



Happiness, religion, and creativity: The trend of subjective and psychological well-being

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Abstract

The pursuit of happiness, which includes both social and economic dimensions affecting an individual's life, ought to be the paramount objective of government. Moreover, the well-being of students represents a significant challenge that must be prioritized in the pursuit of happiness through holistic methods. This stands in stark contrast to a notable limitation of traditional utility theory, which fails to adequately consider the enjoyment individuals derive from goods, services, activities, or amenities. This research is characterized as descriptive qualitative; the methodology implemented involved a literature review; the instrument utilized consisted of a compilation of keywords; the articles were gathered through online applications and generators; and the data analysis was facilitated by analytical applications and subsequently validated through confirmation. The findings revealed that happiness is characterized as a condition of well-being and contentment, whereas creativity is both innovative and requires applicability to various activities. The summary of this study shows that happiness, defined as well-being and satisfaction, is associated with higher levels of creativity, longer lifespan, and a tendency for religious individuals to be happier, and highlights the importance of subjective experience in psychological well-being and quality of life. This study contributes a clear definition, action, and integration of happiness, religion, creativity, subjectivity, and psychological well-being.

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Introduction

These decades have shaken confidence in the patterns of all the pathways for achieving happiness that it once assumed. As a result, the gross domestic product (GDP) has faced mounting scrutiny, as it has been highlighted that numerous elements contributing to human well-being elude adequate description. Nevertheless, the relationship between income and happiness remains positively correlated in both temporal data and cross-national analyses, regardless of the degree of prosperity (Khalil, 2022). Therefore, happiness, which encompasses the social and economic dimensions of a person's life, should be regarded as an ultimate goal of government policy (Agrawal et al., 2024). Likewise, it has been demonstrated that the teaching profession engenders negative emotions that impact the quality of the teaching-learning process. Furthermore, the well-being of students represents a paramount challenge that necessitates prioritization through holistic methodologies.

Happiness is defined as a state of subjective well-being characterized by positive emotions, life satisfaction, and an overall sense of contentment. It encompasses immediate feelings of joy, known as hedonic happiness, as well as the pursuit of meaningful experiences and a sense of purpose in life, which is referred to as eudaimonic happiness. This multifaceted construct indicates that happiness is not merely a transient emotion but a more stable condition influenced by various factors such as relationships, personal achievements, and life circumstances (Milovanska-Farrington & Farrington, 2022).

Furthermore, mental well-being is defined by flourishing and thriving, a sense of community and belonging, personalization to meet individual needs, alignment with core values, and a collaborative approach. While discussions on happiness and well-being have traditionally belonged to philosophy and psychology, an increasing number of economists are now exploring these topics (Jaswal et al., 2024). Positive psychology, in particular, rigorously investigates the elements that contribute to optimal human functioning.

The dialogue around "happiness," or more broadly, subjective well-being, acts as an overarching concept that captures the distinctions between evaluative and hedonic perspectives. Subjective well-being is often developed within the context of hedonism, incorporating aspects like self-fulfillment and autonomy. In the educational landscape, the emotional state and well-being of teachers have a direct impact on student performances and overall

happiness. Failing to adopt effective strategies can lead to increased anxiety and depression (Ryff, 2023). It is recognized that contemporary generations place a high value on life satisfaction, effective stress management, sustainability, and social awareness.

Engaging with current events surrounding happiness and well-being has become increasingly relevant, particularly due to the recent global challenges posed by the COVID-19 pandemic. The pandemic has had a profound impact on psychological well-being, resulting in heightened levels of anxiety, depression, and social isolation. With restrictions on social interactions and disruptions to daily routines, many individuals experienced a significant drop in happiness and life satisfaction (Das et al., 2020). Moreover, the pandemic underscored the vital importance of community and social support in enhancing well-being. Those who maintained connections, whether virtually or in person, were often better equipped to navigate the stresses of isolation. This underscores the necessity of fostering resilience and seeking creative ways to maintain happiness during challenging times. Participating in arts, discovering new hobbies, or engaging in community service can function as essential coping mechanisms (Abdullahi, 2020).

In this context, religion has also gained prominence, as many turned to spiritual practices for comfort and guidance during uncertain moments. Religious communities offered support and belonging, positively impacting their members' overall well-being. These trends highlight the interconnections between happiness, creativity, and community, especially during crises, pointing to the need for policies that bolster mental health by promoting social engagement, creativity, and spiritual practices in both personal and communal contexts (Formoso-Suárez et al., 2022). Addressing these contemporary issues adds depth to the conversation surrounding happiness and well-being, demonstrating that they are fluid concepts shaped by external factors and shared human experiences.

Current phenomena show that the World Happiness Report (WHR) identifies gross domestic product (GDP) as a significant factor influencing life evaluations. Countries with high GDP per capita tend to rank among the happiest, while those with low GDP per capita often exhibit lower levels of happiness. Nonetheless, the correlation is not ideal. In 2011, the United Nations (UN) published a report on global happiness, focusing on Bhutan's Gross National Happiness (GNH).

This framework was subsequently organized into the annual World Happiness Reports (WHR), which address key questions to measure, rank, and emphasize

happiness globally. In 2014, UNESCO Asia-Pacific offices initiated the 'Happy Schools' project, aimed at promoting happiness and well-being (Handa et al., 2023). They reported that Finland has been recognized as the happiest country in the world for five consecutive years.

The above phenomena give rise to several problems, including a lack of precise data regarding the application of positive psychology, and modeling is essentially a non-special education (Rivera et al., 2023). In addition, a significant limitation of traditional utility theory is its inability to consider individuals' enjoyment of goods, services, activities, or amenities. Again, there exists a distinction between the terms "happiness" and "subjective well-being."

Research on the relationship between happiness, education, and income levels is also notably scarce. Moreover, there are significant concerns regarding the measurement of indicators, the conceptualization of happiness, and the specific forms of happiness and well-being that are emphasized (Khalil, 2022). Creativity refers to the ability to generate novel and useful ideas, solutions, or expressions. It involves the process of thinking outside traditional boundaries and utilizing imagination to develop innovative concepts or approaches. This form of creative thinking manifests in various ways, including artistic endeavors, problem-solving in everyday situations, and the development of new products or ideas in professional contexts. Creativity is often celebrated for its importance in personal expression and is intrinsically linked to enhanced emotional well-being. By facilitating innovative thought, creativity empowers individuals to navigate challenges effectively and explore a myriad of possibilities (Dwivedi et al., 2020).

Religion is defined as a structured system of beliefs, practices, and values centered around the worship of a higher power or deity. This framework provides individuals with moral and ethical guidelines, fostering a sense of community and belonging among its adherents. Through rituals, traditions, and teachings, religion aids individuals in navigating life's uncertainties, offering comfort and a sense of purpose during challenging times. Research has demonstrated that engagement in religious practices can enhance happiness, provide increased social support, and contribute to a more fulfilled life, thus underscoring the profound influence of religion on personal well-being. By establishing clear definitions of creativity and religion, readers are better equipped to grasp the intricate interrelationships among happiness, creativity, and religion. Understanding these terms is essential for appreciating their implications for subjective and psychological well-being, thus enriching the

discourse on how these constructs influence individual experiences and societal dynamics. The concepts of happiness, creativity, and religion are interrelated in complex and significant ways, influencing individuals' overall well-being and life satisfaction. Understanding these relationships can illuminate the pathways through which each element impacts the others. Happiness and Creativity: Happiness often serves as both a catalyst and a product of creativity. Individuals who experience higher levels of happiness tend to exhibit greater creativity. This is because happiness fosters an open mindset, allowing individuals to explore new ideas and think divergently. Conversely, engaging in creative activities can enhance happiness by providing a sense of accomplishment, self-expression, and flow—a state where individuals lose themselves in their creative processes. As such, creativity can act as a channel through which individuals manifest their happiness, leading to increased life satisfaction and emotional well-being. Creativity and Religion: Religion can provide a fertile environment for creativity to flourish. Many religious traditions often encourage artistic expression as a form of worship or a way to connect spiritually. Creative acts—such as music, art, or writing—aligned with religious beliefs may create meaningful experiences that resonate deeply with individuals, leading them to feel a sense of purpose and fulfillment. Additionally, certain spiritual practices such as meditation or contemplation can enhance creative thinking by promoting mental clarity and focus. Therefore, creativity can be seen as both a personal expression of spirituality and a means of engaging with the divine in a culturally relevant way. Happiness and Religion: Research consistently shows that individuals who participate in religious practices and maintain spiritual beliefs report higher levels of happiness compared to those who do not. This may be attributed to several factors, including the moral framework, community support, and social connections that religion provides. Religious involvement often fosters a sense of belonging and purpose, contributing to emotional well-being. Religious practices such as prayer and meditation can significantly enhance mental health by reducing stress and promoting positive emotional states. Thus, religion emerges as a vital contributor to achieving happiness and a general sense of well-being (Ryff, 2023). The interplay between happiness, creativity, and religion creates a dynamic interaction among these concepts. For instance, an individual's sense of religious fulfillment can lead to increased happiness, which in turn can facilitate greater creativity. Conversely, engagement in creative activities can enhance one's spiritual experience,

ultimately resulting in improved mental health and overall happiness. This blend of elements suggests that cultivating a balanced relationship among happiness, creativity, and religion can enrich an individual's quality of life, encouraging deeper engagement with both their inner selves and their communities.

In summary, happiness, creativity, and religion are intricately interwoven, with each influencing the others in profound ways. Recognizing and nurturing the connections among these concepts allows individuals and communities to promote overall well-being and a richer, more fulfilling life experience. However, within the educational context, teachers often face various stressors, including fatigue, classroom anxiety, and ongoing pressure from society and parents. The assumptions and alternative solutions proposed by this study favor the term "well-being," which does not encompass empirical studies involving variables associated with non-substantive satisfaction. This research emphasizes the importance of defining well-being distinctly apart from mental health (Ruggeri et al., 2020).

Recent research indicates that the trend and relevance of happiness, learning, and creativity suggest individuals with higher levels of spirituality tend to experience greater happiness. Religious individuals generally report higher levels of happiness, characterized by a small yet stable and statistically significant effect. In a world marked by uncertainty and rapid change, the quest for happiness and well-being has never been more critical. Recent global challenges, such as the COVID-19 pandemic, have exposed the fragility of mental health and the profound impact of social connections on individual happiness. This study aims to illuminate the intricate relationships between creativity, happiness, and the role of religion in fostering psychological well-being, an area that remains under-explored in existing literature (Jaswal et al., 2024).

Despite a growing awareness of the interconnectedness of these elements, there is a significant gap in research regarding how creativity and religious practices contribute to happiness and subjective well-being across various contexts, particularly in educational environments. Many existing studies have focused narrowly on individual factors impacting happiness, overlooking the synergistic effects of community support, creative expression, and spiritual involvement. This oversight underscores the need for a comprehensive analysis that integrates these dimensions into a cohesive understanding of well-being (Fan & Cai, 2020).

The significance of this study is twofold. First, it aims to contribute to academic discourse by providing a

comprehensive framework that captures the multifaceted nature of happiness, creativity, and religion. This effort seeks to inform educators, policymakers, and mental health practitioners about the critical interplay among these factors in fostering resilience and overall well-being, especially among students. Second, the findings are intended to guide the development of targeted interventions and policies that not only enhance individual happiness but also promote a more supportive and creative educational atmosphere. As contemporary society grapples with ongoing global challenges, understanding and addressing the dynamics of happiness and well-being has become imperative for cultivating healthier and more fulfilling lives.

In contrast, current happiness index values indicate a below-average level of satisfaction. Significant deficiencies persist in the domain of 'Quality of Life,' highlighting the need for substantial improvements (Alexander et al., 2020). Research has also demonstrated that maintaining an active lifestyle can mitigate the effects of anxiety, depression, and stress on overall well-being. Meanwhile, the challenges of integrating a new educational paradigm with established practices, cultural norms, and human development remain a crucial topic for discussion. Furthermore, such posits a clear correlation between the quality of a country's educational system and its overall well-being. The provision of quality education in developing nations is a crucial factor in enhancing a country's overall well-being and happiness (Aldridge & McLure, 2023). The trend of publications related to this topic is illustrated in [Figure 1](#).

This paper presents novel insights into the relationship between creativity and happiness, adopting a comprehensive perspective on progress that equally values non-economic factors while emphasizing the determinants of happiness. It also highlights the significant 'real world impact' of education within this deeply cultural context. The current shift towards prioritizing happiness is acknowledged, and the concept of happiness is further explored. Additionally, the paper aims to reconcile global educational frameworks with local cultural characteristics and a broader understanding of the Happiness Studies Movement (Diržytė et al., 2021).

The introduction of this research explains the importance of happiness as a primary goal in an individual's life, which includes both social and economic dimensions. Previous research shows that happiness is closely related to creativity and psychological well-being. Therefore, this study aims to explore the relationship between happiness, creativity and religion, and the

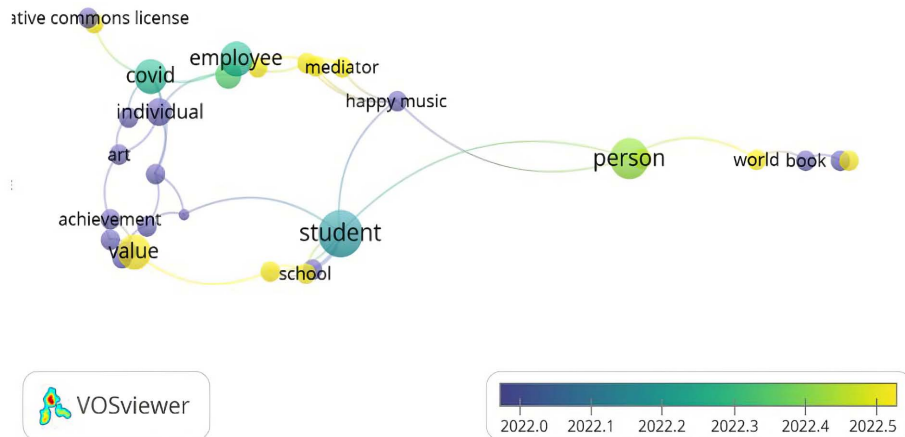


Figure 1 Trend publication

influence of subjective experience on well-being. By understanding these linkages, it is hoped that policies can be more effective in improving people's quality of life, especially among university students as a group that faces significant challenges in achieving well-being (Rivera et al., 2023).

This study is guided by the following research question, reflecting the significance and novelty of this research avenue: How are creativity and happiness being understood? How does creativity contribute to happiness? Does religion influence an individual's happiness? Moreover, how is the integration between subjective and psychological well-being? Then, the objectives of this study are to define creativity and happiness, explore the contribution of creativity to happiness, draw the roles of religion to happiness, and analyze the integration between subjectivity and psychological well-being.

Literature Reviews

This literature review explores the interrelated concepts of happiness, religion, and creativity, highlighting their roles in subjective and psychological well-being.

Happiness

Happiness has emerged as a pivotal focus in psychological and social scientific research over recent decades. Broadly defined, happiness encompasses a state of subjective well-being, which includes positive

experiences, life satisfaction, and a minimal occurrence of negative experiences. Research indicates that happiness significantly influences individual quality of life, social interactions, and productivity (Singh et al., 2023; Somoğlu et al., 2025). Scholars often categorize happiness into two major perspectives: Hedonic happiness, which emphasizes pleasure-seeking and pain avoidance, and eudaimonic happiness, which pertains to the pursuit of meaning and purpose in life (Milovanska-Farrington & Farrington, 2022). This distinction is crucial, as it recognizes different pathways to achieving well-being and offers a comprehensive framework within which to understand the dynamics of happiness.

Happiness also serves as a primary goal in individuals' lives, influencing a wide range of decisions and behaviors. Individuals who cultivate happiness often experience improved health, stronger relationships, and greater life satisfaction, emphasizing the importance of this emotional state in shaping overall life trajectories.

Religion and Happiness

Religion is frequently positioned as a major contributor to happiness. Numerous studies suggest that individuals engaging in religious practices report higher levels of happiness compared to their non-religious counterparts. Religion provides a moral framework, a sense of community, and social support, all of which are critical for individual well-being (Kate et al., 2017). In many instances, religious practices such as prayer and meditation correlate with reduced stress and improved mental health, thereby enhancing overall happiness (Formoso-Suárez et al., 2022).

Moreover, religion can offer solutions to existential uncertainties and emotional tumult, leading to greater emotional regulation (Huynh et al., 2024). For many individuals, their faith serves as a source of strength during life’s stresses, fostering resilience and a deeper sense of belonging. This underscores the vital role that religion plays not only in supporting happiness but also in promoting a sense of purpose and meaning in life.

Creativity and Well-Being

Creativity plays an integral role in the pursuit of happiness and psychological well-being. Engaging in creative endeavors often correlates with a state of ‘flow,’ where individuals experience deep engagement in activities, leading to profound satisfaction and fulfillment ((Patel & Singh, 2024). Research consistently indicates a positive relationship between creativity and happiness, as creative individuals frequently exhibit heightened levels of happiness derived from self-expression and innovative problem-solving (Tan et al., 2021).

Furthermore, creativity functions as a powerful coping mechanism, enabling individuals to navigate emotional challenges and stressors effectively. Engaging in creative pursuits not only allows individuals to explore and express their emotions but also enhances their problem-solving skills and overall resilience, further contributing to well-being (Agrawal et al., 2024). The relationships among happiness, religion, and creativity are summarized in [Table 1](#).

The Relationship between Happiness, Religion, and Creativity

The interplay between happiness, religion, and creativity is complex and multifaceted. Prior research posits that religion can cultivate a supportive environment conducive to creativity, inspiring individuals to produce work that resonates with their spiritual values (Pöhls, 2021). Additionally, individuals who experience happiness tend to be more open to new experiences and exhibit enhanced creative thinking. Thus, the interaction among these elements is key to understanding their collective impact on individual well-being and societal health.

Literature suggests that happiness, religion, and creativity are intrinsically linked—each contributing uniquely to subjective and psychological well-being. Happiness, characterized by positive experiences and life satisfaction, is amplified by the social support and moral guidance provided by religion. Meanwhile, creativity not only enhances happiness but also thrives within supportive religious contexts (Singh et al., 2022). This interconnectedness indicates that fostering an environment of creativity and religious engagement could be beneficial for enhancing individual well-being.

Subjective and Psychological Well-Being

Subjective well-being encompasses how individuals evaluate their lives, integrating life satisfaction as well as the presence of positive and negative emotional experiences. In contrast, psychological well-being focuses on domains such as personal development, autonomy, and relationships. Understanding the interplay of happiness, creativity, and religion is vital in exploring how these dimensions contribute to both subjective and psychological well-being (Abdullahi et al., 2020).

Table 1 Relationships among happiness, religion, and creativity

Variable	Key Insights	Impact on Well-Being
Happiness	- Encompasses subjective well-being and life satisfaction. - Positive experiences correlate with improved health and productivity.	- Acts as a primary goal influencing life choices. - Enhances social interactions and overall life satisfaction.
Religion	- Provides moral framework and community support. - Associated with higher reported happiness levels among practitioners.	- Acts as a source of strength, fostering resilience and emotional regulation. - Enhances life purpose and meaning.
Creativity	- Engages individuals in activities that promote a state of ‘flow.’ - Serves as a coping mechanism for stress and emotional challenges.	- Improves problem-solving skills and overall engagement. - Correlates positively with happiness and psychological resilience.
Interconnections	- Happiness and creativity foster mutual enhancement. - Religion provides a context that can inspire creative expression.	- Collective contributions of the triad create a holistic approach to well-being. - Supports educational and therapeutic interventions for improving mental health.

This understanding can inform interventions aimed at enhancing overall life satisfaction and emotional health. The relationship between these constructs is not merely academic; it holds practical implications for policy and programming in educational and therapeutic settings. By understanding how happiness, creativity, and religion interplay, stakeholders can design interventions that holistically support well-being (Diržytė et al., 2021).

Implications for Policy and Practice

This research aspires to investigate the relationship between happiness, religion, and creativity further. By yielding insights, this study can inform policies aimed at promoting well-being, especially among university students who face significant psychological and emotional challenges during their educational journeys.

Methodology

The objects of this research are the meaning of happiness and creativity, the contribution of creativity to happiness, the roles of religion in happiness, and the integration between subjective and psychological happiness. The distribution of publications and journal sources analyzed in this study is presented in Figure 2.

Research Design and Location

This study is a descriptive qualitative literature review that aims to explore the concepts of happiness, creativity,

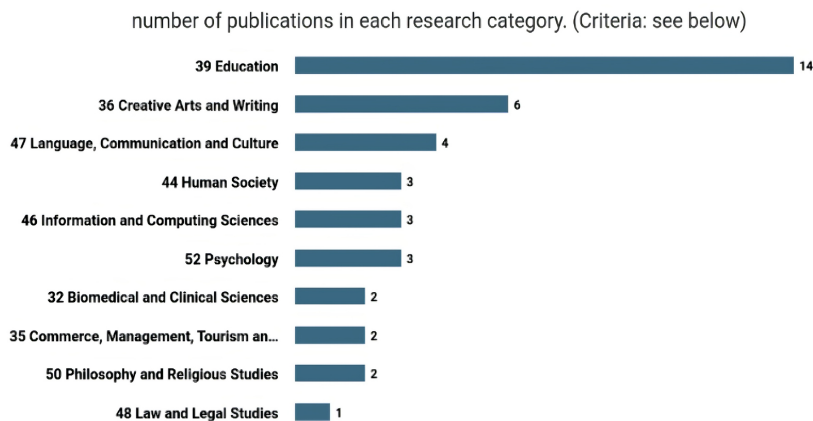
and the role of religion in the context of subjective and psychological well-being. The research site was virtual, with data collected from various online sources, including scholarly journals, academic articles, and other relevant publications accessible through research platforms such as Publish or Perish (PoP) and Dimensions. The research design was designed to explore multiple perspectives within the existing literature.

Research Population

The population in this study consisted of scholarly articles that addressed the relationship between happiness, creativity and religion. Inclusion criteria included: (a) Articles published in peer-reviewed scientific journals. (b) Articles relevant to the topics of happiness, creativity, and the role of religion. (c) Publication within an indefinite time span to capture recent developments in the literature. After the screening process, a total of 75 relevant articles were identified for further analysis. The distribution of publications by year is presented in Figure 3.

Data Collection

Data were collected through the following steps: (1) Keyword Identification: The researcher formulated relevant keywords such as ‘happiness,’ ‘creativity,’ ‘religion,’ ‘subjective well-being,’ and ‘psychological well-being.’ (2) Article Search: Using the Publish or Perish (PoP) and Dimensions applications, the researcher searched for articles that matched the predefined keywords. This process lasted for 1 month. (3) Article



Source: <https://app.dimensions.ai>

Exported: February 11, 2024

Criteria: 'happiness and creativity in learning' in title and abstract; Publication Year is 2023 or 2022 or 2021.

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Figure 2 The publications and journals' name

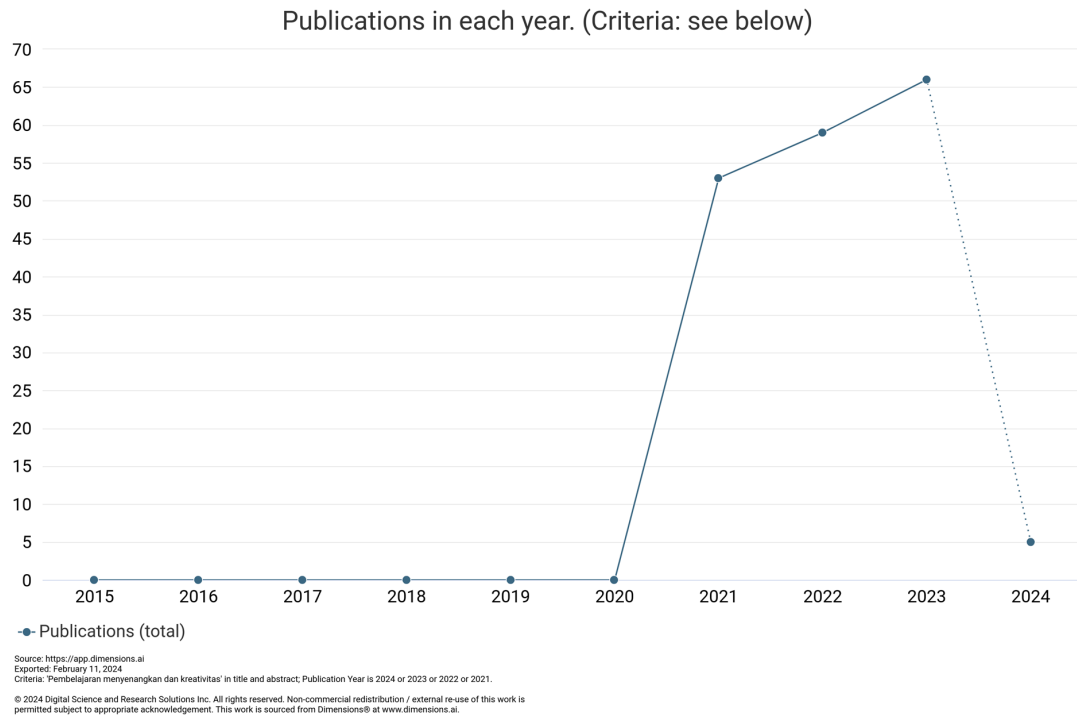


Figure 3 The publications year collected

Selection: The articles found were then screened based on relevance to the research topic. This study focused on articles that demonstrated the relationship between the three concepts: Happiness, creativity and religion. (4) Additional Data Collection: The researcher also collected additional articles from references contained in the selected articles to broaden understanding and ensure diversity of perspectives.

Data Processing Method

Data processing was conducted using the following steps: (1) Transcription and Summary: Selected articles were read in depth, and key information and findings were summarised. The Resoomer app was used to effectively summarise the content. (2) Reference Management: Mendeley was used to manage references and create appropriate citations for the analysed articles. (3) Data Analysis: The summarised data were analysed using VOSViewer and Citespace. These applications were used to identify patterns, themes and trends in the relevant literature. Analyses were conducted to extract information on how happiness, creativity and religion interact with each other.

Data Analysis

Data analysis was conducted thematically with a focus on: (1) Identification of Major Themes: The researcher identified key themes from the articles reviewed, including the relationship between happiness and creativity, and the impact of religion on individual happiness. (2) Data Triangulation: Results from the analysis applications (VOSViewer and Citespace) were compared and verified to ensure consistency of findings. This process is important to increase the validity and reliability of the data. (3) Interpretation of Results: Findings from the data analysis were interpreted in the context of existing theory and relevant literature. The researcher noted patterns, similarities and differences that emerged from the various sources to provide a comprehensive picture of the relationship between the 3 variables.

Results and Discussion

The Meaning of Happiness and Creativity

The data collected and analyzed showed that the meaning of happiness is a psychological concept, a positive monotonic function of income, a state of well-being and contentment, unchanging across human experience, a personal experience influenced by relationships, and a long-term state focusing on quality of life. The meaning of creativity is novel, and it needs usefulness to increase activities (Khalil, 2022). These conceptual definitions of happiness and creativity are illustrated in Figure 4.

Happiness represents a multifaceted psychological construct, encompassing various definitions and dimensions, and is often equated with terms such as gladness, vitality, and cheerfulness. Happiness exhibits a consistent and positive relationship with income (Khalil, 2022). The concept of happiness is far from straightforward and ought not to be treated as if it possesses a singular definition. Meanwhile, the other notion of “happiness” represents an alternative perspective on satisfaction that aims to transcend the conventional economist toolkit, namely, a form of non-substantive satisfaction.

Happiness can also be understood as a function of well-being that exists within a specific context. Happiness is a state of well-being and contentment. In the meantime, the numerous collectives—past and present—that make up our common humanity all strive for happiness. In the complexity of human experience, happiness must be viewed as both universal and constant, yet it also depends on the situations and eras in which individuals find themselves. Happiness at the individual level is a subjective feeling that is influenced by relationships, employment, interests, and mental well-being. Happiness

is a long-term condition that emphasizes relationships, personal relationships, and quality of life. Generally speaking, people are happy when their lives are in line with their beliefs, aspirations, and positive interpersonal interactions. Accordingly, happiness is typically less reliant on external factors and more stable than satisfaction.

Since happiness and education are intimately intertwined, many academics think that happiness should be the primary objective of education. This means that people can attain their goals and occasionally more. Happiness can be conveyed through emotional display rules, where smiling and expressions of joy serve a social purpose. The concept of happiness can often be influenced by societal expectations and limitations, which may adversely affect both individuals and groups in their pursuit of true contentment. Happiness encompasses various dimensions of subjective well-being (SWB): The fleeting sensations of joy and pleasure (affective or hedonic), the assessment of life satisfaction (evaluative), and the realization of one’s life purpose (eudaimonic).

Additionally, happiness is a person’s assessment of the degree or amount of quality desirability in his or her entire life, as well as the steady, pleasant, and good moods used to evaluate environmental information. Conversely, creativity requires novelty and freshness in the first place, and it also requires usefulness; that is, it must answer some of the limits and requirements in the chosen field and boost activities. Giftedness is strongly associated with creativity, imagery, and intuition. Even if a person has intrinsic abilities, they will not be apparent

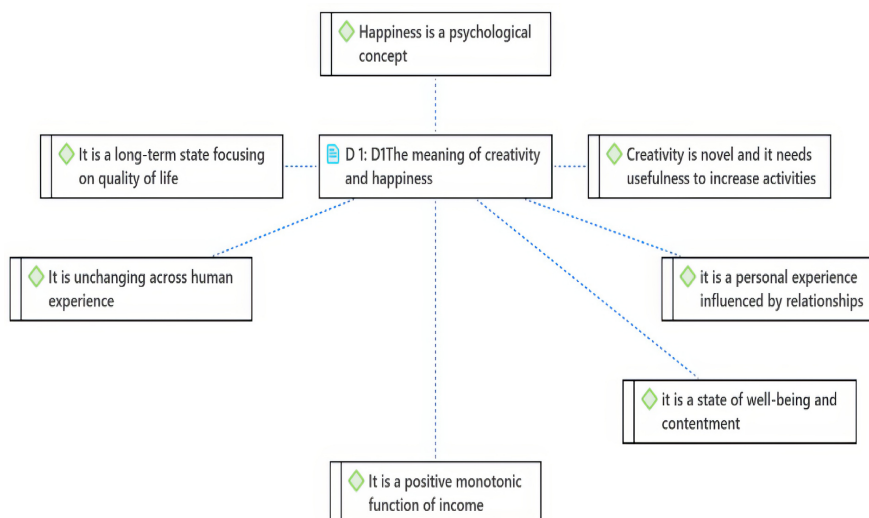


Figure 4 The meaning of happiness and creativity

without good methods and skills (Fan & Cai, 2020).

Creativity and Happiness

The results of this research revealed that education policies can increase creative consumption; principals' creativity can build institutional happiness, and teachers with creative personalities tend to show care and concern. Teachers with positive emotions show more happiness and creativity, which encourages students' creativity. It can then foster students' happiness. Students with higher levels of happiness perform better. Creative individuals can solve problems, making them happy. Happy individuals have increased creativity and longer lives, and happy individuals are more capable of creating relationships (Fan & Cai, 2020). These contributions of creativity to happiness are illustrated in Figure 5.

A favorable correlation exists between principals' creativity—encompassing invention, motivation, flexibility, and tolerance—and institutional happiness. School principals should introduce novel concepts and innovations to transcend undesired limitations and create a more positive environment for students.

The perceived creative personality of teachers and the subjective happiness of students were found to be highly significant. The educators' relatively high self-assessments regarding their creative personalities were bolstering positive behavior, employing preventive and intervention techniques to handle classroom conduct, exhibiting care and concern for students, showcasing adaptability, engaging in reflection, and displaying warmth and enthusiasm.

Cognitive and non-cognitive skills are influenced not only by genetic factors but also by decisions made primarily by others, such as parents, and by the environmental context in which a child develops. Individuals may involuntarily develop preferences that necessitate advanced consumption skills, essential for

appreciating more creative consumption styles, primarily due to constraints related to skill and income.

The significant influence of education and consumption exposure in childhood on preference formation and skill acquisition suggests that effective education policies could enhance the potential for creative consumption. In this policy framework, the primary attribute of any effective measure is its ability to assist individuals in identifying their talents. Happy people gain numerous advantages. They not only feel happy, but they are also more productive and creative, thanks to increased flexibility, more rewarding relationships, better physical health, and even longer life.

This study verified that students who worked with positive emotions integrated into the specific contents of the subjects studied and with a methodology that encouraged their creativity demonstrated higher levels of happiness and creativity than those who studied using a standard methodology. Such emphasize the importance of teachers creating a good classroom atmosphere to support student development and learning (Rodríguez-Muñoz et al., 2021).

The research findings revealed a significant relationship among happiness, subjective well-being, creativity, and the job performance of teachers. Individuals who experience happiness tend to exhibit higher levels of extroversion and demonstrate greater abilities in forming and enhancing relationships with others. Content individuals find joy whether they are alone or with others, appreciating their own company as well as that of others. They thrive in both rural and urban settings and can be fulfilled in solitary or social occupations.

The findings of this study indicate a significant positive correlation between creativity and happiness among students. Students who experience greater happiness and life satisfaction tend to engage more actively with their homework, achieve higher performance in their assignments, and complete their tasks more effectively

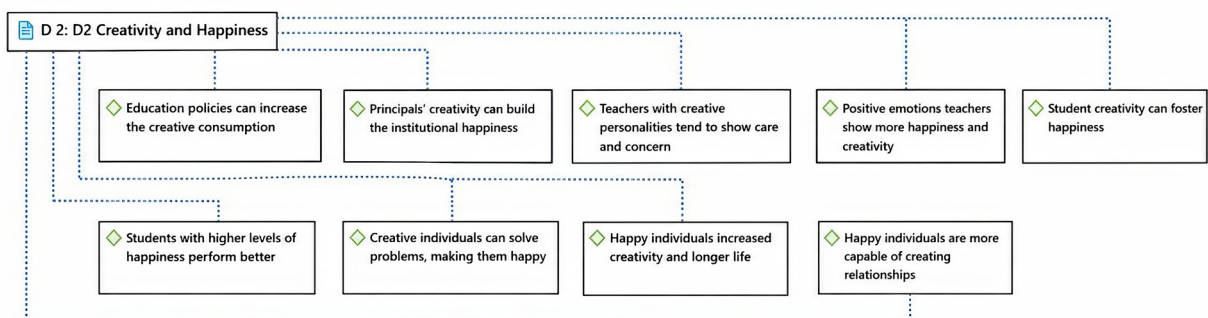


Figure 5 The contribution of creativity to happiness

due to their personal capabilities; they also demonstrate a better ability to manage psychological pressures.

These students are capable of collaborating effectively with peers and educators, leading to the development of improved solutions for problem-solving. In educational settings, various factors, including the pursuit of academic objectives, completion of assignments, preparation for future employment, financial independence, and the development of social skills for effective communication with peers and educators, present significant challenges. It can be inferred that an individual who demonstrates creativity has undergone positive and constructive evaluation prior to this stage and will inherently experience a sense of achievement and satisfaction through the generation of a new idea. Creative individuals possess the ability to alter circumstances and address challenges, which contributes to their sense of fulfillment.

Religion to Happiness

The findings of this study demonstrate that religion provides solutions to uncertainty. Religion aids in regulating anger from an emotional perspective. In general, individuals who are religious report higher levels of happiness. The relationship between theology and wellbeing highlights the significance of self-understanding, suggesting that wellbeing has important implications for theological study. Engaging in meaningful activities can lead to happiness and contribute to a sense of purpose in life. Unanticipated passages from sacred texts can foster happiness, while contemporary interpretations of religion frequently bolster this sentiment. Moreover, religious traditions provide perspectives that enhance the concept of happiness. Religious activities correlate with increased levels of happiness (Huynh et al., 2024), particularly among rural respondents. These relationships are summarized in [Figure 6](#).

Happiness transcends a mere fleeting emotion; it significantly influences our overall well-being. Research indicates that happy individuals tend to have stronger immune systems and demonstrate greater creativity, productivity, and willingness to help others. Religion plays a crucial role in nurturing happiness by providing comfort amid uncertainty and alleviating the fear of death. While death is an inevitable part of life, religious beliefs can instill a sense of hope and offer a supernatural remedy that goes beyond conventional medical solutions.

Spirituality also contributes to happiness by aiding individuals in managing their emotions, particularly anger, and fostering accountability during conflicts. Empirical studies show that religious individuals often

report higher levels of happiness, supported by three key assumptions: The measurable nature of happiness, the relevance of religiosity in contemporary identity, and the effectiveness of correlational studies in establishing the link between religion and happiness (Pöhls, 2021).

Exploring the intersection of religion and well-being has significant implications for theology and public policy. Engaging in meaningful activities, characteristic of an autotelic personality, allows individuals to uncover authentic happiness. This journey involves connecting to something greater, seeking deeper significance in experiences, and adapting to life's challenges. Ultimately, a sense of meaning and purpose enhances individual well-being, underscoring the vital role of spirituality in our lives.

The relationship between religion and happiness is often examined through conventional lenses, yet deeper insights can be derived from unexpected passages in sacred texts. While it is essential to explore global religions' perspectives on fulfillment, it is equally important to address how modern interpretations of happiness and religion interact. Viewing religion solely as a means to compensate for happiness disparities reinforces limited secular notions of joy, potentially overlooking the rich and diverse experiences that religious traditions can provide, which can lead to profound happiness.

Research shows a strong correlation between religious activities and increased happiness levels, particularly in rural contexts, even within atheistic societies. This contrasts with urban settings, where such a correlation is less evident, aligning with secularization theories. The literature indicates that happiness encompasses both hedonic (pleasure-seeking) and eudaimonic (meaningful existence) dimensions, with creativity playing a vital role in enhancing life satisfaction. Creative expression, often nurtured within religious frameworks, significantly contributes to emotional fulfillment.

Moreover, religion fosters community support and moral guidance, further enhancing happiness. By integrating subjective and psychological well-being, it becomes clear that happiness, creativity, and religion are interconnected. A holistic approach to well-being should consider these relationships, advocating for policies that recognize the importance of spiritual and creative dimensions in enhancing individual happiness.

Subjective and Psychological Well-Being Integration

The integration of subjective and psychological well-being reveals that SWB is a domain within psychology

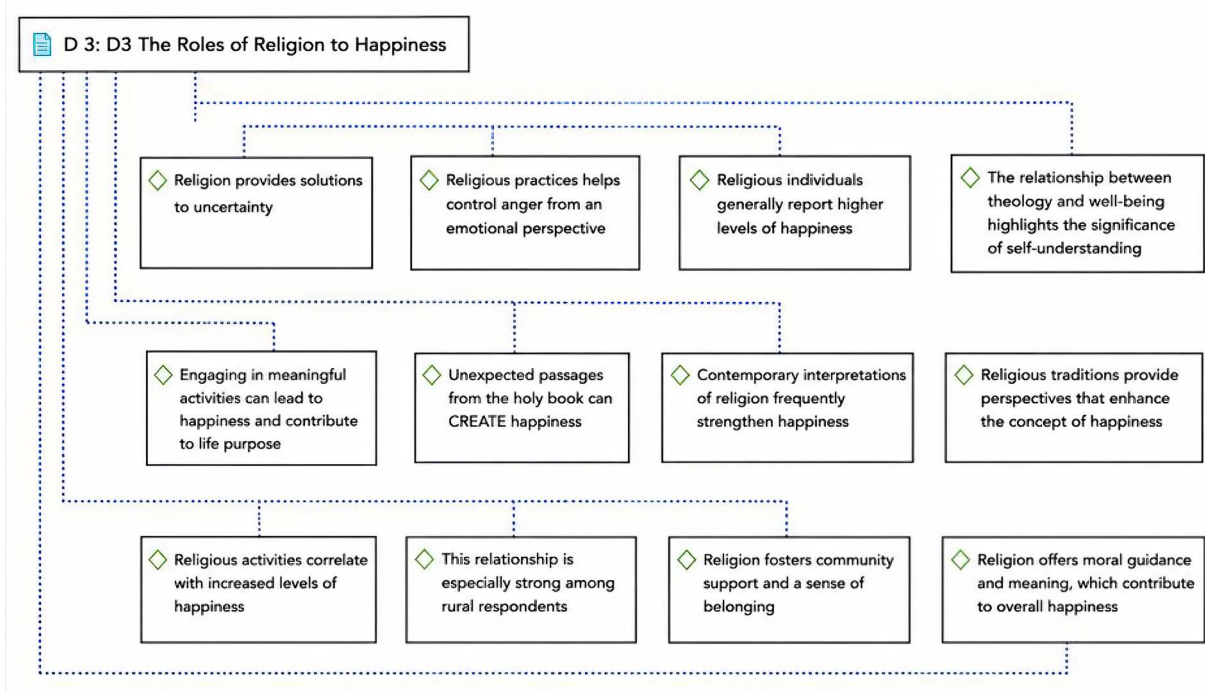


Figure 6 The roles of religion to happiness

focused on quality of life, which is not synonymous with psychological health. It is assessed through an individual's self-reports, setting it apart from traditional psychology. Positive subjective well-being leads to a variety of favorable psychological results. SWB can be examined through psychological lenses, utilized in behavioral sciences, and is a multifaceted concept with significant implications for psychology. SWB will increasingly integrate with psychology, tracking subjective and psychological well-being to inform policymakers. Measures of psychological well-being will address psychosomatic aspects, while current well-being assessments mainly concentrate on life satisfaction and the underlying psychological processes that influence well-being (Das et al., 2020). The conceptual relationship between these dimensions is illustrated in [Figure 7](#).

The concept of subjective well-being (SWB), introduced by Diener (1984), centers on understanding individuals' evaluations of their quality of life (QoL), encompassing both cognitive assessments and emotional responses. SWB reflects how people perceive their lives, particularly the degree to which their reflective appraisals and emotional experiences indicate that their lives are fulfilling and progressing positively. It is essential to distinguish psychological well-being from eudaimonic well-being, the latter representing a specific type of psychological health rather than encompassing all forms

of well-being.

Positive subjective well-being should not be conflated with mental health; individuals may report high levels of subjective well-being despite experiencing significant psychopathology, and *vice versa*. SWB is characterized by internal experiences assessed through self-report measures, setting it apart from clinical psychology. Research indicates that positive SWB often precedes various favorable personal, behavioral, psychological, and social outcomes.

Additionally, some psychologists mistakenly view subjective well-being as a distinct field of study. In reality, it can be examined from multiple perspectives within psychology. Understanding SWB is vital for policy decision-making, as it significantly influences behavior across various domains. Psychologists should also consider the limitations of current well-being measures and explore additional indicators of psychological health, such as relationship strength, mastery, loneliness, and existential meaning. While many countries emphasize life satisfaction, a more comprehensive approach to assessing well-being is necessary for effective policy design. Identifying the aspects of psychological well-being most relevant to specific policy studies remains a critical research priority (Das et al., 2020).

Significant research on SWB extends beyond simple cross-sectional correlations of self-reported measures,

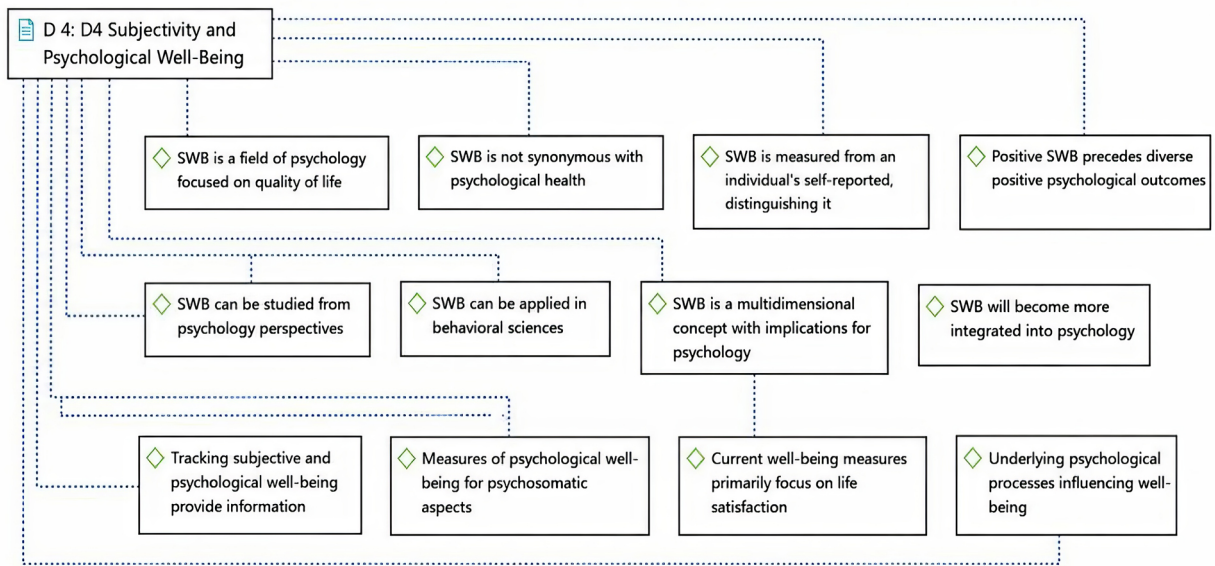


Figure 7 The integration of subjective and psychological well-being

incorporating experimental and longitudinal designs to investigate the underlying psychological mechanisms influencing SWB. This interdisciplinary approach, which includes social, behavioral, and neurological sciences, uncovers complex relationships between happiness, creativity, and religion, emphasizing their collective contribution to overall well-being (Buecker et al., 2023).

The findings suggest that practitioners in educational and therapeutic settings should integrate creative activities and spiritual practices into programs designed to enhance well-being. For example, curricula that encourage creative expression through art, music, and writing can provide students with valuable outlets for exploring their emotions. Furthermore, discussions about values and community support, often rooted in religious contexts, can cultivate a deeper sense of belonging and purpose.

Policymakers are encouraged to develop initiatives that enhance mental health by promoting access to creative arts programs and supporting spiritual communities. Mental health programs should acknowledge the roles of creativity and spirituality in fostering resilience, particularly among vulnerable populations.

Implications for Policy

The findings of this research reveal a significant relationship between happiness, creativity, and religion, illustrating how these constructs collectively contribute to both subjective and psychological well-being. Given

these insights, it is crucial for policymakers, especially in the educational sector, to incorporate these elements into their frameworks to enhance individual and community well-being.

Significance of creative activities in education

The study underscores that creative activities are instrumental in fostering happiness, particularly among students who face various emotional and psychological challenges throughout their educational journeys. This insight implies that educational policies should prioritize curricula that integrate creative expression through arts, music, and writing. Such an approach promotes a holistic education model that values emotional and psychological health alongside traditional academic achievement, thereby cultivating resilient and well-rounded individuals.

Comparison with existing literature

The current study aligns with prior research emphasizing that creativity enhances happiness and that religious involvement can act as a protective factor against stress. For example, studies have consistently shown a correlation between religious practice and higher levels of happiness (Alexander et al., 2020; Dwivedi et al., 2020). However, this research adds a new dimension by exploring the interactive roles of creativity and religion, suggesting that a synergistic approach, one

that does not treat these elements in isolation, may yield greater benefits for student well-being.

Recommendations for Future Research

To build on these findings, future research should examine the long-term impacts of incorporating creative practices and religious teachings in educational settings. Longitudinal studies would be particularly beneficial in evaluating how arts-based curricula influence student happiness and psychological resilience over time. Furthermore, qualitative interviews with both educators and students could provide valuable insights into the emotional and spiritual effects of these programs (Buecker et al., 2023).

Practical Applications

Adopting policies that improve access to creative arts programs and strengthen ties with spiritual communities offers transformative potential. Educational institutions could collaborate with local religious organizations to design initiatives that explore the intersection of creativity and spirituality. Additionally, mental health programs should acknowledge and integrate the roles of creativity and spirituality in building resilience among vulnerable groups. This research emphasizes the importance of merging happiness, creativity, and religious frameworks in educational and community policies to significantly enhance overall well-being. By promoting creative engagement and investigating spiritual dimensions, policymakers can implement strategies that not only improve educational outcomes but also foster a holistic approach to individual happiness and community health. Future research should keep investigating the benefits of these integrated methodologies to deepen our understanding of how they can be effectively operationalized within modern educational systems.

Moreover, future studies aimed at understanding the causal relationships between happiness, creativity, and religion should take into account demographic variations. It is crucial to explore how age, gender, socio-economic status, and educational background influence the interplay among these constructs. For instance, examining how different age groups children, adolescents, adults, and seniors perceive and engage with happiness, creativity, and religious practices could yield important insights into developmental factors affecting well-being.

Cultural contexts also play a significant role in influencing the relationships between happiness, creativity, and religion. Comparative studies in various

cultural environments could reveal how unique cultural beliefs and practices shape individual experiences. Researchers should consider diverse definitions and expressions of happiness and creativity across cultures, as these might significantly impact how individuals relate to these concepts.

Furthermore, studies focused on specific settings can enhance our understanding of how environments, such as educational institutions, influence the relationship between creativity and happiness. For example, investigating the pressures experienced by students in academic contexts could illuminate how these stressors affect their creative expression and overall well-being. Similarly, exploring religious environments such as churches, synagogues, and temples might highlight how communal activities and teachings contribute to personal happiness and stimulate creative outlets. Implementing longitudinal studies will be essential for tracking changes in happiness, creativity, and religious participation over time. Such research can identify trends and causal relationships, particularly as individuals experience life transitions such as job changes, family dynamics, and health issues. Combining these studies with qualitative narratives that capture personal experiences regarding happiness, creativity, and spirituality will provide a richer understanding of the complex interactions involved (Buecker et al., 2023).

Finally, researchers should investigate practical applications by designing targeted interventions that nurture creativity within religious communities. By measuring the impact of such programs on individual happiness and community well-being, practitioners can develop initiatives that harmoniously connect art, spirituality, and wellness practices. Examining the effectiveness of these integrated approaches in various settings such as schools, workplaces, and community centers can yield valuable insights that enhance the quality of life for individuals and communities alike (Aldridge & McLure, 2023). By focusing on these specific areas, future research can uncover the intricate dynamics between happiness, creativity, and religion, leading to actionable insights that promote well-being across diverse populations.

Conclusion and Recommendation

This study examines the relationship between creativity, happiness, and the role of religion in the context of subjective and psychological well-being. Findings suggest that creativity and happiness

are interconnected psychological constructs, where both reflect an individual's state of well-being and satisfaction influenced by personal experiences and social interactions. Creativity, characterised by novelty and utility, contributes to happiness by enhancing an individual's ability to solve problems and engagement in various activities.

The role of religion in happiness is seen from several aspects, including religion's ability to regulate emotions, such as anger management, as well as theological contributions to well-being and self-understanding. In addition, unexpected insights from sacred texts can provide inspiration and happiness for individuals. Subjective well-being (SWB) is also an important domain in psychology that focuses on quality of life and personal experiences.

The implications of these findings point to the importance of integrating happiness, creativity and psychological well-being in educational and community policies. Policies that encourage participation in creative activities can improve people's quality of life and happiness. As a recommendation, it is important for policy makers to consider a holistic approach in formulating programmes that support the development of individual creativity and well-being. In addition, further research is needed to explore the interactions between these psychological factors in a broader context, as well as to understand the specific role of different aspects of religion in facilitating happiness and creativity. As such, this research not only provides insights into the relationship between happiness, creativity and religion, but also offers direction for policies and practices that can enhance subjective and psychological well-being in society.

Conflicts of Interest

The authors declare no conflicts of interest.

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