

ISTANBUL BILGI UNIVERSITY
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

UNDERSTANDING THE RELATIONSHIP BETWEEN HAPPINESS AND
CREATIVITY IN TERMS OF THE DIMENSIONS OF PSYCHOLOGICAL AND
SUBJECTIVE WELL-BEING

DUYGU BİLGİN

113634004

ASST. PROF. DR. İDİL İŞİK

İSTANBUL

2017

A Thesis Submitted to the Graduate School of Social Sciences
of
Istanbul Bilgi University

Understanding the Relationship between Happiness and Creativity in terms of the
Dimensions of Psychological and Subjective well-being

by
Duygu Bilgin

In Partial Fulfilment of the
Requirements for the Degree of Master of Arts in the
Department of Organizational Psychology

Thesis Advisor: İdil Işık

May, 2017

Understanding the Relationship between Happiness and Creativity in terms of the
Dimensions of Psychological and Subjective well-being

Psikolojik ve Öznel İyi Oluş Bağlamında Mutluluk ile Yaratıcılık Arasındaki İlişkiyi
Anlamlandırma

Duygu Bilgin

Öğrenci No: 113634004

Tez Danışmanı: Yrd. Doç. Dr. İdil Işık
Jüri Üyesi: Doç. Dr. Burcu Güler
Jüri Üyesi: Yrd. Doç. Dr. Gergely Czukur

(İMZASI):

(İMZASI):

(İMZASI):

Tezin Onaylandığı Tarih:

Toplam Sayfa Sayısı: 132

Anahtar Kelimeler (Türkçe)

- 1) Subjective Well-being
- 2) Psychological Well-being
- 3) Happiness
- 4) Creativity
- 5) Life Satisfaction

Anahtar Kelimeler (İngilizce)

- 1) Öznel İyi Oluş
- 2) Psikolojik iyi Oluş
- 3) Mutluluk
- 4) Yaratıcılık
- 5) Yaşam Doyumu

Happiness is always here, it is always now.

Osho

The purpose of life is to be happy.

The Dalai Lama

TEŞEKKÜR

Sevgili aileme...

Tez çalışmamın sonuna gelmiş bulunmaktayım ve şimdi sıra bu çalışma sürecimde bana destek olan, yanımda olan insanlara teşekkür etmeye geldi. Öncelikle, bu çalışmanın tüm aşamalarında her türlü desteği sağlayan değerli hocam Sema SÜVARİOĞLU'na, Örgütsel/ Endüstriyel Psikoloji Yüksek Lisans Direktörü Yrd.Doç. Dr. İdil IŞIK'a, kalbindeki sonsuz hoşgörü, sabır ve desteği ile yanımda olan sevgili anneme ve kız kardeşime, ve ayrıca tez süresince benden desteğini hiç eksik etmeyen Rahime İĞDECİ'ye içten teşekkürlerimi sunarım.

Bu araştırmada örnekleme ulaşmamı sağlayan ve doğrudan katılımcı olan herkese çok teşekkür ederim.

ACKNOWLEDGEMENTS

To my beloved family...

My master thesis has come to an end, now it is time to thank to people who helped and supported me. First, I present my very truly thanks to my dear advisor Sema SÜVARİOĞLU, director of Organizational/ Industrial Psychology Master Program Assist. Prof Dr. İdil IŞIK, who gave every kind of support at every step of this study, to my mom and my sister, who are always beside me with endless tolerance, patience and support, and to Rahime İğdeci, who provided endless support during this period.

I also thank everyone who help me to reach out the sample and who directly involved in this study.

ABSTRACT

Happiness is an important concept in today's daily life and work life. In this era, psychologists have started to investigate well-being and positive feelings. This thesis discusses the relationship between the concepts of happiness and creativity, happiness is studied under the two subheadings of subjective and psychological well-being. The first one deals with pleasure attainment and pain avoidance while the second one focuses on self-actualization and fully functioning. The aim of this thesis is to find out whether there is any correlation between these concepts and creativity or not. One hundred and fifty people, consisting of two groups as employees and students, participated in this research. Online survey was conducted. The Oxford Happiness Measure, The Satisfaction with Life Scale, The Subjective Well-Being Scale, Guilford's Alternative Uses Task, The Scales of Psychological Well-Being and Positive and Negative Affect Scale (PANAS) were utilized as scales in this thesis. Results show that there is a correlation between subjective and psychological well-being. On the other hand, the relationship between happiness and creativity is not statistically significant.

Keywords: subjective well-being, psychological well-being, happiness, positive affect, negative affect, life satisfaction, creativity

ÖZ

Mutluluk günümüzde günlük yaşamda ve iş yaşamında önemli bir kavramdır. Bu dönemde, psikologlar iyi oluş ve pozitif duyguları araştırmaya başlamışlardır. Bu tez mutluluğun kavramları ile yaratıcılık arasındaki ilişkiyi ele almaktadır, mutluluk öznel ve psikolojik iyi oluş olmak üzere iki alt başlık altında incelenmektedir. Birincisi hazzı ulaşma ve acıdan kaçınma ile ilgilenirken, ikincisi kendini gerçekleştirme ve tam işleme odaklanmaktadır. Bu tezin amacı bu kavramlarla yaratıcılık arasında herhangi bir ilişki olup olmadığını ortaya çıkarmaktır. Çalışan ve öğrenciler olmak üzere iki gruptan oluşan, 150 kişi bu çalışmadan yer almıştır. Çevrim içi anket kullanılmıştır. Oxford Mutluluk Ölçeği, Yaşam Doyum Ölçeği, Öznel İyi Oluş Ölçeği, Alternate Uses Yaratıcılık Ölçeği, Psikolojik İyi Oluş Ölçeği ve Pozitif ve Negatif Duygulanım Ölçeği bu tezde yararlanılan ölçeklerdir. Sonuçlara göre öznel iyi oluş ile psikolojik iyi oluş arasında ilişki bulunmaktadır. Diğer yandan, mutluluk ile yaratıcılık arasındaki ilişki istatistiksel anlamda anlamlı bulunmamıştır.

Anahtar Kelimeler: Öznel iyi oluş, psikolojik iyi oluş, mutluluk, pozitif duygulanım, negative duygulanım, yaşam doyumu, yaratıcılık

TABLE OF CONTENT

Acknowledgements	i
Abstract	ii
Table of Content	iv
Abbreviations	vii
List of Tables	viii
List of Figures	x
1. Chapter 1- Introduction	1
1.1. Defining Happiness Eudaimonia vs. Hedonism as Background of Happiness as a Construct	2
1.2. Reasons of Happiness	4
1.3. Types Of Happiness: Subjective and Psychological Well-being	6
1.3.1. Subjective Well-being	6
1.3.2. Predictors of Subjective Well-being	8
1.3.3. Psychological Well-being	14
1.3.4. Predictors of Psychological Well-being	20
1.4. The Relationship between Subjective Well-being and Psychological Well-being	23
1.5. The Effect of Subjective and Psychological Well-being on Happiness	25
1.6. Creativity	26
1.6.1. Creativity Research	27
1.6.2. Stages of Creativity	28
1.7. Well-Being and Creativity	30
1.8. The Research Objective and The Model	32
2. Chapter II-Method	35
2.1. Participants	
2.2. Measures	39
2.2.1. Demographic Questionnaire	39
2.2.2. The Oxford Questionnaire	39

2.2.3.	Positive and Negative Affect Scale	41
2.2.4.	Ryff's Scales of Psychological Well-being	42
2.2.5.	The Satisfaction with Life Scale	43
2.2.6.	The Subjective Happiness Scale	43
2.2.7.	Guilford's Creativity Test (Guilford's Alternate Uses)	44
2.3.	Procedure	45
2.4.	Data Analysis	46
3.	Chapter III-Results	47
3.1.	Descriptive Statistics of Participants Related to Life Satisfaction, Happiness, Positive and Negative Affect, Psychological Well- being, Subjective Well-being and Creativity	47
3.2.	Results of the Relationship Between Life Satisfaction, Happiness, Positive and Negative Affect, Psychological Well-being, Subjective Well-being and Creativity	51
3.3.	Relationship of Participants' Individual and Demographic Variables with Life Satisfaction, Happiness, Positive and Negative Affect, Psychological Well-being, Subjective Well-being and Creativity	53
3.4.	Summary of Results of the Study	65
4.	Chapter IV-Discussion and Conclusions	67
4.1.	Implication for Research	69
4.2.	Limitations and Future Directions	70
4.2.1.	Limitations	70
4.2.2.	Implications for Future Research	70
	References	72
	Appendices	93
	Appendix A: Demographic Questions For Employees (Çalışanlar İçin Demografik Sorular)	94

Appendix B: Demographic Questions For University Students (Üniversite Öğrencileri İçin Demografik Sorular)	98
Appendix C: Oxford Happiness Questionnaire (Oxford Mutluluk Ölçeği)	101
Appendix D: Positive and Negative Affect Scale (Pozitif ve Negatif Duygu Ölçeği)	105
Appendix E: Ryff's Scales of Psychological Well-being (Psikolojik İyi Olma Ölçekleri)	107
Appendix F: The Satisfaction with Life Scale (Yaşam Doyum Ölçeği)	113
Appendix G: Subjective Happiness Scale (Öznel Mutluluk Ölçeği)	115
Appendix H: Results of Evaluation by the Ethics Committee	117

ABBREVIATIONS

SWB	Subjective Well-being
PWB	Psychological Well-being
PANAS	Positive and Negative Affect Schedule
OHQ	Oxford Happiness Questionnaire
SWLS	The Satisfaction with Life Scale

LIST OF TABLES

Table 1.2. Stages of Creativity	29
Table 2.1. Frequencies of Participants in terms of Demographic Variables	35
Table 2.2. Criterion-Related Validity between Subjective Happiness Scale and Other Scales	44
Table 3.1. Z scores of Participants of Life Satisfaction, Happiness, Positive and Negative Affect, Psychological Well-being, Subjective Well-being and Creativity	47
Table 3.2. Relationship Between of Life Satisfaction, Positive and Negative Affect, Psychological Well-being, Subjective Well-being and Happiness with Spearman Correlation Analysis of Employees and University Students	49
Table 3.3. Relationship between of Psychological Well-being and Subjective Well-being with Spearman Correlation Analysis of Employees and University Students	50
Table 3.4. Relationship between Life Satisfaction, Happiness, Positive and Negative Affect, Psychological Well-being, Subjective Well-being and Creativity with Spearman Correlation Analysis of Employees and University Students	51
Table 3.5. Comparison of Life Satisfaction, Happiness, Positive and Negative Affect, Psychological Well-being, Subjective Well-being and Creativity with Mann Whitney U Test in terms of Employees and University Students	53
Table 3.6. Comparison of Life Satisfaction, Happiness, Positive and Negative Affect, Psychological Well-being, Subjective Well-being and Creativity with Mann Whitney-U Test in terms of Marital Status of Employees	55
Table 3.7. Comparison of Life Satisfaction, Happiness, Positive and Negative Affect, Psychological Well-being, Subjective Well-being and Creativity with Mann Whitney-U Test in terms of Educational Status of Employees	56

Table 3.8. Comparison of Life Satisfaction, Happiness, Positive and Negative Affect, Psychological Well-being, Subjective Well-being and Creativity with Mann Whitney-U Test in terms of Total Working Years of Employees	58
Table 3.9. Comparison of Life Satisfaction, Happiness, Positive and Negative Affect, Psychological Well-being, Subjective Well-being and Creativity with Kruskal Wallis H Test in terms of Income of Employees	59
Table 3.10. Comparison of Life Satisfaction, Happiness, Positive and Negative Affect, Psychological Well-being, Subjective Well-being and Creativity with Mann Whitney-U Test in terms of Income of University Students	61
Table 3.11. Comparison of Life Satisfaction, Happiness, Positive and Negative Affect, Psychological Well-being, Subjective Well-being and Creativity with Mann Whitney-U Test in terms of Sportive Activities of Employees and University Students	63

LIST OF FIGURES

Figure 1. Six components of psychological well-being	17
Figure 2. Research Model of the Study	33

CHAPTER I

INTRODUCTION

What is a good life? It is an important question as a beginning. Happiness as a topic has been a concern since the ancient times, being discussed and studied by philosophers in the ancient time, and by psychologists nowadays (Deci & Ryan, 2000; Kashdan, Diener, & King, 2008; Keyes, Shmotkin, & Ryff, 2002, Lyubomirsky, 2001; Seligman, 2002). Although happiness has a long ride, psychology has just started to study happiness recently. Seligman and Csikszentmihalyi are the two well-known researchers who pay attention to happiness and positive psychology. Seligman and Csikszentmihalyi (2000) propose that psychology needs to study positive states of human being such as happiness, joy, and flow. It does not study only negative states of human being such as depression, and bipolar disorder. From this point of view, studying positive states of human being is the core of positive psychology. Positive psychology is an important area within the field of psychology that examines emotions, virtues, strengths, well-being and purpose.

Creativity is another important issue for people. Individuals need to adapt new circumstances, solve problems, gain new insights and create new products to survive (Baas, Dreu, & Nijstad, 2008). Baas et al. (2008) mention that creativity has its own place within psychology such as clinical, social, organizational, personality. Positive psychology is also examines creativity. There are lots of researches about the relationship between mood, happiness and creativity. These researches will be covered next sections of the thesis.

In this article, literature review will be reviewed in the first part. Next definitions of the concepts will be described. Then methods, measures and samples will be presented in the third part. Finally, results will be put forward expressed and followed by discussion and conclusion where limitations will be defined.

1.1. DEFINING HAPPINESS EUDAIMONIA VS. HEDONISM AS BACKGROUND OF HAPPINESS AS A CONSTRUCT

Happiness is defined in a plenty of ways. It is not possible to highlight all of them. Therefore, definitions which are relevant for current research will be mentioned in detail.

Happiness has great importance to most of the people and it is highly valued; it is even the goal of most people and societies (Csikszentmihalyi, 1990; Diener, 2000). Being happy is about the human existence, it has been found that most of the people are at least slightly happy in their lives (Diener & Diener, 1996).

The present study aims to look at happiness and its dimensions together with creativity. The concepts of happiness and well-being are used interchangeable in this research. Each concept will be defined in detail. Ryan and Deci (2001) mention that in modern life, well-being research has two types as hedonism (the central point is feelings of person about his/her life) and eudaimonia (someone's potential is central point).

Ryan and Deci (2001) mention Aristotle's view about happiness called as hedonism and eudaimonia. Hedonism is defined as looking for pleasure; while eudaimonia is defined as happiness that is gained from good work. These definitions have an important impact on modern well-being research. Contemporary psychologists focus on two distinctions on their well-being researches which are called hedonic and eudaimonic view of happiness (Ryan & Deci, 2001).

Eudaimonia, is about realizing own potential or having a life with virtue. This view includes virtues and morality rather than the psychological process of a human being (Kashdan et al., 2008). Eudaimonia puts first the virtues and objective values such as knowledge and ethics etc. rather than pleasure (Brulde, 2007). Therefore, it can be said in a sense that this view defends that there is a

right action to do and follow. Happiness is about acting in a right way and it is something that is earned (Kashdan et al., 2008).

On the other hand, Kashdan et al. (2008) mention other philosophers' view such as Epicurus, Bentham and Hobbes believe that pleasure is an important part of happiness because people determine what to do according to their desires and pleasure is a powerful motivator and it can be found in virtue.

When two parts of happiness are compared in philosophy, it is obvious that one of them does not depend on someone's feelings and mental state, since feelings do not reflect the truth; while the other part believes in the feelings (Kashdan et al., 2008).

Based on these views it can be concluded that happiness background based on two subheadings: Hedonic and eudaimonic. Hedonic view is defined as pleasant feelings and favorable judgments, while eudaimonic view involves doing the virtuous and morally right things (Ryan & Deci, 2001; Ryff & Singer, 2008).

Kashdan et al. (2008) mention that hedonic and eudaimonic well-being have some conceptual overlap and therefore these concepts do not transfer well into science. Modern psychology mention two types of well-being are called: psychological and subjective well-being. Ryan and Deci (2001) mentioned that hedonic well-being research uses assessment of subjective well-being, while eudaimonic well-being research uses assessment of psychological well-being.

Subjective and psychological well-being has been investigated in modern psychology. Diener et al. (1999) mention that subjective well-being has two components: judgments of life satisfaction and having positive feelings most of the time. Based on this view, Fisher (2010) defines happiness as a pleasant mood and emotions, well-being and positive attitudes. On the other hand, psychological well-being is about self-validation, self-actualization and it is related to the concepts emphasizing doing what is right, pursuing significant goals and building up someone's skills (Seligman, 2002; Sheldon & Elliot, 1999; Warr, 2007).

Eudaimonic view of happiness has lots of categories and defenders such as psychological well-being (Ryff & Singer, 1998), self-determination theory (Deci & Ryan, 2000), flourishing (Keyes, 2002), authentic happiness (Seligman, 2002), and flow (Vittersø, 2004). These theorists assert that hedonism does not explain the good life (Ryan & Deci, 2001). Otherwise, recent researches emphasize the role of eudaimonic happiness in their investigations of human well-being. Emmons (1986) proposes that there is a correlation between personal striving and subjective well-being. Personal striving means groups of aims which individuals attempt to complete through their daily behavior (Emmons, 1986). According to this research positive affect is related to striving, whereas negative affect is connected with low probability of future attainment, striving ambivalence, and between-striving conflict (Emmons, 1986). Furthermore, studies show that flourishing arises when positive emotions surface (Frederickson, 2001). Positive emotions have an important impact on individuals' certain moments which characterizes their lives (Frederickson, 2001). Consistent with this perception, Diener, Sandvik, and Pavot (1991) propose that the overall balance of positive and negative emotions show these individuals' judgments of subjective well-being. Based on this determination Kahnemann (1999) suggests that SWB can be measured by following people's good and bad feelings. Therefore, this perspective claim that positive emotions signal flourishing (Frederickson, 2001).

1.2. REASONS OF HAPPINESS

“Why do some people are happier than others?” is a very important question that has several answers from different aspects. In this part of the study, these aspects will be covered one by one.

The first aspect is about the environmental contributors of someone's life (Fisher, 2010). Fisher (2010) mentions that SWB is higher among people who are married, take part in leisure and religious activities have money and social status, have happier close friends and neighbors, and believe they are healthy. In addition to these results, it is also mentioned that people living in individualistic countries

are happier than collectivist states (Argyle, 1999; Suh & Koo, 2008). Suh and Oishi (2002) mention individualist nations are richer than the collectivist nations. However, some collectivist nations such as Hong Kong, Japan are wealthier. Therefore, this argument seems controversial. Several other possibilities are mentioned in Suh and Oishi (2002) research. In individualistic cultures, people have more personal freedom and opportunities are available and people live in individualistic nations are responsible for their happiness. On the other hand, people live in collectivistic nations believe that they have limited control on their happiness level. So collectivistic cultures make people think various factors beyond personal control such as family background or luck has an important role on their happiness level (Suh & Oishi, 2002). In Suh and Oishi (2002) research, it is also mentioned that, individualist cultures respect individual's unique standards or reasons for happiness while in collectivist cultures achievements that make people happy are decided by the society or the group rather than by each individual. Veenhoven (2008) also mentions that optimistic cultures tend to focus on positive sides of life while pessimistic cultures tend to focus on shortcomings. According to this view Inglehart (1990) proposes that happiness level is higher in the United States than in France because earlier generations in French have difficult experience, so their point of view about life is more pessimistic.

The second aspect is about personal contributors (Fisher, 2010). Genes and personality have a role in happiness level of a human being. Diener et al. (1999) proposes that some individuals naturally are happier than the others. Twin studies suggest that genes determine 50% of the variance in subjective well-being (Lykken & Tellegen, 1996; Tellegen, Lykken, Bouchard, Wilcox, Segal, & Rich, 1988; Weiss, Bates, & Luciano, 2008). Brickman, Coates, and Janoff-Bulman (1978) propose that each person has a set point which effects his/her happiness level, and they return their set point due to external factors.

The third aspect of the theory is the interaction of between person and situation. Schachtel (1954) mentions that if the situation fits with one's needs, happiness emerges. Fisher (2010) explains that if the situation matches with individuals' particular needs, wants or expects, happiness emerges.

The last aspect of the theory indicates that happiness level might be increased with interventions (Fisher, 2010). Lyubormirsky, Sheldon, and Schkade (2005) mention that happiness is 50% genetically determined which is mentioned in the personal contributors aspect, 10% environmentally utilized and 40% adjusted by activities which help to enhance happiness level. Gratitude exercises, kindness, following authentic goals, having social relationships, practice flow, meditation might be helpful to increase happiness level (Fisher, 2010). Ryan, Huta, and Deci (2008) mentions that eudaimonic happiness is increased by: pursuing intrinsic goals and values for their own sake rather than extrinsic goals and values such as fame, wealth and power, behaving in autonomous ways, being mindful and have a sense of awareness and fulfill basic psychological needs for competence, relatedness and autonomy.

Seligman, Steen, Park, and Peterson (2005) propose that the following two interventions increase happiness level six months later: the first one is using a character strength in a new way every day for one week and the second one is writing three good things happened each day and assigning to causes each for a week. On the other hand, practicing Gratitude once a week is more effective than doing it three times a week, because in the second situation habituation might reveal (Lyubomirsky et al., 2005),

1.3. TYPES OF HAPPINESS: SUBJECTIVE AND PSYCHOLOGICAL WELL-BEING

In this section two types of well-being which is studied by modern psychology will be explained. Concepts, predictors of well-being will be explained in detail.

1.3.1. Subjective Well-being

Subjective well-being is one of types of happiness, which is defined as a life satisfaction, having positive feelings most of the time and having negative ones barely (Diener, Suh, Lucas, & Smith, 1999; Schimmack, 2008). Diener

(1984) proposes that subjective well-being is about fulfillment of needs, goals and desires, which correlates to happiness. Chekola's (1974) idea supports Diener's view. Chekola (1974) refers that happiness is about fulfillment and achievement of the goals about life. All these views support that there is a relationship between goals and emotions. Emmons and Diener (1986) have found that positive affect has been associated with the accomplishment of the goals in everyday life.

People who have higher level of subjective well-being enjoy their work more than others. Moreover, these people tend to become more creative, productive, and have higher level of work quality (Diener & Ryan, 2009).

Positive affect, negative affect (affective components) and life satisfaction (cognitive component) are the components of subjective well-being (Andrews & Withey, 1976; Campbell, Converse, & Rodgers, 1976; Diener, 1984). These concepts are quite important to understand the dimensions of subjective well-being. Positive affect includes enjoyable emotions like joy, happiness, while negative affect contains unpleasant feelings such as fear, sadness. Life satisfaction is about cognition, it is a judgmental process (Diener, 1984). Diener (2000) defines SWB as a frequency and intensity of pleasant emotions. Unpleasant emotions might come up, pleasant emotions might be only mild; however, this is enough for high reports of happiness (Diener, 2000).

Adaptation is another form of SWB. In Silver's (1982) research, people with spinal cord injuries were quite sad right after the accident, which resulted in their inability, however, they habituated quickly. Their emotions evolved from unpleasant to pleasant. Effects of important events have lost their impact on SWB in less than three months (Suh, Diener, & Fujita, 1996). Brickman, Coates, and Janoff-Bulman (1978) also mentions that people who won lottery were not happier than non winners, took less pleasure in everyday activities. Apparently these individuals had habituated to their situation. These findings demonstrate that people are adapted to new situation and their SWB level comes back to normal.

1.3.2. Predictors of Subjective Well-being

This part of the thesis explains relationship between subjective well being and personality, income, age, gender, educational status, employment, marital status, life events.

a) Personality: Some researches show that personality, temperament, and heritage have effect on adaptation and people's SWB level. Adaptation is described adjustment to the new situations over time and returning to the initial level of happiness, because people come across good and bad events, however they tend to adapt over time and come back their original level of happiness as in mentioned previous part (Diener, 2000). Tellegen et al. (1988) finds that half of the variance of SWB in American society comes from heritability. Diener and Larsen (1984) propose that people's average moods are stable across time and situations; therefore SWB is not related to situational factors. Personality comes into scene at that point. In their research, Rustin and Larsen (1997) explain the relationships between the personality dimensions of extroversion and neuroticism and the SWB dimensions of positive and negative affect. According to Eysenk (1967, 1981; Eysenk & Eysenk, 1985) these relationship might be understood with the individual differences in biologically-based systems. In Eysenk's model, personality dimensions have different biological baselines. Neuroticism is linked with the activation in the limbic system while extroversion is the result of individual differences in the level of activity in the cortico-reticular loop and other arousal systems (e.g monoamine oxidase system, pituitary-adrenocortical system) (Rustin & Larsen, 1997). Emotions especially fight or flight emotions like anxiety, anger and distress are linked with the limbic system. Therefore, people who have higher level of neuroticism have more negative emotions, compared to people who have low level of neuroticism. On the other hand, extravert people take part in arousal seeking behaviors such as, being sociable, excitement, novelty and change. These behaviors are linked with the positive emotions (Rustin & Larsen, 1997). Rustin and Larsen (1997) utilized imagery tasks in their study to determine the relationship between two aspects of personality of extraversion and neuroticism in relation to positive and negative affect. In their study the imaginary

tasks were designed to effect participants' moods. Participants first read the written scenarios which were designed to influence positive or negative affect, and then participants were asked to think an image of themselves in each situation defined by the scenarios. Positive and negative mood states were measured by Positive and Negative Affect Schedule (PANAS; Watson, Clark, & Tellegen, 1988). Extraversion and neuroticism were measured by Eysenk Personality Questionnaire (Eysenk & Eysenk, 1975). In Rustin and Larsen (1997) research was found that extraversion was related to positive affect, also neuroticism was related to negative affect.

In Headey and Wearing (1992) study, the dynamic equilibrium model which is known as a set point theory explain adaptation with personality. According to their equilibrium model, people keep their pleasant and unpleasant affect, which is determined by their personalities. Some events have an impact on their affect, these events might have some advantageous or disadvantageous, however, at the end individuals return to personal baselines (Winter et. al, 1999). These ideas are actually related to the set point, mentioned by Brickman and Campbell's (1971). According to this view, each person has its own set point, which describes his/her level of happiness. They react to bad and good events, however, they adapt and return their original level of happiness over time.

b) Income: Diener and Oishi (2000) propose that there is a link between income and SWB. Furthermore, their research claims that income inequality creates negative affect. Oishi, Diener, Lucas, and Suh (1999) find that pleasure of life is linked with financial status in poor countries while it is linked with satisfaction with home life in rich ones. Satisfaction with income is correlated with happiness (Campbell, Converse, & Rodgers, 1976). Easterlin (1974) leded 30 cross-sectional studies and results show that wealthier individuals are happier than poorer ones. On the other hand, there are researches draw a different picture. Diener (1984) propose that Japan is not happier than India although it is wealthier than India; also, Latin American countries are happier than European countries. The question "Why?" comes up in this circumstance. Freedman (1978) indicates that income has a vital effect only at extreme level of poverty, under the

conditions that the basic human needs are met; income does not have an effect on happiness.

c) Age: Authors identify the main trends which are called a U-shape (convex), an inverted U-shape (concave) and linearity in the relationship between age and well-being (Ulloa, Møller, & Sousa-Poza, 2013). According to U-shape relation, life satisfaction reaches its minimum between a person's mid-30s and early 50s. Reasons of this situation is identified as the following: 1) younger individuals have higher expectations than their elder ones 2) older individuals adapt their strengths and weaknesses and therefore they have realistic desires 3) happy people live longer. Clark and Oswald (1994) propose that life satisfaction is minimum level around an individual's mid-30s. Frey and Stutzer (2002), also claim that the young and the old individuals are happier than the middle-aged. In their study, demographic factors such as income, marital status, employment and health are controlled, results show that the minimum level of life satisfaction is seen between a person's 30th and 35th year.

Researches investigate U-shape model with longitudinal design. In Clark and Oswald (2006)'s study the British Household Panel Survey and the British General Health Survey are utilized to gather data. Their data covered 100.000 individuals. Individuals' heterogeneity is controlled, and then authors find that minimum level of life satisfaction is seen in the mid-40s, not the mid-30s. There is a small difference between previous findings (Clark & Oswald, 2006).

Mroczek and Spiro (2005) study the relationship between age and positive affect which is another dimension of SWB. Contrary to the U-shape model, this research shows that positive affect in well-being grows through midlife and reach highest level around age 65. Then, it falls steadily. This model is called inverted U-relation. This result is also consistent with the U-shape relation that well-being reach its maximum level around 65 years (Mroczek & Spiro, 2005).

The third model is called linear relation which defends that there is no correlation between age and well-being. Myers and Diener (1995) find that life

satisfaction level is related to personality traits; positive and negative affects do not depend on time. So they argue that there is no time in life which is labeled as happiest as or unhappier than other.

There are other researchers explain the relationship between age and SWB. Wilson (1967) proposes that younger people are happier than older ones. On the other hand, Lucas and Gohm (2000) also claim that positive affect decreases throughout the life, while negative affect decreases first and then increases towards old age. Another idea points that positive affect is stable in young and middle age people, while it decreases during old age (Charles, Reynolds, & Gatz, 2001).

In conclusion, the relationship between age and SWB is a controversial issue. There are different researches interpret different results. In this study relationship between age and happiness level also will be examined based on inverted U-relation model.

d) Gender: Lucas and Gohm (2000) claim that women have negative affect more than men. Wood, Rhodes, and Whelan's (1989) research women have higher level of depression, personal discomfort and mental disorganization than men. This difference was interpreted by men and women's social roles. This approach defends that common beliefs and expected behaviors of men and women have an effect on their level of happiness. Social roles effect men and women's experiences and behaviors and they develop different skills and attitudes (Wood, Rhodes, & Whelan, 1989). Emotions are shaped by social norm and rules (Averill, 1983). According to Wood, Rhodes, and Whelan's (1989) research women have greater emotional responsiveness compared to men, because women filled caretaker roles in the societies as a mother, wife at home and in the business world such as nurse, teacher. These roles involve needs of others and emotional expressions. On the other hand, men's social roles in society are less likely to highlight emotional experience (Wood, Rhodes, & Whelan, 1989). Furthermore, stereotypes are another source explains gender role expectations and emotions.

Typical women are characterized as emotionally expressive, involved with their own and others' feeling states, emotionally unstable (Broverman, Vogel, Broverman, Clarkson, & Rosenkrantz, 1972; Ruble, 1983). On the other hand, typical men are described as emotionally stable. According to these researches women care others' feelings, are emotionally unstable, have sensitivity to internal emotional events (Wood, Rhodes, & Whelan, 1989). Women have intense feelings in terms of both positive and negative affect (Fujita, Diener, & Sandvik, 1991).

e) Educational Status: Campell (1981) (as cited in Diener, 1984) proposes education has an influence on subjective well-being in the U.S during 1957 to 1978. On the other hand, it is investigated that effects of education on subjective well-being are not strong (Palmore, 1979; Palmore & Luikart, 1972). Veenhoven (2006) also proposes that there is no correlation between subjective well-being and education. Helliwell (2003) indicates that education effects life satisfaction indirectly through income, health, perceived trust and social participation. del Mar Salinas-Jiménez, Artés, and Salinas-Jiménez (2011) point out that educational status does not effect happiness among individuals in the highest socioeconomic status group. Cunado and Perez-de-Gracia (2011) also support that education makes a difference on happiness level only in low educated individuals. To sum up, previous researches build up a not linear relationship between education and happiness. However, further research is needed.

f) Employment: There are different perspectives about the relationship between unemployment and subjective well being. Some perspectives will be described in this part of the study.

Yetim (2001) proposes that unemployment has significant effect on SWB. People, who do not have any jobs, have lower level of SWB. Furthermore, individuals do not get utilized to unemployment over time. That is, adaptation theory is restricted in the unemployment situation (as cited in Binder & Coad, 2014). Binder and Coad (2014) explain that unemployment leads one's potential loss of meaning in life, loss of self-esteem and impairment of social identity so

unemployment might be strongly related with unhappiness. Therefore, it seems hard to recover after being unemployed. (Clark, Diener, Georgellis, & Lucas, 2008; Clark & Georgellis, 2012; Lucas et al., 2004)

In another research it is mentioned that unemployed individuals have a chance to engage with pleasurable leisure activities, so SWB level does not decrease (Knabe, Rätzel, Schöb, & Weimann, 2010; Powdthavee, 2012). This situation might be related with the socio-economic situation of the individual.

g) Marital status: People, who are married, are happier than people, who have never been married or divorced (Lee, Secombe, & Shekan, 1991). Cenkseven (2004) mentions that despite of positive effect of marriage on SWB, having a child have a negative effect on marriage satisfaction. Couples who have a child involuntarily show lower level of SWB that couples have children voluntarily (Cenkseven, 2004). Research also shows that married individuals have higher level of personal happiness than individuals who are not married (Burt, 1987; Frooshany, Yazdkhasti, Hajataghaie, & Esfahani, 2014; Glenn & Weaver, 1979; Gove, Hughes, & Briggs-Style, 1983; Stack & Eshleman, 1998; Williams, 1988). However, Stack, and Eshleman (1998) propose that these findings reflect U.S nations and divorce rate is high in the U.S. Therefore, in nations which have low level of divorce because of less support and cultural dynamics, individuals have low level of happiness. So it may be needed to explain cross-national differences in level of happiness. Studies in single nations might not give the reliable results in marital issues (Stack & Eshleman, 1998). Stavrova, Fetchenhauer, and Schlösser (2012) conducted a cross-cultural study which it is mentioned that married individuals are generally happier than couples living with their partners together- this phenomena is called cohabitation gap (Stavrova, Fetchenhauer, & Schlösser, 2012). Soons and Kalmijn (2009) suggest that cohabitation gap is formed by cultural characteristics. According to their research married people are happier than cohabiters only in countries where cohabitation is not common. Furthermore, cohabiters represent a small group of the population, so happiness level might be effected because of the sample size.

h) Life events: The effects of major life events (for example, being fired or promoted) lost their impact on SWB in less than three months (Suh, Diener, & Fujita, 1996). Life events, which have an effect on self-image and perception of efficacy, are linked with SWB rather than intensity of life events (Seidlitz, Wyer, & Diener, 1997). Stone and Neale (1984) investigate the effect of negative life event on SWB. In their research, it is found that people are affected by negative life events in same day; however, there is no evidence for the next day.

This phenomenon might be explained with the adaptation theory which is mentioned before. People are likely to adapt life events and also they return their original happiness level (Diener, 2000).

1.3.3. Psychological Well-Being

Psychological well-being is a part of eudaimonic approach of happiness. Before defining the concept, baseline and concepts shaping psychological well-being will be discussed.

Cenkseven (2004) studies psychological well-being from personality theories' perspectives. In terms of psychoanalysis, for instance, if a person has higher level of psychological well-being, ego, id and superego of this person are said to be in harmony (Ewen, 1988). Therefore, these people do not feel anxiety for long without reason (Kılıççı, 1992). Ewen (1988) also mentions that according to Freud, life has unavoidable difficulties and bad events, but people, who feel well psychologically, overcome all these situations.

Cenkseven (2004) also mentions about Jung's perspective about self. According to Jung's points of view, unification of consciousness and unconsciousness represent self as a whole. This process is called individualism process and it has steps to reach. If people complete this process, they might accomplish psychological well-being (Cenkseven, 2004).

Furthermore, Cenkseven (2004) introduces Adler's perspective. According to Adler's view of social interest, people, who have higher psychological well-being, are ready to endure most difficult situations successfully such as career,

love and marriage. People, who have psychological well-being, have social bonds with people, care and love others (Cenkseven, 2004)

Horney (1993) mentions people need to live their real self rather than idealized self. Paris (1999) defines Horney's concept of self. Real self is defined as intrinsic potentialities such as temperaments, talents, capacities, which is a part of our genetics, while idealized self is defined as impossible self (Horney, 1950). According to Horney (1993), reflection of real self is an important component of psychological well-being.

Erickson's psychological stages are also important components for the psychological well-being (Cenkseven, 2004). These stages include trust vs. mistrust, autonomy vs. shame, initiative vs. guilt, industry vs. inferiority, ego identity vs. role confusion, intimacy vs. isolation, generativity vs. stagnation and ego integrity and despair. Erikson, Üstün, and Şar (1984) claims that individual's psychological well being is correlated with those qualities. Psychological well-being improves if the positive qualities are more than negative ones.

Sullivan (1958) proposes that anxiety avoidance and self-respect are the basic dynamics of personality. Sullivan theory is based on relations with others. Therefore, psychological well-being is revealed in the situations where people maintain good relations with others. Moreover, it is important not to have intense avoidance and to face the reality (as cited in Cenkseven, 2004).

Cenkseven (2004) mentions Fromm's view that human existence is only possible with freedom. According to Fromm, when a person realizes his/her position in the universe, he/she has to face with unimportance of the existence. This feeling makes people live with nihilism and loneliness. If an individual faces the reality without panic, she/he can continue her/his life and have has a meaningful life. Freedom makes people productive and productive individuals accept others as who they are, respect and love them. These are the indicators of psychological well-being (as cited in Cenkseven, 2004).

Cenkseven (2004) also mentions about Rogers' model; Rogers has defined people, who have psychological well-being, as fully functioning. According to

Rogers, fully functioning people are open to new experiences, creative and they fully appreciate the present, and they are able to trust their own decisions and choices rather than paying attention to others' opinions (Schultz & Schultz, 2001). Maslow proposed that psychological well-being is linked with self-actualization. People, who are defined as psychologically well, have such features as mentioned below (as cited in Cenkseven, 2004):

- i. Objective perception of reality
- ii. Acceptance of own creation
- iii. Responsibility
- iv. Simplicity and naturalness in behaviors
- v. Freedom, dedicating oneself and responsibility
- vi. Empathy and love to all human being
- vii. Creativity
- viii. Resistance to conformist life style
- ix. Being democratic
- x. Social interest
- xi. Establish deep relationship
- xii. Sense of humor
- xiii. Appreciation

Ryff (1995) proposes that theoretical foundation of subjective well-being is weak. Ryff (1995) created a model, which is called "Multidimensional Psychological Well-being". This model has six components including having positive relations with others, autonomy, self-acceptance, purpose in life, personal growth and environmental mastery (Linley, Maltby, Wood, Osborne, & Hurling, 2009; Ryff, 1995).

Ryff (1995) uses Erikson's model of psychosocial development stages, Bühler's formulation about fulfillment of life, Neugarten's descriptions about personality change at old age, Maslow's self-actualization conception, Rogers' view about fully functional person, Jung's formulation of individuation and Allport's conception of maturity in his model. Mental health literature is

guided absence of illness when defining well-being; for instance, Jahoda's formulation of positive criteria of mental health and Birren's conception of positive functioning in later life (Ryff, 1995). Ryff (1995) explains all these features and proposes that all these conceptions have an impact on psychological well-being, although with little impact.

According to Ryff (1995) the components of psychological well-being include developmental and clinical theoretical background, which is described above. Figure 1 explains the details and the link between these conceptions and six components of psychological well-being (Ryff, 1995).

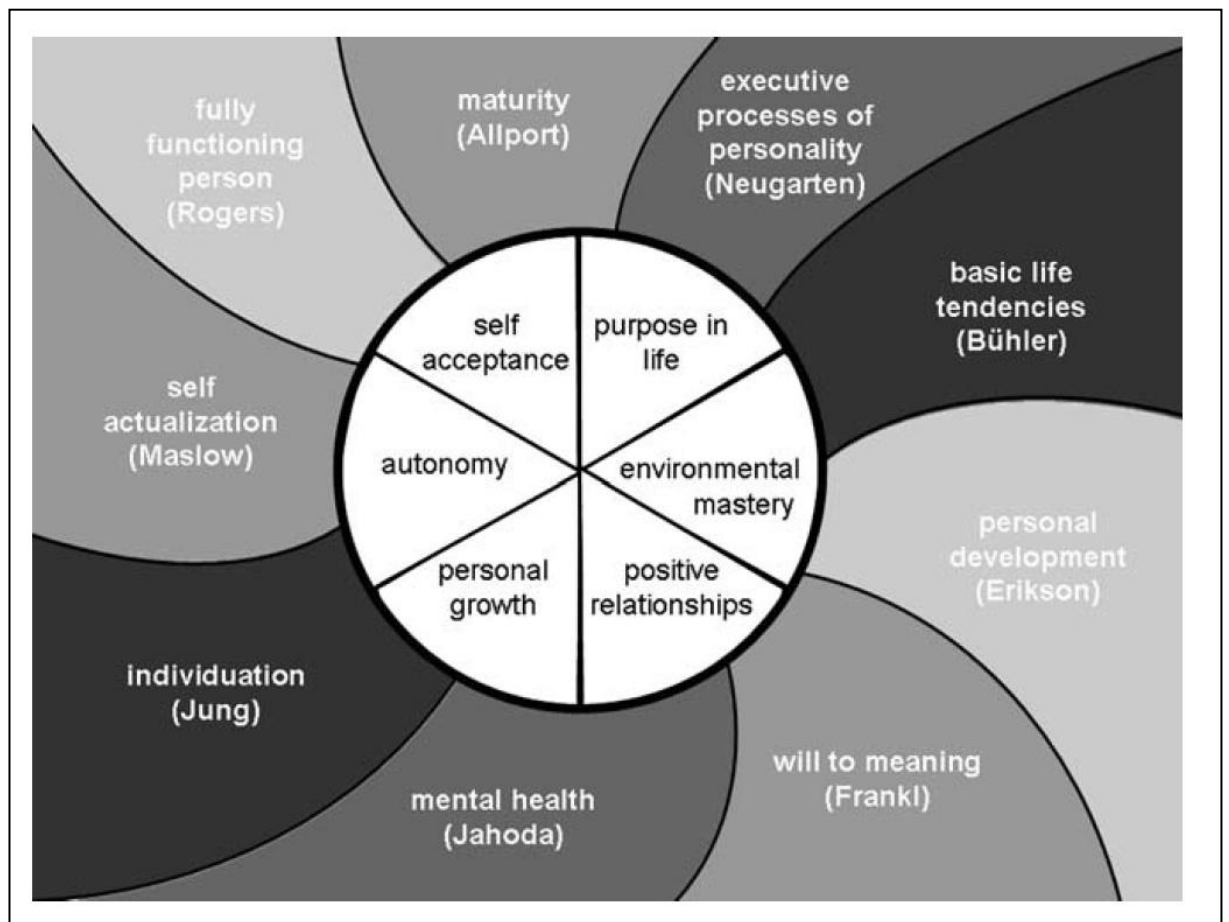


Figure 1

Six components of psychological well-being (Ryff, 1995)

According to Ryff (1995), environmental mastery and autonomy enhance with aging, while personal growth and purpose in life decline from midlife to old age; self-acceptance does not change with age; results about positive relations with others varied between have no differences and they increase with age. In terms of gender, Ryff's (1995) research has demonstrated that women rate higher on positive relations with others than men. In addition, women have higher scores on personal growth than men. Other four dimensions of PWB have shown no significant differences between men and women (Ryff, 1995). Self-acceptance and autonomy have higher scores in individualistic cultures; on the other hand positive relations with others have higher scores in collectivistic nations (Ryff, 1995).

Ryff (1995) proposes that sociological and demographic factors such as income, age, education, marital status explain SWB while these factors have only 10% effect on life satisfaction or happiness. People's life experiences and their interpretations about these experiences are the key indicators of PWB. Ryff (1995) mentions that studies interested in "how people make sense of their life experiences by comparing themselves with others (social comparison processes), by evaluating the feedback they perceive from significant others (reflected appraisals), by trying to understand the causes of their experiences (attributional processes), and by attaching relative importance to such experiences (psychological centrality)." Specific hypotheses regarding the influence of these interpretive processes on well-being are detailed in our individual studies (Ryff, 1995). According to this research, interpretations of life experiences provide useful data to understand human variations in well-being.

All these concepts and models provide a basis for the psychological well-being. It is clear that PWB is based on psychological theories and concepts. These concepts are not enough to explain PWB, however, give us an insight to understand the baseline of PWB. In this research, individuals' creativity, marital status, career, social interests are going to be examined and it will be described if any relationship exists between PWB and these concepts.

In his study, Ryff (1995) mentions that psychological well-being seems a luxury part of human being; it has been neglected most of the time. Dimensions of PWB are operationalized by Ryff (1995):

- i. High score of positive relations with others is operationalized as maintaining satisfying, trusting relationships with others, feeling empathy, being capable of showing affection, being concerned about welfare of others, while lower score means having few, trusting relationships with others, finding it difficult to be warm, open and concerned about others, having difficulties to have interpersonal relationships.
- ii. High score of autonomy is defined as being independent and resisting social pressures, while lower scores are operationalized as being concerned about the expectations of others and caring for others judgments to make important decisions.
- iii. High score of environmental mastery is operationalized as having sense of mastery and competence in managing the environment, creating suitable environment, which is combined with personal needs and values, while lower scores mean being incapable of managing everyday matters.
- iv. Purpose in life means higher scores in having goals in life, attaching meaning to present and past life, and having aims, while lower scores are linked with the lack of the sense of meaning in life, having few goals, feeling that there is no meaning in past life.
- v. Personal growth is operationalized higher as feeling pursued development, being open to new experiences, having sense of realizing, seeing developments in someone's own potential, while lower scores associated with lack of the sense of improvement, feeling bored and uninterested with life, not promoting new behaviors.
- vi. People, who have higher self-acceptance exhibit positive attitudes toward self, accept multiple facets of self with bad, good characteristics, and feel positive about past times. On the other hand, people, who have lower level of self-acceptance, feel dissatisfied with self and about past, have trouble

about certain personal qualities and want to be different than what he/she is.

Ryff is among substantial researchers in PWB research; he has defined what PWB means and has developed a scale to measure it. According to Ryff et al. (2002), PWB means managing existential challenges such as maintaining meaningful goals, establishing relationships with qualified personal development that we face in life.

Ryff and Keyes (1995) define PWB as an awareness of what people want in life and have productive and sustainable relationships with others, as well as positive perception of yourself, acceptance of the limitations of yourself and your personality, being independent and entrepreneur linked with the PWB (Keyes, Shmotkin, & Ryff, 2002).

In short, psychological well-being has six factors which includes having positive relations with others, autonomy, self-acceptance, purpose in life, personal growth and environmental mastery (Linley, Maltby, Wood, Osborne, & Hurling, 2009).

1.3.4. Predictors of Psychological Well-being

In this part of the research, correlation between psychological well being and gender, age, marital status, personality and culture will be examined in details.

a) Gender: Ryff (1989) determines that there is a difference between genders in terms of two subscales of PWB that are personal growth and positive relations with others. Ryff's (1995) research has demonstrated that women have higher scores on positive relations with others than men. In addition, women have higher scores on personal growth than men. In another study, Ryff, Magee, Kling, and Wing (1999) propose that women have higher scores in positive relations with others and sometimes in personal growth. At the same time, some researchers say that gender and PWB have no significant relationship (as cited in Gediksiz, 2013).

b) Age: Wilson (1967) proposes that younger people are happier (as cited in Gediksiz, 2003). According to results of these researches, psychological well-being decreases with age; loss of role in life after youth is expected to be a result of decrease in social activities, which cause decrease in happiness (Tallmer & Kutner, 1970). On the other hand, Diener and Suh (1998) have determined that psychological well-being increase with age.

The studies investigating the psychological well-being related to age variable have reported that young people are happier than older ones (Diener, 1984). In contrast, some researches propose that life satisfaction level increase with age, therefore older people have higher level of life satisfaction (Herzog & Rodgers, 1981; Horley & Lavery, 1995).

Studies about relationship between age and subjective-psychological well-being demonstrate that this issue is controversial. There are researches sharing different perspectives and results about the relationship between age and well-being. This study also investigates this controversial relationship between both PWB and SWB.

c) Marital status: Marriage has a positive effect on psychological well-being (as cited in Gediksiz, 2013). Gove and Umberson (1985) and Diener et al. (2000) mention that marriage have an important function in the formation of a strong sense of identity, self-worth and authority (as cited in Gediksiz, 2013). Emotional support in marriage enables one to feel loved, regarded and valued, and to care for each other and their problems (Ross, Mirowsky, & Goldsteen, 1990). Therefore Ross, Mirowsky, and Goldsteen (1990) propose that emotional support provides less depression and other mental illnesses. As a result, it is reported that married individualshave greater levels of emotional support than non-married people (Stack & Eshleman, 1998). Consistent with this finding, marital relationships enhance emotional support, a sense of meaning and well-being for life, and a protective effect that tries to reduce the susceptibility to psychological disorders by mutually fulfilling their responsibilities and strengthening each other

(as cited in Gediksiz, 2013). Although research explores the positive impact of marriage on psychological well-being, a marital relationship that does not go well effect PWB negatively (Hawkins & Booth, 2005).

d) Personality: Ryan and Deci (2001) ask the question: “Are there any personality factors that are related to psychological well-being and can psychological well-being be considered as a variance of personality?” Myers and Diener (1995) mention that there are four features of people who have higher levels of psychological well-being. These features are self-respect, sense of personal control, optimism and extraversion. Cooper, Okamura and McNeil (1995) propose that extraversion is positively related with psychological well-being. In Francis’s study, happiness is defined as constant extroversion (as cited in Cenkseven & Akbaş, 2007).

Avsec, Polona, and Komidar (2009) mention there is a relationship between personality traits and psychological well-being. According to Avsec, Polona, and Komidar (2009) research, personality characteristics are moderately linked with to psychological well-being except for the correlation between autonomy, agreeableness and conscientiousness. Results have also showed that extraversion highly correlates to self-acceptance scale, openness to personal growth, conscientiousness to environmental mastery and purpose in life, neuroticism to self-acceptance and environmental mastery, agreeableness to positive relations and personal growth (Avsec et al., 2009).

e) Culture: Akin (2009) mentions that psychological well-being was generally criticized because of its cultural bias. Considering ethical views that are culturally specific and culturally established have a vital role to understand PWB (Gediksiz, 2013). Shared values in the culture have a vital role for individual’s psychological functions and their emotional experiences (Basabe, Paez, & Valencia, 2002). Therefore, it is necessary to understand cultural backgrounds to understand how societies define the concept of psychological well-being (Akin, 2009).

Individualistic cultures emphasize individual needs and freedom of choice, and emotions that provide information about life satisfaction also have an important place in individualistic cultures (Schimmack, Radhakrishnan, Oishi, Dzokoto, & Ahadi, 2002). Collectivistic cultures, on the other hand, perceive psychological well-being as harmony in the individual's social relations (Akin, 2009).

In individualistic cultures, expressing feelings is more important to maintain good human relationships than collectivistic cultures (Kang, Shaver, Min, & Jing, 2003). In collectivistic cultures, it is important to be sensitive to others feelings rather than expressing their own feelings, so members of these societies control their emotional expressions (Kuzucu, 2006).

Dalal (2000) shows that harmony of individual's behaviors and life styles with their culture effect well-being of people. Therefore characteristics of collectivistic cultures effect the well-being of individuals in a negative way (Schimmack, Radhakrishnan, Oishi, Dzokoto, & Ahadi, 2002).

1.4. THE RELATIONSHIP BETWEEN SUBJECTIVE WELL-BEING AND PSYCHOLOGICAL WELL-BEING

Gediksiz (2013) mentions that some variables have been found to be directly related to psychological and subjective well-being, some researchers, on the contrary, demonstrate that there is no relationship between these two perspectives of happiness.

Doğan and Eryılmaz (2012) investigate the relationship between academicians' basic psychological needs satisfaction and subjective well-being in business life; it has been found that subjective well-being increases to the extent that the satisfaction of psychological needs is satisfied. Similarly, Gündoğdu and Yavuzer (2011) propose in their research that there is a meaningful relationship between basic psychological needs and subjective well-being and undergraduate program and gender. In another study, Cihangir and Çankaya (2009) explain that the support of family and friends effects people's basic psychological needs;

satisfaction of basic psychological needs effect the subjective well-being. In another study by Cihangir and Çankaya (2009), teacher candidates are examined on the levels of their subjective well-being and satisfaction of their psychological needs and results show that each basic psychological need is significant predictor of subjective well-being. Özen (2010) discusses subjective and psychological well-being as a personal responsibility in a social psychological assessment and has also stated that individual is completely responsible for his/her own subjective and psychological well-being. Headey, Kelly, and Wearing (1993) examine different perspectives of psychological well-being and found that there is a positive relationship between psychological well-being and life satisfaction, positive affect, anxiety and psychological well-being with depression.

Ryff and Keyes (1995) propose that there is a relationship at the middle level between two dimensions of PWB which are called self-acceptance and environmental mastery and life satisfaction which is one of the dimensions of SWB. Furthermore, the weak relationship is found between autonomy, positive relationship, personal growth and purpose in life and SWB.

Cenkseven (2004) tries to determine that the SWB and PWB of university students were predicted by their level of satisfaction with extroversion, neuroticism, control orientation, learned strength, social relations, leisure activities and academic status, gender, socioeconomic status and perceived health status. According to the results, neuroticism, extroversion, perceived satisfaction from academic achievement, learned strength, satisfaction with parental and childhood perceptions, socio-economic status, gender, perceived health status, perceptions of perceived health status, external control beliefs and leisure satisfaction perceived by leisure activities were found to be meaningful predictors for subjective well-being. On the other hand, learned strength, extroversion, neuroticism, perceived satisfaction with flirting and friends, belief in external control, gender, and relationship with parent and leisure activities were found to be meaningful predictors for psychological well-being. Neuroticism, extroversion and learned strength are meaningful for both type of well-being.

Pavot, Fujita, and Diener (1997) mention that harmony between ideal self and real self has positive relationship with subjective well-being and life satisfaction while negative relationship with neuroticism. Güler and Edwards (2008) also mention that self-orientation and psychological well-being are related with each other. It has also been determined that individuals with life-satisfaction and happiness, and those with high self-respect are happier and enjoy life more (Wilson & Peterson, 1988).

In another study, it was found that individuals, who have faith and belief in the Hereafter and faith in fate, have higher levels of life satisfaction and subjective well-being than individuals who are suspicious or unbelievers (Balci, 2011). Göçen (2012) studies the relationship between purpose in life, self-acceptance, positive relations with others and personal growth which are the dimensions of PWB and religious orientation. In addition, research findings have shown that the increase in gratitude and appreciation of the individual effect self-acceptance, individual development and meaningfulness of life, but that there is no relationship in autonomy and environmental dominance dimensions.

1.5. THE EFFECT OF SUBJECTIVE AND PSYCHOLOGICAL WELL-BEING ON HAPPINESS

Kashdan, Biswas-Diener, and King (2008) suggest that SWB researchers consider happiness as an inner situation, which describes subjective judgements about someone's life. There is no single theory about the essence of happiness. There are other categories called PWB, flourishing, self-determination, authentic happiness and so on (Kashdan, Biswas-Diener, & King, 2008). However, it is possible to find some similarities and comparisons between those theories. Csikszentmihalyi and Wong (1991) propose that flow generally occurs when individuals are feeling positive emotions.

Moreover, pleasure is generally utilized as a feature of intrinsically motivated behavior (Csikszentmihalyi, Rathunde, & Whalen, 1993; Ryan, 1995). Altruism and helping are also associated with the positive affect (Batson &

Powell, 2003). Sheldon and Niemiec (2006) find that experiencing autonomy and balance between autonomy, growth, and relatedness are linked with the higher scores in SWB. Finally, King and colleagues (2006) find that individuals experiencing positive affect reporting more meaning in life. These investigations show the direct relation between SWB and PWB happiness.

According to Bolier et al. (2013), positive psychology interventions improve both subjective and psychological well-being and reduce depressive symptoms. Therefore, we can see that both SWB and PWB are affected from those interventions.

1.6. CREATIVITY

Creativity has plenty of definitions. One of them focuses on novelty and appropriateness to the task being addressed (Baer, 1993; Amabile, 1983; Sternberg, 1999). Amabile (1988) also defined creativity “as a production of novel and useful ideas by an individual or small group of individuals working together.” Runco and Jaeger (2012) mention standard definition of creativity: originality and effectiveness. In the research originality is labeled as novelty. Something that is not unusual, novel, it is commonplace and it is called as not original and not creative. Like originality, effectiveness is also labeled as usefulness, fit and appropriateness. Runco (1988) defines creativity as “Originality is vital, but must be balanced with fit and appropriateness.” In the literature, creativity is defined in various ways. Bruner (1962) defines creativity as effective surprise, Cropley (1967) has proposed that worthwhile and compelling are keywords for creative things, Jackson and Messick (1965) use the concept, appropriate while Kneller (1965) use concept of relevance while defining creativity. Barron (1955) has mentioned originality, which can be broaden to adaptive and reality. Guilford (1950) defines creativity as the following:

“In its narrow sense, creativity refers to the abilities that are most characteristic of creative people. Creative abilities determine whether the individual has the power to exhibit creative behavior to a noteworthy degree.

Whether or not the individual who has the requisite abilities will actually produce results of a creative nature will depend upon his motivational and temperamental traits. To the psychologist, the problem is as broad as the qualities that contribute significantly to creative productivity. In other words, the psychologist's problem is that of creative personality.”

In his research, Guilford (1950) defines creativity as a part of creative person. According to his research, novelty can be tested in terms of the frequency of uncommon; originality operationalized uncommon behaviors. In addition, novelty is not enough for creativity; creative work also needs to be realistic. Therefore, According to Guilford's research creativity includes originality and effectiveness. He utilized realistic and acceptable concepts later. Stein (1953) describes creativity unlike the previous ones. According to his creativity definition, creative work needs to be novel which is allowed useful or fulfilling by a group in some point. Novel is detailed as not existing before in the same format. So originality is necessary for creativity.

Many other theorists focus on the outcome and product in their creativity definition (Amabile, 1983, 1988; Oldham & Cummings, 1996). According to this view, Lim and Choi (2009) define creativity novel and potentially novel and useful ideas and also these researchers define creative performance as the behavioral manifestation of creativity. Sawyer (2006) also defines creativity as to generate novel and appropriate work. All of these definitions past to present focus on two elements of creativity that are called novel and appropriate.

1.6.1. Creativity Research:

Sawyer (2006) mentions two types of creativity called as “Big C” and “little c”. Big C refers to creative acts, which are well-known in community and culture, for example, Albert Einstein's theory of relativity. Creativity with little c, on the other hand, represents individual's potential in everyday life like solving a problem, overcoming a crisis etc. In this research we focus on “little c” type of creativity and look at individual's daily life.

Csikszentmihalyi (1977) mentions in his research the following issues:

- i. Creative people have some features in common as psychologically healthy people
- ii. Creativity can be taught
- iii. People have a varied creative curve and the curve is not homogeneous
- iv. Creativity has a gradual decline, degrees of decline varies drastically (as cited in Csikszentmihalyi, 1977)
- v. Creative performance is effected by the environment

Creative people are flexible, open to new experiences, tolerant in ambiguity, have energy, lots of interests, have divergent thinking skills, feel comfort with change and are reinforced to generate novel work

In organizational context, creative employees generate novel and useful products, ideas or procedures that develop implementations within organization (Amabile, 1988; Staw, 1990; Woodman, Sawyer, & Griffin, 1993). Novel and useful are the keywords for creativity independent from the context.

Amabile (1988) mentions some factors that inhibit and promote creativity. According to Amabile's research (1988), factors that increase creativity are a variety of personality traits, self-motivation, cognitive abilities, risk orientation, skill in the area; and qualities of the group, diverse experience, social skill, and naivete. On the other hand, having no motivation, no skill, being inflexible, having external motivation, being socially unskilled are the factors that decrease creativity.

1.6.2. Stages of Creativity:

Sawyer (2006) proposes that there are five stages of creativity. Details of each stage described in the following table:

Table 1.2.

Stages of Creativity (Sawyer, 2006)

Stage	Explanation
Preparation	Sense and define a problem with the resources and background information
Concentration	Focus on a problem, this stage is a trial and error phase
Incubation	This stage contains categorizing, integrating and illuminating opinions at an unconscious level
Illumination (Aha Stage)	Come up with sudden ideas or perspective which has a direct effect to the solution
Verification and Elaboration	Testing ideas, evaluate them and develop a strategy to use them, applying that strategy and persuading others of the quality of the ideas.

Kaufman and Baer (2012) investigate that the person who decides what is novel and appropriate. According to their research experts do not share the same opinion but there is no higher court to be addressed. We need assessments to rate people's creativity level to conquer these issues.

1.7. WELL-BEING AND CREATIVITY

Wright and Walton (2003) investigate that there is a positive relationship between psychological well-being and creativity.

Up to now, many psychological researches demonstrate that affect has influence on creativity related to manipulation of mood and states in laboratory settings. (as cited in Wright & Watson, 2003).

One of the components of subjective well-being, which is a positive affect, is considered to be positively related with creativity. Expectancy theory is one of the supporters of this idea. Wright and Walton (2003) propose that positive affect has influence on expectancy and also extra disbursements of effort in creative achievement leads to positive outcomes. These predictions come from Seligman's earlier research, which is about optimistic biases in the estimation of future events (Wright & Staw, 1999).

Goal-setting models of motivation are another evidence for the relationship between positive affect and creativity (George & Brief, 1996; Locke & Latham, 1990). Wright and Staw (1999) claim that optimistic tendencies lead people to optimize more difficult goals and/or take challenging ones provided by others. Difficult goals and achievements make people expend extra effort, so this may increase creative achievement (Wright & Watson, 2003). In addition, Campbell (1960) defends that positive affect, self-efficacy and optimism have very important role in creative process.

Attributional models of motivation can be evidence for the positive relationship between psychological well-being and creativity (Forgas, 1999; Weiner, 1985). Forgas (1992) proposed in his research according to attributional model that people who have high scores in happiness and psychological well-being interpret failures as temporary and situational. Seidlitz, Wyer, and Diener

(1997) find that people with low well-being scores define unclear events as threatening. Moreover, unhappy people think that they have less control over the events happening in their lives and they are less optimistic about the future (Dembers & Brooks, 1989; Seligman, 1991). Therefore, unhappy people may be less proactive to solve the problems and they feel more stress (Myers & Diener, 1995). All these researches show that psychological well-being is linked with task persistence and people who have high level of psychological well-being have ability to control their stress level (Wright & Walton, 2003).

Positive and negative affects have influence creativity (Charyton, Hutchison, Snow, Rahman, & Elliott, 2009). Charyton et al. (2009) proposes that coming up with new ideas and engaging with the solution of difficult problems might increase effective and useful emotions and this way, creativity circle may begin and broaden. Isen and Reeve (2005) Positive affect has influence on intrinsic motivation (Isen & Reeve, 2005). People who have positive affect show higher levels of motivation and satisfaction on task completion; furthermore, they spent most of their time on interesting and enjoyable tasks and they start earlier than the control group. Moreover, people who have negative affect do not work on task continuously and give up while people who have positive affect connect with the task with energy and creativity (Ben-Artzi & Mikulincer, 1996). Therefore, it can be concluded that mood states affect creativity level (Jamison, 1995). Charyton et al. (2009) find that both positive affect such as self-perception and feelings strong, and negative affect such as distress increase creativity.

George and Zhou (2002) propose that mood at work has a vital place in inhabitation or developing creativity. It is demonstrated that positive mood helps problem solving tasks (Isen, Daubman, & Nowicki, 1987; Isen, Johnson, Mertz, & Robinson, 1985). After all, researches show that negative mood may encourage creativity while positive mood may inhibit (Hirt, McDonald, & Melton, 1996; Martin & Stoner, 1996; Tighe, 1992). Hirt et al. (1996) finds that positive mood means that everything is going fine and people do not spend an extra effort to find new ways while negative mood might force people to produce new ideas. Negative mood might be translated such that there are problems need to be fixed

so people attempt to do something new and they change something (Frijda, 1988; Martin & Stoner, 1996). People in positive mood evaluate that things are good so their own ideas are working; therefore, they do not attempt to change something, situations may not motivate them to put some effort to change something and make improvements (George & Zhou, 2002). On the other hand, Isen, Johnson, Mertz, and Robinson (1985) shows that people in positive mood have uncommon word associations but it does not mean that people in positive mood always are creative. Isen et al. (1987) demonstrate in their research that participants watched films created positive or negative affect or neutral. Results of this research have demonstrated that subjects have positive affect come up with more solutions than subjects in the neutral affect conditions and subjects who viewed a negative film, therefore, it can be concluded that positive affect might produce creative performance. This result is opposite from results which Charyton et al. (2009) mentions above. So it is clear that there are opposite views related to this subject.

Amabile (1996) proposes that “the effects of mood on creativity are unclear.” Vosburg and Kaufmann (1999) propose the same idea that there is no straight relationship between mood and creativity.

1.8. RESEARCH OBJECTIVE AND THE MODEL

In my thesis, I aim to understand the effect of happiness on creativity. Happiness and well-being concepts were used interchangeable. Well-being is investigated under two dimensions which are called subjective and psychological well-being. Understanding the relationship between psychological and subjective well-being is another aim of this thesis.

Factors related to well-being are also investigated in this thesis, because all of these factors such as age, income, marital status and so on have an effect on well-being.

The research questions are as follows:

- (a) What is the relationship between psychological and subjective well-being?
- (b) What is the effect of psychological well-being on creativity?

(c) What is the effect of subjective well-being on creativity?

(d) Is there any difference between employees and university students in terms of well-being and creativity scores?

To get answers of these research questions, quantitative research approach will be used in this study. Participants get six different scales. Within this framework of the proposed model which is mentioned by Figure 2, it is predicted that there is a relationship between happiness and creativity; also between psychological and subjective well-being.

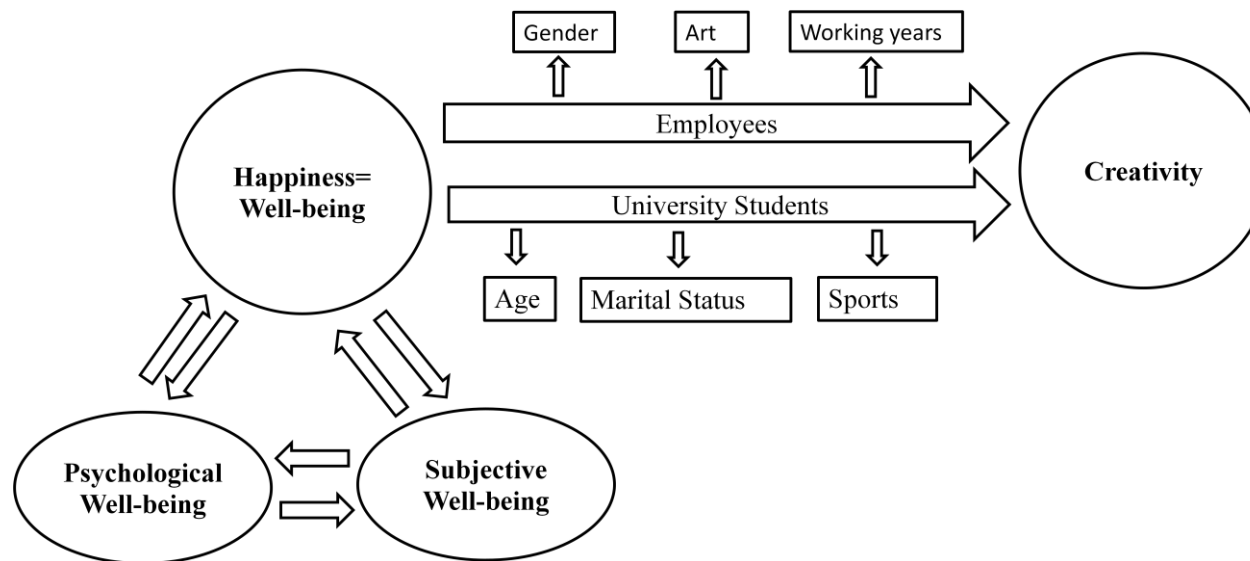


Figure 2

Research Model of the Study

Therefore, in this study five main hypotheses will be tested to evaluate the research model:

Hypothesis 1: There is a positive relationship between happiness, psychological well-being and subjective well-being.

Hypothesis 2: There is a positive relationship between psychological well-being and subjective well-being

Hypothesis 3: There is a positive relationship between happiness and creativity.

Hypothesis 4: People who have higher level of subjective well-being also show more creativity.

Hypothesis 5: People who have higher level of psychological well-being also show more creativity.

CHAPTER II

METHOD

2.1. PARTICIPANTS

Participants are assigned to the study according to their convenience. Anonymous link was sent to e-mail of the student and employees. The sample group for this study consisted of 75 undergraduate students and 75 full-time employees from various departments and sectors. Participants are selected from different sectors and schools to get more reliable information. Participants are chosen private and state universities and organizations from Eskişehir, Bursa, İstanbul, Samsun, İzmir, Ankara, Gaziantep. Descriptive statistics of participants' demographics will be summarized below.

2.1.1. Descriptive Statistics of Participants' Demographic Variables

Descriptive Statistics Method was utilized to examine demographic variables of the participants gathered from "Demographic Questions". Demographic information of the participants are presented in Table 2.1.

Table 2.1.

Frequencies of Participants in terms of Demographic Variables (n=150)

Individual Characteristics	Employees		University Students	
	Frequency and Percentages		Frequency and Percentages	
	f	%	f	%
Gender				
Woman	56	74.7	44	58.7
Man	19	25.3	31	41.3
Age				
16-20 ages	0	0	4	5.3
21-25 ages	0	0	71	94.7
21-25	15	20.0	0	0
26-30	38	50.7	0	0
31 and plus	22	29.3	0	0
Marital Status				
Single	38	50.7	0	0
Married	27	36.0	61	81.3
In a relationship	10	13.3	14	18.7
Child Status				
No child	67	89.4		
1 child	4	5.3		
2 children	4	5.3		
Educational Status				
Undergraduate degree	43	57.3		
Graduate degree	32	42.7		
Graduated Faculty				
Faculty of Engineering	9	12.0	12	16.0
Faculty of Social Sciences	10	13.3	4	5.3
Faculty of Economics and Administrative Sciences	19	25.3	25	33.3
	22	29.3	6	8.0

Faculty of Arts and Science	4	5.3	7	9.3
Faculty of Law	3	4.0	4	5.3
Faculty of Health Sciences	0	0	3	4.0
Faculty of Fine Arts	8	10.8	14	18.8
Other				
Chronic Disease				
Yes	7	9.3	5	6.7
No	68	90.7	70	93.3
Medication				
Yes	12	16.0	5	6.7
No	63	84.0	70	93.3
Sector				
Education	27	36.0		
Health	7	9.3		
Service	7	9.3		
Advertisement	3	4.0		
Finance	4	5.3		
Telecommunication	1	1.3		
Information Technology	1	1.3		
Retail	4	5.3		
Consultancy	6	8.0		
Production	4	5.3		
Other	11	14.9		
Working Years				
3 years and below	33	44.0		
4-6 years	19	25.3		
7 years and above	23	30.7		

Last Employment Year				
3 years and below	50	66.7		
4-6 years	13	17.3		
7 years and above	12	16.0		
Income				
1000 TRY and below	0	0	44	58.7
1001 TRY– 1500 TRY	0	0	14	18.7
1501 TRY and above	0	0	17	22.6
3000 TRY and below	26	34.7	0	0
3001 TRY – 4000 TRY	22	29.3	0	0
4500 TRY and above	27	36.0	0	0
Activity of Art				
No	8	10.7	13	17.4
Theatre	24	32.0	15	20.0
Painting	10	13.3	5	6.7
Music	18	24.0	22	29.3
Dance	8	10.7	4	5.3
Other	7	9.3	16	21.3
Sportive Activities				
Once a week	6	8.0	13	17.3
Twice a week	22	29.3	14	18.7
3 days and more	14	18.7	48	64.0
Do not sport regularly	33	44.0		

Table 3.1 shows that 74.7% (n= 56) of the employees are women, 50.9% (n=38) are between 26-30 ages, 50.7% (n=38) are single, 89.4% (n=67) have no child, 57.3% (n=43) are university graduates, 29.3% (n=22) graduated from Faculty of Arts and Sciences, 90.7% (n=68) have no chronic disease, 84.0% (n=63) do not use medication regularly, 36.0% (n=27) work in education sector, 44.0% (n=33) are working for 3 years and less, 66.7% (n=50) are working in the current place for 3 years and less, 36.0% (n=27) have 4500 TRY and above monthly income, 32.0% (n=24) are interested in theatre and 29.3% (n=22) do sports 2 days in a week.

Table shows that 58.7% (n= 44) of the university students are women, 94.7% (n=71) are between 21-25 ages, 81.3% (n=61) are single, 33.3% (n=25) are studying at Faculty of Economics and Administrative Sciences, 93.3% (n=70) have no chronic disease, 93.3% (n=70) do not use medication regularly, 58.7% (n=44) have 1000 TRY and below monthly income, 29.3% (n=24) are interested in music and 26.4% (n=48) do not do sports regularly.

2.2. MEASURES

In this part of the thesis measures were used in the study will be presented.

2.2.1. Demographic Questions

Demographic Questions were utilized to gather socio-economic information about the participant. Form has several questions about age, gender, education status, marital status, health, income level, occupation, department, interests (Appendix A).

2.2.2. The Oxford Questionnaire

Oxford Happiness Questionnaire (OHQ) arises from Oxford Happiness Inventory (OHI). OHI was developed by Argyle, Martin, and Lu (1995). OHQ follows the Beck Depression Inventory (BDI) format, which allowed 20 multiple-items connected with well-being. Nine more items were added consisting of the

aspects of happiness. Final version consisted of 29 items of the OHI with the 4 options and numbered 0 to 3 (Hills & Argyle, 2002).

OHQ consists of similar items, each item has a single statement rather than four and rated on 6 point Likert scale (Hills & Argyle, 2002). All these items can be utilized in questionnaires in occasional and there is a chance of inverting about half of the items. These opportunities may decrease contextual and adaptable answering (Hills & Argyle, 1998a).

Extraversion, Neuroticism and Psychoticism sub-scales of the short form Eysenck Personality Questionnaire, Rosenberg's Self-esteem Scale, the Life Orientation Test, the Life Regard Index, and the Depression–Happiness Scale were utilized for the validity research. Items in the initial scales were paraphrased for the guarantee of the homogeneity. The inter-item correlations for the OHI ranged from 0.03 to 0.58, mean 0.28 and for the OHQ were from 0.04 to 0.65, mean 0.28. These findings mean items of the OHI can be changed with the items of the OHQ. The highest inter-item correlations within the two scales, $r=0.65$ and $r=0.58$ show that no items are semantically. The OHI and OHQ scores were significant and both scales have similar results. The differences between means (independent samples t-tests) for the items of OHI and OHQ were significant and all differences have the same direction. These results mean that both measures have internal consistency.

The link between the items of OHI and OHQ were significant at the $P<0.001$ level. The mean was $r=0.50$, $SD=0.11$ with individual values rank from 0.69 down to 0.26. 14 reverse items are also included and this has not affected the nature of the measure (Hills & Argyle, 2002).

Hills and Argyle (2002) mentioned that comparative tests between OHI and OHQ, both measures have item reliability. The OHQ appears to be the preferred measure according to construct validity.

In this study, OHI was utilized and the adaptation was done by Doğan and Sapmaz (2012). 491 university students from Sakarya University were included. Participants were subjected to the Satisfaction with Life Scale (SWLS), Life

Orientation Test (LOT), Positive-Negative Affect Scale (PANAS) and Subjective Happiness Scale (SHS) and OHI. In terms of exploratory factor analysis results, Eigen value was 8.3. Factor loads of the scale vary between 0.32 and 0.77. According to criterion-related validity, there is a significant relation between OHQ and the other measures. In structural reliability analysis, Cronbach alpha internal consistency coefficient of OHQ was found as 0.91 and reliability coefficient obtained with test half-life method was found as 0.86, and composite reliability of the scale was found as 0.91. Results show that Turkish form of OHQ is a valid and reliable measure (Doğan & Sapmaz, 2012).

2.2.3. Positive and Negative Affect Scale

PANAS is a positive and negative affect scale that is promoted by Watson, Clark and Kellegen in 1988. It includes 20 items. It was developed with a Sample of undergraduate students were included to development of the scale and adult population was covered for the validity search. PANAS consists of two mood scales were called positive and negative affect. The original version is 20 items, but short form with 11 items is provided. 5-point scale ranging from 1 = very slightly or not at all to 5 = extremely is used. It is utilized to measure the affect at this moment, today, in the past few days, in the past week, in the past year, and generally. Watson et al. (1988) reported Cronbach's alpha coefficients for various time reference periods ranging from .86 to .90 for the Positive Affect scale and .84 to .87 for the Negative Affect scale. General, alpha was .88 for Positive Affect and .87 for Negative Affect. Test-retest correlations for an 8-week period ranged from .47 to .68 for Positive Affect, .39 to .71 for Negative Affect. Measures of general distress and dysfunction, depression, and state anxiety are more highly correlated with the Negative Affect scale (positive correlations) than the Positive Affect scale (negative correlations).

The scale was adapted into Turkish by Gençöz (2000). The analysis shows that factorial validity and internal consistencies were found .83 and .86 for positive and negative affect, respectively. Test-retest reliability coefficients were

found as .40 and .54, respectively. Criterion-related validity of the Turkish version of the scale was analyzed through Beck Depression Inventory and Beck Anxiety Inventory scores. According to survey results positive affect showed correlations of -.48 and -.22 while negative affect correlations were found as .51 and .47 with these inventories, respectively. These results show that PANAS have a cross-cultural value and it can be utilized in Turkey.

2.2.4. Ryff's Scales of Psychological Well-being

Scales of Psychological Well-being was developed by Ryff (1989) to measure PWB. Ryff's Scales has six factors: self-acceptance, personal growth, purpose in life, positive relations with others, environmental mastery, and autonomy. Each dimension has 14 items. Total form of scale has 84 items. The measure is based on self-report. Likert-type scale (1 = strongly disagree, 6 = strongly agree) is included. Higher scores mean people have high psychological well-being. The lowest score of the scale is 84 and the highest score is 504.

The scale was adapted into Turkish by Akin (2008). The analysis shows that internal consistency coefficients of the psychological well-being scales were found to vary between .87 and .96, and the test-retest reliability varied between .78 and .97. Internal coefficient of consistence was determined .89 in this study. The correlation between Turkish and original form of psychological well-being scales were .94 for the subscale of autonomy, .97 for environmental mastery, .97 for personal growth, .97 for positive relations with others, .96 for purpose in life and .95 for self - acceptance. In explanatory factor analysis, 68% of the total variance was revealed and the items were collected in 6 factors. Factor loadings range from .30 to .94. In the confirmatory factor analysis, compliance index values were found as $RMSEA = .07$, $NFI = .97$, $CFI = .98$, $GFI = .93$ and $SRMR = .06$. Psychological well-being scales' alpha internal consistency coefficients ranged from .87 to .96, test retest reliability coefficients ranged from .78 to .97. These results indicate that the Turkish version of psychological well-being scales is valid and reliable measuring tool (Akin, 2008).

2.2.5. The Satisfaction with Life Scale

The Satisfaction with Life Scale (SWLS) was developed to evaluate satisfaction with someone's life as a whole (Pavot & Diener, 1993; Diener, Emmons, Larsen, & Griffin, 1985). The scale has good convergent validity with other scales. SWLS results show a degree of temporal stability, on the other hand the scale has enough sensitivity to uncover change in life satisfaction. The scale also has discriminant validity from well-being measures. SWLS measures individuals' self evaluations about their life (Pavot & Diener, 1993). SWLS has identified three components of subjective well-being: positive and negative affect and life satisfaction (Diener et al., 1985).

Satisfaction with Life Scale, which was developed by Diener, Emmons, Larsen & Griffin (1985), was adapted in Turkish standards by Köker (1991) (as cited in Telef, 2015). The scale consists of 5 Likert type items that vary between "strongly disagree" (1) and "strongly agree" (7) with five questions. Köker (1991) proposed that the consistency coefficient is $r=.85$, item-test correlations are between $r=.71$ and $r=.80$. Cronbach alpha internal consistency coefficient of the scale is (α) $.76$ (as cited in Telef, 2015).

2.2.6. The Subjective Happiness Scale

Subjective Happiness Scale is developed by Lyubormisky and Lepper (1999) to measure the global subjective happiness. The scale has 4 items and consists of 7 Likert-type items. It was developed and validated through 14 studies and with 2.732 participants (Lyubormisky & Lepper, 1999). Five others scales which are called as "The Affect Balance Scale", "The Delighted-Terrible Scale", "The Global Happiness Item" and "The Recent happiness Item" utilized in validity research of the scale. The results show that Subjective Happiness Scale has internal consistency (Lyubormisky & Lepper, 1999).

The adaptation of the scale in Turkey norms was performed by Doğan and Totan (2013). 696 participants who are divided into two groups as university students and community group have been included in the validity research of the scale;

also The Oxford Happiness Scale, Satisfaction with Life Scale, Life Orientation Test and Positive and Negative Affect Scale were utilized in the data collection process (Doğan & Totan, 2013). Exploratory factor analysis results are between .30 and .78 for university group while .33-.91 for community group. Confirmatory Factor Analysis results are determined between .39-.81 for university student while .23-.92 for community group and all these results are greater than zero. Criterion-Related Validity between Subjective Happiness Scale and other scales are shown below:

Table 2.2.

Criterion-Related Validity between Subjective Happiness Scale and Other Scales (Doğan & Totan, 2013)

Scales	Subjective Happiness Scale
Oxford Happiness Questionnaire	.71*
Life Orientation Test	.57*
Positive Affect Scale	.41*
Negative Affect Scale	-.56*
Satisfaction with Life Scale	.58*

The internal consistency coefficient (*Cronbach Alfa*) is .65 for university students and .70 for community sample. All these results of the Doğan and Totan (2013)'study demonstrates that SHS is a valid scale for Turkish norms and it is acceptable. Therefore, it can be stated that Turkish version of SHS is a valid reliable tool to evaluate subjective happiness.

2.2.7. Guilford's Creativity Test (Guilford's Alternate Uses)

Guilford's Creativity Test was utilized in order to assess participants' creativity; Alternate Uses, also known as Guilford's Alternate Uses, is revised and developed from the Unusual Uses that was designed by Wilson, Guilford, Christensen and Lewis (1954). Guilford's Creativity Test was utilized in order to

assess participants' creativity. Each item shows the well-known objects, such as newspaper, with the explanation of ordinary use. The participants are asked to list other six use of the given object in time allowed. The Alternate Uses score relates to originality, fluency, flexibility and elaboration.

There are two forms in the scale as Form B and Form C. Each form has two parts and each part has three well-known words. Two forms are utilized to increase reliability. The original form, called A, is not utilized anymore (<http://www.mindgarden.com/67-alternate-uses>).

The scale was purchased with remote only survey license from Mind Garden. It was translated into Turkish by the author and sent back to the Mind Garden. Their researchers checked the quality of the translations and translation was approved.

2.3. PROCEDURE

First of all application to Istanbul Bilgi University Human Participant Research Ethics Committee was made. Data collection was started following the approval from the committee dated February 9, 2017 and issued with the 2015-20024-04 number. Approval form is given in the Appendix H. After the university approval special software is designed for this study because of time limitations of the creativity scale. University students and employees have different survey link. After this step participants were informed about the purpose of the study and the measures were sent to the participant via online with anonymous link. The survey link was sent via e-mail with brief information. Informed consent form was presented at the first page at online form. If participants agree to participate, they clicked yes and continue. Participants completed all forms in 30-40 minutes. When they completed forms, answers are sent to mail address which is created only to gather data without participants' names. Data were collected from both samples using the same questionnaires.

2.4. DATA ANALYSIS

Data gathered by research is analyzed by statistics software. Descriptive statistical methods (number, percentage, mean, standard deviation) were utilized when evaluating the data. The assumption for normality is checked by Shapiro-Wilk Test. The results of the test show that life satisfaction, happiness, positive affect, negative affect, psychological well-being, subjective well-being and creativity scales as follows: $sw=0.098, p=0.028$; $sw=0.991, p=0.438$; $sw=0.988, p=0.244$; $sw=0.957, p=0.000$; $sw=0.985, p=0.114$; $sw=0.981, p=0.038$ ve $sw=0.977, p=0.014$]. Non-parametric tests were utilized in statistical evaluations because the sample of the study did not meet the conditions for parametric tests. There are lots of values less than 30, because of that reason using parametric tests might lack sufficient power to provide meaningful results. Therefore, The Mann-Whitney U test was utilized to compare the difference between the two groups and the Kruskal Wallis H test was utilized for the comparison of parameters between groups. The Mann Whitney U Test was performed to determine the difference between findings that were significant in the Kruskal Wallis H Test. The relationship between life satisfaction, happiness, positive affect, negative affect, psychological well-being, subjective well-being scale and creativity scale was determined by both Spearman Correlation Analysis.

The findings have been determined at the 5% significance level in the 95% confidence interval.

CHAPTER III

RESULTS

This section introduces the data gathered from Satisfaction with Life Scale, Oxford Happiness Questionnaire, PANAS, Ryff's Scales of Psychological Well-being, Subjective Happiness Scale, Alternate Uses (Guilford's Alternate Uses) and Information Forms.

3.1. DESCRIPTIVE STATISTICS OF PARTICIPANTS RELATED TO LIFE SATISFACTION, HAPPINESS, POSITIVE AND NEGATIVE AFFECT, PSYCHOLOGICAL WELL-BEING, SUBJECTIVE WELL-BEING AND CREATIVITY

Descriptive Statistics Method was utilized to examine life satisfaction, happiness, positive and negative affect, psychological well-being, subjective well-being and creativity scores of the participants. Frequencies of the participants are presented in Table 3.1.

Table 3.1.

Z scores of Participants of Life Satisfaction, Happiness, Positive and Negative Affect, Psychological Well-being, Subjective Well-being and Creativity

Z scores	N		Minimum		Maximum		Mean		Std. Deviation	
	Student	Employee	Student	Employee	Student	Employee	Student	Employee	Student	Employee
Life Satisfaction	75	75	-2,22560	-2,02312	2,35540	2,20640	0.0	0.0	1.0	1.0
The Oxford										
Happiness	75	75	-2,31912	-1,93781	2,19498	2,55836	0.0	0.0	1.0	1.0
Questionnaire										
Positive Affect Scale	75	75	-2,54346	-2,49066	2,06267	2,05276	-0.0	0.0	1.0	1.0
Negative Affect										
Scale	75	75	-1,62759	-1,74064	2,90366	2,95738	-0.0	0.0	1.0	1.0
Psychological Well-										
being Scale	75	75	-2,27251	-2,06238	2,07510	2,23875	-0.0	0.0	1.0	1,0
Subjective Well-										
being Scale	75	75	-3,66553	-1,80454	3,09467	2,95899	-0.0	0.0	1.0	1.0
Creativity Scale	75	75	-1,77488	-1,48422	2,48814	2,76947	0.0	0.0	1.0	1.0

Table 3.1 also demonstrates that the value of life satisfaction scale between -2,02 and 2,20, happiness scale between -1,93 and 2,55, positive affect scale between -2,49 and 2,05 , negative affect scale between -1,74 and 2,95, psychological well-being scale between -2,06 and 2.23 , subjective well-being scale between -1,80 and 2,95 and creativity scale between -1,48 and 2,76 for employees. Table 3.1 demonstrates that the value of life satisfaction scale between -2,22 and 2,35, happiness scale between -2,31 and 2,19, positive affect scale between -2,54 and 2,06 , negative affect scale between -1,61 and 2,90, psychological well-being scale between -2,27 and 2.07 , subjective well-being scale between -3,66 and 3,09 and creativity scale between -1,77 and 2,48 for university students.

Table 3.2.

Relationship Between of Life Satisfaction, Positive and Negative Affect, Psychological Well-being, Subjective Well-being and Happiness with Spearman Correlation Analysis of Employees and University Students

	Scores of Oxford Happiness Scale							
	Positive Affect Scale		Negative Affect Scale		Psychological Well-being Scale		Subjective Well-being Scale	
	r	p	r	p	r	p	r	p
Employee & University Students	0.546	0.001**	-0.320	0.001**	0.402	0.001**	0.361	0.001**

Spearman Correlation Analysis was utilized to determine the relationship between positive affect, psychological well-being, subjective well-being and happiness. Results show that positive relationship was found ($p < 0.01$). Positive affect, psychological well-being and subjective well-being scores increase when happiness score increase [Respectively; $r = 0.546$, $p = 0.001$; $r = 0.402$, $p = 0.001$ ve $r = 0.361$, $p = 0.001$; $p < 0.01$].

Spearman Correlation Analysis and was utilized to relationship between negative affect and happiness score and negative correlation was determined ($p < 0.01$). Participants who have higher scores on negative affect scale have lower scores on happiness scale [$r = -0.528$, $p = 0.001$; $p < 0.01$], in addition, university students who have higher scores on negative affect scale have lower scores on happiness scale [$r = -0.320$, $p = 0.001$; $p < 0.01$].

Hypothesis 1 is accepted.

Table 3.3.

Relationship between of Psychological Well-being and Subjective Well-being with Spearman Correlation Analysis of Employees and University Students

	Scale	
	Psychological Well-being	
Participants	Scores of Subjective Well-being Scale	
	r	p
Employee	0.232	0.004**
University Students	0.287	0.013*

Spearman Correlation Analysis was utilized to determine the relationship between psychological well-being and subjective well-being. Results show that positive relationship was found for both groups ($p < 0.01$). Employees who have higher scores in psychological well-being also have higher scores in subjective well-being [$r = 0.232$, $p = 0.004$; $p < 0.05$]. Furthermore, university students who have higher scores in psychological well-being also have higher scores in subjective well-being [$r = 0.287$, $p = 0.013$; $p < 0.05$].

Results show that hypothesis 2 is accepted.

3.2. RESULTS OF THE RELATIONSHIP BETWEEN LIFE SATISFACTION, HAPPINESS, POSITIVE AND NEGATIVE AFFECT, PSYCHOLOGICAL WELL-BEING, SUBJECTIVE WELL-BEING AND CREATIVITY

Spearman Correlation Analysis were used to test the relationship between life satisfaction, happiness, positive affect, negative affect, psychological well-being, subjective well-being scales and creativity scale of the individuals. Results are given in Table 3.4.

Table 3.4.

Relationship between Life Satisfaction, Happiness, Positive and Negative Affect, Psychological Well-being, Subjective Well-being and Creativity with Spearman Correlation Analysis of Employees and University Students

Scales												
Scores of Creativity Scale												
Participants	Life Satisfaction Scale		The Oxford Happiness Questionnaire		Positive Affect Scale		Negative Affect Scale		Psychological Well-being Scale		Subjective Well-being Scale	
	r	p	r	p	r	p	r	p	r	p	r	p
Employee & University Students	0.016	0.846	0.108	0.189	0.034	0.677	-0.203	0.013*	0.126	0.124	-0.017	0.833

Spearman Correlation Analysis is utilized to determine the relationship between life satisfaction, happiness, positive affect, psychological well-being and subjective well-being scales and creativity scale for participants. Results show that there is no relationship between life satisfaction, happiness, positive affect, negative affect, psychological well-being and subjective well-being scales and creativity for participants [Respectively; $r=0.016$, $p=0.846$; $r=0.108$, $p=0.189$; $r=0.034$, $p=0.677$; $r=0.126$, $p=0.124$ ve $r=-0.017$, $p=0.833$; $p>0.05$].

On the other hand, results while there is negative relationship between creativity and negative affect scale ($p < 0.05$). Participants who have higher scores in negative affect scale show lower level of creativity scores [$r = -0.203$, $p = 0.013$; $p < 0.05$].

Results show that hypothesis 3 and 5 are rejected. Hypothesis 4 is partially rejected.

3.3. RELATIONSHIP OF PARTICIPANTS' INDIVIDUAL AND DEMOGRAPHIC VARIABLES WITH LIFE SATISFACTION, HAPPINESS, POSITIVE AND NEGATIVE AFFECT, PSYCHOLOGICAL WELL-BEING, SUBJECTIVE WELL-BEING AND CREATIVITY

It has been tested whether individuals' scores obtained from life satisfaction, happiness, positive and negative affect, psychological well-being, subjective well-being and creativity scales show any difference according to individual or demographic characteristics such as gender, age, marital status and whether they are student or not. Findings are provided below.

Table 3.5.

Comparison of Life Satisfaction, Happiness, Positive and Negative Affect, Psychological Well-being, Subjective Well-being and Creativity with Mann Whitney U Test in terms of Employees and University Students

Scale	Group	N	Mean Rank	Sum of Ranks	U	Z	p
Life Satisfaction Scale	Employee	75	77.17	5787.50			
	Student	75	73.83	5537.50	2687.50	-0.471	0.638
	Total	150					

The Oxford	Employee	75	83.28	6246.00			
Happiness	Student	75	67.72	5079.00	2229.00	-2.194	0.028*
Questionnaire	Total	150					
Positive	Employee	75	75.87	5690.50			
Affect Scale	Student	75	75.13	5634.50	2784.50	-0.105	0.916
	Total	150					
Negative	Employee	75	72.77	5457.50			
Affect Scale	Student	75	78.23	5867.50	2607.50	-0.771	0.440
	Total	150					
Psychological	Employee	75	87.86	6589.50			
Well-being	Student	75	63.14	4735.50	1885.50	-3.485	0.001**
Scale	Total	150					
Subjective	Employee	75	71.91	5393.50			
Well-being	Student	75	79.09	5931.50	2543.50	-1.016	0.310
Scale	Total						
Creativity	Employee	75	88.81	6661.00			
Scale	Student	75	62.19	4664.00	1814.00	-3.754	0.001**
	Total	150					

Table 3.5 demonstrates the results of Mann Whitney-U Test utilized to determine whether there is a statistically significant difference or not between life satisfaction, positive-negative affect and subjective well-being scales of employees and students; results show that there is no significant difference between life satisfaction, positive-negative affect and subjective well-being scales [Respectively; $U=2687.50$, $p=0.638$; $U=2784.50$, $p=0.916$; $U=2607.50$, $p=0.440$; $U=2543.50$, $p=0.310$; $p>0.05$].

Table 3.5 also shows the results of Mann Whitney-U Test utilized to determine whether there is a statistically significant difference or not between happiness, psychological well-being and creativity scales of employees and students; results show that there is a significant difference for employees between happiness, psychological well-being and creativity scales. [Respectively; $U=229.00$, $p=0.028$; $U=1885.50$, $p=0.001$ and $U=1814.00$, $p=0.001$; $p<0.05$]. Employers have higher scores in happiness, psychological well-being and creativity scales than students.

Table 3.6.

Comparison of Life Satisfaction, Happiness, Positive and Negative Affect, Psychological Well-being, Subjective Well-being and Creativity with Mann Whitney-U Test in terms of Marital Status of Employees

Scale	Group	N	Mean Rank	Sum of Ranks	U	Z	p
Life Satisfaction Scale	Single	48	34.25	1644.00			
	Married	27	44.67	1206.00	468.00	-1.993	0.046*
	Total	75					
The Oxford Happiness Questionnaire	Single	48	34.86	1673.50			
	Married	27	43.57	1176.50	497.50	-1.662	0.097
	Total	75					
Positive Affect Scale	Single	48	36.76	1764.50			
	Married	27	40.20	1085.50	588.50	-0.658	0.511
	Total	75					
Negative Affect Scale	Single	48	39.41	1891.50			
	Married	27	35.50	958.50	580.50	-0.746	0.456
	Total	75					

Psychological Well-being Scale	Single	48	35.41	1699.50			
	Married	27	42.61	1150.50	523.50	-1.374	0.169
	Total	75					
Subjective Well-being Scale	Single	48	36.90	1771.00			
	Married	27	39.96	1079.00	595.00	-0.588	0.557
	Total	75					
Creativity Scale	Single	48	35.66	1711.50			
	Married	27	42.17	1138.50	535.50	-1.242	0.214
	Total	75					

Mann Whitney-U H-Test was utilized to demonstrate whether there is any relationship between life satisfaction, happiness, positive affect, negative affect, psychological well-being, subjective well-being and marital status of university students; it is found that there is no significant relationship between marital status and happiness, positive affect, negative affect, psychological well-being, subjective well-being [Respectively; $U=330.50$, $p=0.189$; $U=389.50$, $p=0.610$; $U=407.50$, $p=0.790$; $U=363.50$, $p=0.387$; $U=361.50$, $p=0.373$ and $U=389.00$, $p=0.604$; $p>0.05$]. On the other hand, there is a positive relationship between life satisfaction and being married $U=468.00$, $p=0.046$; $p<0.05$]. Married people show higher level of life satisfaction than single people.

Table 3.7.

Comparison of Life Satisfaction, Happiness, Positive and Negative Affect, Psychological Well-being, Subjective Well-being and Creativity with Mann Whitney-U Test in terms of Educational Status of Employees

Scale	Group	N	Mean Rank	Sum of Ranks	U	Z	p
Life Satisfaction Scale	Undergraduate Degree	43	40.20	1728.50			
	Graduate Degree	32	35.05	1121.50	593.50	-1.015	0.310
	Total	75					
The Oxford Happiness Questionnaire	Undergraduate Degree	43	39.17	1684.50			
	Graduate Degree	32	36.42	1165.50	637.50	-0.541	0.588
	Total	75					
Positive Affect Scale	Undergraduate Degree	43	41.03	1764.50			
	Graduate Degree	32	33.92	1085.50	557.50	-1.400	0.162
	Total	75					
Negative Affect Scale	Undergraduate Degree	43	38.47	1654.00			
	Graduate Degree	32	37.38	1196.00	668.00	-0.215	0.830
	Total	75					
Psychological Well-being Scale	Undergraduate Degree	43	39.20	1685.50			
	Graduate Degree	32	36.39	1164.50	636.50	-0.552	0.581
	Total	75					
Subjective Well-being Scale	Undergraduate Degree	43	42.14	1812.00			
	Graduate Degree	32	32.44	1038.00	510.00	-1.917	0.055
	Total	75					
Creativity Scale	Undergraduate Degree	43	38.07	1637.00			
	Graduate Degree	32	37.91	1213.00	685.00	-0.032	0.974
	Total	75					

Mann Whitney-U Test was utilized to determine the relationship between educational status of employees and life satisfaction, happiness, positive affect, negative affect, psychological well-being, subjective well-being, creativity. Results

point out that there is no significant relationship between life satisfaction, happiness positive affect, negative affect, psychological well-being, subjective well-being, creativity and educational status of employees. [Respectively; $U=593.50, p=0.310$; $U=637.50, p=0.588$; $U=557.50, p=0.162$; $U=668.00, p=0.830$; $U=636.50, p=0.581$; $U=510.00, p=0.055$ and $U=685.00, p=0.974$; $p>0.05$].

Table 3.8.

Comparison of Life Satisfaction, Happiness, Positive and Negative Affect, Psychological Well-being, Subjective Well-being and Creativity with Mann Whitney-U Test in terms of Total Working Years of Employees

Scale	Group	N	Mean Rank	Sum of Ranks	U	Z	p
Life Satisfaction Scale	3 years and below	33	31.70	1046.00			
	4 years and above	42	42.95	1804.00	485.00	-2.227	0.026*
	Total	75					
The Oxford Happiness Questionnaire	3 years and below	33	32.82	1083.00			
	4 years and above	42	42.07	1767.00	522.00	-1.826	0.068
	Total	75					
Positive Affect Scale	3 years and below	33	36.38	1200.50			
	4 years and above	42	39.27	1649.50	639.50	-0.572	0.568
	Total	75					
Negative Affect Scale	3 years and below	33	40.06	1322.00			
	4 years and above	42	36.38	1528.00	625.00	-0.727	0.467
	Total	75					
Psychological Well-being Scale	3 years and below	33	36.98	1220.50			
	4 years and above	42	38.80	1629.50	659.50	-0.358	0.721
	Total	75					

Subjective Well-being Scale	3 years and below		34.58	1141.00			
	4 years and above	75	40.69	1709.00	580.00	-1.212	0.225
	Total						
Creativity Scale	3 years and below	33	31.26	1031.50			
	4 years and above	42	43.30	1818.50	470.50	-2.376	0.018*
	Total	75					

Mann Whitney-U Test was utilized to determine whether there is any significant relationship between life satisfaction, creativity and total working years of employees. Results show that there is a relationship between life satisfaction and creativity in terms of employees are working 4 years and above [Respectively; $U=485.00, p=0.026$ ve $U=470.50, p=0.018; p<0.05$].

Employees who are working 4 years and more show higher life satisfaction and creativity than employees who are working 3 years and below.

Table 3.9.

Comparison of Life Satisfaction, Happiness, Positive and Negative Affect, Psychological Well-being, Subjective Well-being and Creativity with Kruskal Wallis H Test in terms of Income of Employees

Scale	Group	N	Mean Rank	df	X ²	p
Life Satisfaction Scale	3000 TRY and below	26	33.75			
	3001 TRY – 4000 TRY	22	34.00	2	4.832	0.089
	4500 TRY and above	27	45.35			
	Total	75				

The Oxford Happiness Questionnaire	3000 TRY and below	26	32.35			
	3001 TRY – 4000 TRY	22	32.34	2	8.986	0.011*
	4500 TRY and above	27	48.06			
	Total	75				
Positive Affect Scale	3000 TRY and below	26	36.25			
	3001 TRY – 4000 TRY	22	33.16	2	3.062	0.216
	4500 TRY and above	27	43.63			
	Total	75				
Negative Affect Scale	3000 TRY and below	26	42.98			
	3001 TRY – 4000 TRY	22	41.07	2	4.836	0.089
	4500 TRY and above	27	30.70			
	Total	75				
Psychological Well-being Scale	3000 TRY and below	26	32.29			
	3001 TRY – 4000 TRY	22	37.36	2	3.865	0.145
	4500 TRY and above	27	44.02			
	Total	75				
Subjective Well-being Scale	3000 TRY and below	26	41.23			
	3001 TRY – 4000 TRY	22	30.75	2	3.486	0.175
	4500 TRY and above	27	40.80			
	Total	75				
Creativity Scale	3000 TRY and below	26	31.67			
	3001 TRY – 4000 TRY	22	36.36	2	5.453	0.065
	4500 TRY and above	27	45.43			
	Total	75				

Kruskal Wallis H-Test was utilized to determine whether there is any significant relationship between life satisfaction, positive affect, negative affect and psychological well-being, subjective well-being, creativity and income of employees. Results show that there is no significant relationship between these variables. [Respectively; $x^2 = 4.832$, $p=0.089$; $x^2 = 3.062$, $p=0.216$; $x^2 = 4.836$, $p=0.089$; $x^2 = 3.865$, $p=0.145$; $x^2 = 3.486$, $p=0.175$ and $x^2 = 5.453$, $p=0.065$; $p>0.05$].

Kruskal Wallis H-Test was utilized to determine there is any significant relationship between happiness scale and income, results show that there is a significant relationship between happiness scale and income [$x^2=8.986$, $p=0.011$; $p<0.05$].

Mann Whitney-U Test was utilized to determine whether there is a significant relationship between happiness and income of the employees; the results show that participants who earn 4500 TRY and above have higher level of happiness scores than participants who earn 3000 TRY and below [$U=206.50$, $p=0.010$; $p<0.05$, *Mean Rank*=32.35; 21.44] and also participants whose income level is 4500 TRY and above have higher level of happiness scores than individuals whose income level is 3001 TRY to 4000 TRY [$U=170.00$, $p=0.011$; $p<0.05$, *Mean Rank*=29.70; 19,23].

Table 3.10.

Comparison of Life Satisfaction, Happiness, Positive and Negative Affect, Psychological Well-being, Subjective Well-being and Creativity with Mann Whitney-U Test in terms of Income of University Students

Scale	Group	N	Mean Rank	Sum of Ranks	U	Z	p
Life Satisfaction Scale	1000 TRY and below	44	36.59	1610.00			
	1001 TRY and above	31			620.00	-0.668	0.504
	Total	75	40.00	1240.00			

The Oxford	1000 TRY and below	44	41.24	1814.50			
Happiness	1001 TRY and above	31			539.50	-1.534	0.125
Questionnaire	Total	75	33.40	1035.50			
Positive	1000 TRY and below	44	39.13	1721.50			
Affect Scale	1001 TRY and above	31			632.50	-0.534	0.593
	Total	75	36.40	1128.50			
Negative	1000 TRY and below	44	35.76	1573.50			
Affect Scale	1001 TRY and above	31			583.50	-1.062	0.288
	Total	75	41.18	1276.50			
Psychological	1000 TRY and below	44	42.53	1871.50			
Well-being	1001 TRY and above	31			482.50	-2.147	0.032*
Scale	Total	75	31.56	978.50			
Subjective	1000 TRY and below	44	35.98	1583.00			
Well-being	1001 TRY and above	31			593.00	-0.962	0.336
Scale	Total	75	40.87	1267.00			
Creativity	1000 TRY and below	44	40.26	1771.50			
Scale	1001 TRY and above	31			582.50	-1.071	0.284
	Total	75	34.79	1078.50			

Mann Whitney-U Test was utilized to determine whether there is any significant relationship between life satisfaction, happiness, positive affect, negative affect, subjective well-being, creativity and income of university students. Results show that there is no significant relationship between these variables. [Respectively;

$x^2 = 0.678, p = 0.713$; $x^2 = 2.800, p = 0.247$; $x^2 = 1.419, p = 0.492$; $x^2 = 1.474, p = 0.478$; $x^2 = 4.757, p = 0.093$; $x^2 = 2.956, p = 0.228$ and $x^2 = 2.340, p = 0.310$; $p > 0.05$].

Mann Whitney-U Test was utilized to determine whether there is any significant relationship between psychological well-being and income. Results show that there is a significant relationship between psychological well-being and university students who have income 1000 TRY and below [$U = 482.50, p = 0.032$; $p < 0.05$]. Students who have income 1000 TRY and below show higher level of psychological well-being than students who have income 1001 TRY and above.

Table 3.11.

Comparison of Life Satisfaction, Happiness, Positive and Negative Affect, Psychological Well-being, Subjective Well-being and Creativity with Mann Whitney-U Test in terms of Sportive Activities of Employees and University Students

Scale	Group	N	Mean Rank	Sum of Ranks	U	Z	p
Life Satisfaction Scale	Do sports	69	78.07	5386.50	2617.50	-0.669	0.504
	regularly	81	73.31	5938.50			
Total		150					
Oxford Happiness Questionnaire	Do sports	69	80.96	5586.50	2417.50	-1.422	0.155
	regularly	81	70.85	5738.50			
Total		150					

Positive	Do sports	69	86.81	5990.00			
Affect Scale	regularly	81	65.86	5335.00			
	Do not sports				2014.00	-2.946	0.003**
	regularly	150					
	Total						
Negative	Do sports	69	75.94	5240.00			
Affect Scale	regularly	81	75.12	6085.00			
	Do not sports				2764.00	-0.115	0.908
	regularly	150					
	Total						
Psychological	Do sports	69	84.64	5840.00			
Well-being	regularly	81	67.72	5485.00			
Scale	Do not sports				2164.00	-2.378	0.017*
	regularly	150					
	Total						
Subjective	Do sports	69	80.37	5545.50			
Well-being	regularly	81	71.35	5779.50			
Scale	Do not sports				2458.50	-1.273	0.203
	regularly	150					
	Total						
Creativity	Do sports	69	76.09	5250.50			
Test	regularly	81	74.99	6074.50			
	Do not sports				2753.50	-0.155	0.877
	regularly	150					
	Total						

Mann Whitney-U Test was utilized to determine whether there is any relationship between life satisfaction, happiness, negative affect, subjective well-

being, creativity and frequency of sport and it is found out that there is no significant relationship [Respectively; $U=2617.50$, $p=0.504$; $U=2417.50$, $p=0.155$; $U=2764.00$, $p=0.908$; $U=2458.50$, $p=0.203$ and $U=2753.50$, $p=0.877$; $p>0.05$].

Mann Whitney-U Test is also utilized to determine whether there is any relationship between psychological well-being, life satisfaction and sportive activities. Results show that there is a significant relationship between psychological well-being, life satisfaction and sportive activities [Respectively; $U=2014.00$, $p=0.003$ and $U=2164.00$, $p=0.017$; $p<0.01$]. People who engage sportive activities regularly have higher psychological well-being, life satisfaction than people who do not engage in sportive activities.

3.4. SUMMARY OF RESULTS OF THE STUDY

Current research results show that:

- a) Employees show higher level of psychological well-being and creativity scores than university students.
- b) Participant who have 4500 TRY and above monthly income have higher scores in happiness scale than the participants who earn 3000 TRY and below.
- c) Participant who have 4500 TRY and above monthly income have higher scores in happiness scale than the participants who earn between 3001TRY-4000 TRY.
- d) Participants who engage in sportive activities show higher scores in positive affect scale than students who do not engage in sportive activities.
- e) Participants who have higher scores in negative affect scale show lower level of creativity scores.

- f) There is a positive relationship between happiness, subjective and psychological well-being.
- g) Employees who are working 4 years and more show higher life satisfaction and creativity than employees who are working 3 years and below.
- h) Students who have income 1000 TRY and below show higher level of psychological well-being than students who have income 1001 TRY and above.

Employees who are married show higher level of life satisfaction than single people.

CHAPTER IV

DISCUSSION AND CONCLUSIONS

Happiness is a well-known topic in today's world. Being happy is about the human existence, it has been found that most of the people are at least slightly happy in their lives (Diener & Diener, 1996). Creativity is also important in today's world and business. Companies try to develop new things, gain different perspectives and attract their customers. These two important phenomenons are discussed in this study.

The quantitative research findings have pointed out there is a relationship between happiness, subjective and psychological well-being. Hypothesis 1 is supported. Two dimensions of well-beings are correlated with each other and happiness. Previous research findings support these result: King and colleagues (2006) find that individuals who have positive affect report more meaning in life. These studies show the direct relation between subjective well-being and psychological well-being.

Another finding have supported that there is no relationship between psychological well-being and creativity. Research findings have been also supported that there is no relationship between subjective well-being and creativity; furthermore happiness and creativity are not correlated. Hypothesis 2, 3 and 4 are not supported. Most of the studies defend that there is a relationship between well-being and creativity. To illustrate mood states have an effect on creativity (Charyton et al., 2009; Jamison, 1995). Researches also propose that psychological well-being and creativity are correlated (Forgas, 1999; Weiner, 1985). However, this research have pointed out that there is no relationship between well-being and creativity. There are others researches defend that the relationship between mood and creativity is not clear. Amabile (1996) proposes that "the effects of mood on creativity are unclear." Vosburg and Kaufmann (1999) propose the same idea that there is no straight relationship between mood and creativity. These findings support this research

finding. However, there are different researches address different results with to examine the relationship between creativity and well-being. Further research is needed and it would be beneficial to include more objective measures of creativity and more participants.

On the other hand, it has been found that there is a negative relationship between negative affect and creativity for university students. This results support Myers and Diener (1995)'s research which propose that unhappy people may be less proactive to solve the problems and they feel more stress. Therefore, university students who have negative affect do not attempt to solve problems and their anxiety might block their creativity. There is a negative relationship between creativity and psychological distress (Singh & Tung, 2013). These researches also show that the negative relationship between negative affect and creativity. It is unclear that why the relationship between negative affect and creativity draw a different perspective for employees. It is interpreted that there is no significant relationship between negative affect and creativity for employees. This situation might be explained with the adaptation theory; employees in today's world deal with work-related problems and stress because of economy, social events etc. They learn how to adapt new situations and move on quickly. Therefore, they get used to live with negative events and their creativity level might stay stable.

Another finding support there is a positive relationship income and happiness for employees. Data is gathered in big cities, so people who earn more money may have more chance to engage with different activities than small cities. This circumstance may have an effect on the results.

It is implicated that there is a positive relationship between working experience and creativity, life satisfaction and happiness. This result might be related with the income level of individuals. Individuals get promoted during the years so their income, quality of life, activities they are engaged change over time. Therefore,

their life satisfaction and happiness level increase. Creativity is related with goal clarity, autonomy so individuals' expectations, autonomy, role clarity may increase over the years they are working and they feel more satisfied to try new skills and produce novel products.

In overall, employers have higher scores in happiness, psychological well-being and creativity scales than students. Actually, it is expected that university students are more flexible, open to new experiences, engage different activities and because they are expected to show higher level of happiness, well-being and creativity scores. Economical and political situations might have an effect students' well-being and creativity scores, they might have feel distress about their future and have not adapted new situation yet.

Sample size is not enough to compare life satisfaction, happiness, age, positive and negative affect, psychological and subjective well-being and creativity in terms of gender, marital status and art activities of employees and university students. Therefore, analysis of these variables are excluded from the results.

4.1. IMPLICATIONS FOR RESEARCH

One of the important contributions of this research to the related literature is the relationship between different variables and well-being. Age, gender, marital status, art activities, income level, sportive activities are examined in detail. Furthermore, relationship between these variables and creativity is also examined. Another contribution of this research is that employees and students are examined separately and data was analyzed for both groups.

4.2. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

4.2.1 Limitations

This study has some limitations which provide challenge for future research. The first limitation is individuals' gender. Women ratio is higher than men.

Also research questions were gathered through online survey. There are 6 surveys and participants might be bored and they get through questions without analyzing. Furthermore, in an online context it is not possible to monitor participants' focus on the experiment and control for confounding environmental factors. Therefore, it is recommended that further research is undertaken in offline settings.

The dimensions of PWB need to be examined separately to gather more information. Each dimension has different component and analyzing them separately give different perspectives and contributions.

Another limitation is that creativity tests has unclear scoring key. Even with scoring feedback from the author, it was not clear that there was a systematic way to score responses. With much effort, all data was scored by same person and rules are established for consistent scoring. While the scoring method was consistent within this research, it is not certain the final scores were actually reflective of creativity. Furthermore, results may change for another researcher.

4.2.2 Implications for Future Research

Happiness, creativity, well-being are a real issue that they need to be understood and examined in today's world. This study is an example to investigate this phenomenon.

Future research focusing on the relationship between personality traits and well-being; personality and creativity may contribute to the improvement of this field. Furthermore, well-being and creativity relationship need further research with more homogenous groups which have male/female equality with same education, income, marital status. Research findings which demonstrate that the relationship between different variable, happiness and creativity have controversial results. Most of them are two-sided. Therefore, more research is needed. Experimental design, control and experimental group, interventions may contribute more accurate results.

References

- Akın, A. (2008). Psikolojik iyi olma ölçekleri (PIOÖ): Geçerlik ve güvenilirlik çalışması. *Educational Sciences: Theory & Practice*, 8 (3), 721-750.
- Akın, A. (2009). *Akılcı Duygusal Davranışçı Terapi Odaklı Grupla Psikolojik Danışmanın Psikolojik İyi Olma ve Öz-duyarlık Üzerindeki Etkisi*. Unpublished Ph. D. dissertation. Sakarya Üniversitesi Sosyal Bilimler Enstitüsü: Sakarya.
- Andrews, F. M., & Withey, S. B. (1976). *Social Indicators of Well-Being*. New York: Plenum Press.
- Amabile, T. M. (1983). *The Social Psychology of Creativity*. New York, NY: Springer-Verlag.
- Amabile, T. M. (1983). The social psychology of creativity: A componential conceptualization. *Journal of Personality and Social Psychology*, 45, 357-376.
- Amabile, T. M. (1988). A Model of Creativity and Innovation in Organizations. *In Research in Organizational Behavior*, 10, 123-167.
- Amabile, T. M. (1996). *Creativity in Context*. Boulder, CO: Westview Press.
- Argyle, M., Martin, M., & Lu, L. (1995). Testing for stress and happiness: The role of social and cognitive factors. In C. D. Spielberger, and I. G. Sarason (Eds.), *Stress and emotion* (173-187). Washington, DC: Taylor & Francis.
- Averill, J. R. (1983). Studies on anger and aggression: Implications for theories of emotion. *American Psychologist*, 38, 1145-1160.
- Argyle, M. (1999). Causes and Correlates of Happiness. In D. Kahneman, E. Diener, and N. Schwarz (Eds.), *Well-being: The foundations of hedonic psychology*, (pp. 353-373). New York, NY, US: Russell Sage Foundation.
- Baer, J. (1993). *Creativity and divergent thinking: A task-specific approach*. Hillsdale, NJ: Lawrence Erlbaum Associates.

- Avsec, A., Polona, & Komidar. (2009). Personality traits and emotional intelligence as predictors of teachers' psychological well-being. *Horizons of Psychology, 18(3)*, 73-86.
- Baas, M., De Dreu, C. K. W. & Nijstad, B. A. (2008). A meta-analysis of 25 years of mood-creativity research: Hedonic tone, activation, or regulatory focus? *Psychological Bulletin, 134 (6)*, 779-806.
- Balcı, F. (2011). *Psikolojik ve öznel iyi olma hali ile dini inançlar arasındaki ilişki üzerine bir inceleme*. Unpublished master dissertation. Uludağ Üniversitesi Sosyal Bilimler Enstitüsü: Bursa.
- Barron, F. (1955). The disposition towards originality. *Journal of Abnormal and Social Psychology, 51*, 478-485.
- Basabe, N., Paez, D., & Valencia, J. (2002). Cultural dimensions, socioeconomic development, climate, and emotional hedonic level. *Cognition and Emotion, 16(1)*, 103-125.
- Ben-Artzi, E., & Mikulincer, M. (1996). Lay theories of emotion: Four reactions to negative and positive emotional episodes. *Imagination, cognition and personality, 16*, 89-113.
- Brickman, P., & Campbell, D. T. (1971). *Hedonic relativism and planning the food society*. In M. H. Appley (Eds.), *Adaptation-level theory* (pp. 287-205). New York: Academic Press.
- Brickman, P., Coates, D. & Janoff-Bulman, R. (1978). Lottery winners and accident victims: is happiness relative? *Journal of Personality and Social Psychology, 36*, 917-927.
- Brief, A. P., & Weiss, H. M. (2002). Organizational behavior: affect in the workplace. *Annual Review of Psychology, 53*, 279-308.
- Broverman, I. K., Vogel, S. R., Broverman, D. M., Clarkson, F. E., & Rosenkrantz, P. S. (1972). Sex-role stereotypes: A current appraisal. *Journal of Social Issues, 28*, 59-78.

- Brulde, B. (2007). Happiness theories of the good life. *Journal of Happiness Studies*, 8, 15–49.
- Bruner, J. S. (1962). *The Conditions of Creativity*. In H. Gruber, G. Terrell, & M. Wertheimer (Eds.), *Contemporary approaches to creative thinking* (pp. 1-30). New York, NY: Atherton.
- Burt, R. (1987). A note on strangers, friends, and happiness. *Social Networks*, 9, 311-331.
- Cantor, N., & Sanderson, C. A. (1999). Life Task Participation and Wellbeing: The Importance of Taking Part in Daily Life. D. Kahneman, E. Diener, & N. Schwarz (Eds), *Well-being: The foundations of hedonic psychology* (pp. 230-240). New York: Russell Sage.
- Cameron, P. (1975). Mood as an indicant of happiness: Age sex, social class, and situational differences, *Journal of Gerontology*, 30, 216-224.
- Campbell, A., Converse, P. E., & Rodgers, W. L. (1976). *The quality of American life*. New York: McGraw-Hill.
- Campbell, D. T. (1960). Blind variation and selective retention in creative thought as in other knowledge processes. *Psychological Review*, 95, 380-400.
- Cenkseven, F. (2004). *Üniversite öğrencilerinde öznel ve psikolojik iyi olmanın yordayıcılarının incelenmesi*. Unpublished doctoral dissertation. Çukurova Üniversitesi Sosyal Bilimler Enstitüsü, Adana.
- Cenkseven, F., & Akbaş, T. (2007). Üniversite öğrencilerinin öznel ve psikolojik iyi olmalarını yordayan değişkenlerin incelenmesi, *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 27, 43-65.
- Charyton, C., Hutchison, S., Snow, L., Rahman, M.A., & Elliott J.O. (2009). Creativity as an attribute of positive Ppsychology: The impact of positive and negative affect on the creative personality. *Journal of Creativity in Mental Health*, 4, 57–66

- Cihangir-Çankaya, Z. (2009). Özerklik desteği, temel psikolojik ihtiyaçların doyumu ve öznel iyi olma: Öz-belirleme kuramı. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 4(31), 23-31.
- Clark, A., & A. Oswald. (1994). Unhappiness and unemployment. *Economic Journal*, 104 (424), 648-659.
- Clark, A., & A. Oswald. (2006). The curved relationship between subjective well-being and age. *Paris-Jourdan Sciences Economiques Working Paper*, 29.
- Clark, A. E., Diener, E., Georgellis, Y., & Lucas, R. E. (2008). Lags and leads in life Satisfaction: A test of the baseline hypothesis. *The Economic Journal*, 118, F222–F243.
- Clark, A. E., & Georgellis, Y. (2012). Back to baseline in Britain: Adaptation in the British household panel survey. *Economica*.
- Coleman, V. I., & Borman, W. C. (2000). Investigating the underlying structure of the citizenship performance domain. *Human Resource Management Review*, 10(1), 25–44.
- Conway, J. M., Rogelberg, S.G., & Pitts, V. E. (2009). Workplace helping: interactive effects of personality and momentary positive affect. *Human Performance*, 22, 321-339.
- Cooper, H., Okamura, L., & McNeil, P. (1995). Situation and Personality Correlates of Psychological Well-Being: Social Activity and Personal Control. *Journal of Research in Personality*, 29, 395-417.
- Charles, S. T., Reynolds, C. A., & Gatz, M. (2001). Age-related differences and change in positive and negative affect over 23 years. *Journal of Personality and Social Psychology*, 80(1), 136-151.
- Chekola, M. G. (1974). *The concept of happiness*. Unpublished doctoral dissertation, University of Michigan, Ann Arbor.
- Cropley, A. J. (1967). *Creativity*. London, UK: Longmans, Green.

- Csikszentmihalyi, M., & Wong, M. (1991). The Situational and Personal Correlates of Happiness: A Cross-national Comparison. In F. Strack, M. Argyle & N. Schwarz (Eds.), *Subjective well-being: an interdisciplinary perspective* (pp. 193-212). Elmsford, NY: Pergamon Press.
- Csikszentmihalyi, M., & LeFevre, J. (1989). Optimal experience in work and leisure. *Journal of Personality and Social Psychology*, *56*, 815–822.
- Csikszentmihalyi, M. (1990). *Flow: The Psychology of Optimal Experience*. New York: HarperPerennial.
- Csikszentmihalyi, M. (1997). *Creativity: Flow and the Psychology of Discovery and Invention*. New York: Harper.
- Csikszentmihalyi, M., Abuhamdeh, S., & Nakamura, J. (2005). *Flow*. In Elliot, A.J. and Dweck (Eds.), *C.S. Handbook of Competence and Motivation* (pp. 598-608). New York: The Guilford Press.
- Cunado, J., & Perez-Gracia, F. (2011). Does education affect happiness? Evidence for Spain. *Social Indicators Research*. <http://www.springerlink.com/index/10.1007/s11205-011-9874-x>.
- Dalal, F. (2000). Ethnic Tradition: A Source of Emotional Well-Being or a Cause of Emotional Pain? *European Journal of Psychotherapy, Counseling, and Health*, *3(1)*, 43-60.
- Daniels, K. (2000). Measures of five aspects of affective well-being at work. *Human Relations*, *53*, 275–294.
- Deci, E. L., & Ryan, R. M. (2000). The ‘what’ and ‘why’ of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, *11*, 227–268.
- Dembros, W. N., & Brooks, J. (1989). A new instrument for measuring optimism and pessimism: Test-retest reliability and relations with happiness and religious commitment. *Bulletin of the Psychonomic Society*, *27*, 365-366.
- Diener, E. (1984). Subjective well-being. *Psychological Bulletin*, *95 (3)*, 542-575.

- Diener, E. (2000). Subjective well-being. *American Psychologist*, *55*, 34–43.
- Diener, E., & Biswas-Diener, R. (2008). *Happiness: Unlocking the mysteries of psychological wealth*. Malden, MA: Blackwell Publishing.
- Diener, E., & Diener, C. (1996). Most people are happy. *Psychological Science*, *96*, 181–185.
- Diener, E., & Emmons, R. A. (1984). The independence of positive and negative affect. *Journal of Personality and Social Psychology*, *47*, 1105-1117.
- Diener, E., & Oishi, S. (2000). Money and Happiness. In E. Diener, E. M. Suh (Eds.), *Culture and Subjective Well-being* (pp. 185-218). The MIT Press, USA.
- Diener, E., & Pavot, W. (1993). Review of the Satisfaction With Life Scale. *Psychological Assessment*, *5*(2), 164-172.
- Diener, E., & Ryan, K. (2009). Subjective well-being: a general overview. *South African Journal of Psychology*, *39* (4), 391-406.
- Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The satisfaction with life scale. *Journal of Personality Assessment*, *49* (1).
- Diener E., Sandvik E., & Pavot W. (1991). Happiness is the frequency, not the intensity, of positive versus negative affect. In Strack F (Eds.), *Subjective well-being: An interdisciplinary perspective* (pp. 119-139). Pergamon Press; Oxford, England.
- Diener, E., Suh, E.M., Lucas, R.E., & Smith, H.L. (1999). Subjective well-being: three decades of progress. *Psychological Bulletin*, *125*, 276–302.
- Diener, E., & Suh, E. (1998). Age and subjective well-being: An International Analysis. *Annual Review of Gerontology and Geriatrics*, *17*, 304–324.

- Donovan, M. A. (2000). Cognitive, affective, and satisfaction variables as predictors of organizational behaviors: A structural equation modeling examination of alternative models. *Dissertation Abstracts International*, 60, 49-43.
- Dođan, T., & Eryılmaz, A. (2012). Akademisyenlerde işle ilgili temel ihtiyaç doyumunu ve öznel iyi oluş. *Ege Akademik Bakış*, 12(3), 383-389.
- Dođan, T., & Totan, T. (2013). Psychometric properties of Turkish version of the subjective happiness scale. *The Journal of Happiness & Well-Being*, 1(1), 23-31.
- Dođan, T., & Sapmaz, F. (2012). Oxford mutluluk ölçeđi türkçe formunun psikometrik özelliklerinin üniversite öğrencilerinde incelenmesi. *Düşünen Adam Psikiyatri ve Nörolojik Bilimler Dergisi*, 25,297-304
- Easterlin, R. A. (1974). Does Economic Growth Improve the Human Lot? Some Empirical Evidence. In P. A. David and M. W. Reder (Eds.), *Nations and households in economic growth* (pp. 89-125). New York: Academic Press.
- Emmons, R.A. (1986). Personal strivings: An approach to personality and subjective well-being. *Journal of Personality and Social Psychology*, 51, 1058–1068.
- Emmons, R. A., & Diener, E. (1986). A goal-affect analysis of everyday situational choices. *Journal of Research in Personality*, 20 (3), 309-326.
- Erickson, E. H., Üstün, B., & Şar, V. (1984). *İnsanın Sekiz Çađı*. Birey ve Toplum Yayınları.
- Eysenck, H. J. (1967). *The Biological Basis of Personality*. Springfield, IL: Charles C. Thomas.
- Eysenck, H. J. (1981). *A Model for Personality*. New York: Springer.
- Eysenck, H. J., & Eysenck, S. B. G. (1975). *Manual of the Eysenck Personality Questionnaire*. San Diego, CA: Educational and Industrial Testing Service

- Eysenck, H. J., & Eysenck, M. (1985). *Personality and individual differences: A natural science approach*. New York: Plenum Press.
- Ewen, R. B. (1988). *An Introduction to Theories of Personality*, Third Edition, Lawrence Erlbaum Associates, Inc., USA.
- Fisher, C. D. (2010). Happiness at work. *International Journal of Management Reviews*, *12*, 384-414.
- Fujita, F., Diener, E., & Sandvik, E. (1991). Gender differences in negative and well-being: The case for emotional intensity. *Journal of Personality and Social Psychology*, *61*, 427-434.
- Forgas, J. P. (1992). Affect in Social Judgments and Decisions: A Multiprocess Approach. In M. Zanna (Eds.), *Advances in Experimental Social Psychology* (pp. 227-276). New York: Academic Press.
- Forgas, J. P. (1999). On being happy and mistaken-mood effects on the fundamental attribution error. *Journal of Personality and Social Psychology*, *75*, 318-33.
- Freedman, J. (1978). *Happy people: What Happiness is, Who has it, and Why*. New York: Harcourt Brace Jovanovich.
- Fredrickson, B. (2001). The Role of Positive Emotions in Positive Psychology. *Am Psychol.* *56*(3), 218–226.
- Frey, B., & A. Stutzer. (2002). *Happiness and Economics: How the Economy and Institutions Affect Well-Being*. New Jersey: Princeton University Press.
- Frooshany, S. H. A., Yazdkhasti, F., Hajataghaie, S. S., & Esfahani, M. H. N. (2004). Infertile individuals' marital relationship status, happiness, and mental health: A Causal Model. *Int J Fertil Steril*, *8*(3), 315–324.

- Gençöz, T. (2000). Pozitif ve negatif duygu durum Ölçöğü: Geçerlik ve güvenilirlik çalışması [Positive and Negative Affect Schedule: A study of validity and reliability]. *Türk Psikoloji Dergisi*, 15 (46), 19-28.
- George, J. M., & Brief, A. P. (1996). Motivational agendas in the workplace: The effects of feelings on focus of attention and work motivation. In B. M. Staw and L. L. Cummings (Eds.), *Research in organizational behavior* (75-109). Greenwich, CT: JAI Press.
- George, J. M., & Zhou, J. (2002). Understanding when bad moods foster creativity and good ones don't: The role of context and clarity of feelings. *Journal of Applied Psychology*, 87 (4), 687-697.
- Gediksiz, E. (2013). *Alçakgönüllülük ile psikolojik iyi olma arasındaki ilişkinin çeşitli değişkenler açısından incelenmesi*. Unpublished Ph.D. dissertation. Sakarya Üniversitesi Eğitim Bilimleri Enstitüsü, Sakarya.
- Gladding, S. T. (2011). Using creativity and the creative arts in counseling: An international approach. *Turkish Psychological Counseling and Guidance Journal*, 4 (35), 1-7.
- Glenn, N. D., & Weaver, C. N. (1988). The changing relationship of marital status to reported happiness. *Journal of Marriage and the Family*, 50, 317-324
- Guilford, J. P. (1950). Creativity. *American Psychologist*, 5, 444-454.
- Göcen, G. (2012). *Şükür ve Psikolojik İyi Olma Arasındaki İlişki Üzerine Bir Alan Araştırması*. Unpublished Ph.D. dissertation. Ankara Üniversitesi Sosyal Bilimler Enstitüsü: Ankara.
- Güler-Edwards, A. (2008). *Relationship between future time orientation, adaptive self-regulation, and well-being: Self-type and age related differences*. Unpublished Unpublished Ph.D. dissertation. Middle East Technical University Institute of Social Sciences: Ankara.
- Gündoğdu, R., & Yavuzer, Y. (2011). Eğitim fakültesi öğrencilerinin öznel iyi oluş ve psikolojik ihtiyaçlarının incelenmesi. *Uluslararası Yükseköğretim*

Kongresi: Yeni Yönelişler ve Sorunlar (UYK-2011) Bildiri Kitabı, İstanbul Üniversitesi İktisat Fakültesi, İstanbul.

Gove, W. R., Hughes, M., & Briggs-Style, C. (1983). Does marriage have positive effects on the psychological well-being of individuals? *Journal of Health and Social Behavior*, 24, 122-131.

Hawkins, N. D., & Booth, A. (2005). Unhappily ever after: Effects of long-term, low quality marriages on well-being. *Social Forces*, 84(1), 446-465.

Headey, B., & Wearing, A. (1992). *Understanding happiness: A theory of subjective well-being*. Melbourne, Victoria, Australia: Longman Cheshire.

Helliwel, J. F. (2003). How's life? Combining individual and national variables to explain subjective well-being, *Economic Modelling*, 20 (2), 331–360.

Herzog, A. R., & Rodgers, W. L. (1981). The structure of subjective well-Being in different age groups. *Journal of Gerontology*, 36(4), 472–479.

Hills, P., & Argyle, M. (1998a). Musical and religious experiences and their relationship to happiness. *Personality and Individual Differences*, 25, 91–102.

Hills, P., & Argyle, M. (1998b). Positive moods derived from leisure and their relationship to happiness and personality. *Personality and Individual Differences*, 25, 523–535.

Hirt, E. R., McDonald, H. E., & Melton, R. J. (1996). Processing Goals and the Affect–Performance Link: Mood as main effect or mood as input? In L. L. Martin and A. Tesser (Eds.), *Striving and feeling: Interactions among goals, affect, and self-regulation*. Mahwah (pp. 303-328). NJ: Erlbaum, 303-328

Hills, P., & Argyle, M. (2002). The Oxford Happiness Questionnaire: a compact scale for the measurement of psychological well-being. *Personality and Individual Differences*, 33, 1073–1082.

Horney, K. (1950). *Neurosis and Human Growth*. New York: W. W. Norton.

- Horney, K. (1993). *Nevrozlar ve İnsan Gelişimi Öz Gerçekleştirme Kavgası*, II. Basım, Öteki Yayınevi, Ankara.
- Horley, J., & Lavery, J. J. (1995). Subjective Well-being and Age. *Social Indicators Research*, 34, 275–282.
- Ironson, G. H., Smith, P. C., Brannick, M. T., Gibson, W. M., & Paul, K. B. (1989). Construction of a job in general scale: a comparison of global, composite, and specific measures. *Journal of Applied Psychology*, 74, 193–200.
- Isen, A. M., Johnson, M. M. S., Mertz, E., & Robinson, G. R. (1985). The influence of positive affect on the unusualness of word associations. *Journal of Personality and Social Psychology*, 48, 1413–1426.
- Isen, A. M., Daubman, K. A., & Nowicki, G. P. (1987). Positive affect facilitates creative problem solving. *Journal of Personality and Social Psychology*, 52, 1122–1131.
- Isen, A., & Reeve, J. (2005). The influence of positive affect on intrinsic and extrinsic motivation: Facilitating enjoyment of play, responsible work behavior, and self-control. *Motivation and Emotion*, 29, 297–325.
- Jackson, P. W., & Messick, S. (1965). The person, the product, and the response: Conceptual problems in the assessment of creativity. *Journal of Personality*, 33, 309–329.
- Jamison, K. (1995). Manic-depressive illness and creativity. *Scientific American*, 272, 62–67.
- Kahneman, D. (1999). Objective happiness. In D. Kahneman, E. Diener, & N. Schwarz (Eds.), *Well-being: The foundations of hedonic psychology* (pp 3-25). New York: Russell Sage Foundation,
- Kahneman D., Diener E., & Schwarz N. (1999). *Well-being: The Foundations of Hedonic Psychology*. New York: Russell Sage Found.

- Keyes, C. L. M., Shmotkin, D., & Ryff, C. D. (2002). Optimizing well-being: The empirical encounter of two traditions. *Journal of Personality and Social Psychology*, 82, 1007–1022.
- Kang, S., Shaver, P. R., Sue, S., Min, K., & Jing, H. (2003). Culture-specific patterns in the prediction of life satisfaction: Roles of emotion, relationship quality, and self-esteem. *Personality and Social Psychology Bulletin*, 29(12), 1596-1608.
- Knabe, A., Rätzl, S., Schöb, R., & Weimann, J. (2010). Dissatisfied with Life but Having a Good Day: Time-use and Well-being of the Unemployed. *The Economic Journal*, 120(547), 867–889.
- Kashdan, T. B., Diener, R., & King L. A. (2008). Reconsidering happiness: the costs of distinguishing between hedonics and eudaimonia, *The Journal of Positive Psychology*, 3(4), 219-233.
- Kaufman, J. C., & Baer, J. (2012). Beyond new and appropriate: Who decides what is creative?. *Creativity Research Journal*, 24(1), 83–91.
- Keyes, C. L. M. (2002). Complete mental health: An agenda for the 21st century. In C.L.M. Keyes and J. Haidt (Eds.), *Flourishing: Positive psychology and the life well-lived* (pp. 293-312). Washington, DC: American Psychological Association, 293-312.
- King, L. A., Hicks, J. A., Krull, J. L., & Gaiso Del A. K. (2006). Positive affect and the experience of meaning in life. *Journal of Personality and Social Psychology*, 90, 179-196.
- Kılıççı, Y. (1992). *Okulda Ruh Sağlığı*, Şafak Matbaacılık, Ankara.
- Köker, S. (1991). *A Comparison of levels of satisfaction with life in normal and troubled adolescents a postgraduate dissertation*, Ankara: Ankara University, Institute of Social Sciences.

- Kuzucu, Y. (2006). *Duyguları fark etmeye ve ifade etmeye yönelik bir psiko-eğitim programının, üniversite öğrencilerinin duygusal farkındalık düzeylerine, duyguları ifadeetme eğilimlerine, psikolojik ve öznel iyi oluşlarına etkisi*, Unpublished Ph.D. dissertation, Ankara Üniversitesi Eğitim Bilimleri Enstitüsü: Ankara.
- Lee, G. R, Secombe, K., & Shehan, C. L. (1991). Marital status and personal happiness: An analysis of trend data, *Journal of Marriage and Family*, 53, 839-844.
- Lim, H.Y., & Choi, J. N. (2009). Testing an Alternative Relationship Between Individual and Contextual Predictors of Creative Performance. *Social Behavior and Personality*, 37(1), 117-136.
- Linley, P. A., Maltby, J., Wood, A. M., Osborne, G., & Hurling, R. (2009). Measuring happiness: The higher order factor structure of subjective and psychological well-being measures. *Personality and Individual Differences*, 47, 878-884.
- Locke, E. A. (1976). The nature and causes of job satisfaction. *Handbook of Industrial and Organizational Psychology*, 45, 1297–1349.
- Locke, E. A., & Latham, G. P. (1990). *The theory of goal-setting and task performance*. Englewood Cliffs, NJ: Prentice-Hall.
- Lucas, R. E., Clark, A. E., Georgellis, Y., & Diener, E. (2004). Unemployment alters the set point for life satisfaction. *Psychological Science*, 15(1), 8–13.
- Lykken, D., & Tellegen, A. (1996). Happiness is a stochastic phenomenon. *Psychological Science*, 7, 186–189.
- Lyubomirsky, S. (2001). Why are some people happier than others. *The American Psychological Association*, 56(3), 239-249.

- Lyubomirsky, S., & Lepper, H. S. (1999). A measure of subjective happiness: Preliminary reliability and construct validation. *Social Indicators Research*, *46*, 137-155.
- Lyubomirsky, S., Sheldon, K. M., & Schkade, D. (2005). Pursuing happiness: the architecture of sustainable change. *Review of General Psychology*, *9*, 111–131.
- Lucas, R. E., & Gohm, C. L. (2000). Age and sex differences in subjective well-being across cultures. In E. Diener and E. M. Suh (Eds.), *Culture and Subjective Well-Being* (pp. 291-317). MIT Press, USA.
- Macey, W. H., & Schneider, B. (2008). The meaning of employee engagement. *Industrial and Organizational Psychology*, *1*, 3–30.
- Myers, D. G., & Diener, E. (1995). Who is happy? *Psychological Science*, *6*, 10-19.
- Oishi, S., Diener, E., Lucas, R. E., & Suh, E. M. (1999). Cross-cultural variations in predictors of life satisfaction: Perspectives from needs and values, *Personality and Social Bulletin*, *25*(8), 980-990.
- Mroczek, D., & A. Spiro. (2005). Change in life satisfaction during adulthood: findings from the Veterans Affairs Normative Aging Study. *Journal of Personality and Social Psychology*, 189-202.
- Oldham, G. R., & Cummings, A. (1996). Employee creativity: Personal and contextual factors at work. *Academy of Management Journal*, *39*, 607-634.
- Palmore, E. (1979). Predictors of successful aging. *The Gerontologist*, *19*, 427-431.
- Palmore, E., & Luikart, C. (1972). Health and social factors related to life satisfaction. *Journal of Health and Social Behavior*, *13*, 68-60.

- Pavot, W., & Diener, E. (1993). Review of the satisfaction with life scale. *Psychological Assessment, 5*, 164-172.
- Pavot, W., Fujita, F., & Diener, E. (1997). The relation between self-aspect congruence, personality and subjective well-being. *Personality and Individual Differences, 22*(2), 183-191.
- Paris, B. J. (1999). Karen Horney's vision of self. *The American Journal of Psychoanalysis, 59*.
- Powdthavee, N. (2012). Jobless, Friendless and Broke: What happens to different areas of life before and after unemployment? *Economica, 79*(315), 557–575.
- Russell, J. A. (1978). Evidence of convergent validity on the dimensions of affect. *Journal of Personality and Social Psychology, 36*, 1152–1168.
- Ryan, R. M., & Deci, E. L. (2000). Self Determination Theory and the facilitation of intrinsic motivation, social development and well-being. *American Psychologist, 55*, 68-78.
- Ryan, R. M., Huta, V., & Deci, E. L. (2008). Living well: a self-determination theory perspective on eudaimonia. *Journal of Happiness Studies, 9*, 139–170.
- Ryan, R. M., & Deci, E. L. (2001). On happiness and human potentials: a review of research on hedonic and eudaimonic well-being. *Annual Review of Psychology, 52*, 141–166.
- Ryff, C. D. (1989). Happiness is everything or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology, 57*(6), 1061-1081.
- Ryff, C. D. (1995). Psychological Well-Being in Adult Life. *American Psychological Society, 4*(4), 99-103.
- Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology, 69*(4), 719-727.

- Ryff, C. D., & Singer, B. H. (2008). Know thyself and become what you are: a eudaimonic approach to psychological well-being. *Journal of Happiness Studies, 9*, 13–39.
- Ryff, C. D., & Singer, B. H. (1998). The contours of positive human health. *Psychological Inquiry, 9*, 1–28.
- Ryff, C. D., Magee, W. J., Kling, K. C., & Wing, E. H. (1999). Forging Macro-microLinkages in the Study of Psychological Well-being. In C. D. Ryff and V. W. Marshall (Eds), *The self and society in aging processes* (pp. 247-278). New York, NY: Springer.
- Ross, C. E., Mirowsky, J., & Goldsteen, K. (1990). The impact of the family on health: The decade in review. *Journal of Marriage and the Family, 52*, 1059–1078.
- Runco, M. A., & Jaeger, G. J. (2012). The standard definition of creativity. *Creativity Research Journal, 24(1)*, 92–96.
- del Mar Salinas-Jiménez, M., Artés, J., & Salinas-Jiménez, J. (2011). Education as a positional good: A life satisfaction approach. *Social indicators research, 103(3)*, 409-426.
- Sawyer, R. K. (2006). *Explaining Creativity: The Science of Human Innovation*. New York: Oxford University Press.
- Schimmack, U., Radhakrishnan, P., Oishi, S., Dzokoto, V., & Ahadi, S. (2002). Culture, personality, and subjective well-being: Integrating Process Models of Life-Satisfaction. *Journal of Personality and Social Psychology, 82*, 582-593.
- Seidlitz, L, Wyer, R., & Diener, E. (1997). Cognitive correlates of subjective well-being: The processing of valenced life events by jappy and unhappy persons, *Journal of Research in Personality, 31*, 240-256.
- Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist, 55*,5–14.

- Seligman, M. E. P. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. New York: Free Press.
- Seligman, M. E. P., Steen, T.A., Park, N., & Peterson, C. (2005). Positive psychology progress: empirical validation of interventions. *American Psychologist*, *60*, -410–421.
- Schultz, D. P., & Schultz, S. E. (2001). *Modern psikolojinin tarihi*. Ed.In Y. Aslay.Kaktüs Yayınları, İstanbul.
- Singh, B., & Sing Tung, N. (2013). The relationship between creativity and psychological istress. *International Journal of Science and Research*, *4* (6), 931-934.
- Suh, E. M., & Koo, J. (2008). Comparing subjective wellbeing across cultures and nations: the ‘what’ and ‘why’ questions. In Eid, M. and Larsen, R.J. (Eds), *The Science of Subjective Well-being* (pp. 414-427). *New York: The Guilford Press*.
- Suh, E., Diener, E., & Fujita, F. (1996). Events and subjective well-being: Only recent events matter. *Journal of Personality and Social Psychology*, *70*, 1091-1102.
- Schachtel, H. J. (1954). *The real enjoyment of living*. New York: Dutton.
- Stein, M. I. (1953). Creativity and culture. *Journal of Psychology*, *36*, 31–322.
- Sheldon, K. M., & Elliot, A.J. (1999). Goal striving, need satisfaction, and longitudinal well-being: the selfconcordance model. *Journal of Personality and Social Psychology*, *76*, 482–497.
- Shedler, J., Mayman, M., & Manis, M. (1993). The illusion of mental health. *American Psychologist*, *48*, 1117–1131.
- Sheldon, K. M., & Niemiec, C. (2006). Its not just the amount that counts: Balanced need-satisfaction also affects wellbeing. *Journal of Personality and Social Psychology*, *91*, 331–341.

- Silver, R. L. (1982). *Coping with an undesirable life event: A study of early reactions to physical disability*. Unpublished doctoral dissertation. Northwestern University, Evanston, Illinois.
- Smith, P. C., Kendall, L. M., & Hulin, C. L. (1969). *The measurement of satisfaction in work and retirement*. Chicago, IL: Rand-McNally.
- Stack, S., & Eshleman, J. R. (1998). Marital status and happiness: A 17-nation study. *Journal of Marriage and the Family*, *60*(2), 527–536.
- Stavrova, O., Fetchenhauer, D., & Schlösser, T. (2002). Cohabitation, gender, and -happiness: A Cross-Cultural Study in Thirty Countries. *Journal of Cross-Cultural Psychology*, *43*(7), 1063–1081.
- Sternberg, R. J. (1999). A propulsion model of types of creative contributions. *Review of General Psychology*, *3*, 83–100.
- Stone, A. A., & Neale, J. M. (1984). Effects of severe daily events on mood. *Journal of Personality and Social Psychology*, *46*, 137-144.
- Soons, J., & Kalmijn, M. (2009). Is marriage more than cohabitation? Well-being differences in 30 European countries. *Journal of Marriage and Family*, *71*, 1141-1157.
- Tallmer M., & Kutner, B. (1970). Disengagement and morale. *Gerontologist*. *10*, 317-320. .
- Tellegen, A., Lykken, D. T., Bouchard, T. J. Jr, Wilcox, K., Segal, N., & Rich, S. (1988). Personality similarity in twins reared apart and together. *Journal of Personality and Social Psychology*, *54*, 1031–1039.
- Ulloa, B. F. L., Møller, V., & Sousa-Poza, A. (2013). How does subjective well-being evolve with age? A Literature Review. *Journal of Population Ageing*.
- Vittersø, J. (2004). Subjective well-being versus self-actualization: Using the flow-simplex to promote a conceptual clarification of subjective quality of life. *Social Indicators Research*, *65*, 299–331.

- Ruble, T. (1983). Sex stereotypes: Issues of change in the 1970s. *Sex Roles*, 9, 397-402.
- Runco, M. A. (1988). Creativity research: Originality, utility, and integration. *Creativity Research Journal*, 1(1), 1-7.
- Rusting, C. L., & Larsen, R. J. (1997). Extraversion, neuroticism, and susceptibility to negative and positive affect: A test of two theoretical models. *Personality and Individual Differences*, 22, 607-612.
- Staw, B. M. 1990. *An Evolutionary Approach to Creativity and Innovation*. Ed. M. A. West & J. L. Farr. Innovation and creativity at work. Chichester, UK: Wiley, 287-308.
- Telef, B., B. (2015). The positive and negative experience scale adaptation for Turkish university students. *European Scientific Journal*, 11(14).
- Veenhoven, R. (2006). *World database of happiness: Correlational findings*. Available at www.worlddatabaseofhappiness.eur.nl/hap_cor/cor_fp.htm
- Veenhoven, R. (2008). Sociological theories of subjective well-being. In Michael Eid & Randy Larsen (Eds.), *The Science of Subjective Well-being: A tribute to Ed Diener*, Guilford Publications (pp. 44-61). New York, 2008, 44-61.
- Vosburg, S., & Kaufmann, G. (1999). *Mood and Creativity Research: The View from a Conceptual Organizing Perspective*. In S. W. Russ (Eds.), *Affect, creative experience, and psychological adjustment* (pp. 19-39). Philadelphia: Taylor & Francis, 19-39.
- Warr, P. (1990). The measurement of well-being and other aspects of mental health. *Journal of Occupational Psychology*, 63, 193-210.
- Warr, P. (2007). *Work, Happiness, and Unhappiness*. Mahwah, NJ: Lawrence Erlbaum.
- Watson, D., Clark, L. A., & Tellegen, A. (1988). Development and validation of brief measures of positive and negative affect: The PANAS scales. *Journal of Personality and Social Psychology*, 54, 1063-1070.

- Weiss, H. M., Nicholas, J. P., & Daus, C. S. (1999). An examination of the joint effects of affective experiences and job beliefs on job satisfaction and variations in affective experiences over time. *Organizational Behavior and Human Decision Processes*, 78, 1–24.
- Weiss, H. M., Nicholas, J. P., & Daus, C. S. (1999). An examination of the joint effects of affective experiences and job beliefs on job satisfaction and variations in affective experiences over time. *Organizational Behavior and Human Decision Processes*, 78, 1–24.
- Weiss, A., Bates, T. C., & Luciano, M. (2008). Happiness is a personal(ity) thing: the genetics of personality and wellbeing in a representative sample. *Psychological Science*, 19, 205–210.
- Weiner, B. (1985). An attributional theory of achievement, motivation and emotion. *Psychological Review*, 92, 548-573.
- Wilson, W. (1967). Correlates of avowed happiness. *Psychological Bulletin*, 67, 294-306.
- Wilson, S. M., & Peterson, G. W. (1988). Life satisfaction among young adults from Rural Families. *Family Relations*, 37(1), 84-91.
- Williams, D. G. (1988). Gender, marriage, and psychological well-being. *Journal of Family Issues*, 9, 452-468
- Winter, L., Lawton, M. P., Casten, R. J., & Sando, R. L. (1999). The relationship between external events and affect states in older people. *International Journal of Human Development attd Aging*, 50, 1 12.
- Wright, T. A., & Staw, B.M. (1999). Affect and favorable work outcomes: Two longitudinal tests of the happy-productive worker thesis. *Journal of Organizational Behavior*, 20,1-23.

- Wright, T. A., & Walton, A.P (2003). Affect, psychological well-being and creativity: results of a field study. *Journal of Business and Management*, 9(1).
- Woodman, R. W., Sawyer, J. E., & Griffin, R. W. 1993. Toward a theory of organizational creativity. *Academy of Management Review*, 18,293-321.
- Wood, W., Rhodes, N., & Whelan, M. (1989). Sex differences in positive well-being: A consideration of emotional style and marital status. *Psychological Bulletin*, 106(2), 249-264
- Yetim, Ü. (2001). *Toplumdan bireye mutluluk resimleri*, Bağlam Yayınları, İstanbul.

APPENDICES

APPENDIX A

Demographic Questions For Employees in English	
There are some questions is prepared to conduct a scientific research. It is very important to answer objectively and fully to the questionnaires for the sake of the study without giving your name, surname or number.	
Gender	Woman
(<input type="checkbox"/>) Man (<input type="checkbox"/>)	
Age	25
ages and below(<input type="checkbox"/>) 26-30 ages(<input type="checkbox"/>) 31-35ages(<input type="checkbox"/>) 36-40ages(<input type="checkbox"/>) 41-45 ages(<input type="checkbox"/>) 46 ages and above(<input type="checkbox"/>)	
Marital Status	
Single(<input type="checkbox"/>) Married(<input type="checkbox"/>) Divorced(<input type="checkbox"/>) Widow(<input type="checkbox"/>) In a relationship (<input type="checkbox"/>)	
How many children do you have?	No
child(<input type="checkbox"/>) 1 child(<input type="checkbox"/>) 2 children(<input type="checkbox"/>) 3 children (<input type="checkbox"/>) 4 children (<input type="checkbox"/>) 5 children and more(<input type="checkbox"/>)	
Educational Status	
Primary School(<input type="checkbox"/>) Secondary School(<input type="checkbox"/>) High School(<input type="checkbox"/>) Graduate Schools(<input type="checkbox"/>) Bachelor's Degree(<input type="checkbox"/>) Graduate Degree(<input type="checkbox"/>) Phd Graduate and above(<input type="checkbox"/>) Other(<input type="checkbox"/>)	
Graduate Faculty / Department	
Faculty of Engineering (<input type="checkbox"/>) Faculty of Social Sciences(<input type="checkbox"/>) Faculty of Economics and Administrative Sciences (<input type="checkbox"/>) Faculty of Arts and Science (<input type="checkbox"/>) Faculty of Law (<input type="checkbox"/>) Faculty of Fine Arts (<input type="checkbox"/>) Faculty of Health Sciences (<input type="checkbox"/>) Other (<input type="checkbox"/>)	
Do you have any chronic diseases?	
Yes (<input type="checkbox"/>) No(<input type="checkbox"/>)	

Do you use any medications regularly?	
Yes () No()	
Which sector are you working?	Retail ()
) Finance () Education () Health () Telecommunication () Information Technology () Retail () Advertisement () İlaç Sanayi () Service () Textile () Consultancy () Production () Other ()	
How Long have you been in business life?	3
years and below () 4-6 years() 7-9 years () 10-12 years () 13-15 years () 16 years and above ()	
How many years have you been working in same company?	
3 years and below () 4-6 years() 7-9 years () 10-12 years () 13-15 years () 16 years and above ()	
Montly income	
1000 TRY and below () 1001 TRY-1500 TRY () 1501 TRY - 2000 TRY () 2001 TRY - 2500 TRY () 2501 TRY - 3000 TRY () 3001 TRY - 3500 TRY () 3501 TRY - 4000 TRY () 4001 TRY - 4500 TRY () 4501 TRY - 5000 TRY () 5000 TRY and above()	
How often do you sport?	
a)Once a week () b) Twice a week () c) 3 days and more () d) Do not sport regularly()	
Do you have any art activity you are interested in?	
a) Theatre () b) Painting() c) Music() d) Dance () e) Other () f) No()	

Demographic Questions For Employees in Turkish

Bilimsel bir arařtırmada kullanılmak üzere hazırlanan bu formda çeřitli sorular bulunmaktadır. Ad, soyad ve numara gibi kimlięinizi tanıtıcı bilgiler vermeden formda yer alan tüm soruları doęru ve samimi bir řekilde yanıtalamanız rica olunur.
Katkılarınız için teřekkürler
Cinsiyetiniz Kadın () Erkek ()
Yařınız 25 ve altı() 26-30() 31-35() 36-40() 41-45() 46 üstü()
Medeni Durumunuz Bekar () Evli () Bořanmıř() Dul() İliřkisi var ()
Kaç çocuęunuz var? Yok () 1 () 2 () 3 () 4() 5 ve daha fazla()
Eęitim Durumunuz İlkokul Mezunu() Ortaokul Mezunu() Lise Mezunu() Yüksekokul Mezunu() Üniversite Mezunu() Yüksek Lisans Mezunu() Doktora Mezunu ve üstü() Dięer()
Mezun olduęunuz fakülte/bölüm: Mühendislik Fakültesi() Sosyal Bilimler Fakültesi() İktisadi İdari Bilimler Fakültesi() Fen-Edebiyat Fakültesi() Hukuk Fakültesi() Güzel Sanatlar Fakültesi() Saęlık Bilimleri() Dięer()
Kronik Hastalıęınız var mı? Var () Yok()
Düzenli kullandıęınız ilacınız var mı? Var () Yok()

Çalıştığınız kurum hangi sektörde? Perakende () Finans () Eğitim () Sağlık () Telekomünikasyon () Bilişim () Magazacılık () Reklam () İlaç Sanayi() Hizmet () Tekstil () Danışmanlık () Üretim () Diğer ()
Kaç yıldır İş Hayatındasınız? 3 yıl altı () 4-6 () 7-9 () 10-12 () 13-15 () 16 yıl üstü ()
Kaç yıldır şuan çalıştığınız kurumdasınız? 3 yıl altı () 4-6 () 7-9 () 10-12 () 13-15 () 16 yıl üstü ()
Aylık Ortalama Geliriniz 1000 TL ve altı () 1001 TL-1500 TL () 1501 TL - 2000 TL () 2001 TL - 2500 TL () 2501 TL - 3000 TL () 3001 TL - 3500 TL () 3501 TL - 4000 TL () 4001 TL - 4500 TL () 4501 TL - 5000 TL () 5000 TL üstü ()
Sanatsal aktivite ile ilgileniyor musunuz? a) Tiyatro() b) Resim() c) Müzik() d) Dans () e) Diğer () f) Yok()
Ne sıklıkla spor yapıyorsunuz? a)Haftada 1 gün() b) Haftada 2 gün() c) Haftada 3 gün fazlası() d)Düzenli spor yapmıyorum()

APPENDIX B

Demographic Questions for University Students in English
There are some questions is prepared to conduct a scientific research. It is very important to answer objectively and fully to the questionnaires for the sake of the study without giving your name, surname or number.
Gender Woman () Man ()
Age 15 years and above () 16-20 years () 21-25 years () 26-30 years () 31-35 years () 36-40 years () 41-45 years () 46 years and above()
Marital Status Single() Married() Divorced() Widow() In a relationship ()
How many children do you have? No child() 1 child() 2 children() 3 children () 4 children () 5 children and more()
Which faculty do you attend? Faculty of Engineering () Faculty of Social Sciences() Faculty of Economics and Administrative Sciences () Faculty of Arts and Science () Faculty of Law () Faculty of Fine Arts () Faculty of Health Sciences () Other ()
Do you have any chronic diseases? Yes () No()
Do you use any medications regularly? Yes () No()
Montly income 1000 TRY and below () 1001 TRY-1500 TRY () 1501 TRY - 2000 TRY ()

2001 TRY - 2500 TRY () 2501 TRY - 3000 TRY () 3001 TRY - 3500 TRY ()
3501 TRY - 4000 TRY () 4001 TRY - 4500 TRY () 4501 TRY - 5000 TRY ()
5000 TRY and above()

Do you have any art activity you are interested in?

a) Theatre () b) Painting() c) Music() d) Dance () e) Other () f) No()

How often do you sport?

a)Once a week () b) Twice a week () c) 3 days and more () d) Do not sport
regularly()

Demographic Questions For University Students in Turkish

Bilimsel bir arařtırmada kullanılmak üzere hazırlanan bu formda çeřitli sorular
bulunmaktadır. Ad, soyad ve numara gibi kimlięinizi tanıtıcı bilgiler vermeden
formda yer alan tüm soruları doęru ve samimi bir řekilde yanıtlamanız rica olunur.

Katkılarınız için teřekkürler

Cinsiyetiniz

Kadın () Erkek ()

Yařınız

15 ve altı () 16-20() 21-25() 26-30() 31-35() 36-40() 41-45(
) 46 üstü()

Medeni Durumunuz

Bekar () Evli () Bořanmıř() Dul() İliřkisi var ()

Kaç çocuęunuz var?

Yok () 1 () 2 () 3 () 4() 5 ve daha fazla()

Hangi Fakültede öğrencisiniz? Mühendislik Fakültesi() Sosyal Bilimler Fakültesi() İktisadi İdari Bilimler Fakültesi() Fen-Edebiyat Fakültesi() Hukuk Fakültesi() Güzel Sanatlar Fakültesi() Sağlık Bilimleri() Diğer()
Kronik Hastalığınız var mı? Var () Yok()
Düzenli kullandığınız ilacınız var mı? Var () Yok()
Aylık Ortalama Geliriniz 1000 TL ve altı () 1001 TL-1500 TL () 1501 TL - 2000 TL () 2001 TL - 2500 TL () 2501 TL - 3000 TL () 3001 TL - 3500 TL () 3501 TL - 4000 TL () 4001 TL - 4500 TL () 4501 TL - 5000 TL () 5000 TL üstü ()
Sanatsal aktivite ile ilgileniyor musunuz? a) Tiyatro() b) Resim() c) Müzik() d) Dans () e) Diğer () f) Yok()
Ne sıklıkla spor yapıyorsunuz? a)Haftada 1 gün() b) Haftada 2 gün() c) Haftada 3 gün fazlası() d)Düzenli spor yapmıyorum()

APPENDIX C

Oxford Happiness Questionnaire in English

Instructions: Below are a number of statements about happiness. Would you please indicate how much you agree or disagree with each by entering a number alongside it according to the following code:

1=strongly disagree; 2=moderately disagree; 3=slightly disagree;
4=agree; 5=moderately agree; 6=strongly agree.

You will need to read the statements carefully because some are phrased positively and others negatively. Don't take too long over individual questions; there are no 'right' or 'wrong' answers and no trick questions. The first answer that comes into your head is probably the right one for you. If you find some of the questions difficult, please give the answer that is true for you in general or for most of the time.

	Strongly disagree	Moderately disagree	Slightly disagree	Agree	Moderately agree	Slightly agree
1. I don't feel particularly pleased with the way I am	1	2	3	4	5	6
2. I am intensely interested in other	1	2	3	4	5	6
3. I feel that life is very rewarding	1	2	3	4	5	6
4. I have very warm feelings towards almost everyone	1	2	3	4	5	6
5. I rarely wake up feeling rested	1	2	3	4	5	6
6. I am not particularly optimistic about the future	1	2	3	4	5	6
7. find most things amusing	1	2	3	4	5	6
8. I am always committed and involved	1	2	3	4	5	6
9. Life is good	1	2	3	4	5	6
10. I do not think that the world is a good place	1	2	3	4	5	6
11. I laugh a lot	1	2	3	4	5	6
12. I am well satisfied about everything in	1	2	3	4	5	6

my life						
13. don't think I look attractive	1	2	3	4	5	6
14. There is a gap between what I would like to do and what I have done	1	2	3	4	5	6
15. I am very happy	1	2	3	4	5	6
16. I find beauty in some things	1	2	3	4	5	6
17. I always have a cheerful effect on others	1	2	3	4	5	6
18. I can fit in everything I want to	1	2	3	4	5	6
19. I feel that I am not especially in control of my life	1	2	3	4	5	6
20. I feel able to take anything on	1	2	3	4	5	6
21. I feel fully mentally alert	1	2	3	4	5	6
22. I often experience joy and elation	1	2	3	4	5	6
23. I do not find it easy to make decisions	1	2	3	4	5	6
24. I do not have a particular sense of meaning and purpose in my life	1	2	3	4	5	6
25. I feel I have a great deal of energy	1	2	3	4	5	6
26. I usually have a good influence on events	1	2	3	4	5	6
27. I do not have fun with other people	1	2	3	4	5	6
28. I don't feel particularly healthy	1	2	3	4	5	6
29. I do not have particularly happy memories of the past	1	2	3	4	5	6

Oxford Happiness Questionnaire in Turkish

Açıklama: Aşağıda kendiniz ve yaşamınız hakkında hissettiklerinizle ilgili bir dizi ifade yer almaktadır. Lütfen doğru veya yanlış cevap olmadığını unutmayınız. Her bir cümleye katılma ya da katılmama durumunuzu en iyi şekilde gösteren numarayı işaretleyiniz .

1-Hiç Katılmıyorum, 2-Çoğunlukla katılmıyorum , 3-Biraz katılıyorum , 4-Katılıyorum , 5-Çoğunlukla katılıyorum, 6-Tamamen katılıyorum

	Hiç katılmıyorum	Çoğunlukla katılmıyorum	Biraz katılıyorum	Katılıyorum	Çoğunlukla katılıyorum	Tamamen katılıyorum
1. Kendimden hoşnut değilim.	1	2	3	4	5	6
2. Diğer insanlara karşı oldukça ilgiliyim.	1	2	3	4	5	6
3. Hayatın oldukça ödüllendirici olduğunu düşünüyorum.	1	2	3	4	5	6
4. Neredeyse herkese karşı oldukça sıcak duygular besliyorum.	1	2	3	4	5	6
5. Sabahları dinlenmiş olarak uyanırım.	1	2	3	4	5	6
6. Geleceğim hakkında pek iyimser değilim.	1	2	3	4	5	6
7. Pek çok şeyi eğlenceli buluyorum.	1	2	3	4	5	6
8. Yaptığım şeylere karşı ilgili ve kendini adayan birisiyim.	1	2	3	4	5	6
9. Hayat güzeldir.	1	2	3	4	5	6
10. Dünyanın iyi bir yer olduğunu düşünmüyorum.	1	2	3	4	5	6
11. Çok gülen birisiyim.	1	2	3	4	5	6
12. Hayatımdaki her şeyden oldukça memnunum.	1	2	3	4	5	6
13. Çekici birisi olduğumu düşünmüyorum.	1	2	3	4	5	6
14. Yaptıklarım ile yapmak istediklerim arasında büyük fark var.	1	2	3	4	5	6
15. Çok mutluyum.	1	2	3	4	5	6
16. Çevremdeki güzellikleri fark ederim.	1	2	3	4	5	6
17. Diğer insanlar üzerinde daima neşeli bir etki bırakırım.	1	2	3	4	5	6
18. Yapmak istediğim her şeye zaman bulabilirim.	1	2	3	4	5	6
19. Yaşamımın kontrolü elimde değilmiş gibi hissediyorum.	1	2	3	4	5	6
20. Kendimi herhangi bir konuda sorumluluk alabilecek güçte hissediyorum.	1	2	3	4	5	6
21. Zihinsel olarak kendimi tamamen zinde (dinç) hissediyorum.	1	2	3	4	5	6
22. Genellikle neşeli ve sevinçliyim.	1	2	3	4	5	6
23. Herhangi bir konuda karar vermekte	1	2	3	4	5	6

zorlanırım.						
24. Yaşamımın belli bir amacı ve anlamı yok.	1	2	3	4	5	6
25. Kendimi oldukça enerjik hissediyorum.	1	2	3	4	5	6
26. Genellikle olaylar üzerinde olumlu etkim vardır.	1	2	3	4	5	6
27. Diğer insanlarla birlikte olmaktan keyif almıyorum.	1	2	3	4	5	6
28. Kendimi çok sağlıklı hissetmiyorum.	1	2	3	4	5	6
29. Geçmişimle ilgili pek mutlu anılara sahip değilim.	1	2	3	4	5	6

APPENDIX D

Positive and Negative Affect Scale in English

PANAS Questionnaire

This scale consists of a number of words that describe different feelings and emotions. Read each item and then list the number from the scale below next to each word. **Indicate to what extent you feel this way right now, that is, at the present moment *OR* indicate the extent you have felt this way over the past week (circle the instructions you followed when taking this measure)**

1. Very Slightly or Not at All, 2. A Little, 3. Moderately, 4. Quite a Bit, 5. Extremely

	Very Slightly or Not at All	A Little	Moderately	Quite a Bit	Extremely
30. Interested	1	2	3	4	5
31. Distressed	1	2	3	4	5
32. Excited	1	2	3	4	5
33. Upset	1	2	3	4	5
34. Strong	1	2	3	4	5
35. Guilty	1	2	3	4	5
36. Scared	1	2	3	4	5
37. Hostile	1	2	3	4	5
38. Enthusiastic	1	2	3	4	5
39. Proud	1	2	3	4	5
40. Irritable	1	2	3	4	5
41. Alert	1	2	3	4	5
42. Ashamed	1	2	3	4	5
43. Inspired	1	2	3	4	5
44. Nervous	1	2	3	4	5
45. Determined	1	2	3	4	5
46. Attentive	1	2	3	4	5
47. Jittery	1	2	3	4	5
48. Active	1	2	3	4	5

49. Afraid	1	2	3	4	5
------------	---	---	---	---	---

Positive and Negative Affect Scale in Turkish

Açıklama: Bu ölçek farklı duyguları tanımlayan bir takım sözcükler içermektedir. Son iki hafta nasıl hissettiğinizi düşünüp her maddeyi okuyun. Uygun cevabı her maddenin yanında ayrılan yere işaretleyin. Cevaplarınızı verirken aşağıdaki puanları kullanın.

1. Çok az veya hiç, 2. Biraz, 3. Ortalama, 4. Oldukça, 5. Çok fazla

	Çok az veya hiç,	Biraz	Ortalama	Oldukça	Çok Falza
1. İlgili	1	2	3	4	5
2. Sıkıntılı	1	2	3	4	5
3. Heyecanlı	1	2	3	4	5
4. Mutsuz	1	2	3	4	5
5. Güçlü	1	2	3	4	5
6. Suçlu	1	2	3	4	5
7. Ürkmüş	1	2	3	4	5
8. Düşmanca	1	2	3	4	5
9. Hevesli	1	2	3	4	5
10. Gururlu	1	2	3	4	5
11. Asabi	1	2	3	4	5
12. Uyanık (dikkati açık)	1	2	3	4	5
13. Utanmış	1	2	3	4	5
14. İlhamlı (yaratıcı düşüncelerle dolu)	1	2	3	4	5
15. Sinirli	1	2	3	4	5
16. Kararlı	1	2	3	4	5
17. Dikkatli	1	2	3	4	5
18. Tedirgin	1	2	3	4	5
19. Aktif	1	2	3	4	5
20. Korkmuş	1	2	3	4	5

APPENDIX E

Ryff's Scales of Psychological Well-being Scale in English

Please indicate your degree of agreement (using a score ranging from 1-6) to the following sentences.

1- Strongly disagree, 2- Moderately disagree, 3- Slightly disagree, 4- Agree, 5- Mostly agree, 6- Strongly Agree

	Strongly disagree	Moderately Disagree	Slightly disagree	Agree	Mostly agree	Strongly Agree
1. I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.	1	2	3	4	5	6
2. In general, I feel I am in charge of the situation in which I live.	1	2	3	4	5	6
3. I am not interested in activities that will expand my horizons.	1	2	3	4	5	6
4. Most people see me as loving and affectionate.	1	2	3	4	5	6
5. I live life one day at a time and don't really think about the future.	1	2	3	4	5	6
6. When I look at the story of my life, I am pleased with how things have turned out.	1	2	3	4	5	6
7. My decisions are not usually influenced by what everyone else is doing.	1	2	3	4	5	6
8. The demands of everyday life often get me down.	1	2	3	4	5	6
9. I think it is important to have new experiences that challenge how you think about yourself and the world.	1	2	3	4	5	6
10. Maintaining close relationships has been difficult and frustrating for me.	1	2	3	4	5	6
11. I have a sense of direction and purpose in	1	2	3	4	5	6

life.						
12. In general, I feel confident and positive about myself.	1	2	3	4	5	6
13. I tend to worry about what other people think of me.	1	2	3	4	5	6
14. I do not fit very well with the people and the community around me.	1	2	3	4	5	6
15. When I think about it, I haven't really improved much as a person over the years.	1	2	3	4	5	6
16. I often feel lonely because I have few close friends with whom to share my concerns.	1	2	3	4	5	6
17. My daily activities often seem trivial and unimportant to me.	1	2	3	4	5	6
18. I feel like many of the people I know have gotten more out of life than I have.	1	2	3	4	5	6
19. I tend to be influenced by people with strong opinions.	1	2	3	4	5	6
20. I am quite good at managing the many responsibilities of my daily life.	1	2	3	4	5	6
21. I have the sense that I have developed a lot as a person over time.	1	2	3	4	5	6
22. I enjoy personal and mutual conversations with family members or friends.	1	2	3	4	5	6
23. I don't have a good sense of what it is I'm trying to accomplish in life.	1	2	3	4	5	6
24. I like most aspects of my personality.	1	2	3	4	5	6
25. I have confidence in my opinions, even if they are contrary to the general consensus.	1	2	3	4	5	6
26. I often feel overwhelmed by my responsibilities	1	2	3	4	5	6
27. I do not enjoy being in new situations that require me to change my old familiar ways of doing things.	1	2	3	4	5	6
28. People would describe me as a giving person, willing to share my time with others.	1	2	3	4	5	6
29. I enjoy making plans for the future and working to make them a reality.	1	2	3	4	5	6
30. In many ways, I feel disappointed about my achievements in life.	1	2	3	4	5	6
31. It's difficult for me to voice my own	1	2	3	4	5	6

opinions on controversial matters.						
32. I have difficulty arranging my life in a way that is satisfying to me.	1	2	3	4	5	6
33. For me, life has been a continuous process of learning, changing, and growth.	1	2	3	4	5	6
34. I have not experienced many warm and trusting relationships with others.	1	2	3	4	5	6
35. Some people wander aimlessly through life, but I am not one of them	1	2	3	4	5	6
36. My attitude about myself is probably not as positive as most people feel about themselves.	1	2	3	4	5	6
37. I judge myself by what I think is important, not by the values of what others think is important.	1	2	3	4	5	6
38. I have been able to build a home and a lifestyle for myself that is much to my liking.	1	2	3	4	5	6
39. I gave up trying to make big improvements or changes in my life a long time ago.	1	2	3	4	5	6
40. I know that I can trust my friends, and they know they can trust me.	1	2	3	4	5	6
41. I sometimes feel as if I've done all there is to do in life.	1	2	3	4	5	6
42. When I compare myself to friends and acquaintances, it makes me feel good about who I am.	1	2	3	4	5	6

Ryff's Scales of Psychological Well-being Scale in Turkish

Açıklama: Aşağıda kendiniz ve yaşamınız hakkında hissettiklerinizle ilgili bir dizi ifade yer almaktadır. Lütfen doğru veya yanlış cevap olmadığını unutmayınız. Her bir cümleye katılma ya da katılmama durumunuzu en iyi şekilde gösteren numarayı işaretleyiniz.

1- Hiç Katılmıyorum, 2- Çoğunlukla katılmıyorum, 3- Biraz katılıyorum, 4- Katılıyorum, 5- Çoğunlukla katılıyorum, 6- Tamamen katılıyorum

	Hiç katılmıyorum	Çoğunlukla katılmıyorum	Biraz katılıyorum	Katılıyorum	Çoğunlukla katılıyorum	Tamamen katılıyorum
1. Çoğu insanın görüşlerine ters düşse bile düşüncelerimi dile getirmekten korkmam.	1	2	3	4	5	6
2. Genellikle yaşamımdaki olaylardan sorumlu olduğumu hissederim.	1	2	3	4	5	6
3. Ufkumu genişletecek aktivitelerle ilgilenmem.	1	2	3	4	5	6
4. Çoğu insan, beni sevecen ve şefkatli biri olarak görür.	1	2	3	4	5	6
5. İçinde bulunduğum günü yaşarım ve geleceğe yönelik hiçbir şey düşünmem.	1	2	3	4	5	6
6. Yaşamımı gözden geçirdiğimde, yaşamımdaki olayların sonuçlarından memnuniyet duyarım.	1	2	3	4	5	6
7. Verdiğim kararlar çoğunlukla diğer insanların davranışlarından etkilenmez.	1	2	3	4	5	6
8. Günlük yaşam gereksinimleri sıklıkla enerjimi tüketir.	1	2	3	4	5	6
9. Kendime ve dünyaya yönelik bakış açımı değiştirecek yeni deneyimleri önemserim.	1	2	3	4	5	6
10. Yakın ilişkilerimi sürdürmek benim için zordur.	1	2	3	4	5	6
11. Yaşamımın bir yönü ve amacı olduğunu düşünüyorum.	1	2	3	4	5	6

12. Genellikle kendimi güvenli ve iyi hissedirim.	1	2	3	4	5	6
13. Diğer insanların benim hakkımdaki düşünceleri beni kaygılandırır.	1	2	3	4	5	6
14.Çevremdeki insanlara ve topluma pek uyum sağlayamam.	1	2	3	4	5	6
15. Bir birey olarak yıllardır kendimi gerçekten çok fazla geliştirmediyimi düşünüyorum.	1	2	3	4	5	6
16. Problemlerimi paylaşabileceğim yakın arkadaşım az olduğu için kendimi çoğunlukla yalnız hissedirim.	1	2	3	4	5	6
17. Günlük aktivitelerim çoğunlukla bana saçma ve önemsiz gelir.	1	2	3	4	5	6
18. Tanıdığım insanlardan çoğunun yaşamlarında benim elde ettiklerimden daha fazla şey elde ettiklerini düşünürüm.	1	2	3	4	5	6
19. Güçlü fikirleri olan insanlardan etkilenme eğilimim var.	1	2	3	4	5	6
20. Günlük yaşamımdaki çoğu sorumluluğumu yerine getirmede gayet iyiyim.	1	2	3	4	5	6
21.Bir birey olarak zamanla kendimi çok geliştirdiyimi düşünüyorum	1	2	3	4	5	6
22. Ailem ve arkadaşarımla sohbet etmekten hoşlanırım.	1	2	3	4	5	6
23. Yaşamdan ne elde etmeye çalıştığıma yönelik sağlıklı bir hisse sahip değilim.	1	2	3	4	5	6

24. Kişiliğimin birçok yönünü beğenirim.	1	2	3	4	5	6
25. Genel kaniya ters düşse bile görüşlerime güvenirim.	1	2	3	4	5	6
26. Çoğunlukla sorumluluklarımın altında ezildiğimi hissediyorum.	1	2	3	4	5	6
27. Eski alışkanlıklarımı değiştirmemi gerektiren yeni ortamlarda bulunmaktan hoşlanmıyorum.	1	2	3	4	5	6
28. İnsanlar beni özverili ve zamanını diğerleriyle paylaşmaya istekli birisi olarak tanımlarlar.	1	2	3	4	5	6
29. Geleceğe yönelik planlar yapmaktan ve onları gerçekleştirmek için çalışmaktan zevk alırım.	1	2	3	4	5	6
30. Birçok yönden yaşamdan elde ettiklerime ilişkin hayal kırıklığı yaşadığımı hissediyorum.	1	2	3	4	5	6
31. Tartışmalı konularla ilgili görüşlerimi söylemek benim için zordur.	1	2	3	4	5	6
32. Yaşamımı doyum sağlayacak şekilde düzenlemede zorluk yaşarım	1	2	3	4	5	6
32. Benim için yaşam sürekli bir öğrenme, değişim ve gelişim sürecidir.	1	2	3	4	5	6
34. Diğer insanlarla çok sayıda samimi ve güvenilir ilişkiler yaşamadım.	1	2	3	4	5	6
35. Bazı insanlar yaşamını amaçsızca geçirir ancak ben onlardan biri değilim.	1	2	3	4	5	6
36. Kendime yönelik tutumlarım,	1	2	3	4	5	6

muhtemelen diğ er insanların kendilerine yönelik tutumları kadar olumlu de ğ ildir.						
37. Kendimi de ğ erlendirirken baş kalarının önem sed i ğ i de ğ erleri de ğ il kendi d ü ş üncelerimi d ikkate alırım.	1	2	3	4	5	6
38. Zevklerime uygun bir ev ve ya ş am tarzı kurabildim.	1	2	3	4	5	6
39. Ya ş amımda büyük geliş imler veya de ğ iş iklikler yapmayı denemekten uzun zaman önce vazgeç tim.	1	2	3	4	5	6
40. Arkadaş larıma güvenebilece ğ imi bilirim, onlar da bana güvenebileceklerini bilirler.	1	2	3	4	5	6
41. Bazen kendimi yapılması gereken her ş eyi yapmış gibi hissederim.	1	2	3	4	5	6
42. Kendimi arkadaş larım ve tanıdıklarımla karşı laşt ır dı ğ ımda kim olduğ uma ilişkin kendimi iyi hissederim.	1	2	3	4	5	6

APPENDIX F

The Satisfaction with Life Scale in English

Instructions: Below are five statements that you may agree or disagree with. Using the 1 - 7 scale below, indicate your agreement with each item by placing the appropriate number on the line preceding that item. Please be open and honest in your responding.

1- Strongly disagree, 2- Disagree, 3- Slightly disagree, 4- Neither agree nor disagree, 5- Slightly agree, 6- Agree, 7- Strongly Agree

	Strongly disagree	Disagree	Slightly disagree	Neither agree nor disagree	Slightly agree	Agree	Strongly Agree
1. In most ways my life is close to my ideal.	1	2	3	4	5	6	7
2. The conditions of my life are excellent.	1	2	3	4	5	6	7
3. I am satisfied with my life.	1	2	3	4	5	6	7
4. So far I have gotten the important things I want in life.	1	2	3	4	5	6	7
5. If I could live my life over, I would change almost nothing.	1	2	3	4	5	6	7

The Satisfaction with Life Scale in Turkish

Açıklama: Aşağıda 5 ifade yer almaktadır. Lütfen doğru veya yanlış cevap olmadığını unutmayınız. Her bir cümleye katılma ya da katılmama durumunuzu en iyi şekilde gösteren numarayı işaretleyiniz

1- Hiç Katılmıyorum, 2- Katılmıyorum, 3- Biraz katılmıyorum, 4- Ne katılıyorum ne katılmıyorum, 5- Biraz Katılıyorum, 6- Katılıyorum, 7- Tamamen katılıyorum

	Hiç katılmıyorum	Katılmıyorum	Biraz katılmıyorum	Ne katılıyorum ne katılmıyorum	Biraz Katılıyorum	Katılıyorum	Tamamen katılıyorum
1. Birçok bakımdan hayatım idealime yakın.	1	2	3	4	5	6	7
2. Yasam koşullarım mükemmel.	1	2	3	4	5	6	7
3. Hayatımdan memnunum.	1	2	3	4	5	6	7
4. Şimdiye kadar hayatımda istediğim önemli şeyleri elde ettim.	1	2	3	4	5	6	7
5. Eğer hayatımı yeniden yarasaydım, hemen hiçbir şeyi degistirmezdım.	1	2	3	4	5	6	7

APPENDIX G

Subjective Happiness Scale in English

Instructions to participants: For each of the following statements and/or questions, please circle the point of the scale that you feel is most appropriate in describing you.

1. general, I consider myself:	1 not a very happy person	2	3	4	5	6	7 a very happy person
2. Compared to most of my peers, I consider myself:	1 less happy	2	3	4	5	6	7 more happy
3. Some people are generally very happy. The enjoy life regardless of what is going on, getting the most out of everything. To what extent does this characterization describe you?	1 not at all	2	3	4	5	6	7 a great deal
4. Some people are generally not very happy. Although they are not depressed, they never seem as happy as they might be. To what extent does characterization describe you?	1 not at all	2	3	4	5	6	7 a great deal

Subjective Happiness Scale in Turkish

Lütfen aşağıdaki ifadeleri okuyarak size uygun olanı işaretleyiniz.

1. Genelde kendimi şu şekilde değerlendiririm.	1 çok mutlu değilim	2	3	4	5	6	7 çok mutluyum
2. Emsallerimle (akran) karşılaştırdığımda çoğuna göre kendimi şöyle değerlendiririm:	1 daha az mutlu	2	3	4	5	6	7 daha çok mutlu
3. “Bazı insanlar genellikle çok mutludurlar, ne olup bittiğine aldırmaksızın her şeyden keyif alırlar.” Böyle bir ifade sizi ne ölçüde tanımlamaktadır?	1 hiç uygun değil	2	3	4	5	6	7 tamamen uygun
4. “Bazı insanlar genellikle çok mutlu değildirler ve olmaları gerektiği kadar mutlu görünmezler.” Böyle bir ifade sizi ne ölçüde tanımlamaktadır?	1 hiç uygun değil	2	3	4	5	6	7 tamamen uygun

APPENDIX H

ETİK KURUL DEĞERLENDİRME SONUCU/RESULT OF EVALUATION BY THE ETHICS COMMITTEE

(Bu bölüm İstanbul Bilgi Üniversitesi İnsan Araştırmaları Etik Kurul tarafından
doldurulacaktır /This section to be completed by the Committee on Ethics in research
on Humans)


Başvuru Sahibi / Applicant: Duygu Bilgin

Proje Başlığı / Project Title: Understanding the Link Between Happiness and
Creativity with the Dimensions of Psychological and Subjective Well-Being

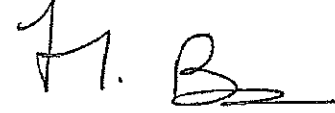
Proje No. / Project Number: 2017-20024-04

1.	Herhangi bir değişikliğe gerek yoktur / There is no need for revision	XX
2.	Ret/ Application Rejected Reddin gerekçesi / Reason for Rejection	

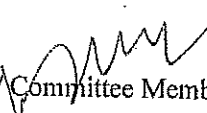
Değerlendirme Tarihi / Date of Evaluation: 9 Şubat 2017


Kurul Başkanı / Committee Chair

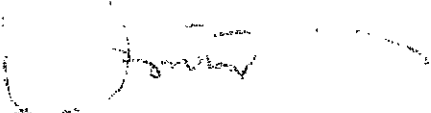
Doç. Dr. İtir Erhart


Üye / Committee Member


Prof. Dr. Hale Bolak


Üye / Committee Member

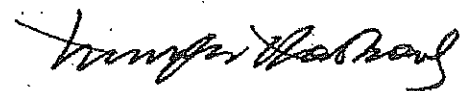
Doç. Dr. Koray Akay


Üye / Committee Member


Doç. Dr. Ayhan Özgür Toy


Üye / Committee Member

Prof. Dr. Aslı Tunç


Üye / Committee Member

Prof. Dr. Turgut Tarhanlı


Üye / Committee Member

Prof. Dr. Ali Demirci