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## Creative personality: Unveiling the school impacts on student well-being

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### Abstract

This study investigates the factors influencing student well-being in middle and high schools, focusing on school climate, classroom, and creativity. Utilizing a quantitative research design, data were collected from 600 students using three validated scales: the multidimensional school climate questionnaire, the creativity scale, and the well-being scale. Descriptive and regression analyses reveal a positive school climate and innovative classroom practices significantly enhance student creativity and well-being. Furthermore, creativity mediates the relationship between schools' role and student well-being, indicating that the positive effects of a supportive school environment on well-being are primarily due to increased creativity. These findings underscore the importance of fostering a supportive and engaging educational environment to promote students' creativity and well-being. The study's results offer valuable insights for educators and policymakers in developing targeted interventions to enhance student creativity and well-being.

### Keywords

Classroom practice, creativity, middle and high school, school climate, well-being

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## Introduction

Student well-being has become a crucial concern in educational settings worldwide. Recent studies have shown that a significant percentage of students face mental health challenges, which can adversely affect their academic performance and overall development (El-Gabry, 2022; Lili et al., 2021). For instance, a study reported that adolescents globally experience mental health issues, emphasizing the urgent need to address factors that contribute to student well-being (Binagwaho & Senga, 2021). This statistic underlines the importance of understanding and improving the various elements within the school environment that can support student mental health. Schools play a vital role in shaping the overall well-being of their students, making it essential to explore how different factors within the educational setting contribute to or hinder student well-being.

Examining the various elements within educational settings that impact student well-being reveals a complex interplay of factors. These factors range from the school's physical environment, including classroom design and recreational spaces, to the social and emotional climate fostered by teachers and peers. Over the past decade, research has increasingly highlighted that supportive teacher-student relationships and a positive school culture significantly enhance students' mental health (Byrne & Carthy, 2021; Lester, 2020). For example, studies have shown that schools with comprehensive wellness programs that integrate mental health education and accessible counseling services report higher levels of student well-being (Juthin et al., 2018; Mangestuti et al., 2022). Furthermore, policies that promote inclusivity and address bullying and discrimination play a crucial role in creating a safe and nurturing environment for all students (Ascorra, 2019; Cefai & Cooper, 2017). These trends underscore the evolving understanding of the school environment's impact on student well-being and provide a foundation for targeted interventions.

Key insights from the literature indicate that creativity is a vital role in fostering student well-being. Creativity enhances problem-solving and critical thinking skills and contributes to emotional resilience and personal growth (Acar, 2021; Tang, 2021). For instance, research has demonstrated that encouraging creative expression in educational settings can improve students' mental health and create a greater sense of fulfillment (Gaiha et al., 2023). Furthermore, studies have highlighted that creativity can mediate the effects of a positive school climate and classroom engagement on student well-being (Fino & Sun, 2022; Ghazzawi et al., 2021). This suggests that fostering a creative environment within schools supports academic achievement and enhances overall mental and emotional health, making it an integral part of holistic educational strategies.

Despite the established importance of school climate, classroom engagement, and creativity, there is a notable gap in understanding how these factors influence student well-being. While individual studies have examined these variables' direct effects, creativity's mediating role in this context remains underexplored (Aziz et al., 2023, 2024). This gap underscores the need for comprehensive research integrating these variables to provide a holistic understanding of student well-being. Addressing this gap is crucial for developing targeted interventions to enhance the educational experience and promote better mental health outcomes for students. By bridging this gap, new insights can be gained to inform theory and practice in educational settings.

This study aims to assess the influence of school climate, classroom engagement, and creativity on the well-being of middle and high school students. Specifically, it seeks to determine how these factors interact and contribute to student well-being, focusing on the mediating role of creativity. By examining these relationships, the research aims to provide actionable insights to inform the development of educational policies and practices that foster a supportive and enriching learning environment. Ultimately, this study contributes to the broader goal of improving student well-being and academic success. These findings will be critical in shaping future educational strategies and interventions to promote holistic and healthy student development.

### **Literature Review**

The well-being of students is a multifaceted concept encompassing psychological, emotional, and social dimensions. It is influenced by various factors within the educational environment, including school climate, classroom engagement, and creativity. School climate refers to the quality and character of school life, encompassing values, norms, relationships, and practices within the school (Mousena, 2021; Zych, 2022). Classroom engagement involves students' active participation, interest, and emotional involvement in their learning activities (Iborra, 2023; Moskowitz, 2024). Creativity refers to a creative personality. A creative personality is a term used to describe individuals with certain personality traits associated with creativity. These traits include openness to experience, tolerance for ambiguity, curiosity, and a willingness to take risks (Glaveanu et al., 2020; Sternberg, 2018). These factors collectively contribute to students' well-being, impacting their academic performance and personal development.

Previous research has extensively explored various factors that influence student well-being. Studies have demonstrated a positive school climate, characterized by supportive teacher-student relationships and a safe learning environment, significantly enhances students' psychological and emotional well-being (Aziz et al., 2023; Mangestuti et al., 2022). Additionally, classroom engagement, including active participation and a sense of belonging, has been linked to better academic outcomes and overall satisfaction with school life (Aziz et al., 2024; Hayes, 2020). These findings highlight the importance of fostering a nurturing and inclusive school climate and promoting active classroom engagement to support students' holistic development. Understanding these factors provides a foundation for identifying further elements influencing student well-being.

While the existing literature provides valuable insights, it is essential to recognize these studies' methodological limitations and biases. Many studies rely on self-reported measures, which can be subject to social desirability bias and inaccurate self-assessment. Additionally, cross-sectional designs commonly used in these studies limit the ability to draw causal inferences. There is also a tendency to focus on individual factors rather than examine their interactions. For instance, a single study rarely explores the combined effects of school climate, classroom engagement, and creativity on student well-being, leading to an incomplete understanding of these relationships.

Integrating findings from various studies suggests that school climate, classroom engagement, and creativity are interrelated factors that collectively influence student well-being. A positive school climate provides a supportive environment that fosters classroom

engagement and creativity. Engaged students are more likely to participate in creative activities, enhancing their emotional and cognitive well-being. This integrated perspective highlights the need for holistic approaches in educational research and practice. By considering the synergistic effects of these factors, educators and policymakers can develop more effective interventions to promote student well-being.

### **Methodology**

This study employs a quantitative research design to examine the influence of school climate, classroom engagement, and creativity on the well-being of middle and high school students. The chosen design is appropriate as it allows for measuring variables and analyzing relationships among them through statistical techniques. Specifically, a cross-sectional survey method is used, which involves collecting data at a single point in time from a large sample to understand the prevalence and relationships between the key variables. This approach provides a snapshot of the current state of these variables and their interconnections, aligning with the research aims.

The data collection followed a systematic and ethical framework to ensure validity and reliability. Validated scales and instruments were used to collect data, guaranteeing precise measurements. All participants provided informed consent, and the institutional review board approved the study. Data collectors were trained to follow standardized protocols, ensuring uniformity in data collection. Regular checks and audits were conducted to maintain high data quality and ethical standards. This thorough and ethical approach ensured the reliability of the data collection process. The study was approved through a 2023 Rector's Decree from Maulana Malik Ibrahim State Islamic University of Malang, Reference Number 672.

The study population comprises middle and high school students, totaling 600 individuals (304 males and 296 females). The sample was drawn from two junior high schools and two senior high schools in East Java, Indonesia, using stratified random sampling to ensure a balanced representation across different grades and school types. The study included middle or high school students who voluntarily agreed to participate. Students were excluded if they had incomplete responses or were under 12-18. This approach ensures a diverse and representative sample, improving the generalizability of findings.

The research focuses on three primary scales: The Multidimensional School Climate Questionnaire for classroom practice includes 27 items covering six indicators: positive teaching, teacher support, encouragement, rules, student engagement, and classroom management. It also has 22 items measuring five dimensions: student relationships, teacher-student relationships, educational climate, sense of belonging, and interpersonal justice. This questionnaire has been used in various studies and demonstrates a high level of reliability, as indicated by a Cronbach alpha score (Grazia & Molinari, 2020). The creativity scale comprises 24 items that reveal six indicators: willingness to grow, openness to new experiences, perseverance, tolerance for ambiguity, risk-taking, and consistency. This scale has high reliability with a Cronbach alpha score of .89 (Aziz & Guenther, 2023). The well-being scale includes 16 items identifying four indicators: enjoyment of learning, school connectedness, academic goals, and confidence. This highly reliable scale has a Cronbach alpha score of .91 (Renshaw & Chenier, 2016). These scales were chosen because they are suitable for students and have demonstrated satisfactory reliability.

Data analysis is conducted using statistical software. Descriptive statistics, such as means and standard deviations, are calculated to summarize the sample characteristics and key variables. Inferential statistics, including correlation and path analysis, examine the relationships between school climate, classroom engagement, creativity, and well-being. Path analysis is instrumental in understanding these variables' direct and indirect effects on student well-being. The findings are interpreted to provide insights into the complex interactions among the studied factors and their impact on student well-being.

### Findings

This study reveals three key findings. First, the descriptive analysis showed significant variation in school climate, classroom practices, student creativity, and well-being. Second, regression analysis indicated a positive school climate and innovative classroom practices significantly enhance creativity and well-being. Lastly, creativity is a mediator between school climate and student well-being, meaning the positive effect of school climate on well-being is primarily due to increased creativity.

#### *The result of descriptive analysis*

The first analysis presents descriptive data on school climate, classroom practices, student creativity, and well-being. This section highlights the variability and distribution of these variables, providing a foundational understanding of the conditions and context within which the subsequent analyses are conducted. The detailed results are in Table 1.

Table 1 illustrates the differences between gender, school type, and age concerning four variables: climate, classroom, creativity, and well-being. Generally, females tend to have slightly higher average scores in climate and well-being than males, while males show better results in the classroom and creativity. There is no significant difference between high and junior high school students' perceptions of these variables. However, notable differences are observed in the age category, where younger students tend to have lower average scores across all variables than older students. Specifically, students aged 14-15 exhibit the highest scores in climate and well-being, while those aged 16-17 excel in creativity. This data indicates variations in students' perceptions and experiences influenced by gender, school type, and age.

**Table 1.** *The results of descriptive analysis*

No	F	%	Climate		Classroom		Creativity		Well-being	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
Gender (1: Male, 2: Female)										
1	304	50.67	44.57	10.67	11.55	3.99	53.48	11.05	34.81	9.79
2	296	49.33	47.07	10.00	9.95	3.55	54.14	10.04	35.88	8.17
School type (1: Senior high school, 2: Junior high school)										
1	304	50.67	44.57	10.67	11.55	3.99	53.48	11.05	34.81	9.79
2	296	49.33	47.07	10.00	9.95	3.55	54.14	10.04	35.88	8.17
Age (1: 12-13; 2: 14-15; 3: 16-17; 4: 18)										
1	155	25.83	41.48	9.22	11.26	4.13	51.83	11.07	32.55	9.90
2	164	27.33	48.68	11.17	12.06	3.87	56.15	11.57	37.43	9.65
3	213	35.50	46.77	10.08	9.66	3.41	54.03	9.33	35.88	8.02
4	68	11.33	45.68	9.10	9.91	3.40	51.99	9.40	34.96	6.69

*The effect of school climate and classroom practice on creativity and well-being*

The second analysis examines the impact of school climate and classroom practices on student creativity and well-being. This section uses regression analysis to determine how these factors influence the outcomes. The results indicate a positive school climate and innovative classroom practices significantly enhance student creativity and well-being. The detailed findings are presented in Tables 2 and 3.

**Table 2.** *Results of school climate analysis on creativity*

Variables	Unstandardized Coefficient		Standardized Coefficient
	$\beta$	Std. Error	$\beta$
School climate	.359	.050	.353**
1. Student relations	.632	.137	.187**
2. Student-teacher relations	-.046	.190	-.011 <sup>ns</sup>
3. Educational Climate	.688	.170	.198**
4. Sense of belonging	.833	.174	.224 <sup>ns</sup>
5. Interpersonal Justice	.224	.172	.058 <sup>ns</sup>
Classroom practice	.156	.044	.175
1. Rule	.887	.167	.223**
2. Encouragement	-.149	.147	-.044 <sup>ns</sup>
3. Involvement	-.055	.156	-.016 <sup>ns</sup>
4. Positive teaching	.993	.169	.296**
5. Teacher support	.899	.221	.180**
6. Class management	-.298	.101	-.109 <sup>ns</sup>

level of significance \*\*=.001, \*=.005, <sup>ns</sup>=no significant

*Students' perceptions based on the province*

Table 2 reveals that although school climate and classroom practices significantly affect student creativity, certain elements do not exhibit a substantial influence. Specifically, student-teacher relations, sense of belonging, and interpersonal justice do not substantially impact creativity in school climates. Likewise, encouragement, student involvement, and class management do not significantly affect student creativity in classroom practices. Consequently, while positive peer relationships, educational climate, clear rules, positive teaching, and teacher support are pivotal for fostering student creativity, the aspects have minimal impact.

**Table 3.** *Results of school climate analysis on well-being*

Variables	Unstandardized Coefficient		Standardized Coefficient
	$\beta$	Std. Error	$\beta$
School climate	.355	.036	.409**
1. Student relations	.488	.100	.169**
2. Student-teacher relations	-.038	.139	-.011 <sup>ns</sup>
3. Educational Climate	.993	.125	.334**

4.	Sense of belonging	.815	.127	.257**
5.	Interpersonal Justice	.405	.126	.121*
	Classroom practice	.257	.032	.336**
1.	Rule	.693	.123	.203**
2.	Encouragement	.337	.109	.117**
3.	Involvement	-.003	.115	-.001ns
4.	Positive teaching	1.116	.125	.389**
5.	Teacher support	.645	.163	.151*
6.	Class management	-.056	.075	-.024 <sup>ns</sup>

level of significance \*\*=.001, \*=.005, ns=no significant

Table 3 indicates that school climate and classroom practices significantly impact student well-being, with various components contributing differently. Positive student relations, a supportive educational climate, a strong sense of belonging, and interpersonal justice are all significantly associated with enhanced well-being within the school climate. In contrast, student-teacher relations do not have a notable effect. In classroom practices, clear rules, encouragement, positive teaching, and teacher support are significantly linked to improved well-being, whereas student involvement and class management do not show significant impacts. These findings suggest that while several elements of school climate and classroom practices are crucial for promoting student well-being, some factors, such as student-teacher relations, student involvement, and class management, have minimal influence.

### *The role of creativity as a mediator variable*

The third analysis explores the role of creativity as a mediator between school climate and student well-being. This mediation analysis reveals that increased levels of creativity significantly mediate the positive effects of a supportive school climate on student well-being. In other words, a positive school climate enhances creativity, boosting student well-being. The detailed results are presented in Table 4 and Figure 1.

**Table 4.** *The role of creativity as a mediator variable*

No.	Effect Type	Coeff.	SE	t	P
1	The total effect of the climate on well-being	.355	.031	6.91	.000
2	Effect of climate on creativity	.359	.050	7.17	.000
3	The direct effect of the climate on well-being	.217	.031	6.91	.000
4	The indirect effect of the climate on well-being	.138			
5	The total effect of the classroom on well-being	.257	.027	7.32	.000
6	Effect of the classroom on creativity	.156	.044	3.54	.000
7	The direct effect of the classroom on well-being	.197	.027	7.32	.000
8	Indirect effect of the classroom on well-being	.060			

Table 4 presents the effects of climate and classroom on well-being and creativity, including total, direct, and indirect effects. The total effect of the environment on well-being is significant, with a positive coefficient indicating that a better climate positively influences well-being. The effect of the environment on creativity is also substantial and positive, suggesting

that an improved climate enhances creativity. The direct effect of the environment on well-being is strong, and the indirect effect, calculated and simulated, is also positive, reinforcing the total effect. Similarly, the total effect of the school on well-being is significant, with a positive coefficient indicating that a better classroom environment enhances well-being. The classroom's effect on creativity, though weaker than the climate's effect, is still positive and significant. The direct effect of the classroom on well-being is strong, while the indirect effect, calculated and simulated, is positive but more negligible. Overall, climate and classroom positively and significantly impact well-being and creativity, with direct effects being more pronounced than indirect effects.

**Figure 1.** *The result of path analysis*

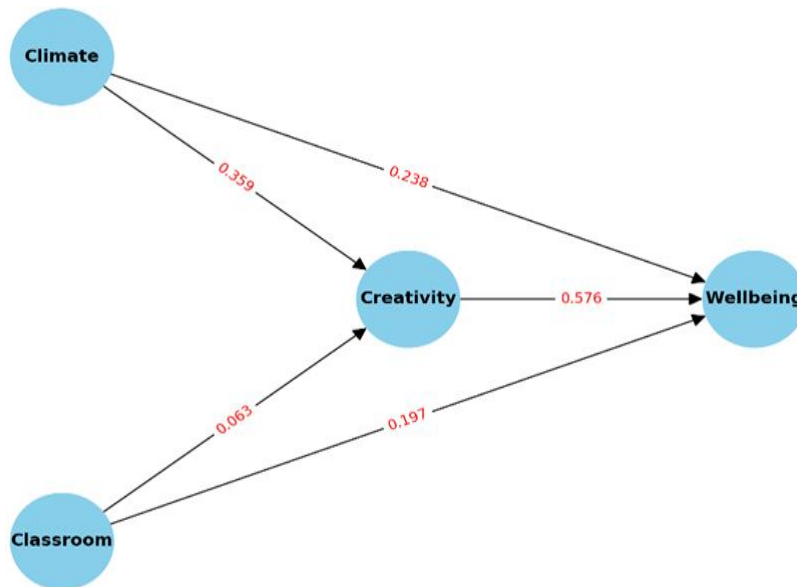


Figure 1 illustrates the influence of school atmosphere and classroom activities on well-being through the mediation of creativity. From the figure, school atmosphere has a substantial direct influence on creativity with a coefficient of .359 and an indirect influence on well-being through creativity with a coefficient of .238. On the other hand, classroom activities contribute less to creativity with a coefficient of .063 and directly contribute to the well-being of .197. Creativity is an essential mediator with a strong direct influence on the well-being of .576, indicating that creativity, enhanced by a good school atmosphere and practical classroom activities, significantly supports improving student well-being.

## Discussion

This study explored the relationships between school climate, classroom engagement, creativity, and the well-being of middle and high school students. The main findings reveal that school climate and classroom practices significantly impact student well-being, with creativity as a critical mediator. Specifically, a positive school climate enhances students'

creativity, which, in turn, contributes to their overall well-being. Moreover, classroom engagement directly improved well-being and fostered creativity, further bolstering students' mental and emotional health. The study highlights that a nurturing school climate and engaging classroom practices are essential for promoting creativity and well-being among students. Schools can play a crucial role in enhancing students' holistic development by fostering an environment that supports these factors. These findings underscore the importance of integrated educational strategies that simultaneously focus on improving school climate and classroom engagement to optimize student well-being and creativity.

The results of this study align with prior research, which emphasized the importance of a positive school climate in fostering students' creativity and well-being. The role of classroom engagement in promoting academic achievement and personal satisfaction is consistent with our findings (Sánchez-escobedo et al., 2018; Young, 2018). The significant mediating role of creativity is identified as a critical factor in enhancing cognitive and emotional development (Gong, 2020; Li, 2021). However, this study extends these findings by integrating these factors and examining their combined effects on student well-being, demonstrating a novel comprehensive approach. Unlike previous studies that often examined these variables in isolation, this study highlights the interconnected nature of school climate, classroom engagement, and creativity, revealing that their synergistic effects significantly bolster student well-being. This holistic perspective offers new insights into educational strategies that simultaneously target these areas to optimize student development and well-being.

The findings suggest a supportive and engaging school environment fosters students' creativity and well-being. This highlights the importance of creating a school climate that promotes safety, positive relationships, and a conducive learning environment. Additionally, fostering active classroom engagement can lead to greater student involvement and satisfaction, further contributing to their well-being. The mediating role of creativity underscores its value in education, suggesting that encouraging creative expression can significantly benefit students' mental and emotional health (Anderson, 2022; Marcos et al., 2020). These results emphasize the need for holistic approaches in educational practices to support student development comprehensively.

Several alternative explanations for these findings warrant consideration. For instance, individual differences in personality and motivation could influence the observed relationships between school climate, classroom engagement, creativity, and well-being (Fino & Sun, 2022; Xie et al., 2018). External factors such as family support and extracurricular activities also shape student creativity and well-being (Muhibbin et al., 2023; Zhang, 2020). While the study controlled for some of these variables, future research could further explore these aspects to provide a more nuanced understanding. Moreover, longitudinal studies would be beneficial to establish causal relationships and examine how these factors evolve.

This study contributes to the academic field by integrating multiple dimensions of the educational environment and highlighting their combined impact on student well-being. The findings provide valuable insights for educators, policymakers, and researchers, emphasizing the importance of fostering a positive school climate, active classroom engagement, and educational creativity (Anderson, 2022; Farhah et al., 2021; Mangestuti et al., 2022). By addressing the interplay between these factors, the study offers a comprehensive perspective on enhancing student well-being, which can inform the development of targeted interventions

and policies. Furthermore, this study underscores the need to explore these variables continually to improve educational practices and outcomes.

### **Conclusion and Recommendations**

This study has uncovered several significant findings regarding the relationships between school climate, classroom engagement, creativity, and student well-being. Notably, it was found that school climate and classroom engagement have substantial direct effects on student well-being. Moreover, creativity emerged as a critical mediator, enhancing the impact of a positive school climate and active classroom engagement on student well-being. These findings underscore the intricate interplay between these factors, highlighting the importance of fostering a supportive and engaging educational environment to promote students' mental and emotional health.

Despite the insightful findings, this study has limitations that should be acknowledged. The cross-sectional design limits the ability to draw causal inferences, as the data were collected simultaneously. Additionally, the reliance on self-reported measures may introduce bias, as participants' responses could be influenced by social desirability or inaccuracies in self-assessment. The study also focused on a specific population of middle and high school students, which may limit the generalizability of the findings to other age groups or educational settings. Future research should consider longitudinal designs and diverse populations to address these limitations.

Based on the findings, several practical recommendations can be made for educators, policymakers, and researchers. First, schools should prioritize creating a positive climate that fosters supportive relationships and a safe learning environment, as these factors significantly enhance student well-being. Second, promoting active classroom engagement through interactive and inclusive teaching methods can improve students' involvement and satisfaction. Third, integrating creative activities into the curriculum can further support students' cognitive and emotional development, contributing to overall well-being. By implementing these strategies, educational institutions can create holistic environments that support students' academic and personal growth.

### **Disclosure Statement**

No potential conflict of interest was reported by the authors.

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