

From bonds to beliefs: Investigating parent, peer attachment, and growth mindset in private vocational high schools



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ABSTRACT

This research focuses on investigating the influence of parent and peer attachment on the growth mindset of students enrolled in Private Vocational High Schools in Purwokerto, Indonesia. Stratified proportional random sampling was employed to select participants for this study. Consent was obtained from 235 students who participated. The gender distribution was skewed toward females (57.9%) compared to males (42.1%), with the majority of participants being 16 years old (46.7%). The Inventory of Parent and Peer Attachment (IPPA) was used to measure parent and peer attachment, while the Growth Mindset Scale was employed to assess participants' growth-oriented attitudes. A linear regression analysis was utilized to examine the predictive relationship between mother, father, and peer attachment and growth mindset scores. The results demonstrated significant gender-based variations across the variables studied. Notably, females exhibited significantly higher Mother Attachment scores, indicating a stronger attachment to their mothers. Nonetheless, no considerable gender disparities emerged in Father Attachment scores. Although the distinction in Peer Attachment scores was close to significance ($p = 0.053$), females displayed slightly higher attachment to peers. A marked gender discrepancy was identified in Growth Mindset scores, with females displaying a notably more positive perspective toward growth and learning opportunities. Furthermore, predictive modeling revealed that Mother Attachment exerted a significant positive impact on Growth Mindset scores ($\beta = 0.3$), implying that a stronger attachment to mothers corresponded to a more favorable growth-oriented mindset. Similarly, Father Attachment positively contributed to Growth Mindset scores ($\beta = 0.25$). Additionally, Peer Attachment demonstrated a modest yet positive association ($\beta = 0.13$). The calculated R^2 values indicated that both Mother Attachment and Father Attachment collectively accounted for approximately 18% of the variance in Growth Mindset scores, while Peer Attachment contributed to a smaller extent (1%). Collectively, these findings shed light on the intricate relationships between attachment, age, and mindset. They underscore the roles of different attachments in shaping individuals' growth-oriented perspectives and highlight the nuanced gender differences in attachment and mindset. This study provides valuable insights for educators, parents, and policymakers aiming to promote positive growth mindsets among students.



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1. Introduction

Indonesia stands as one of the developing countries earnestly seeking avenues to transition into a developed nation, particularly in the realm of education. The educational system in Indonesia adheres

to the National Education System, which aims to propel the nation towards progress and advancement. Among the educational structures in Indonesia is the Vocational High School (*Sekolah Menengah Kejuruan* or SMK). Vocational High Schools are educational institutions designed to equip students with the prerequisites to enter mid-level professions and pursue further education in line with their chosen fields of study. The primary objective of SMK is to produce a skilled and sought-after workforce that is competitive in the job market, yielding graduates ready to vie with other professionals. In essence, SMK is geared towards providing a well-prepared workforce, honing their skills for specific trades. This very essence underscores the crucial roles of parents and educators in the SMK domain, as they play a pressing role in guiding and supporting students throughout their career development journey, motivating them and fostering a commitment to their chosen career paths [1]. Common challenges faced by SMK students, which are generally unavoidable, include both academic and non-academic issues. An academic challenge faced is academic stress, a prevalent issue among Vocational High School (SMK) students due to the predominant focus on practical-based education. Academic stress often arises as some students lack confidence and hold the belief that their abilities are unchangeable, fearing inevitable failure and poor outcomes in practical activities. Consequently, this perception can trigger the onset of academic stress among students within the school setting [2].

Efforts to confront challenges in students are heavily influenced by their mindset. Within the educational context, a series of assumptions have been outlined, highlighting a fundamental aspect of individuals, as introduced by [3], known as mindset. Mindset is a descriptor of an individual's characteristics, revolving around their perception of their intelligence, whether it leans toward being fixed or malleable. [3] also elaborates that there are two types of mindsets: fixed mindset and growth mindset. A fixed mindset entails the belief that abilities, talents, and personalities are unchangeable and static, whereas a growth mindset involves the conviction that an individual's skills can be developed and improved through effort and hard work. Students who possess a growth mindset tend to exhibit adaptive behavior. This entails their ability to adapt to environmental factors and new habits. When faced with challenges, individuals with a growth mindset adjust themselves, as they hold the belief that intelligence can be enhanced through effort and hard work, and that failure is a result of inadequate strategies or insufficient effort. On the other hand, students with a fixed mindset are inclined to prove that their intelligence remains static and perceive their intelligence as stable [4]. Conversely, the influence of a growth mindset extends to the crucial realm of students' mental health. The World Health Organization expounds that mental health encompasses a state where individuals recognize their inherent potential, possess effective stress-coping strategies, exhibit workplace productivity, and contribute positively to their immediate environment [5]. Additional studies elucidate that those embracing a growth mindset play a vital role in alleviating the burdens of mental health challenges, underscoring the significant contribution of a growth mindset to an individual's mental well-being [6].

The significance of a growth mindset also extends to the continuity of academic success among students. This is because individuals harboring a growth mindset view the classroom as an enjoyable arena for self-development and exploration of new concepts. Moreover, they tend to exhibit resilience when confronted with challenging and demanding situations [7]. Conversely, when students believe that their qualities and abilities can be cultivated through persistent effort and hard work, they uphold perseverance and determination in achieving academic success. Consequently, such students possess a heightened enthusiasm for attaining their desired academic achievements, similar to how adolescents can attain their targeted grades [8]. Furthermore, a growth mindset plays a pivotal role in career success. Adolescents with a growth mindset have a positive impact on their career trajectories, as they tend to be more diligent, persistent, and enthusiastic in their work endeavors. They possess self-confidence in their abilities, demonstrate commitment to their work, and exhibit an ability to enhance and unleash their potential [9]. The role of parents significantly influences the growth mindset of students, as parents hold a crucial position in aiding adolescents to fulfill their developmental tasks by forming an attachment. Attachment is fostered through emotional support and a sense of closeness provided by parents to their adolescent children [10]. Parent-child attachment is often referred to as "attachment." The term "attachment" was first introduced by John Bowlby [11]. According to Bowlby (1958), attachment is an emotional bond established by parents or caregivers with their children, characterized by warmth and intimacy, which results in feelings of contentment, happiness, comfort, and self-assurance in children.

The theory proposed by Bowlby explains the vital role of parents in shaping attachment. According to Ainsworth, attachment refers to the emotional bond formed between an individual and their close

figure, perceiving themselves to be in continuous proximity, even when physically separated from their close figure [12]. [13] define Parent Attachment as an emotional connection forged through strong interactions between an individual and someone they deem significant in their life, such as parents [14]. [15] Attachment is one specific aspect of the relationship between a child and a parent with its purpose being to make a child safe, secure, and protected. This bond fosters feelings of comfort and security, aiding children in developing their mindset [16]. Mother attachment takes precedence as the primary form of attachment in children. This prominence arises from the substantial interactions a mother engages in to meet her child's needs. Additionally, a mother provides a sense of comfort. This maternal-child attachment holds vital biological responses that significantly impact a child's future development, especially concerning mindset formation [17]. Apart from the mother's role, the role of the father is also crucial in their children's lives, particularly in shaping their mindset [18]. Fathers also play a pivotal role in determining a child's attachment status, whether it leans towards secure attachment or otherwise [19]. A father's involvement in child-rearing is linked to their academic achievements, mindset, and self-esteem [19].

Beyond the influence of parents in shaping students' mindset formation, the role of peer attachment, or the influence of peers, also comes into play. During adolescence, individuals tend to form stronger bonds with their peers. [20] elaborate that as teenagers, individuals establish closer ties with their peers, which aligns with research indicating that peer attachment can have positive effects [20]. Santrock highlights the pivotal role of peers in providing physical support, ego support, social comparison, attention, and support for individual mindset development [21]. [13] define peer attachment as the perception individuals and others have regarding the extent to which an individual and their peers understand each other, communicate effectively, and derive comfort and security from their peer relationships. Moreover, the influence of peers also plays a crucial role in an individual's tendency to think or behave in alignment with their friends [21]. Peer attachment provide individuals with opportunities to build their sense of self-worth [22]. When adolescents feel the need, they tend to seek closeness and comfort from their peers in the form of advice [23]. Therefore, students who have strong attachments with parents and peers are likely to impact their personal development, particularly in the development of students' mindsets. On the other hand, students who lack strong attachments with parents and peers may experience effects on their mindset development. Based on the aforementioned background, the research problem in this study is whether there is an influence between mother attachment and growth mindset among students. there is an influence between father attachment and a growth mindset among students? and whether there is an influence between peer attachment and growth mindset among students. Parent Attachment is hypothesized to have an influence on students' growth mindset, whereas peer attachment is hypothesized to have no influence on students' growth mindset. The aim of this study is to examine the influence of mother attachment on students' growth mindset, the influence of father attachment on students' growth mindset, and the influence of peer attachment on students' growth mindset.

2. Method

2.1. Participant

Participants were recruited from students in Private Vocational High School in Purwokerto, Indonesia. We used a stratified proportionate random sampling technique to determine respondents in this study. The participants were asked for their consent before participating in the study. A total of 235 students participated in this study. The participants of this study were dominated by women (57.9%) rather than men (42,1%). The age of participants was dominated by 16 years (46.7%).

2.2. Measurement

1) Growth mindset

Growth mindset was measured using a mindset scale consisting of 20 items where each item was assessed on a 4-point Likert type scale (1 = "Strongly disagree," 2 = "Disagree," 3 = "Agree," 4 = "Strongly agree). which is built based on growth mindset aspects according to [3], namely Belief in intelligence, talent, and character that can be developed, Belief in challenges or difficulties and failures are important for self-development, belief in effort and hard work to foster success, Belief in criticism and advice and others about success. The results of the reliability test on the growth mindset scale $\alpha = 0.789$.

2) Parent attachment

Parent attachment is measured *Inventory of Parent and Peer Attachment (IPPA)* [13] Scale consists of 16 items mother attachment scale, the scale consists 17 items father attachment scale), in which

each item is rated on a 5-point Likert-type scale (1 = “ Strongly disagree”, 2 = “ Disagree”, 3 = “ Neither agree or disagree,” 4 = “Agree,” 5 = “Strongly agree). The *Inventory of Parent and Peer Attachment (IPPA)* has been adapted in Indonesia [24]. The scale consists of three aspects: trust, communication, and alienation. The results of the reliability test of the independence scale mother attachment ($\alpha = 0.880$), scale father attachment $\alpha = 0.862$.

3) Peer attachment

Peer attachment is measured *Inventory of Parent and Peer Attachment (IPPA)* [13] Scale consists of 17 items, and each item is rated on a 5-point Likert-type scale (1 = “ Strongly disagree”, 2 = “ Disagree,” 3 = “Neither agree or disagree,” 4 = “Agree,” 5 = “Strongly agree). The *Inventory of Parent and Peer Attachment (IPPA)* has been adapted in Indonesia [24]. The scale consists of three aspects: trust, communication, and alienation. The results of the reliability test of the independence scale $\alpha = 0.801$.

4) Data Analysis

Data were analyzed by mean, and standard deviation was used for the general characteristic of samples; Pearson product-moment correlation coefficient was used to test parent and peer attachment, growth mindset, and *T-test* analysis to compare in sex all variables. Linear regression was used to determine Mother, Father, and peer attachment as predictors to growth mindset. A p-value of less than 0.05 was considered statistically significant. All calculations use Jamovi version 2.0.0.0 for Windows.

3. Results and Discussion

Table 1 shows the relationships between different variables in the study. It provides insights into how these variables are interconnected and the extent of their associations. The main findings are as follows: The average age of the participants was 16.4 years, with a narrow standard deviation of 1.02, indicating a relatively homogenous age distribution in the sample. Mother Attachment: Participants' attachment to their mothers had an average score of 55.6, with a standard deviation of 6.25. There was a positive correlation ($r = 0.23$) between Age and Mother Attachment, implying that as participants grew older, their attachment to their mothers tended to increase significantly. Father Attachment. The average score for attachment to fathers was 58, with a standard deviation of 6.47. A negative correlation ($r = -0.22$) between Age and Father Attachment indicated that as participants aged, their attachment to their fathers tended to decrease. Peer Attachment: Participants' attachment to peers had an average score of 34.2, with a standard deviation of 5.17. There were relatively weak correlations between Peer Attachment and other variables, suggesting that peer attachment might be less influenced by age or attachment to parents-growth Mindset. The average Growth Mindset score was 41.6, with a standard deviation of 5.76. Growth Mindset showed positive correlations with Mother Attachment ($r = 0.32$) and Peer Attachment ($r = 0.29$), indicating that those with higher attachment to mothers and peers tended to have a more positive growth-oriented mindset. Conversely, a negative correlation was observed with Father Attachment ($r = -0.28$), suggesting that higher attachment to fathers might be associated with a less positive growth mindset.

Table 1. Correlation among variables

	Mean	SD	1	2	3	4	5
Age	16.4	1.02	—				
Mother Attachment	55.6	6.25	0.23***	—			
Father Attachment	58	6.47	-0.22***	0.54***	—		
Peer Attachment	34.2	5.17	0.06	0.12	0.18**	—	
Growth Mindset	41.6	5.76	-0.28***	0.32***	0.29***	0.12	—

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Table 2 shows the results of comparing male and female participants across various variables. Key insights from this table are Mother Attachment: There was a significant difference in Mother Attachment scores between genders. Females had significantly higher Mother Attachment scores (mean difference = 2.12), indicating that they tend to be more attached to their mothers compared to males. Father Attachment: No significant difference was found in Father Attachment scores between genders. The slight difference in means (1.38) and effect size (0.21) suggested that, while there was a numerical difference, it was not statistically meaningful. Peer Attachment: The table suggests a near-significant difference in Peer Attachment between genders. Although the *p-value* was slightly above the conventional threshold ($p = 0.053$), females exhibited slightly higher Peer Attachment scores (mean difference = 1.32) compared to males. Growth Mindset: There was a highly significant difference in Growth Mindset scores between genders. Females scored significantly higher (mean

difference = 4.08), indicating a more positive attitude toward growth and learning opportunities compared to males.

Table 2. T-test among male and female

Variable	t-score	p-value	Mean Difference	Effect Size
Mother Attachment	2.6	0.01	2.12	0.34
Father Attachment	1.62	0.106	1.38	0.21
Peer Attachment	1.94	0.053	1.32	0.26
Growth Mindset	5.71	< 0.001	4.08	0.75

Table 3 presents the coefficients from a model that predicts Growth Mindset scores based on various predictors. The key takeaways from this table are Mother Attachment: For each one-unit increase in Mother Attachment, participants were estimated to have a 0.3-unit increase in Growth Mindset scores. This suggests that a stronger attachment to mothers is associated with a more positive growth-oriented mindset. Father Attachment: Similarly, for each one-unit increase in Father Attachment, participants were estimated to have a 0.25-unit increase in Growth Mindset scores. This indicates that attachment to fathers also contributes positively to a growth mindset. Peer Attachment: For each one-unit increase in Peer Attachment, participants were estimated to have a 0.13-unit increase in Growth Mindset scores. While this predictor's impact was smaller compared to mother and father attachments, it still had a positive association with growth mindset. R² values: The R² values provide insights into how much of the variation in Growth Mindset scores can be explained by the predictors. Mother Attachment and Father Attachment together accounted for about 18% of the variance, while Peer Attachment contributed to a smaller extent (1%).

Table 3. Model Coefficients - Growth Mindset

Predictor	Estimate	SE	95% CI		t	p	R ²
			Lower	Upper			
Mother Attachment	0.3	0.06	0.18	0.41	5.19	< .001	0.1
Father Attachment	0.25	0.06	0.14	0.36	4.56	< .001	0.08
Peer Attachment	0.13	0.07	-0.01	0.27	1.8	0.073	0.01

The findings of this research highlight the significant role that parent and peer attachments play in shaping students' growth mindsets within the context of Private Vocational High Schools in Purwokerto, Indonesia. The results illuminate interesting gender-based differences in attachment and mindset, contributing to our understanding of the psychological dynamics influencing students' attitudes towards learning and personal development (Fig.1). The substantial gender difference observed in Mother Attachment scores emphasizes the pivotal influence of maternal relationships on students' growth mindsets. This finding aligns with prior research suggesting that maternal figures often serve as emotional anchors, fostering a positive outlook on challenges and learning [25]. For example, previous studies reported that when the mother's growth mindset decreases, the child's growth mindset will also show a downward trend [26].

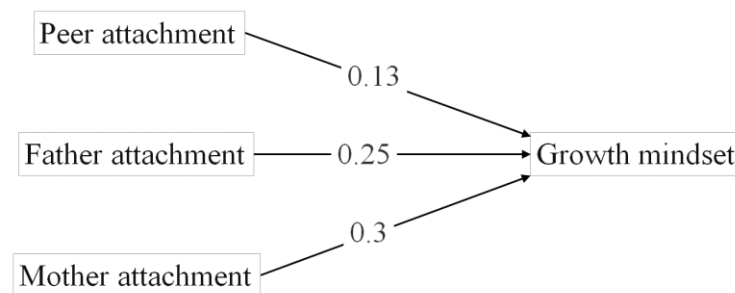


Fig. 1. Estimate Result

However, the lack of gender difference in Father Attachment suggests that fathers might exert a more consistent influence on both genders' growth mindsets, underscoring the significance of paternal involvement in fostering a growth-oriented attitude. The modest gender disparity in Peer Attachment scores implies that female students might be more inclined towards fostering close relationships with peers, which could contribute to their more optimistic growth mindsets. This insight underscores the importance of peer support and the social environment in nurturing a positive attitude towards learning. Furthermore, the linear regression analysis revealed that both mother and father Attachments

significantly predict growth mindset scores. This suggests that secure attachments to parents can enhance students' readiness to embrace challenges and opportunities for personal development [27]. However, the smaller impact of Peer Attachment implies that while friendships contribute positively, parental relationships might exert a more substantial influence on students' mindset formation.

Research on the variable of mother attachment towards growth mindset is substantiated by a study conducted by [28], which demonstrates the significant role of parents in a child's developmental phase, particularly in shaping the child's mindset. The maternal role plays a pivotal part in this regard, as a child's initial communication is established with the mother after birth. The interaction between a mother and child involves strong interpersonal elements, effectively conveying the mother's desires and thoughts. Through this communication, a child develops a sense of value and confidence, fostering positive attitudes and behaviors, especially in cultivating a growth-oriented mindset [28]. Another study by [29] explains the profound biological responses of the mother-child attachment, crucial for the child's future development, particularly in molding their mindset. This stems from the pivotal role mothers play in child-rearing. As adolescents undergo rapid transformations, various challenges arise within them. It is essential for adolescents to have a smooth, comfortable, and intimate communication with their mothers to understand problem-solving, self-acceptance, time management, and enthusiasm for life [29]. In the context of the variable of father attachment towards growth mindset, this is supported by the research conducted by [18], elucidating the father's significant influence on their children's mindset formation. Engaging in conversations, encouraging their children to voice opinions, and meeting their high desires are pivotal actions for fathers. Such actions cultivate positive attitudes and behaviors in children, especially in the development of their mindset [18]. Besides that, concerning peer attachment's influence on the growth mindset, it was found to be insignificant. In the variable of peer attachment towards growth mindset, research by [30] suggests that negative impacts by peers could hinder the development of an individual's mindset. Peer groups that engage in deviant behaviors may not aid individuals in nurturing their own mindset [30].

A notable strength of this research is its focus on a specific demographic, namely Private Vocational High School students in Purwokerto, Indonesia. This specificity enhances the study's applicability to the local context and provides valuable insights into a lesser-studied population. The utilization of established scales, such as the Inventory of Parent and Peer Attachment and the Growth Mindset Scale, adds validity and reliability to the study's measurements. However, some limitations should be acknowledged. The study's cross-sectional design restricts the establishment of causal relationships between attachment and growth mindset. Longitudinal studies could provide a clearer understanding of how attachment dynamics evolve over time and influence mindset development. Additionally, the study's reliance on self-report measures may introduce response bias or social desirability effects, potentially affecting the accuracy of results. The findings of this research carry several implications for educational practitioners, parents, and policymakers. Recognizing the influence of parent and peer attachments on growth mindsets underscores the importance of creating nurturing and supportive environments. Schools can promote parental involvement in students' educational journeys and encourage positive peer interactions to foster growth-oriented attitudes. Educators can also integrate interventions that enhance attachment security and cultivate growth mindsets.

4. Conclusion

In conclusion, this study demonstrates the influential roles of parent and peer attachments on students' growth mindsets in Private Vocational High Schools in Purwokerto, Indonesia. The gender differences observed in attachment and mindset underscore the multifaceted nature of these dynamics. The research emphasizes the potential of parental and peer relationships to shape students' attitudes toward learning and personal development. As educators and stakeholders work to foster growth mindsets, acknowledging the influence of these relationships can contribute to more effective educational strategies and interventions.

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Declarations

Author contribution : ANZ, HH, TN, FRN Designed and performed the experiments, revising, and wrote the article.

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