

In conclusion, teachers should achieve psychological well-being, be happy, and strive to develop their personal potential, to create positive relationships, to engage in productive and creative activity, to use their creative abilities to generate innovative ideas, improve their well-being and satisfaction with life, work and themselves. Therefore, it is worth focusing on the development of creative personality traits (curiosity, self-confidence, stability and persuasiveness, ambitiousness, the desire to be an independent person, etc.), in order to improve teachers' working conditions, since working conditions affect both the well-being and the level of effectiveness of activities. This study also revealed that teachers' creativity is significantly related both to the specificity and prestige of the activity, and their well-being. The high level of well-being is associated with a high level of creative and effective activity. In addition, it is worth paying more attention in the field of education to the professional well-being and psychological well-being of teachers, reducing the load, improving financial incentives and making efforts to create a fair working environment. This suggests that the development of reflective thinking of teachers should be encouraged and that they should be stimulated to engage in creative activity. This can help them to have a positive influence on students, and in their shaping as future citizens of our state.

## References

- Alencar, E.M.L.S., & Oliveira, Z.M.F. (2016). Creativity in Higher Education According to Graduate Programs' Professors *Universal Journal of Educational Research* 4(3), 555–560, doi: 10.13189/ujer.2016.040312
- Barker, P.H. (2005). Managing student behavior: How ready are teachers to meet the challenge? *American Secondary Education*, 33(3), 51–64.
- Cropley, A.J. (2001). *Creativity in education and learning: A guide for teachers*. London: Kogan Page
- Ciftcioglu, B.A. (2013). Investigating teachers' occupational evaluations: Evidence from high school teachers in Turkey. *Procedia – Social and Behavioral Sciences*, 84, 107–111. doi:10.1016/j.sbspro.2013.06.518
- Diener, E., Kahneman, D. & Schwarz, N. (1999). *Well-Being: Foundations of Hedonic Psychology*. New York : Russell Sage Foundation
- Diener, E. (2009). *The science of well-being: The collected works of Ed Diener*. New York, NY: Springer
- Durayappah, A. (2011). The 3P Model: A General Theory of Subjective Well-Being. *Journal of Happiness Studies*, 12(4),681–716
- Dolton, P., & Marcenaro-Gutierrez, O.D. (2011). If you pay peanuts do you get monkeys? A cross-country analysis of teacher pay and pupil performance. *Economic Policy*, 26, 5–55. doi:10.1111/j.1468–0327.2010.00257

- Graham, J.R. & Shier, M.L. (2010). The Social Work Profession and Subjective Well-Being: The Impact of a Profession on Overall Subjective Well-Being. *British Journal of Social Work*, 40 (5), 1553–1572.
- Guilford, J.P. (1968) *Creativity, intelligence, and their educational implications*. San Diego, USA: Knapp.
- Karskanova, S.V. (2011). Questionnaire “The psychological well-being scales” by C. Ryff: the process and results of adaptation. *Practical Psychology and Social Work*, 1, 1–9.
- Kossewska, J.M. (2015) Vocational education - new generation teaching material for people with ASD. *Social welfare interdisciplinary approach*, 2(5), 101–109.
- Lane, J. (2006). *The spirit of silence: Making space for creativity*. Totnes: Green Books.
- Maslow, A.H. (1943). A theory of human motivation, *Psychological Review*, 50(4), 370–396.
- Maslow, A.H. (1959). Creativity in Self Actualizing People, in H.H. Anderson (Ed.), *Creativity and its Cultivation* (pp.83–95), New York, NY: Harper Row.
- Maslow, A.H. (1968). *Toward a psychology of being*. New York, USA: Wiley.
- Maslow, A.H. (1971) *The Farther Reaches of Human Nature*. New York, NY: Arkana/Penguin Books.
- Oldham, G.R. & Baer, M. (2012). Creativity and the work context. In M. Mumford (Ed.). *Handbook of organizational creativity*.(pp. 387–420). London, Academic Press.
- Ozu, O., Zepeda, S., Ilgan, A., Jimenez, A.M., Ata, A. & Akram, M. (2017) Teachers’ psychological well-being: a comparison among teachers in U.S.A., Turkey and Pakistan, *International Journal of Mental Health Promotion*, 19(3), 144–158, doi:10.1080/14623730.2017.1326397
- Ryff, C., & Keyes, C. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, 69, 719–727
- Ryff, C.D. (2014). Psychological Well-Being Revisited: Advances in the Science and Practice of Eudaimonia. *Psychotherapy and Psychosomatics*, 83, 10–28. <https://doi.org/10.1159/000353263>
- Ryff, C.D. (2016). *Eudaimonic well-being and education: Probing the connections* In D.W. Harward (Ed.) *Well-being and higher education: A strategy for change and the realization of educations greater purposes*. (pp. 37–48): Washington, DC: Association of American Colleges and Universities
- 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(1), 141–166.
- Saman, Z. (2016). Psychological well being teachers need to enhance in teaching, *International Education & Research Journal*, 2(7), 27–29
- Seligman, M.E.P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. New York: Free Press.
- Sawyer, R.K. (2012). *Explaining creativity: The science of human innovation* (2<sup>nd</sup> ed.). Oxford: Oxford University Press.
- Seligman, M.E.P., Rashid, T., & Parks, A.C. (2006). Positive psychotherapy. *American Psychologist*, 61, 774–788

- Sen A.K. Human rights and capabilities (2005). *Journal of Human Development*. 6(2), 151–166.
- Serdiuk, L., Danyliuk, I., & Chaika, G. (2018). Personal autonomy as a key factor of human self-determination *Social welfare interdisciplinary approach*. 8(1), 85–93
- Schmid, T. (Ed.). (2005). *Promoting health through creativity: For professionals in health, arts and education*. London: Whurr Publishers Ltd.
- Weisberg, R.W. (2006). *Creativity: Understanding innovation in problem solving, science, invention, and the arts*. Hoboken, NJ: Wiley
- Weston, A. (2007). *Creativity for critical thinkers*. New York: Oxford University Press.
- Wong, Y.H. & Zhang, L.F. (2014). Perceived school culture, personality types, and wellbeing among kindergarten teachers in Hong Kong. *Australasian Journal of Early Childhood*, 39, 100–108. Retrieved from <http://search.informit.com.au/documentSummary>.