effect of worker's wellbeing dimensions (workload, mental health, life satisfaction, physical work environment, technological work environment, psychological work environment) on creative process of selected private universities in South-West Nigeria. Overall, the results of the analysis revealed that workers wellbeing dimensions had a significant effect on creative process (adjusted $R^2 = 0.300$ ($F(6, 525) = 38.900$, $p = 0.000$). The results for individual multiple regression analysis revealed that workload ($\beta = 0.156$, $t = 3.134$, $p = 0.002$), mental health ($\beta = 0.129$, $t = 3.277$, $p = 0.001$), physical work environment ($\beta = 0.283$, $t = 6.465$, $p = 0.000$) and technological work environment ($\beta = 0.110$, $t = 2.823$, $p = 0.005$), had positive and statistically significant effect on creative process. The analysis revealed further that life satisfaction ($\beta = 0.030$, $t = 0.633$ and $p = 0.527$) had a positive and insignificant effect on creative process while psychological work environment ($\beta = -0.034$, $t = -1.013$ and $p = 0.311$) had a negative and insignificant effect on creative process in selected private universities in South-West Nigeria. The result indicated that out of all the six dimensions of workers wellbeing adopted in this study, only workload, mental health, physical work environment and technological work environment had positive and significant effect on creative process in selected private universities in South-West Nigeria.

The multiple regression aggregated results in Table 1 further revealed that the relationship between workers wellbeing dimensions and creative process was moderately strong and positive ($R = 0.555$). Also, the goodness of fit model presented in Table 1 showed that with adjusted $R^2 = 0.300$, indicated that workers wellbeing dimensions explained 30% of the changes in creative process in selected private universities in South-West Nigeria while the remaining 70% could be attributed to other factors not included in this model. Also, the F-statistics ($df = 6, 525$) = 38.900 at $p = 0.000$ ($p < 0.05$) indicated that the overall model was significant

Table 1: Summary of multiple regression analysis for effects of workers' wellbeing dimensions on creative process in selected private universities in South-West Nigeria

Models	B	Sig.	t-values	ANOVA (Sig.)	R	R ²	Adjusted R ²	F (df)
(Constant)	1.486	0.000	6.152					
Workload	0.156	0.002	3.134					
Mental health	0.129	0.001	3.277					
Life satisfaction	0.030	0.527	0.633					
Physical work environment	0.283	0.000	6.465	0.000 ^b	0.555	0.308	0.300	38.900
Technological work environment	0.110	0.005	2.823					(6,525)
Psychological work environment	-0.034	0.311	-1.013					

Predictors: (Constant), PHWE, LS, MH, WL, TEHWE, PHWE
 Dependent variable: creative process
 Field Survey, 2019

in predicting the effect of workers wellbeing dimensions on creative process. This means that workers wellbeing dimensions had a significant positive effect on creative process in selected private universities in South-West Nigeria. The multiple regression models are expressed as thus:

$$CPR = 1.486 + 0.156WL + 0.129MH + 0.283PHWE + 0.110TEHWE$$

Where:

- CPR = Creative Process
- WL = Workload
- MH = Mental Health
- PHWE = Physical Work Environment
- TEHWE = Technological Work Environment

The regression model equation showed that β_0 is 1.486 when $X = 0$. The value 1.486 implied that statistically holding workers wellbeing dimensions to a constant zero, creative process would be 1.486 inferring that without workers wellbeing dimensions, creative process in the selected private universities in South-West Nigeria would be 1.486 which is an indication of improvement. The analysis also showed that the coefficient (parameter estimate) results when workload, mental health, physical work environment and technological work environment are improved by one unit; creative process would increase by 0.156, 0.129, 0.283 and 0.110 units, respectively (that is statistically, creative process rate will increase by 15.6, 12.9, 28.3 and 11.1%, respectively). This implies that an increase in workload, mental health, physical work environment and technological work environment would lead to an increase in creative process in selected private universities in South-West Nigeria. The result of the analysis indicates that private universities should pay more attention towards workload, mental health, physical work environment and technological work environment to improve their creative process.

The aggregated results in Table 1 revealed that worker's wellbeing dimensions had a significant positive effect on creative process in selected private universities in South West, Nigeria. Conceptually, before

substantiating or contradicting the results of this study based on findings from previous studies, it is imperative to note that as stated by Corazza^[6] and Rubenstein *et al.*^[9] the configuration of the features of creativity are interrelated. Implying that as creators work, creativity is exhibited in both the final unique and useful product and throughout the process. Hence, discussing the results for one component of creativity would inadvertently infer linking it with other creativity components. Therefore, the joint result for this study is corroborated by results from previous works that since, the creative person is connected with the creative process in the creativity phenomenon, factors that would boost worker's wellbeing for creativity is paramount^[4,44,63]. Meanwhile, Kanematsu and Barry^[21] posited that since, the creative process approach in creativity involves the analysis of the means by which creativity is produced referring to the phases, steps, theories, techniques, models or mechanisms involved and since, it also includes the critical thinking and the acts that take place to produce an original product^[22]; Usoro^[64] claimed that for a worker to maximally contribute productively and be creative, whatever affects the worker adversely must be removed and substituted with functional operational resources and wellbeing measures. Supporting Usoro^[64], Dissanayake *et al.*^[18] added that aside emphasizes on the importance of helping people to become more creative in their work environment it should focus also on the role and effect of wellbeing.

In the light of these commentaries, previous empirical studies had revealed that work environments impact creativity by affecting components that contribute to creativity which represent a basic source for organisational creativity because the external and internal components interact and give way to the creative process, thereby allowing creativity to thrive in the work environment^[65]. More so, arguments that the analysis and provision for the creative process such as critical thinking, sharing of information, financial and non-financial investments without comprehending the factors impeding or enhancing the process may not yield marketable products and creative outputs is germane^[16, 17]. Consequently, studies had found that wellbeing influence

on creativity has become increasingly animated with broad implications for the psychology of human performance and with applications to education, business and other industries due to the positive significant relationship that exists between the variables^[49, 66]. In addition, the results for the individual coefficient multiple regression analysis revealed that only workload, mental health, physical work environment and technological work environment were significant on creative process. Though, life satisfaction had a positive effect but was insignificant while psychological work environment had a negative and insignificant effect on creative process in selected private universities in South-West Nigeria.

These results are in consonance with findings from previous works that while scholars generally agreed that creativity leads to new ideas and products that are novel and meaningful, much less agreement is observed when it comes to the creative process and motivational factors. This is because the dynamism of the creative process and variety of mechanisms involved in generation and explorations of ideas make it challenging to capture^[1, 15, 29]. However, relating to creative process for this study in private universities, Abbas^[41] and Ayob *et al.*^[14] found that increase awareness, investment in research, information technology, communication and networking through sharing information for improved research and teaching activities are critical factors in the survival of educational institutions processes across the globe. Therefore, consistent with the individual regression results for this paper, Makhbul and Khairuddin^[39] attested that the goal to build the international reputation of universities has had a huge pressure on universities due to higher education globalization's demand and institutions expectation on educators. Hence, work overload as well as other administrative duties obstructs the performance of educators in terms of sharing information and producing novel publications. This indicates that, there is a significant relationship between workload pressures and the quality of critical thinking and idea generation. Usoro and Etuk^[29] corroborated Makhbul and Khairuddin^[39] findings that workload significantly influence the job effectiveness of lecturers. Perry-Smith and Mannucci^[67] further hypothesized that a link existed between educator's creativity, workload and person-fit in the working environment. Other scholars supported the position that the process in creativity is more essential in developing useful and effective products because on one side, organisations can encourage employees to be creative which can be done by providing rewards, fair work assessments and the positive acknowledgement of risk taking towards new ideas. On the other side, organisations can demotivate workers by being over-critical and initiating demands not matching resources within the organisation^[52, 68, 69].

Therefore, buttressing these findings theoretically, the P-E Fit theory as reviewed by Dissanayake *et al.*^[18] proposed that all humans with general abilities are able to present at least creative work in some domain, provided social environment and the related factors are provided as complementary integration to the system or procedures that push individual dynamics on creative behavior. Similarly, Agba and Ocheni^[42] posited that there exists a significant positive relationship between physical workplace, offices for academics and quality of furniture and the lecturers output in terms of teaching, research and the components of creativity. Also, Kasule submitted that the wellbeing of workers is closely linked with the environment. Therefore, earlier submissions by Amabile that wellbeing and the work environment affect influence creativity by affecting components that contribute to creativity is germane. More so, work related factors like internet facilities, conducive work environment and modern technological facilities, regular and appropriate remuneration, regular promotion, access to affordable medical care, recognition and awards are significant determinants of research output for academics^[37, 38, 42, 70]. In the same vein as technology advances at an unprecedented rate, creative problem solving will be needed to cope with its challenges hence only provision of technological facilities will not promote performance if the users are not skilled and or willing to adapt^[71, 72]. Corroborating these findings, Garcia-Sanchez *et al.*^[15] postulated that support for technology and improvement of technological skills and technological distinctive competencies promote improvement and positive influence on the creative process.

Consequently, Kim and Choi^[43] demonstrated that specific aspects of the work environment such as research resources and workload pressures are significantly associated with the research productivity of academics. Therefore, aspects of the creative work environment have significant influence on the creative output of individuals. Nevertheless, findings from a study by Mate^[40] supported the negative and insignificant result of psychological work environment on creative process as according to Mate^[40], senior educators barely experienced stress related disorders; however, the predominant stress related disorders faced by educators were pains of any kind, sleeping problems and feeling overwhelmed. These factors not minding the degree, negatively influence research work, teaching, professional development and general wellbeing. Hence, while psychological work environment is negative and insignificant for academic staff on creative process in selected private universities in South-West Nigeria, it could be positive and significant for academics in other institutions. Therefore, the position of previous scholars that a healthy psychological work environment indicates that there is a balance between the

demands made on the worker and the resources and skills the individual possesses to be creative is germane. Since, imbalance will increase the risk of stress, conflict, dissatisfaction, more sick leave and inability to solve problems creatively^[34, 73] and intensify negative effects on the creators work through the creative process. Accordingly, Corazza^[6] opined that creativity is exhibited in both the final unique and useful product and throughout the creative process. Thus, the debate on the multi-componential aspects of creativity should acknowledge which kind of wellbeing dimensions inhibit or support creativity under varied circumstances^[10, 32] (Appendix 1).

CONCLUSION

This study multiple regression analysis established that, worker’s wellbeing dimensions had a positive significant effect on creative process in selected private universities in South-West Nigeria. But from the six dimensions only workload, mental health, physical and technological work environment had positive and significant effect on creative process. In summary, understanding what why and effect of worker’s wellbeing to creative process in congruence with the Person-Environment (P-E) fit theory would ensure that creativity

is not undermined intentionally in work environments that were established for it as organisations lacking the support and ability to enable their workforce to approach their work in creative ways limit the organisation’s output and might fall behind their competitors.

RECOMMENDATIONS

More so, the provision for the creative process such as, critical thinking, sharing of information, expressing individual ideas in research, financial and non-financial investments in research and development should be accompanied by the factors enhancing the process such as workload, mental health, physical work environment and technological work environment as evidence of worker’s wellbeing counts on creative process provided in institutions and organisations. Therefore, the study recommended that since the concept of creativity is multidimensional, worker’s creative potential linked with the creative process should be appropriately utilized by management through continuously providing fitting and fine-tuned wellbeing strategies. Future, studies should be extended to other sectors in order to broaden the scope of the integration of dynamic and refined wellbeing measures to creativity drive.

APPENDIX

Appendix 1: Multi-componential aspects

Model summary

Models	R	R ²	Adjusted R ²	SE of the estimate
1	0.555 ^a	0.308	0.300	0.53104

^a Predictors: (Constant), psychological work environment, life satisfaction, mental health, workload, technological work environment, physical work environment

ANOVA^a

Models	Sum of squares	df	Mean square	F	Sig.
1 Regression	65.815	6	10.969	38.898	0.000 ^b
Residual	148.050	525	0.282		
Total	213.866	531			

^aDependent variable: creative process; ^bPredictors: (Constant), psychological work environment, life satisfaction, mental health, workload, technological work environment, physical work environment

Coefficients^a

Models	Unstandardized		Standardized		t-values	Sig.
	B	SE	Beta			
1 (Constant)	1.486	0.242	6.152		0.000	
Workload	0.156	0.050	0.137		3.134	0.002
Mental health	0.129	0.039	0.142		3.277	0.001
Life satisfaction	0.030	0.048	0.028		0.632	0.527
Physical work environment	0.283	0.044	0.304		6.465	0.000
Technological work environment	0.110	0.039	0.133		2.823	0.005
Psychological work environment	-0.034	0.034	-0.041		-1.013	0.311

^aDependent variable: Creative process

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