



4th Global Conference on Psychology

21 - 23 August 2026

Oxford, United Kingdom

Mindset Interventions – What Works?

Mgr. Soňa Šulcová¹, Dr. Jana Marie Havigerová²

¹University of Hradec Králové & Masaryk University, Czech Republic

²University of Hradec Králové, Czech Republic

Abstract

The present investigation is primarily focused on the implementation and effectiveness of mindset interventions targeting primary school children. The students included in this study were between nine and twelve years of age. The objective of this study was to determine which interventions are most effective in producing meaningful changes in the mindsets of these young learners while simultaneously exploring the potential effects of such changes on related psychological and educational constructs, including, but not limited to, academic achievement, overall well-being, perseverance (conceptualized as grit), and self-esteem.

The methodological approach employed in this research involved a systematic analysis of existing primary studies that directly implemented mindset interventions. Among the various factors identified as contributing significantly to the success of these interventions, it was found that certain demographic groups of students, particularly those from underprivileged backgrounds and lower socioeconomic status families, appeared to derive the greatest benefits. In other studies, the opportunity to apply a growth mindset within the supportive classroom environment was identified as an important factor.

In this study, we discuss the limitations of the primary studies included in the review, as well as the implications of these findings. These findings may provide a substantial foundation for the future design and development of effective, practical, and scalable interventions aimed at fostering positive psychological growth in educational settings.

Keywords: growth mindset, mindset interventions, primary school children, systematic review