

The association between implicit theories of intelligence and affective states- a meta-analysis

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Abstract

Implicit theories of intelligence, the way the nature of intelligence is conceptualized, creates different frameworks for interpreting and responding to achievement situations, while entity theory is generally associated with maladaptive emotional and behavioral responses, incremental theory leads to more adaptive reactions. While the associations between implicit theories academic performance and achievement related factors are well studied, relatively few studies focused on its relationship with affective states. We conducted a meta-analysis in order to synthesize and assess the effect size of this association. 13 studies, comprising 13 combined, and 21 individual effect sizes were analyzed. Our random effects meta-analysis showed small to medium overall effect size regarding the association between implicit theories of intelligence and affective states ($r = .21$, $p < .001$), and also confirmed that among students entity theory has stronger association with negative, while incremental theory with positive affective states. These associations were not moderated by the context of emotions (general or academic) or academic level, however the later approached the required significance level, suggesting that there might be a tendency for stronger effects on lower academic levels, but this assumption needs further investigation.

Keywords

implicit theories of intelligence, affective states, student