



ELSEVIER



Available online at www.sciencedirect.com

ScienceDirect

Procedia - Social and Behavioral Sciences 200 (2015) 372 – 376

Procedia
Social and Behavioral Sciences

THE XXVI ANNUAL INTERNATIONAL ACADEMIC CONFERENCE, LANGUAGE AND CULTURE, 27–30 October 2015

Features of Formation of Implicit Theories and their Relation to Students' Intellectual and Personal Potential

Anastasia A. Sheketera^{a,*}, Sergey A. Bogomaz^a

^aTomsk State University, 36, Lenin Ave., Tomsk, 634050, Russia

Abstract

Foreign and domestic psychologists' theoretical concepts of implicit theories of intellect and personality and the degree of influence of these theories on learning and a person's success are analyzed. The results of an empirical study of interrelations of analytical intellect and personal potential with students' established implicit theories are presented. There is a discussion of the hypothesis according to which students who have a higher level of personal potential and higher intellectual parameters understand personality and intellect as phenomena which develop throughout life.

© 2015 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of National Research Tomsk State University.

Keywords: Implicit theories; intellectual and personal potential; psychological safety; analytical intellect

1. Introduction

Currently there are many views on what affects a person's success and learning throughout life and his/her ability to find contact with others and cautiously react to changes in public life. For many years previously intellect (Kudryavtseva, 1995; Kornilova, T.V., Smirnov, 2008) and some personal features (Gordeeva, 2010) were considered the key influencing factors. However, over time it became clear that intellect should not be considered as the only existing reason for achieving success, especially given the fact that intellect has a complex structure and specialists started to distinguish, for example, abstract, practical, emotional and social kinds of intellect. Regarding personal determinants it can be said that some paradoxical data were obtained, which point to the fact that such

* Corresponding author. Tel.: +7-952-895-2524

E-mail address: Anastasia_3110@mail.ru

personal characteristics as sense of purpose, propensities for planning, self-organization of activity, reflexivity of activity and basic beliefs do not have a significant impact on the examination effectiveness of Russian students and in some cases correlate negatively with it (Sheketera, Sudneva, Bogomaz, 2014). These facts initiate the search for other reasons determining a person's success and learning.

2. Methodology

One of the possible reasons may be implicit theories of intellect and personality, which, according to C. Dweck, represent a set of spontaneously formed human beliefs about individual intelligence and personality. Moreover, some people (the supporters of “the profit theory”) believe that intellectual abilities and personal qualities are under their control and it is sensible to make efforts in order to develop them. In people who are oriented and motivated towards mastery and success in a particular professional field, a “profitable model of abilities” is formed. Their first priority is not to prove their competence but to increase it. The other kind of people is bound to think that intellectual abilities and personal qualities are innate (the supporters of “the theory of predetermined outcome”) and out of their control. Consequently, they are bound to believe that there is little point in making efforts in order to develop them. The supporters of the “theory of predetermined outcome” claim that the result of activity depends more on abilities than efforts because abilities are fixed and unchanging (Dweck et al., 1995). The “theory of predetermined outcome” is the feature of those who have strong achievement motivation, but more often it is prevalent in individuals with strong motivation to avoid failure. The implicit theories perform four major functions: descriptive, explanatory, predictive and administrative (Allakhverdov, 2012). Thus, a person describes the world around them and him/herself in this world.

It was important to assess the degree to which students' intellectual abilities and personal potential are interrelated in them with the generated implicit theories of intelligence and personality. On the basis of the published data it was proposed that students who have a higher level of personal potential and higher intellectual parameters would understand personality and intellect as phenomena which develop throughout life.

2.1. Research Design

To study the implicit theories in the student sample the questionnaire by C. Dweck modified by T.V. Kornilova et al. was used (Kornilova, 2008). The questionnaire enables the assessment of four parameters: the prevalence of ideas about incremental intellect; the prevalence of ideas about unchanging or enriched personality; acceptance of learning goals; self-assessment of learning. To assess personality characteristics “the scale of basic beliefs” by R. Janoff-Bulman adopted by O.A. Kravtsova, M.A. Padun and A.V. Kotelnikova (Kravtsova, Padun and Kotelnikova, 2007) was used, which enables an assessment of beliefs about the world, themselves and the ability to control life events in the world. When conducting research and interpreting data, the fact that basic beliefs as a cognitive construct are formed in childhood, but their formation is influenced by the culture and society where that person develops, was taken into consideration (Janoff-Bulman, 2000). Personality characteristics were studied with the technique “Questionnaire of self-organization of activity” (Mandrikova, 2007), meant to diagnose the maturity of tactical planning and strategic goal-setting skills, as well as the methods to study life orientations (Leontiev, 2000). To assess intellectual parameters the version of the test “Progressive Matrices of J. Raven”, modified and adapted by B. Koichu, was used, by which the effectiveness and efficiency of analytical intelligence was assessed (Sheketera, Sudneva, Bogomaz, 2014). The psycho-diagnostic results obtained were organized into an electronic database and processed statistically using the Statistica 10.0 program.

The sample included 55 students of the Faculty of Psychology aged 18 to 23.

3. Discussion of results

According to the research, significant negative correlations were revealed between “intellectual productivity” and the scales “upgradable intelligence” ($r=-0.3$; $p=0.03$) and “enriched personality” ($r=-0.36$; $p=0.02$) of the questionnaire “Implicit Theories”. This means that it may be characteristic of psychology students with a high level of analytical intellect development to be assured that intellect and personality are “innate” and it is senseless to try to

Download English Version:

<https://daneshyari.com/en/article/1110579>

Download Persian Version:

<https://daneshyari.com/article/1110579>

[Daneshyari.com](https://daneshyari.com)