
Well-being at school: The impact of positive mood induction on children's creativity and the modulating role of Emotional Intelligence.

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Résumé

Well-being can be described as the development and experience of positive processes and emotions (Fredrickson, 2001; Ryan & Deci, 2000; Seligman, 2011; Thin 2012). Positive emotions can be provoked in order to induct a positive mood which has proved to enhance creativity in adult population (e.g. Estrada, Isen, & Young, 1994; Isen, Daubman & Nowicki, 1987; Zenasni & Lubart, 2002). Nevertheless, only few studies have been done on the children's relationship between positive mood induction and creativity (e.g. Morrongiello et al., 2015 ; Katz, 1995) even though, creativity has already been related to well-being in both children and adults (Brown, 1989; Carson et al., 1994; Dowd, 1989; Runco, 1991). On the other hand, the role of children's emotional intelligence on creativity hasn't been discussed yet in well-being studies. In this research, our two main objectives were (1) to establish a relationship between emotional intelligence and the development of creativity as proposed by Zenasni & Lubart in 2009, and (2) to seek a relationship between children's emotional intelligence and its capacity to modulate the impact of emotion on their creativity. The participants were 334 school-aged children recruited in priority, public, and private schools: 175 in 1st to 3rd grade [CP-CE2] (76 girls and 99 boys; mean age = 7.5; SD = 0.5), and 159 in 4th and 5th grade [CM1-CM2] (82 girls and 77 boys; mean age = 9.5; SD=1.0). Children were randomly assigned to a control or an experimental group. We applied a neutral mood induction to the control group and a positive mood induction to the experimental group through an imagination procedure. Mood induction effectiveness was measured by SAM scale. Creative divergent thinking was measured by a TTCT figurative task; Creative convergent thinking by TCT-DP; and Emotional Intelligence by the child french version of TEIQue. We postulated that after positive mood induction, children in the experimental group (1) would have better performance on creative divergent thinking task, (2) would have better performance on creative convergent thinking task, (3) would produce more positive elements in their drawings, and (4) children with larger scores in the TEIQue would score larger in both creative thinking tasks. Results will be presented and discussed.

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Mots-Clés: well, being, creativity, positive mood, emotional intelligence