

Table 2

Relationship matrices among different dimensions of teachers' beliefs and practices

		1	2	3	4	5	6	7	8	9
Innate Fixed Ability	r	1	-.158	.127	-.159	-.030	.258**	-.162	.013	-.041
	Sig.		.116	.210	.114	.764	.010	.107	.900	.688
	N	100	100	100	100	100	100	100	100	100
Learning Effort Process	r	-.158	1	.286**	.312**	.531**	-.083	.600**	.326**	.507**
	Sig.	.116		.004	.002	.000	.414	.000	.001	.000
	N	100	100	100	100	100	100	100	100	100
Criticizing Authority	r	.127	.286**	1	.272**	.138	.305**	.268**	.227*	.263**
	Sig.	.210	.004		.006	.172	.002	.007	.023	.008
	N	100	100	100	100	100	100	100	100	100
Certainty of Knowledge	r	-.159	.312**	.272**	1	.192	.125	.327**	.365**	.211*
	Sig.	.114	.002	.006		.055	.216	.001	.000	.035
	N	100	100	100	100	100	100	100	100	100
Constructivist Conception	r	-.030	.531**	.138	.192	1	-.079	.635**	.545**	.411**
	Sig.	.764	.000	.172	.055		.434	.000	.000	.000
	N	100	100	100	100	100	100	100	100	100
	r	.258**	-.083	.305**	.125	-.079	1	-.094	.268**	.176

Traditional Conception	Sig.	.010	.414	.002	.216	.434		.354	.007	.079
	N	100	100	100	100	100	100	100	100	100
Standard Contemporary Practice	r	-.162	.600**	.268**	.327**	.635**	-.094	1	.533**	.559**
	Sig.	.107	.000	.007	.001	.000	.354		.000	.000
	N	100	100	100	100	100	100	100	100	100
Focused Instruction	r	.013	.326**	.227*	.365**	.545**	.268**	.533**	1	.544**
	Sig.	.900	.001	.023	.000	.000	.007	.000		.000
	N	100	100	100	100	100	100	100	100	100
Innate Fixed Ability	r	-.041	.507**	.263**	.211*	.411**	.176	.559**	.544**	1
	Sig.	.688	.000	.008	.035	.000	.079	.000	.000	
	N	100	100	100	100	100	100	100	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).