



# **The Creative Class and Subjective Well-Being: Multilevel Analysis**

Irina Vartanova, LCSR HSE

[iridiva.net@gmail.com](mailto:iridiva.net@gmail.com)

Third LCSR International Workshop

April 29, 2013

# Research question

- Does belonging to the creative class make people happier and if it is so why?

# Theoretical background

- In 2002 Florida postulated the rise of the creative class as a distinctive feature of postindustrial knowledge societies
- Inspiring, fulfilling, well-paid job
- The lifestyle of the creative class

# Theoretical background

- Critics of the Florida concept.
- The classification of occupations as creative service and manufacturing classes(Comunian et al., 2009)
- An accountant and a pilot of a plane

# Previous findings at the macro-level

- Mellander et al. (2012)

	Partial correlations controlling for GDP per capita		
	All countries	Low income	High income
Creative class	0.10	-0.31**	0.72***
Service class	0.05	0.33**	-0.57***
Manufacturing class	-0.05	0.15	-0.37*

# Theoretical background

- The revised theory of modernization (Inglehart&Welzel, 2005, Welzel, 2013)
- Values change. Young well educated people who form the creative class are at the forefront of these changes
- Welzel (2012) has demonstrated that the rise of emancipative values is consistent with such job characteristics as creativity, intellectuality and autonomy.

# Theoretical background

- Freedom of choice/ Feelings of agency is positively related with SWB (Inglehart et al., 2008, Welzel & Inglehart, 2010)

# Model



Belonging to  
the creative  
class



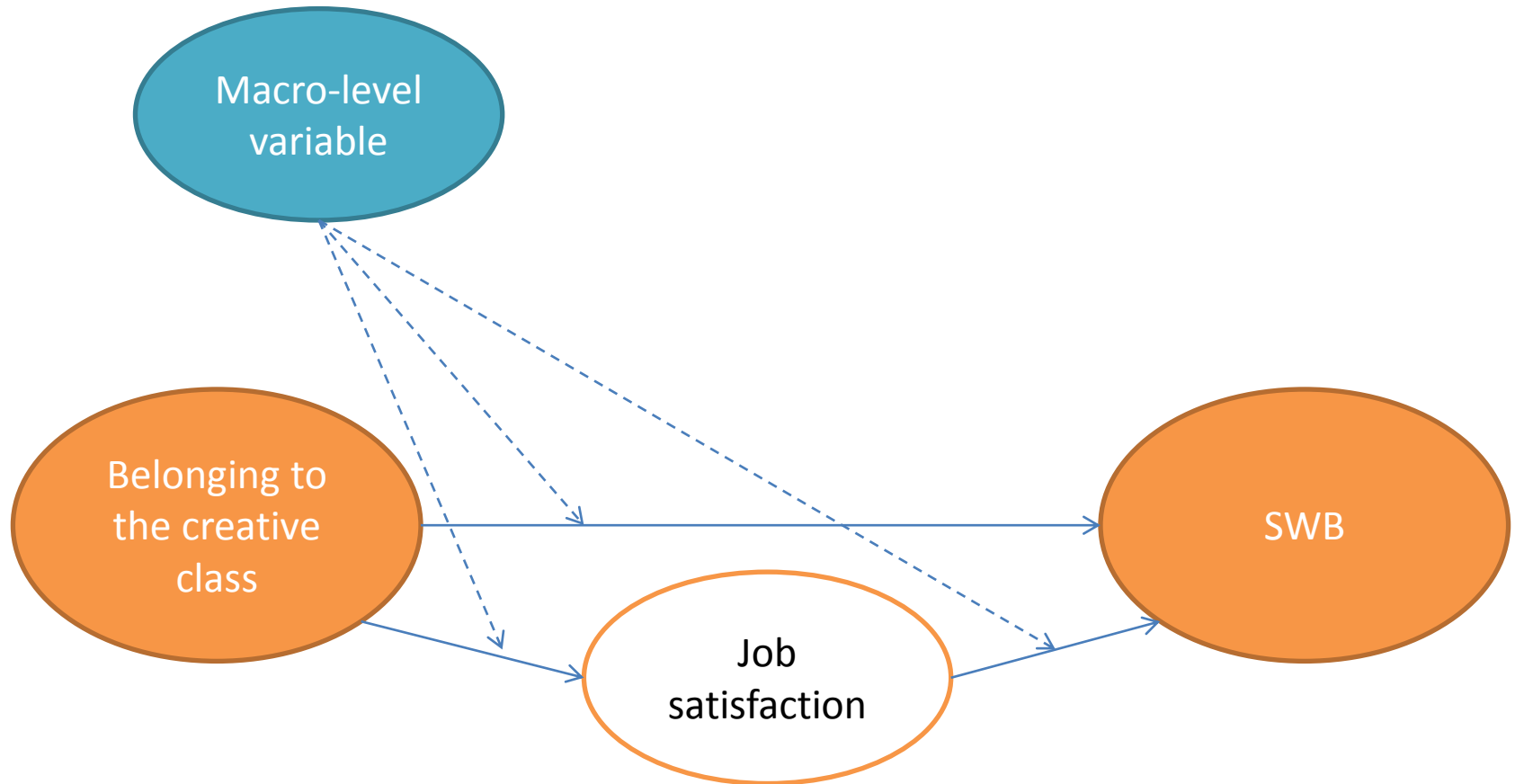
SWB



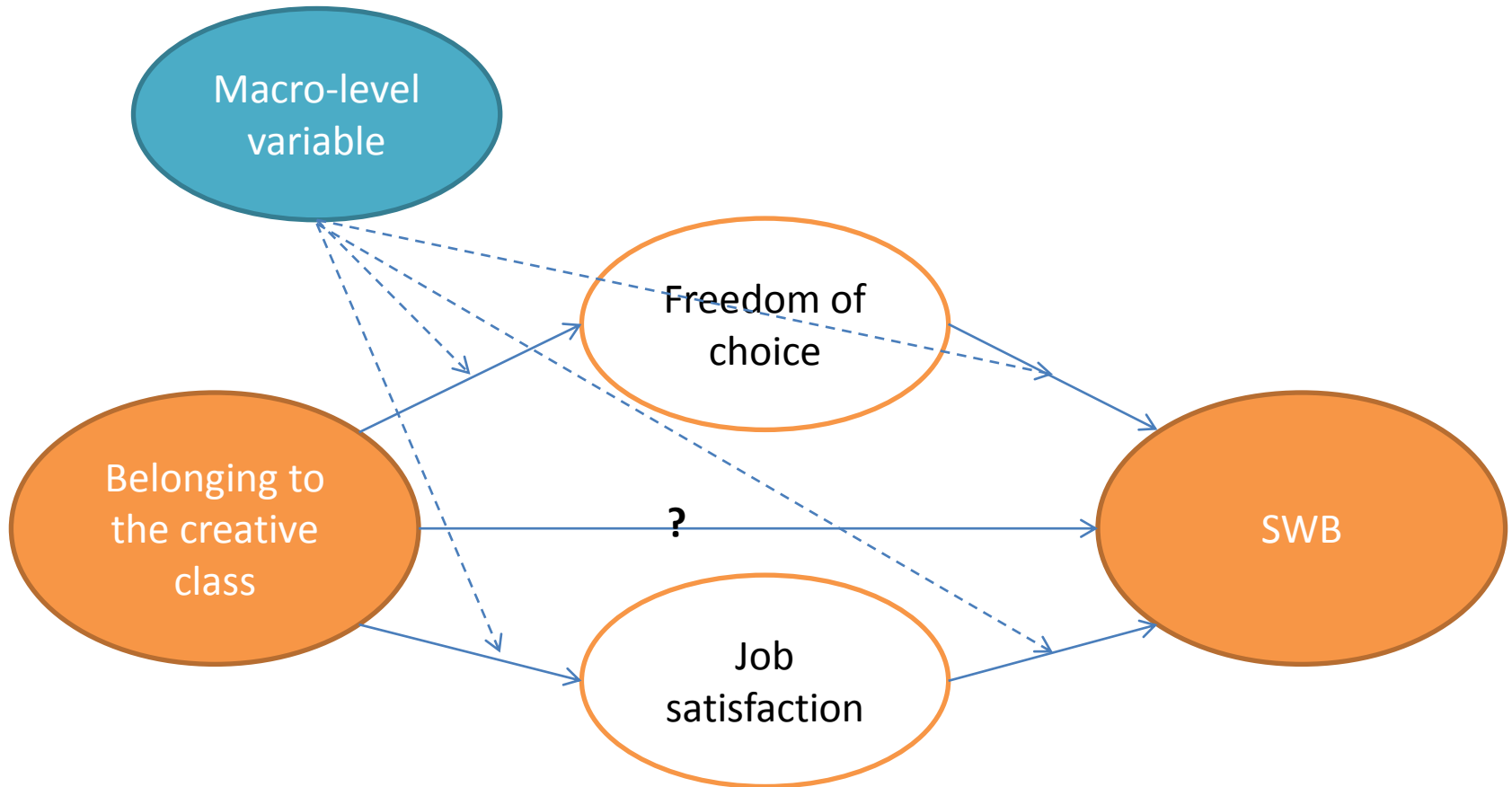
# Model



# Model



# Model



# Hypotheses

- H1. Representatives of creative class are more likely to be happier than representatives of service and manufacturing classes
- H2. Job satisfaction mediates the relationship between belonging to the creative class and SWB
- H2.1 The mediation effect of job satisfaction is expected to be full in less tolerant authoritarian societies with low GDP per capita and industrial economy
- H2.2 The mediation effect of job satisfaction is expected to be partial in tolerant democratic societies with high GDP per capita and knowledge economy
- H3. Freedom of choice partially mediates the relationship between belonging to the creative class and SWB
- H3.1 The mediation effect of freedom of choice will be stronger in tolerant democratic societies with high GDP per capita and knowledge economy

# Data base

- There is no base containing all variables necessary for checking all the hypothesizes
- Job satisfaction mediation. ESS, 5<sup>th</sup> wave
- Freedom of choice mediation. WVS, 5-6 waves

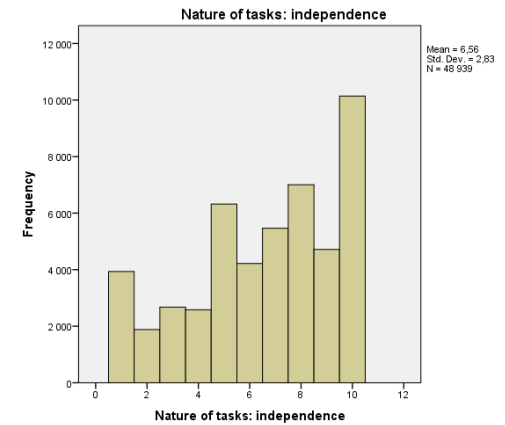
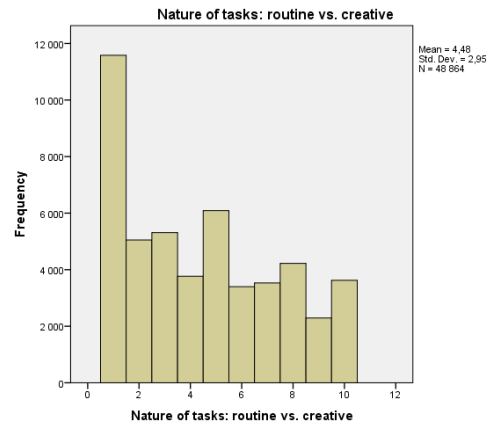
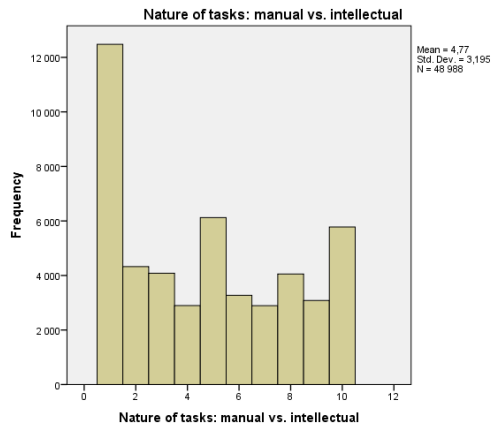
# Variables

- Dependent variable. SWB – composed index of two measurements: happiness and life satisfaction
- Mediation variables:
  - (ESS) How satisfied are you in your main job? 0-10
  - (WVS) Indicate how much freedom of choice and control you feel you have over the way your life turns out 1-10

# Operationalization of the creative class variable (WVS)

- Are the tasks you do at work mostly manual or mostly intellectual?
- Are the tasks you perform at work mostly routine tasks or mostly creative tasks?
- How much independence do you have in performing your tasks at work?

# The distribution





# Operationalization of the creative class variable (ESS)

## Occupation

- ***Creative class***: occupations in computer science and mathematics, architecture, engineering, science, education, arts and design work, entertainment, sports, media, professional and knowledge work occupations including management occupations, business and financial operations, legal positions, health care practitioners, technical occupations and high-end sales and sales management.

# Operationalization of the creative class variable (ESS)

- ***Service class:*** routine service occupations such as preparation and food service-related occupations, building and grounds cleaning and maintenance, personal care and service, low-end sales, office and administrative support, community and social services and protective services
- ***Manufacturing class:*** occupations related to construction and extraction, installation, maintenance and repair, production, transportation and material moving occupations.

# Operationalization of the creative class variable (ESS)

- About how many years of education or vocational schooling beyond compulsory education would they need?
- There is a lot of variety in my work
- My job requires that I keep learning new things
- My health or safety is at risk because of my work

# Macro-level variables

- GDP per capita
- Knowledge economy
- Level of democracy
- Tolerance

# Method

- Bauer et al.(2006) approach to analyze both direct and indirect effect simultaneously

$$Z_{ij} = S_{m_{ij}}(d_{Mj} + a_j \text{PRED}_{ij}) + S_{y_{ij}}(d_{yi} + b_j \text{MED}_{ij} + c'_j \text{PRED}_{ij}) + e_{zij}$$

$a_j$  - the effect of the predictor variable on the mediator variable

$b_j$  - the effect of the mediator variable on the dependent variable

$c'_j$  - the direct effect of the predictor variable on the dependent variable

Thank you for your attention!

Any comments are welcome!