



Empowering Young Minds: The Role of Parents in Cultivating a Growth Mindset in Children

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Abstract

Home is the first and most powerful learning environment for children; parents play a crucial role in children's holistic development." Parenting styles have a significant impact on children's self-perceptions and learning behaviours. Parents' input impacts children's ways of coping and presenting a positive growth orientation and effort. The review follows a structured conceptual synthesis approach. Relevant peer-reviewed articles published between 1998 and 2025 were systematically searched from Scopus, Web of Science, ERIC, and Google Scholar using relevant keywords such as "growth mindset," "parental beliefs," "process praise," "autonomy support," "motivation," etc. Inclusion criteria for selecting articles were their "empirical or theoretical relevance to parenting and motivational development in children." Exclusion criteria were "non-peer-reviewed sources," "studies focusing exclusively on adult populations," and "lack of clear methodological reporting." The findings indicate that "effort-focused feedback," "autonomy support," and "helpful failure responses" relate to children's persistence and coping behaviours. However, meta-analytic findings indicate that "growth mindset interventions' effect on academic achievement is small and context-dependent," thus indicating the role of relational reinforcement in family systems. The review is a practitioner synthesis that also critically engages with current debates on effect size heterogeneity, replication issues, and cultural moderation.

Keywords: Mindset, Parenting, Growth mindset, Resilience, Autonomy support, Motivation

1 Introduction

Parenting is a challenging task. There is no way through which the parent will know everything. Parents do everything in their capacity for their child's development. What they don't realise sometimes is that their efforts may have a negative effect on their child. For example, praising a child for their intelligence instead of effort will make them avoid challenges. With the right amount of encouragement and support parents can develop a growth mindset in their children. With a growth mindset children will be able to navigate the challenges that they face, be resilient towards failure and will embrace challenges and criticism. A child's initial

development depends on the home environment and a lot depends on how parents behave with their children. Impact of parenting styles, communication strategies, and reinforcement techniques on fostering a growth mindset in children. A growth mindset, as proposed by Carol Dweck, emphasizes the belief that abilities and intelligence can be developed through effort, learning, and perseverance. Parents who encourage resilience, provide constructive feedback, and model adaptive thinking help their children develop confidence and a positive attitude toward challenges. The study also highlights the significance of praise of efforts, outlook towards failure, and emotional support in nurturing a child's belief in self-improvement. By understanding the role of parenting in developing a growth mindset, caregivers can adopt strategies that empower children to approach learning with curiosity, resilience, and a willingness to grow.

Purpose and Scope of the Study

The purpose of this conceptual review is to integrate existing theoretical and empirical literature on the contribution of parents to children's growth mindset. Although most of the research on growth mindset has concentrated on classroom and learning environments, relatively little attention has been paid to the impact of children's family environments and parents' practices on children's motivational beliefs. This conceptual review aims to specifically address this issue and explore how parents contribute to children's growth mindset.

The present review is limited to research on children and adolescents in learning and developmental settings. Studies that investigate parental influence on children's and adolescents' motivation, resilience, and mindset-related constructs are considered, while those that are focused on adult samples or irrelevant motivational models are not.

The present study seeks to answer the following research questions that guide the analysis of the topic:

1. What are the parental beliefs about intelligence and learning that impact children's growth mindset development?
2. What parental communication, feedback, and praise patterns are linked to children's growth mindset motivational beliefs?
3. What are the parental styles and emotional climates in family environments that facilitate or hinder children's growth mindset development in terms of persistence, resilience, and seeking challenges?
4. What are the contextual factors that moderate the relations between parental practices and children's growth mindset development?

By answering these questions, this paper seeks to provide a practitioner-friendly synthesis that helps to elucidate the processes that underlie parental influences on children's motivational and learning-related outcomes.

2 Methodology

This study adopts a structured conceptual review methodology to synthesise theoretical and empirical research on the relationship between parenting practices and the development of growth mindset in children.

2.1 Search Strategy

A systematic literature search was conducted across four major academic databases: Scopus, Web of Science, ERIC, and Google Scholar. The search covered publications from 1998 to

2025, corresponding to the period following the emergence of mindset theory in educational psychology.

2.2 Keywords Used in the Search Included

- growth mindset
- parental beliefs
- process praise
- autonomy support
- parenting style
- motivation
- Resilience

2.3 Inclusion Criteria

The studies included for the review had to fulfil the following conditions:

- Peer-reviewed journal articles
- Empirical and/or theoretical significance for the topic of parenting and children's motivation
- Subject matter: children and/or adolescents
- Clear methodological description

2.4 Exclusion Criteria

- Excluded studies had to fulfil the following conditions:
- Exclusively adult population
- Lack of methodological clarity
- Non-peer reviewed sources

2.5 Limitations

This review is limited by the fact that it is based on published literature and therefore possibly influenced by publication bias. Moreover, since this is not a statistical review, there is no calculation of aggregated results.

3 Theoretical Framework

3.1 Mindset

Mindset was first introduced by American Psychologists and researchers Dr Carol Dweck.

Mindset is classified into two types - fixed mindset and growth mindset. People with a fixed mindset believe that their intelligence, abilities and talents are fixed and there is little or nothing that they can do about it. Whereas people with a growth mindset believe in malleability. They believe with the right amount of hard work and efforts they can achieve their desired goals. When people with a fixed mindset avoided challenges considering it to be a threat to their existing intelligence, people with a growth mindset seek challenges. They believe challenges as lessons to learn from and so they thrive in challenges. Another important quality that a person with a growth mindset is the way they are resilient. They are not afraid of failures and so do no worry about trying out something new

3.2 Growth Mindset

Growth mindset is a belief that a person can develop intelligence, talents and abilities with the right amount of hard work and effort. A growth mindset is the belief that a person's capacities and talents can be developed over time. People with a growth mindset are confident, resilient and thrive in challenges. They believe in efforts over innate abilities. People with a growth mindset have a genuine love for learning and are focused in the learning process rather than the end results. (Growth Mindset, 2025)

The cognitive foundations regarding parental influence on the development of a child's growth mindset depend on a strong theoretical basis that can explain a child's social development in terms of cognition, motivation, and learning ability. Though Carol Dweck's mindset theory is the core basis from which this review is conducted, other theories will be implored to further enrich the analysis with a deeper insight into the specific mechanisms through which parental influence can be attributed. The theories that will be invoked include Social Learning Theory, Self-Determination Theory, and Attribution Theory, which will provide the pre-analytical basis upon which the research is built.

3.3 Social Learning Theory (Bandura): Parent Modelling and Observational Learning

Social Learning Theory, as put forth by Albert Bandura, underlines that kids build up behaviour, attitudes, and feelings, not just through being instructed or taught, but also by observing their vital others, which includes their parents as well (Bandura, 1977). Parents are very first and vital role models for their kids. A kid watches their parents welcome challenges, work, mistakes, and learning experiences. Within the process of growth mindset development, parental modelling takes a key role. Thus, if parents tend to show persistence, adaptability, and a learning disposition from failures, children tend to show a similar disposition regarding ability and development. However, if parents practice avoidance or inflexibility, children tend to attribute ability to personal traits, as illustrated by failures. As such, it may be seen that Social Learning Theory offers support to the notion that, indeed, growth mindset is not only transmitted by parents in terms of their linguistic behaviours, but also by their actions, in as much as these are observed and emulated by their children.

3.4 Self-Determination Theory of Deci and Ryan - Autonomy Support and Motivation

Self-Determination Theory (SDT) of motivation, as put forward by Deci and Ryan, centres around three main psychological needs, namely autonomy, competence, and relatedness (Deci & Ryan, 2000). According to this theory, children are likely to experience better motivation and learning tendencies if their needs are met in their social environment. Parental autonomy support is especially pertinent when it comes to the development of a growth mindset. Parents who are high on autonomy support encourage their children to make decisions, think critically, and attempt to learn without pressures and appraisal concerns. Parental autonomy support helps children have a meaningful and internally rather than an externally controlled perception of learning. When children feel supported despite the outcomes, they are able to endure challenges, be more challenged, and find value in their efforts. These are all motivational precursors that are very similar to the characteristics of a growth mindset.

Thus, parental support is essential in nurturing the motivational foundation for the development of a growth mindset.

3.5 Attribution Theory of Weiner: Influence of Parents on Success/Failure Interpretations

Attribution Theory, as proposed by Bernard Weiner, is concerned with understanding explanations provided by people for their successes and failures (Weiner, 1985). These have been known to impact motivational and emotional outcomes as well. Children are usually influenced by their parents, and their attributions are a product of the feedback that they receive. Parents are encouraging their children if they are promoting effort, strategy, and improvement, as this helps in cultivating a growth mindset, as they continue to believe that their performance can improve. On the other hand, where children are repeatedly told that results are due to innate ability—such as being naturally “smart” or “not good at math”—fixedness is more likely. This can lead to negative motivational effects and will develop a fixed mindset in children. Attribution Theory thus offers an essential connection in explaining the relationship between parental communication patterns and the child's process of mindset formation. It helps explain why parental communication patterns regarding ability and effort are of central interest in understanding the child's coping and achievement motivation.

4 Growth Mindset and Learning

Previous research indicated that students with a growth mindset are more likely to show persistence, adaptive coping strategies, and engagement in learning tasks. People who believe in a growth mindset are also likely to believe that challenges are learning opportunities and not measures of their ability.

However, recent research has indicated that there is a complex relationship between a growth mindset and academic achievement.

For instance, Sisk et al. (2018) conducted a large-scale meta-analysis to investigate the effectiveness of a growth mindset intervention on academic achievement. According to this research, the impact of a growth mindset intervention on academic achievement is relatively small. Moreover, this research indicated that there is a large variation in effect size, implying that the effectiveness of a growth mindset intervention varies depending on environmental and socioeconomic factors. These results have given rise to ongoing debates regarding the replicability and generalizability of growth mindset intervention programs. Another perspective is that mindset beliefs are part of a larger motivational system and thus may have indirect, rather than direct, effects on academic outcomes.

For example, Ba et al. (2025) showed that growth mindset had an indirect, rather than a direct, effect on academic achievement via students' self-beliefs and effort regulation.

Also, Yu et al. (2024) showed that growth mindset intervention programs had a positive impact on academic self-efficacy and reduced helpless attributions, although this impact depended on contextual environments.

These results indicate that a growth mindset is a belief system that is embedded in contextual environments and is affected by social relations, especially parental relations and family learning environments.

5 Role of parents in child's Mindset Development

Parents are the main agents of primary socialization in the cognitive and motivational development of children. Their role goes beyond helping children in academics to the development of emotional, social, and self-regulatory skills.

Research has shown that parents who hold growth-oriented beliefs about intelligence tend to raise children who exhibit persistence and effort in learning tasks (Song et al., 2022). Positive early parenting practices also have an indirect effect on self-concept in adolescence through the development of psychological resources in childhood and adolescence (Xu et al., 2025).

However, new studies have shown that parental mindset does not necessarily and automatically get transferred to children. The transfer of growth-oriented beliefs seems to be influenced by the compatibility of parental beliefs, communication styles, emotional expressions of failure, and behavioural manifestations (Haimovitz & Dweck, 2017).

5.1 Parental Beliefs

According to research, parents who think ability is changeable are more likely to support and encourage their children's autonomy during reading and math activities. In contrast, parents who have fixed beliefs may act more controllingly, which can hinder opportunities for mindset development and discourage independent problem-solving (Grose et al., 2024).

However, parental beliefs are domain-specific and culturally mediated. Parents may have growth-oriented beliefs in some subjects but fixed beliefs in other subjects, thus communicating mixed messages to their children. Conceptually, this implies that the transmission of mindset is not a simple dichotomy but a dynamic process that occurs within a sociocultural context.

5.2 Parents Praises and Encouragement

When parents praise their children for their abilities, it tends to put them in a box. Longitudinal studies have demonstrated that consistent process praise predicts growth-oriented beliefs over time. Process-focused praise, such as "You worked hard and tried different strategies," encourages children to see effort as valuable and leads them toward a growth mindset, while person-focused praise, such as "You're so smart," can inadvertently foster a fixed mindset because it links success to innate ability rather than effort (Brummel man & Thomaes, 2017).

However, the literature also points out some possible boundary conditions. Excessive, insincere, or unrelated praise may not lead to a lasting motivational shift. Therefore, the impact of praise is not only contingent on the type of praise (process vs. person praise) but also on other factors such as authenticity and timing.

5.3 Encouraging Challenges

When parents encourage children to take on challenging activities, they start developing confidence. The activities, challenges, and experiences that parents choose for their kids at home are also influenced by their beliefs about learning. When parents are briefly exposed to growth mindset messages, they choose more difficult learning activities for their kids, which further reinforces a growth mindset (Tian et al., 2023).

However, challenge-seeking behaviour is affected by perceptions of psychological safety. When children are under high performance pressure or threatened with disappointment from their parents, they may avoid challenges even when they are exposed to messages that are growth-oriented. From a conceptual perspective, this implies that emotional climate can be a moderator of the relationship between parental messages and behaviour.

5.4 Focus on Efforts

One of the most powerful ways parents can instil a growth mindset is to focus on their child's effort instead of praising their intelligence and final results. When parents appreciate and see the hard work and strategies their children use to improve, children understand that improvement is gained through effort and persistence. Praising effort is useful for children to be more inclined to confront challenges and difficulties, learn from mistakes, and keep on attempting even when it is a challenging activity for them to deal with. On the other hand, simply telling a child that she is "smart" for a certain activity might cause a child to shy away from a challenge because she might think that the successful outcome of the activity depends on her natural and innate capability alone.

Parental autonomy support (giving children choices and acknowledging their feelings) has been linked to stronger growth mindset development and academic engagement. When children feel supported regardless of the outcome, they are more willing to embrace challenges and see setbacks as opportunities for improvement (Zhang & He, 2025).

Based on Self-Determination Theory (Deci & Ryan, 2000), autonomy support can be considered a basic mechanism through which growth-related beliefs can be internalized. Without the fulfilment of autonomy and competence needs, growth-related messages might lack depth and fail to alter the motivational structures of children.

6 Analytical Framework

This study has been conducted following a structured analytical framework. This framework assesses the influence of parental beliefs, behaviour, and learning environment on the cultivation of a growth mindset. Psychologist Carol Dweck developed the underlying theory of mindset, which suggests that individuals have different underlying beliefs about their abilities. These include confidence in fixed abilities as well as an underlying growth mindset, which believes they can be developed through using effective learning strategies while learning from failure (Dweck, 2006). In this theoretical context, parents are key figures as they are primary socializers of children.

In order to enrich the level of depth in the explanation, the framework also incorporates additional psychological theories in the area, such as Social Learning Theory, which was developed by Bandura (1977), with the core idea being that children develop their own set of beliefs and behaviours through modelling parents' behaviours. Additionally, there is Attribution Theory, which focuses primarily on the development that children make in relation to the ways in which they achieve certain outcomes, whether through efforts made, ability exhibited, and so on.

6.1 Core Domains of Parental Influence

The structure of the analytical framework revolves around three interrelated domains, which are used by parents to promote growth mindsets in their children: parental communication style, parenting style/emotional climate, and beliefs and modelling.

6.1.1 Parental Communication Practices

The first one concerns itself with the role of feedback, praise, and casual feedback used by parents in developing and nurturing the various beliefs that their children hold. Studies have shown that pressuring children and emphasizing related issues, as well as using process-oriented praise, cultivate constructive learning and belief systems, as opposed to parent praise and lauding of their child's innate competence, which may in fact cause mindsets that are fixed

(Mueller & Dweck, 1998). Furthermore, parents who emphasize learning to make mistakes also build resilience in their children, promoting academic persistence. Such parental communication is in line with growth mindset theory since it also promotes the idea of competence development regardless of engagement levels, as noted by Haimovitz and Dweck (2017). As such, this review also explores parental communication as an essential means of transmitting their mindset beliefs.

6.1.2 Parenting Style and Emotional Climate

The second domain concerns the more general emotional and motivational milieu provided within the family. Parenting styles that are warm, supportive, and autonomy-enhancing have been related to higher levels of intrinsic motivation and adaptive achievement-related behaviours for children (Deci & Ryan, 2000). When children feel psychologically safe at home, they will be more inclined to approach challenges, persevere at tasks, and feel competent in learning processes.

On the other hand, a controlling style of parenting, such as a performance approach, may foster fear of failure and discourage taking risks, which may not promote a growth-oriented belief development. The positive parenting context promotes the child's motivation and eagerness to engage in effortful learning and sees difficulties as a normal part of development (Pomerantz & Kempner, 2013). As such, the framework assesses the role of parenting practices in contributing to a child's motivational and emotional readiness to develop a growth mindset.

6.1.3 Parental Beliefs and Modelling

The third domain focuses on parents' own mindset, beliefs and behaviours in relation to learning and failure. Parents' internalization of malleable intelligence factors does indeed influence them to foster persistence in their children and offer supportive behaviours in the face of failure (Gunderson et al., 2013). Indirectly, parents teach their children about their competence to learn by demonstrating persevering behaviours in their own learning.

Social Learning Theory proposes that children can develop attitudes not only through what they are told but also through what they observe their parents do when face with difficulties (Bandura, 1977). As a result, this review examines the degree to which parental growth mindset orientation can be used to forecast children's motivational and achievement patterns.

6.2 Mechanisms Linking Parenting to Growth Mindset Development

In these domains, four main mechanisms of parental influence in shaping mindset development have been identified by this framework:

1. Internalization of Learning Beliefs: Children incorporate what their parents say about intelligence into their self-concepts. (Dweck, 2006)
2. Attributional Shaping: Weiner (1985) reported that parents shape their children's attribution for success and failure, where success or failure is frequently ascribed both to effort
3. Motivational Support and Persistence: Parenting styles that emphasize autonomy contribute to children's intrinsic motivation (Deci and Ryan, 2000).
4. Resilience and Adaptive Coping: Growth-oriented parental reactions to failure promote resilience and adaptive coping skills in children (Haimovitz & Dweck, 2017).

These mechanisms offer an explanatory route for relating parenting behaviours to children's learning dispositions.

6.3 Outcomes for Children Associated with Growth Mindset Development

The framework examines growth mindset as a predictor of both academic and psychosocial outcomes. Empirical evidence has shown that children with more developed growth mindset beliefs show greater academic engagement, higher motivation for achievement, and increased resilience in the presence of challenges; Yeager & Dweck, 2012). Growth mindset development is also associated with enhanced self-efficacy, lower helplessness, and stronger problem-solving orientations.

Accordingly, the review thus synthesizes evidence regarding how parental contributions to mindset formation affect the educational performance and emotional well-being of children.

6.4 Contextual Boundaries

Lastly, this analytical framework recognizes that parental influence is subject to contextual conditions. Values imposed by culture, socio-economic status, developmental stage of children, and educational settings can influence the effectiveness of promoting a growth mindset through parental influence. Recent studies have highlighted that interventions focusing on a growth mindset and parental influence can differ according to cultural influences, thus noting that parental influence is not uniform across all settings (Heine et al., 2001; Claro, Paunesku, & Dweck, 2016).

Table 1. Conceptual Review Matrix Categorizing Parental Influences on Children's Growth Mindset

Study (Author, Year)	Study Type / Sample	Study Context (Country / Setting)	Domain of Parenting Influence	Key Focus	Major Findings Related to Growth Mindset	Direction of Effect	Study limitation	Implications for Parents
Mueller & Dweck (1998)	Experimental; children aged 10–12	USA; Laboratory setting	Parental Communication	Effort praise vs ability praise	Effort praise increased persistence; intelligence praise promoted helplessness	Positive	Artificial lab setting; short duration	Praise effort, strategies, improvement rather than 'smartness'
Gundersen et al. (2013)	Longitudinal; parent–child interactions (1–3 yrs)	USA; Naturalistic home observations	Parental Beliefs & Modelling	Process praise in early childhood	Early process praise predicted growth mindset 5 years later	Positive	Observational design; limited demographic diversity	Mindset messages begin early through parental language
Haimovitz & Dweck (2017)	Theoretical + empirical synthesis	USA; School and family contexts	Communication + Emotional Climate	Parents' responses to failure	Failure-as-learning responses foster growth mindset; avoidance promotes fixed beliefs	Positive	Theoretical integration; limited longitudinal causal data	Normalize mistakes and frame setbacks constructively

Study (Author, Year)	Study Type / Sample	Study Context (Country / Setting)	Domain of Parenting Influence	Key Focus	Major Findings Related to Growth Mindset	Direction of Effect	Study limitation	Implications for Parents
Deci & Ryan (2000)	Self-Determination Theory evidence	Cross-cultural; educational & family settings	Parenting Style & Emotional Climate	Autonomy-supportive parenting	Autonomy support enhances intrinsic motivation and persistence	Positive	Broad theory; not exclusively growth mindset-focused	Encourage choice, curiosity, self-driven learning
Claro et al. (2016)	Large-scale quantitative; >160,000 students	Chile; National secondary school dataset	Contextual Moderators (SES)	Poverty and achievement	Growth mindset reduced negative effects of socioeconomic disadvantage	Positive (Moderated)	Correlational design; cultural specificity	Growth mindset parenting may protect in low-resource contexts

7 Findings

This conceptual review has synthesised peer-reviewed literature that has investigated the role of parents in promoting a growth mindset in children. The literature reviewed has consistently shown that parental beliefs about intelligence, feedback, encouragement of challenge-seeking, and autonomy-supporting are core processes by which children develop motivational and learning-related self-perceptions. In general, parents are identified as key socialisation agents who shape the development of children's mindset through both explicit communication and the emotional learning environment provided in the home (Dweck, 2006; Haimovitz & Dweck, 2017).

7.1 Parental Beliefs Shape Children's Learning Environments

A key finding is that parents' implicit beliefs about intelligence significantly influence their parenting behaviours and the opportunities they provide for learning. Parents who believe that ability is malleable are more likely to support children's autonomy, encourage persistence, and promote adaptive learning behaviours. In contrast, parents holding fixed beliefs may adopt more controlling approaches, limit children's independence and reducing opportunities for mindset development. Grose et al. (2024) highlight that parents with growth-oriented beliefs tend to encourage autonomy during academic activities, whereas fixed beliefs may hinder independent problem-solving and learning flexibility.

Praise Practices Influence Mindset Development

7.2 Praise

The review further reveals that parental praise is a potent means by which children develop beliefs about intelligence and achievement. Process praises, which emphasize efforts, strategies, and persistence, predict growth-oriented motivational frameworks consistently across time. On the other side, person praises, which emphasize innate ability or intelligence,

may contribute to the development of fixed mindset beliefs by linking success to entity factors. Longitudinal research asserts that children who are exposed to parental praises on processes are more likely to develop a valuation for efforts and approach learning challenges (Brummelman & Thomaes, 2017).

7.3 Challenges Encourage- Perdue to boost Self-Confidence and resilience

The other key discovery is that by allowing a child to participate in challenging tasks where learning is involved, parents play a vital role in fostering confidence and a resilient character in a child. The research by Tian et al. (2023) showed instances where parents who were oriented to a growth mindset tendency showed a preference for challenging learning tasks with their children, hence reinforcing this challenge-seeking behaviour. Encouraging challenges thus plays an important role in strengthening children's persistence and willingness to learn through effort.

7.4 Effort Focus and Autonomy Support – Fostering Motivation

Lastly, these results highlight that it is crucial for parents to focus on effort rather than outcome or intelligence abilities. Parents foster an effort-oriented parenting style when they inform children that progress results from effort and that children can improve by planning and learning from failure. When parents do this, children tend to face adversity and learn from failure and maintain high levels of motivation. Finally, parental support for autonomy, such as providing children with choices and supporting them regardless of outcome, has been shown to enhance children's academic involvement and growth mindset development. According to Zhang and He (2025), parents practicing an autonomy-support parent style encourage children to see failure as a way to improve rather than a means by which they have failed.

8 Implications

The findings of this review have substantial implications for parenting practices and educational systems, and for future interventions in developing growth mindset among children.

8.1 Implications for Parents

In light of the findings that have established a connection between parental beliefs and feedback styles and children's motivational orientations, parents can be advised to use growth-oriented communication styles. For example, focusing on effort, strategies, and improvement instead of ability helps to foster resilience and adaptive achievement behaviours (Mueller & Dweck, 1998; Gunderson et al., 2013).

In addition, the promotion of error as a learning process and challenges as opportunities for growth can help to foster mastery-oriented persistence (Yeager & Dweck, 2012). Autonomy-supportive behaviours, such as emotional validation and giving children choices, also help to promote intrinsic motivation and psychological well-being (Deci & Ryan, 2000).

8.2 Implications for Educators and Schools

The results indicate that the development of mindset is most effective when it is consistently reinforced in home and school settings. Schools can act as facilitators to help parents by conducting workshops and parent-teacher collaborations to promote the development of growth-oriented mindsets (Haimovitz & Dweck, 2017).

Rattan et al. (2015) highlight the importance of communication between teachers and parents to ensure that children are exposed to messages of learning and improvement rather than mere performance.

8.3 Implications for Policy and Intervention Programs

Notably, the evidence suggests that growth mindset interventions should be expanded to include parents as active participants. Family-inclusive strategies that train parents in process praise, autonomy-supportive communication, and failure response could lead to more robust and enduring outcomes (Claro et al., 2016).

Interventions may be especially helpful for children who are experiencing academic pressure or socioeconomic disadvantage, in which home-based motivational support could serve as a buffer against environmental challenges and facilitate long-term success (Claro et al., 2016).

9 Conclusion

This conceptual review thus brings out the importance of parents in empowering young minds through the instillation of a growth mindset among children. Results show that parental beliefs of intelligence, the pattern of praise and encouragement, promotion of challenging experiences, and emphasis on effort-based learning together shape motivational orientations and resilience in children. The children of parents who endorse malleable views of ability and provide autonomy-supportive environments manifest greater confidence, persistence, and viewing setbacks as an integral part of the learning process. In contrast, controlling practices and person-focused praise may inadvertently reinforce fixed beliefs and reduce engagement with challenges.

The review concludes that the development of growth mindset is not solely an individual trait but a socially nurtured orientation strongly influenced by parental practices. By adopting growth-oriented communication, encouraging effort, and supporting autonomy, parents can contribute foundationally to lifelong learning, academic engagement, and emotional resilience in children.

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