

PHILOSOPHICAL UNDERPINNINGS OF GROWTH MINDSET INTERVENTION

Galuh Prawitasari¹, Dwi Yuwono Puji Sugiharto², Mulawarman Mulawarman³

^{1,2,3}Universitas Negeri Semarang

Corresponding Email: galuhprawitasari@students.unnes.ac.id

Article Information

Received : September 16, 2025

Revised : November 3, 2025

Accepted : November 8, 2025

Abstract

The concept of growth mindset has gained widespread attention in educational discourse as a tool to enhance students' motivation, well-being, and academic success. However, the implementation of growth mindset interventions often emphasizes behavioral outcomes while neglecting the deeper philosophical foundations that shape students' sense of self, purpose, and well-being. This paper presents the ontological, epistemological, and axiological domains of growth mindset interventions by reviewing the primary and secondary relevant literatures. A thorough examination of these philosophical dimensions enables practitioners to more effectively integrate the principles of growth mindset interventions into their professional practice.

Keywords: : *growth mindset, student, cognitive approach, philosophical.*

Introduction

Modern education systems are situated within increasingly complex social and cultural environments marked by rapid technological advancements, rising mental health challenges and evolving societal expectations. Students today navigate a highly competitive and fast-paced world where stress, anxiety, and burnout have become pervasive, even at the primary and secondary education levels. Numerous empirical studies have documented alarming increases in mental health problems among school-aged children and adolescents, such as depression and self-harm. The impacts of depression on students can be severe, affecting their academic performance, social relationships, and overall quality of life. Depression is linked to a negative self-appraisal and can lead to suicidal tendencies if not addressed properly (Madsen & Harris, 2021). Additionally, the stress and psychological burden of self-harming behaviors can distract students from their studies, leading to lower grades and reduced engagement in school activities (King et al., 2022). These trends thus underscore the urgency of integrating well-being as a core element in education system.

The educational relevance of well-being is supported by robust empirical evidence demonstrating its significant impact on students' academic motivation, school engagement, and overall performance. A longitudinal study examined well-being of secondary school students found that well-being dimensions, like enjoyment and positive attitudes, boosted behavioral engagement, which then improved academic performance (Schnell et al., 2025). Higher education studies indicate that students' personal well-being supports their engagement in learning activities, which mediates better academic achievement (Yu et al., 2018). Moreover, schools that foster a positive climate and support student well-being tend to show lower rates of absenteeism (Daily et al., 2021). These findings suggest that promoting well-being is not at odds with academic goals but is, in fact, instrumental in achieving them. Consequently, educational institutions are

increasingly called upon to adopt a more student-centered and supportive approach that fosters well-being.

Intervention programs designed to cultivate a growth mindset among students have garnered increasing attention in educational psychology, particularly for their potential to enhance student well-being. Pioneered by psychologist Carol Dweck, this concept suggests that individuals with a growth mindset view intelligence and abilities as qualities that can be cultivated, rather than innate, static traits (Wolcott et al., 2020; Yu et al., 2022). This mindset encourages embracing challenges, accepting failures as learning opportunities, and persistently striving for improvement (Zhao et al., 2023). In practical applications, growth mindset interventions have been employed in educational settings to enhance learning and achievement. For example, fostering a growth mindset among students has been linked to improved academic performance and resilience, as students become more receptive to feedback and more willing to engage in challenging tasks (Wolcott et al., 2020; Zhao et al., 2023). Additionally, studies have shown that in mathematics education, the adoption of a growth mindset can lead to increased engagement and improved outcomes, indicating its utility across various educational domains (Xu et al., 2022).

Recent studies have underscored the significance of fostering a growth mindset not only to improve academic achievement but also to promote psychological well-being. One study examined the effects of a growth mindset intervention among university students indicated that growth mindset interventions might help in linking proactive coping strategies with well-being and achievement (Parada & Verliac, 2021). Another study explored the impact of growth mindset in a classroom setting, showing that such interventions when delivered by teachers improved academic performance and created a supportive environment. This, by implication, could enhance student well-being (Porter et al., 2022).

Interventions aimed at instilling a growth mindset typically involve psychoeducational components, reflective exercises, and activities that challenge students' preexisting beliefs about intelligence and personal change. These interventions often incorporate narratives of individuals who have overcome adversity through persistent effort, feedback sessions that normalize mistakes as opportunities for learning, and classroom practices that reward progress rather than perfection. The underlying mechanism that connects a growth mindset to improved well-being lies in the reappraisal of failure and difficulty. Students who internalize a growth mindset are more likely to perceive setbacks as temporary and surmountable, reducing the intensity of negative emotional reactions such as anxiety, hopelessness, or self-blame. Consequently, these students are more inclined to engage in proactive problem-solving, maintain motivation in the face of difficulty, and exhibit higher levels of self-efficacy.

The impact of growth mindset interventions on student well-being is particularly salient and proven by large studies (Burnette et al., 2023). However, the philosophical underpinnings of this kind of intervention are still scant. This study aims to explore the foundational philosophical assumptions embedded in growth mindset interventions, with particular attention to their epistemological, ontological, and axiological dimensions. By critically examining these underlying frameworks, the research seeks to provide a deeper theoretical basis for the implementation of growth mindset programs in educational settings and to contribute to the development of more reflective and contextually grounded intervention strategies.

Method

This study employs a qualitative approach using philosophical inquiry through a literature-based method. The choice of method is grounded in the aim of the research, which is not to test empirical hypotheses but to critically examine, interpret, and reconstruct the philosophical foundations of growth mindset interventions. Through this method, the study aims to contribute to a deeper conceptual understanding of growth mindset interventions, positioning them not merely as psychological techniques but as practices grounded in coherent philosophical foundations.

The process consisted of two stages. First, literature collection was conducted by reviewing primary sources, particularly Carol Dweck's works and subsequent research on growth mindset, as well as relevant philosophical references in the domains of educational philosophy. Secondary sources, including journal articles, scholarly books, and recent empirical findings, were also incorporated to enrich the analysis. Second, conceptual and philosophical analysis was undertaken, focusing on three dimensions: (a) the ontological assumptions regarding human beings as capable of growth and development; (b) the epistemological perspective on the nature of knowledge and learning underlying growth mindset interventions; and (c) the axiological considerations related to the educational values and purposes embedded in such interventions.

Result and Discussion

Growth Mindset Intervention at a Glance

The term growth mindset was first introduced by Carol Dweck, a psychologist from Stanford University, through her seminal work *Mindset: The New Psychology of Success* (2006). Dweck defines a growth mindset as the belief that an individual's abilities, intelligence, and talents can be developed through effort, learning, and perseverance. According to Dweck, individuals with a growth mindset view failure not as a definitive end, but rather as an opportunity to learn and improve. They perceive challenges as chances to grow and are not afraid of making mistakes, as they regard errors as integral to the learning process. The antithesis of a growth mindset is the fixed mindset, which refers to the belief that abilities and intelligence are innate and immutable. This belief aligns with a deterministic view of human nature. As a result, individuals with a fixed mindset tend to avoid challenges, give up easily in the face of difficulties, and feel threatened by the success of others.

Growth mindset interventions began to gain traction in the early 2000s, following the growing body of research led by Carol Dweck and her colleagues on the impact of mindset on learning and achievement. Although the theoretical framework of growth mindset was formally introduced in Dweck's earlier publications, the application of this concept in educational interventions started to emerge more prominently after the publication of her book "*Mindset: The New Psychology of Success*" in 2006. These interventions were initially implemented in school settings, aiming to foster students' belief in the malleability of their abilities. Early studies demonstrated that even brief, targeted interventions, such as reading testimonials or engaging in reflective writing activities, could significantly influence students' academic motivation and resilience (Yeager & Dweck, 2012). Over time, growth mindset interventions expanded beyond education to various domains, including workplace development and mental health promotion (Burnette et al., 2013), illustrating their relevance in supporting adaptive behaviors and attitudes across the lifespan.

Growth Mindset Intervention: Modern or Post-Modern Approach?

The concept of growth mindset centers on an individual's beliefs or thought patterns, indicating that it is fundamentally rooted in the cognitive approach, particularly the

cognitive-behavioral therapy (CBT). CBT operates on the principle that changes in cognitive processes can lead to changes in behavior and emotions. It emphasizes the identification and restructuring of negative thought patterns that contribute to emotional distress and maladaptive behaviors, offering techniques to develop more adaptive ways of thinking and behaving (Matthys & Schutter, 2022). This mechanism is resembled with growth mindset interventions which primarily aim to shift individuals from a fixed mindset to a growth mindset, thus emphasizing the malleability of intelligence and abilities through effort and learning. These interventions often focus on changing beliefs about the inherent nature of abilities, encouraging individuals to see challenges as opportunities for growth rather than insurmountable obstacles (Porter et al., 2022; Savvides & Bond, 2021). For instance, in educational settings, growth mindset interventions have been applied to improve academic performance by encouraging students to adopt a model of learning that emphasizes effort and persistence (Macnamara & Burgoyne, 2023; Canning & Limeri, 2023). These interventions not only aim to alter students' self-perceptions of their capabilities but also seek to foster a supportive environment that reinforces growth mindset principles (Porter et al., 2022).

The cognitive counseling model as a basis of growth mindset intervention is stemming from modern counseling approaches. These approaches are often grounded in positivist psychology, with an emphasis on problem-solving, individual development, and measurable success, highlighting the interconnection between thought patterns, emotions, and behaviors. In contrast, the cognitive approach informed by a growth mindset focuses on identifying maladaptive thought patterns and replacing them with more adaptive and productive ones.

Specifically, the concept of growth mindset, as developed by Carol Dweck, posits that individual abilities can be cultivated through effort, strategic thinking, and learning from mistakes. This aligns with the principles of modern counseling, which prioritize evidence-based interventions and measurable outcomes. Nevertheless, the cognitive counseling model based on a growth mindset also incorporates postmodern dimensions, particularly in its appreciation of clients' personal narratives and its recognition of meaning constructed by the client as a starting point for change.

Philosophical Perspectives of Growth Mindset Intervention

The philosophical perspectives of growth mindset intervention encompass three foundational aspects: ontological, epistemological, and axiological. Ontology refers to the branch of metaphysics dealing with the nature of being, existence, or reality. It concerns itself with the kinds of things that exist and how they can be grouped, related, and defined within a framework. Epistemology is the study of knowledge and justified belief. Epistemology poses questions regarding what knowledge is, how it is acquired, and to what extent knowledge possible in a given domain. It looks at the validation of knowledge claims and the justification of belief. Axiology is the philosophical study of value, including both aesthetic value and moral value. It asks the question of what is good, what is valuable, or what matters (Kotišová, 2023).

The ontological discussions about growth mindset intervention involve topics about the view on the essence of reality and existence of humans. As growth mindset intervention resonance with cognitive counselling approach, the nature of reality from this approach emphasizes that human reality is largely determined by internal mental processes, namely how individuals process, organize, and interpret information from their environment. In contrast to the behaviorist approach, which views behavior as a response to external stimuli, the cognitive approach asserts that the human mind is central to all behavior. The mind is regarded as an active structure that functions to comprehend, organize, and process information, thereby enabling individuals to think rationally, make

decisions, and solve problems. These processes occur within complex mental structures that encompass memory, perception, language, and logical thinking. The human mind is not merely a "black box" as proposed by behaviorism; rather, it is an entity that can be analyzed through patterns of thought and the ways in which information is processed.

The essence of reality in the cognitive approach is a synthesis of objective reality and subjective perception shaped by mental processes. Although the objective world exists, individuals' experiences of that world are heavily influenced by their cognitive interpretations. For example, two people encountering the same situation may respond differently due to differences in mindset and perception.

The cognitive approach views humans as rational beings capable of reflecting on their actions, making choices based on logical thinking, and altering their thought patterns. It perceives individuals as active agents who possess the ability to change their thoughts and behaviors. Humans are not regarded as mere victims of circumstances or past experiences but as individuals who have control and can initiate change through reflection and deliberate effort (Corey, 2023).

The fundamental principle of reality in the cognitive approach aligns with the concept of a growth mindset, which emphasizes the role of internal cognition (thoughts, perceptions, beliefs) in shaping individual behavior and responses to external situations. The growth mindset posits that one's belief in their own abilities, such as the conviction that abilities can be developed, shapes how one responds to challenges. It regards the mind as an active determinant in interpreting experiences, rather than a passive entity.

Both the cognitive approach and the concept of growth mindset share a linear perspective on how individuals interpret reality. The cognitive approach emphasizes that human reality is inherently subjective, as it is shaped by the way individuals interpret their experiences through thoughts and perceptions. Similarly, the growth mindset posits that an individual's reality is not solely determined by external circumstances, but also by how these situations are interpreted. A person with a growth mindset tends to perceive challenges as opportunities for development, whereas someone with a fixed mindset is more likely to view challenges as threats.

The ontological dimension of growth mindset intervention also discusses about the concept of healthy and problematic personal assumptions within the lens of growth mindset intervention. According to the cognitive approach, pathology arises from cognitive distortions and maladaptive thinking patterns that lead to outcomes incongruent with an individual's subjective evaluation of their efforts toward goal attainment (Flynn & Castleberry, 2024). When examined through the lens of the growth mindset framework, these maladaptive thinking patterns are primarily rooted in beliefs or cognitive schemas that restrict an individual's perceived capacity for development. Such a cognitive orientation is referred to as a fixed mindset. A fixed mindset is typically characterized by three key features:

1. Belief in Unchangeable Abilities

Individuals with a fixed mindset believe that intelligence, talent, or abilities are static and cannot be developed. This belief inhibits their motivation to learn or make an effort.

2. Fear of Failure

People with a fixed mindset tend to avoid challenges due to the fear that failure will reveal their inherent limitations.

3. Outcome-Oriented Focus

Those with a fixed mindset are more focused on the final result than on the learning process, thereby missing opportunities for self-improvement.

A cognitive approach grounded in the growth mindset emphasizes that failure is an integral part of the learning process. However, individuals who do not hold this belief or, in other words adopt a fixed mindset, may perceive failure as a sign of incompetence or a threat to their self-worth. For individuals with a fixed mindset, failure is often interpreted as definitive evidence of unchangeable limitations. Comparison between mentally healthy individuals and individuals with psychological difficulties based on growth mindset intervention framework is presented on a table 1 below.

Table 1. Comparison between mentally healthy individuals and individuals with psychological difficulties based on growth mindset intervention framework

Aspect	Mentally Healthy Individual	Individual with Psychological Difficulties
Self-Perception	Believes that abilities can be developed through effort and learning.	Believes that abilities are fixed and cannot be changed.
Response to Failure	Views failure as an opportunity to learn and grow.	Sees failure as the end result of effort and as evidence of incompetence.
Perseverance	Remains consistent and persistent in facing challenges, even in difficult situations.	Easily gives up when facing difficulties or challenges.
Problem-Solving Approach	Proactively seeks solutions and corrects mistakes.	Tends to avoid, blame others, or surrender.
Motivation	Motivated by long-term goals and the satisfaction derived from sustained effort.	Driven by instant results and easily loses motivation.
Response to Criticism	Open to criticism and uses feedback as a tool for self-improvement.	Defensive toward criticism, feels attacked, and unwilling to listen.
Interpersonal Relationships	Builds supportive relationships, collaborates well, and respects differences.	Tends to have problematic relationships, lacks empathy, and struggles to work with others.
Emotion Regulation	Capable of managing emotions well and remaining calm in difficult situations.	Easily stressed, anxious, or overly angry when under pressure.
Goal Orientation	Focuses on growth and process, not merely on final outcomes.	Focuses solely on results and overlooks the importance of the process.
Attitude Toward Challenges	Views challenges as opportunities for self-development.	Avoids challenges due to fear of failure or belief in personal inadequacy.

The epistemological discussions of growth mindset intervention related to several topics, including the intervention objectives and stages, as well as specific techniques that can be utilized in growth mindset intervention. This approach emphasizes the belief that an individual's abilities are not fixed traits but can be developed through effort, learning, and experience. With a growth mindset, individuals are encouraged to view failure as a natural part of the learning process rather than as a reflection of personal limitations. This perspective enables them to become more open to challenges, persevere through difficulties, and learn from mistakes. When individuals understand that consistent effort can bring them closer to their goals, they become more motivated to persist despite obstacles. Furthermore, this approach aims to foster a positive attitude toward the learning process itself. Instead of focusing solely on the end results, individuals are encouraged to value the journey toward achievement, including hard work, reflection, and personal development.

The stages of growth mindset intervention implement the four core components of growth mindset concept as proposed by Dweck (2006):

1. Knowledge of the Brain and Neuroplasticity

There are two main activities at this stage: (1) to educate that the brain can grow and change through learning and experience; and (2) to introduce the concept that intelligence is not fixed but can be enhanced through effort and persistence.

2. Goal-Setting Techniques

The aims of this stage are to assist individuals in setting specific and realistic learning goals and to encourage a focus on the process and effort rather than solely on outcomes.

3. Providing Feedback

Two main activities at this stage are delivering feedback that emphasizes effort, strategy, and progress and avoiding praise that focuses exclusively on innate talent or final results.

4. Creating a Supportive Environment

At this stage, counsellor try to foster a culture within schools or organizations that values effort and continuous learning and promote collaboration and mutual support among learners or employees.

To implement growth mindset interventions, several specific cognitive-based techniques can be employed, including:

1. Psychoeducation

The aim of psychoeducation technique is to provide both theoretical and practical understanding so that clients can internalize the concepts introduced and apply them in their daily lives. In a psychoeducational session, counselors typically begin by offering a simple explanation of what a growth mindset entails. They may describe it as the belief that one's abilities and skills can be developed through effort, learning, and experience. To illustrate this concept, counselors often share inspiring stories of individuals who have succeeded due to perseverance and a growth-oriented mindset. For instance, a story might be told of an athlete who initially experienced repeated failures but continued to train consistently until achieving major success. Such explanations help clients to recognize how adopting a growth mindset can positively influence perseverance and ultimately lead to achievement.

To enhance counselee's understanding, counselors may also employ visualization techniques during psychoeducational sessions. For instance, counselor might ask the counselee to imagine two plants: one that is well cared for (watered and fertilized) and another that is left unattended. The counselor then illustrates that a growth mindset is akin to providing "nurture" to oneself in order to grow, whereas a fixed mindset resembles giving up and allowing oneself to remain stagnant. Counselees are invited to reflect on how "nurturing oneself" through effort and learning can help them achieve their goals.

This psychoeducational technique often involves interactive discussions. Counselors may pose questions such as, "Have you ever learned something that was difficult at first but became easier over time because you kept trying?" Clients are encouraged to share relevant personal experiences. These experiences are then linked to the principles of a growth mindset, helping clients recognize that they already possess the potential to grow, provided they receive the right guidance.

To conclude the psychoeducation session, the counselor may assign a simple and practical task, such as reading an article or watching a motivational video on growth mindset. This task is intended to reinforce the client's understanding while also encouraging them to begin applying these concepts in their daily life. For instance, the client may be asked to create a brief list of past failures and reflect on the lessons learned from each experience. In doing so, the client not only gains a theoretical understanding of the concepts but also begins to cultivate a growth mindset.

2. Thought Stopping

This technique is intended to help individuals interrupt negative or detrimental thinking patterns (fixed mindset) that may hinder their efforts to achieve long-term goals. Such negative thoughts often take the form of maladaptive beliefs, such as "I'm not good enough," "I'll never succeed," or "This is too hard for me."

In the counseling session, counselor introduced thought-stopping technique to help the client interrupt negative thought patterns associated with a fixed mindset. The counselor first asked the client to pay attention whenever such thoughts arise. The client was guided to recognize that these thoughts function as obstacles rather than absolute truths. Subsequently, the counselor taught the client how to deliberately stop these thoughts. For instance, whenever the client noticed their thinking beginning to focus on failure, they were instructed to say "Stop!" either aloud or silently, while visualizing a red light or a stop sign. After stopping the thought, the client was encouraged to replace it with affirmations grounded in a growth mindset, such as, "I may have failed this time, but I can learn and improve," or "This challenge is simply part of the process of becoming better."

To reinforce this technique, counsellor could assign some home exercises for the counselee. When the counselee encounters challenging situations, such as studying difficult material or feeling overwhelmed before an exam, they are instructed to apply the thought stopping technique. The counselee is also asked to record each instance of using the technique and describe how they replaced negative thoughts (fixed mindset) with more constructive ones (growth mindset).

3. Cognitive Restructuring

This technique aims to identify and modify thought patterns that hinder client development (fixed mindset) and replacing them with more adaptive thought patterns (growth mindset). This process involves helping clients recognize limiting beliefs and substitute them with more empowering ones. For instance, a university student client may feel incapable of completing their thesis. This client frequently tells themselves, "I'm just not smart, so it's natural for me to fail." Such a statement reflects a fixed mindset that leads to giving up easily and avoiding challenges.

In a counseling session, the counselor first invites the client to identify any signs of a fixed mindset. The counselor might ask, "What do you usually say to yourself when you face difficulties like this?" Once the fixed mindset has been identified, the counselor assists the client in evaluating its validity through Socratic questioning. For example, the counselor may ask, "What evidence do you have that you are not intelligent enough? Have there been other experiences where you succeeded in overcoming difficult challenges?" By guiding the client to reflect on past achievements, such as successfully completing a course they once considered too difficult, the counselor helps demonstrate that failure is not an indicator of incapability.

After the negative belief (fixed mindset) is challenged, the counselor and the counselee collaborate to replace it with a belief that supports a growth mindset. The counselor may guide the counselee in formulating alternative statements, such as, "I may find this difficult now, but with effort and the right support, I can accomplish it." This statement is not only realistic but also reflects a belief in the learning process and perseverance. To reinforce this new belief, the counselor assigns practical tasks. For example, the counselee may be asked to break down their thesis into smaller steps and complete one section each week. The counselor also encourages the counselee to write daily reflections on the progress they have made in order to build self-confidence and enhance motivation.

The axiological dimension of growth mindset intervention related to focus of intervention's value and the role of counsellor. Regarding focus of value, growth mindset intervention emphasizes the development of an individual's thinking patterns based on the belief that abilities and intelligence can be cultivated through effort, learning, and perseverance. The central focus of this approach is to transform limiting beliefs and mindsets that hinder individuals from realizing their full potential. By promoting the view that failure is a natural part of the learning process, this approach supports individuals in maintaining resilience when faced with challenges or obstacles.

The role of counselors in growth mindset intervention framework is to serve as facilitators of the client's mindset transformation. This approach emphasizes helping individuals understand that their abilities can be developed through effort, appropriate strategies, and learning from failure. The detailed roles of counselor according to growth mindset intervention are as follows.

1. Fostering Client Self-Awareness

Counselors assist clients in recognizing fixed mindset patterns that may hinder their personal development. For example, they may identify beliefs such as "I'm not talented at this" and guide clients toward understanding that skills can be improved through consistent practice.

2. Providing Education on Growth Mindset

Counselors introduce the concept of growth mindset to clients. This includes explaining how the brain can change and develop through learning processes, and the importance of sustained effort. Such psychoeducation offers clients a cognitive foundation to understand that failure is not the end but rather a necessary part of the journey toward success.

3. Developing Cognitive Strategies

Counselors collaborate with clients to cultivate more positive and flexible thought patterns. This involves teaching clients to replace negative self-talk with positive affirmations, for instance, reframing "I failed because I'm not smart enough" into "I will learn from this mistake and try again more effectively."

4. Encouraging Reflection and Self-Evaluation

Counselors prompt clients to reflect on their achievements, however small, and to evaluate the steps they have taken. This enables clients to view their progress objectively, reinforcing their belief in their own potential.

5. Instilling the Value of Perseverance (Grit)

Growth mindset is closely associated with grit, which is defined as perseverance and passion for long-term goals. Counselors support clients in setting challenging yet realistic goals and provide emotional support to help them remain consistent, even when facing obstacles.

6. Providing Constructive Feedback

Throughout the counseling process, counselors offer feedback that motivates clients to continue their efforts. The emphasis is not solely on outcomes but also on the processes and strategies the clients employ to overcome challenges.

Despite its attempt to provide a comprehensive understanding of the philosophical foundations of growth mindset interventions, this review has several notable limitations. First, a key limitation lies in the limited availability of academic references that explicitly address the philosophical dimensions of the growth mindset construct. Much of the philosophical analysis presented in this paper relies on theoretical interpretations drawn from general literature in psychology and philosophy of education, rather than from scholarly works that directly examine the philosophical basis of the growth mindset

framework. Second, this study is also constrained by the lack of empirical research that substantiates or validates the philosophical reasoning proposed. Many of the arguments advanced in this paper are conceptual and reflective in nature, rather than empirically tested. Consequently, the discussion is limited in its ability to demonstrate how philosophical assumptions concretely influence the design, implementation, or outcomes of growth mindset interventions in educational and counseling contexts.

Given these limitations, several directions for future research are recommended. First, future studies should undertake more systematic and focused philosophical inquiries into the foundational assumptions of the growth mindset framework. Such investigations could draw on perspectives from philosophy of education, philosophy of mind, and humanistic or existential psychology to provide a richer conceptual grounding for understanding how growth mindset relates to broader philosophical conceptions of human nature, learning, and change. Second, there is a need for empirical research designed to test and validate these philosophical propositions. Qualitative studies could explore how educators, counselors, and learners interpret and embody the philosophical principles of growth mindset in their lived experiences. Quantitative and mixed-methods studies, on the other hand, could empirically assess how specific philosophical orientations, such as beliefs about human potential, change, and self-determination, correlate with or influence the effectiveness of growth mindset interventions.

Conclusion

The concept of growth mindset intervention, as introduced by Dweck (2006), aligns closely with the cognitive approach, as both emphasize beliefs as the central focus of psychological change. Rooted in cognitive principles, growth mindset intervention can therefore be situated within the modern counseling paradigm. At the same time, it incorporates postmodern dimensions through its appreciation of clients' personal narratives and its recognition that meaning is actively constructed by individuals as the foundation for transformation. From a philosophical perspective, this concept can be understood through three key dimensions: ontology, epistemology, and axiology. Ontologically, it views human beings as dynamic and capable of continual growth; epistemologically, it emphasizes learning, reflection, and cognitive restructuring as mechanisms of change; and axiologically, it underscores the counselor's ethical responsibility to cultivate empowerment, resilience, and value-oriented growth in clients.

Integrating these philosophical dimensions offers both theoretical and practical insights. Theoretically, it situates growth mindset intervention as a bridge between modern and postmodern counseling paradigms, providing a coherent philosophical foundation that connects cognitive belief systems with meaning-making and value-based practice. Practically, this framework can guide counselors and educators in designing interventions that are both scientifically grounded and ethically reflective, thereby enhancing the coherence, depth, and sustainability of mindset-based behavioral change. The conceptual clarity derived from its philosophical underpinnings contributes directly to more consistent and meaningful counseling applications.

The significance of this study lies in its contribution to reinforcing the theoretical foundations of growth mindset intervention. Existing literature has often treated the growth mindset as a standalone psychological construct, detached from major counseling paradigms. By linking growth mindset intervention with the cognitive counseling approach and positioning it within the modern counseling paradigm, this study provides a philosophically coherent framework that strengthens its conceptual integrity and theoretical legitimacy. Such integration bridges a critical gap in the literature and repositions growth mindset intervention as an essential element within the broader counseling discourse.

Author Contributions Statement

GP conceptualized the study, conducted a comprehensive literature review, synthesized the philosophical framework underlying the growth mindset intervention, and drafted the manuscript. M developed the theoretical analysis integrating cognitive and modern counseling paradigms and provided critical revisions to the manuscript. DYPS contributed the philosophical framework of the study and conducted the final review of the article. All authors approved the final version of the manuscript and are jointly responsible for its content and integrity.

References

- Burnette, J. L., Billingsley, J., Banks, G. C., Knouse, L. E., Hoyt, C. L., Pollack, J. M., & Simon, S. (2023). A systematic review and meta-analysis of growth mindset interventions: For whom, how, and why might such interventions work? *Psychological Bulletin*, 149(3–4), 174–205. <https://doi.org/10.1037/bul0000368>
- Burnette, J. L., O’Boyle, E. H., VanEpps, E. M., Pollack, J. M., & Finkel, E. J. (2013). Mind-sets matter: A meta-analytic review of implicit theories and self-regulation. *Psychological Bulletin*, 139(3), 655–701.
- Canning, E. A., & Limeri, L. B. (2023). Theoretical and methodological directions in mindset intervention research. *Social and Personality Psychology Compass*, 17(6). <https://doi.org/10.1111/spc3.12758>
- Corey, G. (2023). *Theory & practice of group counseling*. Cengage.
- Daily, S. M., Smith, M. L., Lilly, C. L., Davidov, D. M., Mann, M. J., & Kristjansson, A. L. (2020). Using school climate to improve attendance and grades: Understanding the importance of school satisfaction among middle and high school students. *Journal of School Health*, 90(9), 683–693. <https://doi.org/10.1111/josh.12929>
- Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random House.
- Flynn, S. V., & Castleberry, J. J. (2024). *Counseling theories and case conceptualization: A practice-based approach*. Springer Publishing Company, LLC.
- King, N., Pickett, W., Byun, J., Cunningham, S., Li, M., Duffy, A., & Rivera, D. (2022). The impact of the COVID-19 pandemic on the mental health of first-year undergraduate students studying at a major Canadian university: A successive cohort study. *The Canadian Journal of Psychiatry*, 387(10036), 499–509. <https://doi.org/10.1177/07067437221094549>
- Kotišová, J. (2023). The epistemic injustice in conflict reporting: Reporters and ‘fixers’ covering Ukraine, Israel, and Palestine. *Journalism*, 25(6), 1290–1309. <https://doi.org/10.1177/14648849231171019>
- Macnamara, B. N., & Burgoyne, A. P. (2023). Do growth mindset interventions impact students’ academic achievement? A systematic review and meta-analysis with recommendations for best practices. *Psychological Bulletin*, 149(3–4), 133–173. <https://doi.org/10.1037/bul0000352>
- Madsen, J., & Harris, K. M. (2021). Negative self-appraisal: Personal reasons for dying as indicators of suicidality. *PLOS ONE*, 16(2), e0246341. <https://doi.org/10.1371/journal.pone.0246341>
- Matthys, W., & Schutter, D. J. L. G. (2022). Improving our understanding of impaired social problem-solving in children and adolescents with conduct problems: Implications for cognitive behavioral therapy. *Clinical Child and Family Psychology Review*, 25(3), 552–572. <https://doi.org/10.1007/s10567-021-00376-y>
- Parada, S., & Verlhac, J.-F. (2021). Growth mindset intervention among French university students, and its articulation with proactive coping strategies.

- Educational Psychology*, 42(3), 354–374.
<https://doi.org/10.1080/01443410.2021.1917519>
- Porter, T., Fredericks, A., Roberts, S., Catalán Molina, D., Cimpian, A., Blackwell, L. S., & Trzesniewski, K. (2022). Growth-mindset intervention delivered by teachers boosts achievement in early adolescence. *Psychological Science*, 33(7), 1086–1096. <https://doi.org/10.1177/09567976211061109>
- Savvides, H., & Bond, C. (2021). How does growth mindset inform interventions in primary schools? A systematic literature review. *Educational Psychology in Practice*, 37(2), 134–149. <https://doi.org/10.1080/02667363.2021.1879025>
- Schnell, J., Saxer, K., Mori, J., et al. (2025). Feeling well and doing well: The mediating role of school engagement in the relationship between student well-being and academic achievement. *European Journal of Psychology of Education*, 40, 48. <https://doi.org/10.1007/s10212-024-00785-2>
- Wolcott, M. D., Beck Dallaghan, G. L., Hann, A., Zomorodi, M., Miklavec, A., Rhoney, D. H., & McLaughlin, J. E. (2020). A review to characterise and map the growth mindset theory in health professions education. *Medical Education*, 55(4), 430–440. <https://doi.org/10.1111/medu.14381>
- Xu, X., Zhang, Q., Sun, J., & Wei, Y. (2022). A bibliometric review on latent topics and research trends in the growth mindset literature for mathematics education. *Frontiers in Psychology*, 13, 1039761. <https://doi.org/10.3389/fpsyg.2022.1039761>
- Yeager, D. S., & Dweck, C. S. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational Psychologist*, 47(4), 302–314. <https://doi.org/10.1080/00461520.2012.722805>
- Yu, J., Kreijkes, P., & Salmela-Aro, K. (2022). Students' growth mindset: Relation to teacher beliefs, teaching practices, and school climate. *Learning and Instruction*, 80, 101616. <https://doi.org/10.1016/j.learninstruc.2022.101616>
- Yu, L., Shek, D. T., & Zhu, X. (2018). The influence of personal well-being on learning achievement in university students over time: Mediating or moderating effects of internal and external university engagement. *Frontiers in Psychology*, 8, 2287. <https://doi.org/10.3389/fpsyg.2017.02287>
- Zhao, H., Wan, L., Li, Y., & Li, K. (2023). Grit and academic self-efficacy as serial mediation in the relationship between growth mindset and academic delay of gratification: A cross-sectional study. *Psychology Research and Behavior Management*, 16, 3185–3198. <https://doi.org/10.2147/prbm.s421544>

Copyright Holder

© Prawitasari, G., Sugiharto, D. Y. P., Mulawarman, M.

First Publication Right

COUNSENEsia: Indonesia Journal of Guidance and Counseling

This Article is Licensed Under

