

The Correlation between Parent-Child Attachment and Psychosocial Well-Being of Elementary School Students

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Abstract

This study aimed at examining a correlation between parent-child attachment and psychosocial well-being of elementary school students. A secure attachment between a child and primary attachment figures provides a stable emotional foundation. These figures may include parents, guardians, or classroom teachers, helping the child develops a sense of trust, internal security, and emotional regulation skills necessary for adaptation in social and academic environments. This research was conducted quantitatively involving 73 students and 77 attachment figures (73 parents or guardians and 4 homeroom teachers) selected using stratified random sampling. The data collected through a questionnaire covering three dimensions of psychosocial well-being, namely: self-confidence (belief in one's abilities), self-esteem (positive evaluation of one's worth), and academic resilience (ability to persist in the face of learning difficulties). Through the correlation analysis, this study showed a significant positive relationship between the parent child attachment and each of the three dimensions of psychosocial well-being. These findings confirm that the more secure the attachment, the better the child's psychosocial functioning; and highlight the important role of family dynamics and other attachment figures in supporting children's well-being during the lower primary grades.

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INTRODUCTION

Golden Indonesia 2045 is Indonesia's grand vision to become a developed and globally competitive nation by its 100th anniversary of independence. One of the main pillars of this vision is the development of superior and character-based Human Resources (HR) who are not only cognitively intelligent but also emotionally, socially, and morally healthy, better known as psychosocial well-being (Kementerian PPN/Bappenas, 2019). Achieving this vision requires

primary schools to prioritize psychosocial development as a fundamental component of early education, ensuring children receive adequate support from the earliest stages of their schooling.

Elementary school (approximately 6-12 years) is a crucial middle childhood developmental phase because it lays the foundation for an individual's emotional and social development (Santrock, 2019). During this phase, children begin to understand social rules, work in groups, and compare themselves with others; self-concept, self-confidence, and self-esteem begin to form; and they begin to learn to manage emotions such as frustration, disappointment, and pride (Erikson, 1963; Papalia et al., 2014). If children do not receive good psychosocial support during this phase, they will exhibit withdrawal, aggressiveness, anxiety, school laziness, or low self-esteem (Masten & Coatsworth, 1998). In essence, elementary school represents a critical window where foundational psychosocial competencies are established, shaping children's capacity for healthy emotional regulation, positive social relationships, and adaptive self-perception.

Parent-child attachment refers to the emotional bond between a child and significant caregivers, characterized by feelings of trust, open communication, and low levels of alienation (Armsden & Greenberg, 1987; J Bowlby, 1988). Secure attachment develops when caregivers respond consistently, sensitively, and appropriately to children's emotional needs, allowing children to perceive caregivers as a reliable source of comfort and support. For elementary school students, secure attachment manifests in daily interactions such as parents actively listening to their child's school experiences without judgment, teachers providing reassurance when students struggle with difficult tasks, or guardians recognizing and validating children's emotions during moments of frustration or disappointment. In middle childhood, attachment relationships extend beyond parents to include other significant adults, such as guardians and teachers, who may function as secondary attachment figures and provide an additional secure base in daily interactions (Howes & Spieker, 2008; Pianta, 1999).

Psychosocial well-being refers to an individual's capacity to function effectively in psychological and social domains, including positive self-perception, emotional regulation, adaptive coping, and constructive interpersonal relationships (WHO, 1988). In elementary school-aged children, this well-being is reflected in their ability to learn and actively participate in school activities, form healthy peer relationships, maintain a positive attitude toward themselves and their environment, experience low levels of anxiety or stress, and demonstrate adaptive responses to challenges (Martín Q. et al., 2023). More specifically, psychosocial well-being in elementary school students is commonly manifested through three interrelated dimensions: self-confidence (belief in one's abilities), self-esteem (evaluation of self-worth), and academic resilience (ability to persist and adapt when facing learning challenges) (Harter, 2012; Masten & Coatsworth, 1998). These dimensions play a crucial role in children's adjustment to academic demands and social environments, constituting a fundamental foundation for their learning, behavior, and character development. Children with higher levels of psychosocial well-being tend to achieve better academic outcomes, demonstrate greater resilience when facing difficulties, and adapt more effectively to social changes (Durlak et al., 2011). Furthermore, psychosocial well-being developed during the elementary school years has long-term implications for adult productivity and overall well-being, as these children will later enter adulthood as part of the nation's productive population.

However, data shows that the psychosocial well-being of elementary school students in Indonesia remains relatively low. Recent studies consistently reveal concerning trends: the majority of elementary school students demonstrate low psychological well-being or experience psychosocial problems. For instance, a study of upper-grade students (grades 4-6) using the Stirling Children's Wellbeing Scale found that nearly three-quarters of students were classified as having low psychological well-being (Artati et al., 2024). Similarly, more than half of lower-grade elementary school students were reported to experience psychosocial problems (Hartinah et al., 2021), with emotional and behavioral symptoms being particularly prevalent in certain school populations (Sumilat et al., 2024). These converging findings indicate the need for effective interventions to improve the psychosocial well-being of elementary school students.

According to the WHO (1988), psychosocial development refers to the dynamic interaction between psychological and social factors that influence an individual's well-being. In other words, children's well-being is not only determined by their mental state (e.g., anxiety or self-confidence), but is also influenced by their social environment, such as their relationship with their parents, the learning environment at school, and interactions with peers. Psychosocial disorders can arise if there is pressure from an unhealthy social environment, even if the children appear psychologically well (WHO, 1988b). This is in line with the ecological theory developed by Bronfenbrenner (1979), which emphasizes that children's development is influenced by a multi-layered environment: children will be more prosperous if they have a harmonious parent-child relationship (microsystem), school and home support each other (mesosystem), and school policies support inclusive learning (macrosystem). Thus, the children's psychosocial well-being is the result of a complex interaction of various environments, not just internal factors (Bronfenbrenner, 1979).

To address students' low psychosocial well-being, parental support through secure attachment and a positive school environment is very important. Secure attachment provides a secure emotional base that allows children to confidently explore their environment, develop social skills, and build resilience in the face of stress (Ainsworth et al., 1978; Bowlby, 1988). The children with secure attachments demonstrate better emotional regulation, higher self-esteem, and stronger social competence than children with insecure attachments (Sroufe & Fleeson, 2013) (Thompson, 2008). Support from the school environment, particularly through positive relationships with teachers as secondary attachment figures, strengthens the emotional foundations established at home (Pianta, 1999b). Responsive and supportive teachers can serve as an alternative "secure base," especially for children who lack parental support (Verschueren, K., & Koomen, 2012a).

The novelty of this approach lies in integrating the dual roles of attachment figures, not only parents but also homeroom teachers, as a holistic support system for students' psychosocial well-being. Unlike conventional approaches that focus solely on parent-child attachment, this study acknowledges the reality of the Indonesian context where many children are cared for by guardians or spend significant time at school with teachers as figures of authority and emotional support (Monks et al., 2001). This multi-figure attachment approach addresses critical gaps in students' psychosocial development in three ways. First, it provides a multi-layered emotional safety net when one attachment figure is unavailable or less responsive. Second, it creates consistency of emotional support across home and school contexts, strengthening children's sense

of security. Third, it maximizes psychosocial development potential through synergy between family and school environments (Howes & Spieker, 2008; Pianta et al., 2003).

Unfortunately, the majority of existing research examines attachment in preschool children (5-6 years old) or adolescents (M.Husen, 2017) (Prasetyowati & Suningsih, 2025). Research explicitly examining attachment and psychosocial well-being specifically in elementary school students (6-12 years old) is relatively rare (Delvecchio et al., 2022; Gross et al., 2017) with significant gaps remaining in our understanding of how attachment develops during the transition from childhood to adolescence (Stern et al., 2021). There is still limited research in elementary schools that includes moderating variables such as peer support, the school system, or family conditions (Silva et al., 2022). Systematic reviews have identified this as a critical gap, with only a small number of studies addressing the complex interactions between attachment, contextual factors, and psychosocial outcomes in middle childhood (Cooke et al., 2019; Moretti & Peled, 2004). Therefore, research examining the influence of parent-child attachment on the psychosocial well-being of elementary school students is important to be scientifically examined to understand the relationship between the quality of parent-child attachment and the level of psychosocial well-being of elementary school students.

This study aims to examine the correlation between parent-child attachment and psychosocial well-being of elementary school students by using attachment figures other than parents as moderating variables, including guardians or class teachers. Theoretically, this study is expected to enrich the study of child developmental psychology, particularly related to attachment theory and psychosocial well-being. The results of this study can be used as a reference for academics to better understand the influence of family relationships on the mental and social health of school-age children. Practically, this study is expected to provide parents with an understanding of the importance of secure attachments with children in supporting their social-emotional growth and development; provide insights for teachers to create a learning environment that is more sensitive to students' psychosocial conditions; and provide supporting data for educational policymakers in designing child-friendly school programs or family-based interventions to improve student well-being.

METHOD

This study used a quantitative approach with a correlational design (Creswell & Creswell, 2018) to determine the relationship between parent-child relationships (independent variable) and the psychosocial well-being of elementary school students (dependent variable). The study was conducted from March to May 2025 in three elementary schools in Kuningan Regency, West Java.

The study participants consisted of 73 students (18 fourth-grade students and 55 fifth-grade students), their parents, and other attachment figures (guardians or homeroom teachers). Participants were selected using stratified random sampling based on grade level (Fraenkel et al., 2012) to account for differences in psychosocial developmental characteristics. The higher proportion of fifth-grade students reflects the existing multi-grade classroom structure in the participating elementary schools, where combined fourth–fifth grade classes were predominantly composed of fifth-grade students as a result of administrative class organization, rather than sampling procedures.

The study used two instruments in the form of closed questionnaires on a Likert scale, Parent-Child and Teacher-Student Attachment Questionnaires: Both questionnaires were adapted from the Inventory of Parent and Peer Attachment (IPPA) (Armsden & Greenberg, 1987), employing a parallel measurement approach that ensures structural equivalence across relationship contexts. Each questionnaire consists of 25 items measuring three identical dimensions: trust (8 items), communication (9 items), and alienation (8 items), using a 5-point Likert scale (1 = almost never or never true; 5 = almost always or always true). The parent and teacher versions maintain identical item structure and theoretical constructs, differing only in pronoun reference to reflect the specific relationship being assessed (e.g., "My parent respects my feelings" becomes "My teacher respects my feelings"). This parallel structure provides a methodological advantage by enabling direct comparison of attachment quality across multiple caregiving figures while maintaining construct consistency, an approach supported by research on attachment networks in middle childhood (Howes & Spieker, 2008; Verschueren, K., & Koomen, 2012b).

Student Psychosocial Well-Being Questionnaire: This questionnaire measures three dimensions (Self-Confidence, Self-Esteem, and Academic Resilience) adapted from the Self-Efficacy Scale for Children, the Academic Resilience Scale, and the development of instruments from the self-esteem aspect according to Coopersmith. The adaptation process for all instruments followed the International Test Commission (2017) guidelines including: translation, expert judgment by a child psychologist, language adjustment for children aged 9-12 years, and readability testing to ensure developmental appropriateness and comprehension.

Construct validity test using Confirmatory Factor Analysis (Hair et al., 2019), and reliability using Cronbach's Alpha (Tavakol, M.; Dennick, 2011). The research flow is carried out chronologically following the following stages. The research flow is carried out chronologically, consisting of the preparation stage, data collection, data analysis, and reporting. The preparation stage consists of applying for research permission from the school; preparing informed consent for parents and students; conducting outreach to the principal, teachers, and parents; and explaining the research objectives and procedures. Data collection proceeded in three phases. First, informed consent was obtained from parents and participating schools. Second, students completed questionnaires in class with researcher assistance to ensure comprehension, while parents and attachment figures (guardians/teachers) completed identical questionnaires independently via Google Forms. Third, all responses were verified for completeness and compiled into a digital database. Data analysis followed a sequential process: prerequisite tests (normality, linearity), descriptive analysis (means, percentages), and inferential analysis (Pearson correlation). Results were presented in tabular and narrative formats, interpreted through attachment theory frameworks, and synthesized into conclusions and recommendations.

RESULTS AND DISCUSSION

Results

Attachment quality was examined based on students' perceptions of their relationships with parents/guardians and classroom teachers. Attachment was measured across three dimensions: trust, communication, and alienation.

Table 1. Mean Scores of Attachment Dimensions

Attachment Figure	Trust (%)	Communication (%)	Alienation (%)	Overall (%)	Category
Parents/Guardians	74.20	75.13	73.49	74.27	High
Classroom Teachers	87.00	88.00	84.00	86.00	Very High

The results indicate that students reported stronger attachment quality with classroom teachers compared to parents/guardians across all three dimensions. This pattern suggests that teachers play a significant role as secondary attachment figures in students' daily lives, with communication emerging as a particularly strong aspect of the teacher–student relationship. The relatively high attachment to parents/guardians also demonstrates that students maintain secure family bonds, though the school environment appears to provide an additional layer of relational support.

Psychosocial well-being was analyzed across three dimensions: self-confidence, self-esteem, and academic resilience.

Table 2. Psychosocial Well-Being Scores by Dimension

Dimension	Mean Percentage (%)	Category
Self-confidence	86.00	Very High
Self-esteem	57.33	High
Academic resilience	33.33	Medium

The findings show that students demonstrated very high self-confidence, moderately high self-esteem, and moderate levels of academic resilience. This pattern suggests that while students generally believe in their abilities and maintain positive self-evaluations, they experience greater difficulty persisting when facing academic challenges. The lower academic resilience scores may reflect the developmental reality that elementary-aged children are still acquiring coping strategies and persistence skills necessary for overcoming sustained academic difficulties, as these capacities typically strengthen with cognitive maturation and accumulated experience with setbacks (Masten & Coatsworth, 1998).

Pearson correlation analysis was conducted to examine the relationships between attachment quality and psychosocial well-being dimensions. All variables met the assumptions for parametric testing. Correlation coefficients were interpreted using Cohen's (1988) criteria: weak ($r = 0.10–0.29$), moderate ($r = 0.30–0.49$), and strong ($r \geq 0.50$).

Table 3. Correlation between Attachment and Psychosocial Well-Being

Psychosocial Dimension	Attachment Figure	r	Strength
Self-confidence	Classroom Teacher	0.79	Strong
Self-esteem	Parent/Guardian	0.51	Strong
Academic resilience	Parent/Guardian	0.76	Strong

The results indicate significant positive correlations between attachment and all dimensions of psychosocial well-being. Notably, teacher attachment demonstrated the strongest association with self-confidence, while parental attachment showed strong relationships with both

self-esteem and academic resilience. These patterns suggest that different attachment figures may contribute uniquely to specific aspects of children's psychosocial development.

Overall, the findings demonstrate that secure attachment, particularly with classroom teachers, is strongly associated with students' psychosocial functioning. Stronger attachment is associated with higher levels of self-confidence and academic resilience, while the association with self-esteem is moderate. All reported correlations were statistically significant at the 0.05 level.

Discussion

This study sets out to examine a fundamental question: How does parent-child attachment correspond to the psychosocial well-being of elementary school students? The statistical analysis provides clear empirical evidence of significant positive relationships, with correlation coefficients ranging from $r = 0.509$ (self-esteem) to $r = 0.793$ (self-confidence). These findings definitively confirm that stronger attachment relationships correspond to better psychosocial functioning across multiple domains. Students with secure attachments to parents or other attachment figures demonstrate superior emotional stability, higher self-confidence, more positive self-worth evaluations, and greater capacity for academic resilience compared to their peers with less secure attachments.

A critical finding that warrants careful interpretation is the differential strength of attachment influence across the three psychosocial dimensions. Self-confidence ($r = 0.79$, $R^2 = 62.88\%$) and academic resilience ($r = 0.76$, $R^2 = 58.5\%$) demonstrate strong correlations, while self-esteem shows a moderate relationship ($r = 0.51$, $R^2 = 25.9\%$). This pattern directly answers a subsidiary research question: Does attachment correspond to all aspects of psychosocial well-being equally? The answer is clearly no. The substantially higher correlation between attachment and self-confidence suggests that beliefs about one's capabilities are more directly shaped by attachment relationships than evaluations of one's worth. This finding aligns with attachment theory's emphasis on the "secure base" phenomenon.

Children with secure attachments develop confidence to explore, take risks, and engage with challenges because they internalize the consistent availability and responsiveness of their attachment figures. The coefficient of determination indicates that nearly two-thirds of self-confidence variance can be explained by attachment quality, a remarkably substantial proportion for a single predictor variable in developmental research. Similarly, the strong correlation between attachment and academic resilience ($r = 0.76$) reveals that children's capacity to persist through learning difficulties is fundamentally rooted in their attachment relationships. When students encounter academic setbacks, those with secure attachments draw upon internalized representations of support and encouragement from their attachment figures.

They have learned through repeated interactions that challenges are temporary, help is available, and failure does not diminish their inherent value. This psychological resource a direct product of secure attachment enables them to maintain effort and seek adaptive solutions rather than withdrawing or developing learned helplessness.

During middle childhood (ages 6-12), children increasingly engage in social comparison with peers, evaluate themselves based on academic performance metrics, and become aware of external standards of success. Unlike self-confidence, which can be nurtured primarily through

supportive attachment relationships, self-esteem appears more vulnerable to peer acceptance, academic achievement, physical appearance, and social status, factors that operate largely outside the parent-child dyad.

A student may maintain high confidence in their abilities (fostered by parental support) while experiencing low self-worth due to peer rejection or repeated academic failure. This finding does not diminish the importance of attachment for self-esteem; rather, it highlights that building healthy self-esteem requires multi-systemic intervention addressing not only family relationships but also peer dynamics, school achievement structures, and broader social-cultural messages about worth and value. Parents and teachers cannot singlehandedly determine students' self-esteem, but they provide a crucial foundation upon which other experiences build.

One of the most striking and unexpected findings of this study is that teacher-student attachment (86%) significantly exceeds parent or guardian attachment (74.27%). This differential directly answers another implicit research question: In Indonesian elementary school context, who serves as the primary attachment figure for students' psychosocial development? The data suggests that classroom teachers have successfully established stronger emotional bonds than many parents, potentially serving as the predominant attachment figure for these students.

Indonesian elementary school students typically spend 6-8 hours daily at school, five to six days per week. Many parents, particularly in dual-income families, work long hours with limited time for quality emotional interaction. Teachers, by virtue of their professional role and sustained presence, may have greater opportunity to provide consistent, responsive, and emotionally attuned interactions than time-constrained parents. The communication dimension of teacher attachment scored highest (88%), suggesting students feel genuinely heard, understood, and valued by their teachers, experiences they may receive less consistently at home.

Teachers receive formal education in child psychology, developmental needs, and pedagogical approaches that foster positive relationships. Many parents, conversely, rely on intuition, cultural traditions, or replication of their own upbringing without systematic training in attachment-promoting practices.

This professional expertise may enable teachers to more effectively provide the emotional responsiveness, validation, and secure base that children need, even compared to well-intentioned but less-skilled parents. The reality that many Indonesian children are raised by guardians, extended family members, or experience frequent caregiver transitions may result in fragmented or inconsistent attachment experiences at home. In contrast, the homeroom teacher typically remains constant throughout the academic year, providing stability and continuity that may be lacking in some family environments.

Indonesian cultural values emphasize respect for teachers (*hormat kepada guru*) and position them as authority figures deserving of high regard. Students may experience their relationships with teachers as psychologically safer or more predictable than family relationships, particularly in homes where authoritarian parenting styles, inconsistent discipline, or family conflict create emotional unpredictability.

This finding validates the central premise of this study: that multiple attachment figures constitute a critical support system, and that teachers function not merely as educators but as essential contributors to children's psychosocial development. The high teacher-student

attachment scores demonstrate that schools can serve as compensatory environments that provide secure attachment experiences for children who lack them at home.

This has significant implications for educational policy and teacher professional development. The results strongly validate both Bowlby's Attachment Theory and Bronfenbrenner's Ecological Systems Theory, while also extending these frameworks in meaningful ways. Bowlby's Attachment Theory posits that secure attachments formed in childhood create internal working models (mental representations of self, others, and relationships) that shape psychological functioning throughout life.

This study confirms that these internal working models directly influence specific psychosocial outcomes. The strong correlations between attachment and both self-confidence and academic resilience demonstrate that children internalize the emotional availability, responsiveness, and validation of their attachment figures, subsequently using these internalized resources to navigate challenges independently.

However, this study also challenges the traditional emphasis on mother-child attachment as primary. The finding that teacher attachment exceeds parent attachment suggests that Bowlby's concept of monotropy (the idea of a single primary attachment figure) may not adequately capture the reality of modern childhood, particularly in cultures where children spend extensive time in institutional settings. Instead, the data supports a hierarchical attachment network model where multiple figures contribute differentially to various aspects of psychosocial development.

Bronfenbrenner's Ecological Systems Theory emphasizes that child development occurs through nested environmental systems: microsystems (immediate environments like family and school), mesosystems (interactions between microsystems), and exosystems/macrosystems (broader social structures). This study provides empirical evidence for the mesosystem's crucial role: the interaction between family and school environments creates synergistic effects on children's well-being that exceed what either system could accomplish in isolation.

The data reveals that attachment is not a characteristic of the child but a quality of relationships embedded in ecological contexts. Students in this study received different levels of attachment from different figures (parents vs. teachers), demonstrating that the same child can experience secure attachment in one context and less secure attachment in another. This contextual variability underscores the importance of strengthening all the microsystems in which children develop, rather than focusing exclusively on family intervention.

Understanding that attachment influences psychosocial well-being is insufficient; we must also explain how this influence operates. The study's findings support several explanatory mechanisms. The data suggests that students who receive consistent warm, responsive, and supportive interactions both at home (from parents/guardians) and at school (from teachers) develop stable expectations about social support availability. This consistency strengthens positive internal working models and amplifies security. For example, a student who experiences academic failure can draw upon both parental encouragement at home and teacher support at school, receiving convergent messages that the failure is temporary, help is available, and their worth remains intact. This multi-source validation is more powerful than support from a single source because it provides redundancy and reinforcement. Critically, the higher teacher attachment scores suggest that schools function as protective factors for students with insecure home attachments.

Children whose parents are unavailable, unresponsive, or inconsistent can still develop adequate psychosocial well-being if they form secure attachments with teachers.

This compensatory mechanism explains why some students with challenging family circumstances nevertheless demonstrate resilience and positive functioning, they access alternative attachment resources through responsive educators. The layered nature of the attachment system means that deficits in one relationship can be partially offset by strengths in another, preventing complete developmental derailment. Both parents and teachers serve as models for emotional regulation, problem-solving strategies, and interpersonal behavior. Children with secure attachments observe and internalize how their attachment figures manage frustration, express emotions constructively, and navigate social conflicts.

When modeling is consistent across home and school contexts, social-emotional learning becomes more integrated and robust. Students learn not just from explicit instruction but from thousands of micro-interactions that demonstrate how to be in relationships, how to handle disappointment, and how to maintain self-worth in the face of challenges. Self-confidence and self-esteem develop through validation from significant figures. When children receive appreciation, recognition, and support from multiple attachment figures, they develop convergent evidence of their value and capability.

A student told by both parents and teachers that they are capable, valued, and worthy develops stronger, more resilient self-concepts than students who receive mixed messages or validation from only one source. This multi-source validation is particularly powerful during middle childhood when children are constructing their social identities and determining "who I am" in relation to important others. These findings align with and extend existing empirical research in meaningful ways. Scharf, M.; Mayseless, (2011) secure parental attachments predicted higher psychological well-being in adolescents. This study confirms this relationship extends to younger elementary school children and quantifies the specific magnitude of influence for different well-being dimensions.

Moretti & Peled, (2004) reported associations between poor attachment quality and increased anxiety/depression. This study provides the complementary positive evidence that secure attachments predict higher confidence, self-esteem, and resilience. In the Indonesian context, Yusuf, A. M., & Nurul, (2020) found high parental attachment predicted better social adjustment and fewer behavioral problems in elementary students, while Putri, R. D., Sari, M. K., & Lestari, (2022) concluded parental warmth and availability predicted emotional well-being and school engagement.

This study extends these findings by incorporating teacher attachment as an additional predictor and demonstrating differential effects across specific psychosocial dimensions rather than treating well-being as a unitary construct. Specific to self-esteem, Dalifa, (2021) findings with university students in West Sumatra showed significant positive relationships between parental attachment and self-esteem. This study confirms this relationship in a younger population but also reveals it is weaker than attachment's influence on other dimensions, a nuance not captured in previous research. Nora, (2015) discussed attachment's role in self-esteem formation, but this study quantifies the proportion of variance explained (25.9%) and identifies that nearly three-quarters of self-esteem variance comes from sources beyond attachment.

The study conducted by Subia Jamil, Muhammad Liaquat Raza, Nasrollah Moradikor, Motahareh Haghpanah, (2025) on secure teacher attachment and student self-confidence is particularly relevant, as it directly validates this study's finding of strong teacher-student attachment effects. However, this study goes further by comparing parent and teacher attachment directly and revealing that teacher attachment actually exceeds parent attachment in this sample, a finding with profound implications for educational practice and policy.

CONCLUSION

The findings of this study confirm that parent-child attachment has a significant and positive influence on the psychosocial well-being of elementary school students. Statistical analysis revealed a moderate to high correlation ($r = 0.51-0.79$), indicating that the stronger a child's attachment to a parent or other attachment figure, the higher their levels of emotional stability, self-confidence, self-esteem, and social functioning. Strong attachments to parents foster a sense of security and trust that enable children to develop healthy emotional regulation, adapt to social environments, and manage academic challenges more effectively. These outcomes are important components of psychosocial well-being during elementary school, a critical period for personality formation and social development.

This study supports the theoretical framework of Bowlby's Attachment Theory (1969, 1988) and Bronfenbrenner's Ecological Systems Theory (1979), which emphasize that the family, as the child's closest microsystem, plays a crucial role in shaping psychological resilience and social behavior. The unique contribution of this study lies in integrating the dual roles of attachment figures, not only parents but also classroom teachers as a layered support system that provides an emotional safety net for children, creates consistency of support across contexts (home and school), and maximizes the potential for psychosocial development through synergy between the family and school environments.

Although this study makes an important contribution to the understanding of the parent-child attachment relationship and students' psychosocial well-being, several limitations need to be acknowledged including relatively limited sample size. This study used a correlational design with measurements at a single point in time, so it cannot establish definitive causal relationships or observe longitudinal changes in attachment and psychosocial well-being. Reliance on self-report; unexplored moderator and mediator variables; and limitations in measuring the role of secondary attachment figures are other limitations of this study.

Further research can be done are conducting longitudinal research with larger and more diverse samples; using mixed-methods studies for deeper understanding; conducting cross-cultural comparative research; conducting intervention studies to test the effectiveness of the program; exploring the role of technology and social media; and conducting research on different age groups.

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