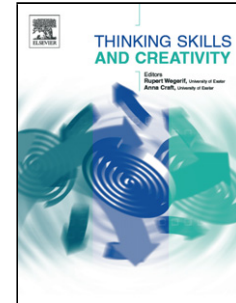


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The role of implicit theories, age, and gender in the creative performance of children and adults

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Highlights

- Children's implicit theories of intelligence correlated with their divergent thinking scores
- Adults' implicit theories of creativity correlated with their divergent thinking scores
- Endorsing an entity theory was associated with lower creative performance
- Age, but not gender, was positively related to creative performance
- The conclusion of this study may offer a potential route for creative intervention

Abstract

Given its importance in current society, understanding the individual differences that might encourage creative productivity should be an important focus for research. In this two-study paper, we suggest that an individual's beliefs about the malleability of abilities and traits plays an important role in their creative performance. This relationship was examined in both children (Study 1) and adults (Study 2). For Study 1, data was collected from 58 pupils (aged 4-7 years). Participants completed a divergent thinking task, and their implicit theories of intelligence were measured. Results showed that holding an entity theory of intelligence was associated with lower scores on the divergent thinking task. For Study 2, 131 adults participated, completing an online divergent thinking task as well as reporting their implicit theories of creativity. Leading on from the findings of Study 1, endorsing an entity theory of creativity was associated with lower scores on the divergent thinking task. In both studies, the role of

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