

STUDENTS' AND PARENTS' BELIEFS ABOUT INTELLIGENCE AND SCHOOL PERFORMANCE

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Abstract

Implicit theories of intelligence include entity theory and incremental theory. Entity theorists argue that intelligence is fixed and cannot be modified throughout life. Incremental theorists believe that intelligence can be developed through effort. This study took into account the perceptions of students and parents, to see if they share opinions regarding the nature of intelligence and perception of the role/effort in getting performance. The results showed the most children have joined the same theory as their parents, also sharing the same views on the role talent/effort in getting performance.

Keywords: implicit theories of intelligence; growth goals; performance; learning goals; personal best

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