

The relationship between career preparation behavior and happiness of Adolescents: moderating effect of creative personality



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Introduction

In an era of rapid change brought about by the Fourth Industrial Revolution, adolescents need to continually explore their career paths, engage in self-development and think outside the box to prepare for an uncertain future. Creativity is a dynamic trait that can be developed through diverse experiences and education (Lee & Lee, 2022). And continuously change throughout life. However, the uncertainty during the long period of the career preparation may cause adolescents anxiety and make them difficult to enjoy the present and feel happy about their current situation. For this reason, it is imperative for adolescents to possess a creative personality, because it can enable them to feel positive about the future and help them find a sense of happiness during their career preparation period.

Objectives

Objectives: This study aims to investigate the moderating effect of creative personality on the relationship between career preparation behavior and happiness.

Theoretical basis

Previous studies have shown a high positive correlation between career preparation behavior and happiness among college students (Kim, 2013). Happiness has been found to promote creative personality traits (Pannells & Claxton, 2008; Tan & Qu, 2015), and other studies have shown that creativity affects happiness (Ceci & Kumar, 2016). Additionally, career preparation behavior has been significantly positively correlated with everyday creativity and career competencies (Jeong, 2017). Based on this, it is believed that these three variables are related, and that creative traits have a moderating effect on the two variables, suggesting that the impact of career preparation behavior on happiness varies according to creative traits.

Methodology

This study used data from the 5th year of the 2018 Korean Children and Youth Panel Survey (KCYPs). The research subjects include 1591 first-year middle school students after excluding the system missing value. Among them, 855 (53.7%) were male students and 736 (46.3%) were female students. This study used the SPSS 26.0 program and calculated descriptive statistics and correlations of main variables. To verify the moderating effect, model 1 of the Process Macro 4.0 program was used. This study also showed the plot after each variable was centered

Results

1. Interrelation and description statistics results of main variables

Table 1 showed that career preparation behavior and Creative personality (CPS) had a statistically significant positive correlation with happiness, while there is no association between career preparation behavior and Creative personality. The absolute values of all variables met the normal distribution criteria of skewness of less than 2 and kurtosis of less than 7 (Curran et al., 1996).

Table 1 Interrelation and description statistics results of main variables (N=1591)			
	1	2	3
1. Career preparation behavior	—		
2. Happiness	.195***	—	
3. Creative personality	-.014	.211***	—
<i>M</i>	3.399	2.983	3.815
<i>SD</i>	.66	.408	2.564
Skewness	-.277	-.123	1.479
Kurtosis	.795	1.722	2.666
Cronbach's alpha	.992	.632	.644

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

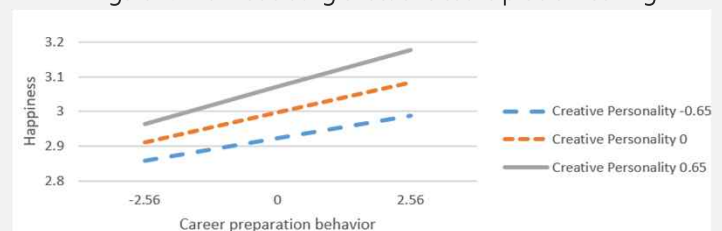
2. The moderating effect of creative problem solving on the relationship between career preparation behavior and happiness

From, table 2, the interaction of Career preparation behavior and Creative Problem Solving is statistically significant ($\beta=.013$, $p=.012$), indicating that creative problem solving moderated the relationship between career preparation behavior and happiness.

Table 2 (N=1591)				
	β	SE	<i>t</i>	<i>p</i>
Career preparation behavior	.113	.015	7.492	<.001
Creative Problem Solving	.034	.004	8.827	<.001
Career preparation behavior X Creative Problem Solving	.013	.005	2.529	.012

Note. $R^2=.004$, $p<.05$; $F(1,1587)=6.3939$, $p<.05$

Figure 1. The moderating effect of creative problem solving



Conclusion

This study found that creative personality strengthens the relationship between career preparation behavior and happiness. Students with high creative problem-solving skills are likely to experience greater happiness through career preparation. Therefore, educational settings should incorporate programs that enhance creative thinking and problem-solving abilities. Consequently, schools and educational institutions need to actively implement career education and creative thinking enhancement programs. Future research should involve further investigation across diverse student groups.