



## Differences in Place Attachment Profiles in Adolescents in the Home and School Environments in the Formation of Self-Identity

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### ABSTRACT

**Introduction:** Place attachment influences the way adolescents form their identity. The home and school environments, as the two main environments, provide the foundation for the development of adolescent identity. Positive attachment to both of these environments can provide adolescents with a sense of stability and consistency, helping them understand who they are, where they come from, and what is important to them. This study aimed to explore the place attachment profile of adolescents in the home and school environment in the formation of adolescent self-identity. **Methods:** This study was a descriptive observational study, where as many as 592 research subjects were observed in this study. Attachment scale observation was carried out using the Bortholomew and Griffin attachment scale questionnaire, where observations were made on four aspects. **Results:** The attachment aspect that stands out in the attachment to the home environment is the secure attachment aspect. As many as 74.83% of respondents tend to have a place attached to this aspect, in contrast to the attachment aspect, which is prominent in the attachment to the school environment, where the secure attachment aspect still stands out but is not as dominant as the attachment to the home environment. The secure attachment aspect with the school is only 50.34%, and the rest is spread over other aspects of attachment. **Conclusion:** The place attachment profile of adolescents differs between home and school environments. Adolescents feel more secure (secure attachment) in the home environment than in the school environment.

### 1. Introduction

Place attachment is an important aspect of adolescent life that can affect their emotional, social, and psychological development. Adolescents spend most of their time in two main environments, namely at home and school. In terms of attachment, these two environments can play different roles in shaping the relationship between adolescents and the place. Place attachment is an emotional or affective bond that is formed between an individual and the environment around them. It can refer to a strong and positive relationship with a place, which encourages youth to feel safe, comfortable, and satisfied in that environment. In addition, place attachment is also related to how individuals feel bound to the environment that is meaningful to them. Place

attachment has a significant role in forming self-identity, dealing with stress, and establishing social interactions. However, the attachment to place is not always uniform between the home and school environment. Various factors, including personal experiences, interactions with people around them, and environmental influences, can influence the level and type of attachment adolescents have to these places.<sup>1-3</sup>

Place attachment influences the way adolescents form their identity. The home and school environments, as the two main environments, provide the foundation for the development of adolescent identity. Positive attachment to both of these environments can provide adolescents with a sense of stability and consistency, helping them understand

who they are, where they come from, and what is important to them. The home environment functions as the center of family identity, while the school environment introduces adolescents to the wider social world. This sense of attachment and closeness to the environment can shape aspects of self-identity, such as values, beliefs, and goals in adolescent life. Positive place attachment can be a source of support and comfort for adolescents when dealing with stress and challenges. An environment that provides emotional and physical support can help adolescents deal with the stresses and strains of everyday life. A comfortable and warm home can be a place for teenagers to rest and escape from the pressures outside. Likewise, a strong attachment to the school environment can help adolescents cope with academic stress and deal with social demands in an educational environment. Positive place attachment can also influence how adolescents interact with others in their environment. A fun and safe environment can provide needed social support, assisting adolescents in forming healthy and positive relationships with peers and adults. The school environment, in particular, is a place where youth can develop social skills and hone the ability to interact with a variety of people. With good place attachment, adolescents tend to feel more confident and more involved in social activities, such as clubs, extracurriculars, and community activities.<sup>4-6</sup> This study aimed to explore the place attachment profile of adolescents in the home and school environment in the formation of adolescent self-identity.

## 2. Methods

This study was a descriptive observational study and used primary data obtained from observations and interviews with study respondents. The respondents in this study were students of classes VII, VII, and IX at SMP Muhammadiyah 7 Bandung Indonesia. A total of 592 respondents participated in this study. To assess the attachment of places to the home and school environment, a Bartholomew and Griffin questionnaire was used. The attachment scale

assessed by this questionnaire is the aspect of secure attachment, preoccupied attachment, dismissing attachment, and fearful attachment.

The Bartholomew and Griffin attachment scale consists of statements or questions that evaluate four attachment patterns: 1. Secure attachment: Questions in this section include statements about trust in a place, comfort in opening up about feelings, and the belief that a place will be supportive and responsive. 2. Preoccupied attachment: This section includes questions about excessive worry about places, the need for validation or constant attention to places, and insecurities about places. 3. Dismissive-avoidant attachment: Questions in this section focus on avoiding or distancing oneself from emotional attachment, high levels of independence, and a tendency to be independent of place. 4. Fearful-avoidant attachment: This section covers questions about fear of emotional closeness and internal conflicts about wanting to be close to a place but fearing rejection or emotional injury.

Each aspect of the attachment scale assessment contains several questions, where each question is answered by respondents with answers that strongly agree, agree, disagree, and strongly disagree. The aspect with the highest score shows the tendency of the respondent's attachment scale. The data obtained from the process of assessing the attachment aspect is carried out by processing the data descriptively. Univariate analysis was performed to present the distribution of scores and answers for each aspect of the attachment scale.

## 3. Results

Table 1 shows the characteristics of the research subjects. The research subjects were between the ages of 13-15 years, and the majority of the research subjects were 13 years old. The majority of research subjects are male. The research subjects almost had an even distribution regarding first, middle, or youngest children, where the majority of research subjects were middle children. The majority of research subjects live with both parents in one house,

while around 22.3% live with one parent or guardian. The research subjects who live with one parent are caused by both parents having divorced or one parent has died, while the research subjects who live with a

guardian are caused by the child migrating from their hometown to school to the city.

Table 1. Characteristics of research subjects.

Characteristics	Frequency	Percentage (%)
Age:		
13 years	201	33,95
14 years	200	33,78
15 years	191	32,27
Gender:		
Male	299	50,5
Female	293	49,5
Child to:		
First	200	33,78
Middle	201	33,95
Youngest	191	32,27
Living with:		
Both parents	460	77,7
One of the parents	87	14,7
Guardian	45	7,6

Table 2 presents the distribution of respondents' place attachment aspects. The attachment aspect that stands out in the attachment to the home environment is the secure attachment aspect. As many as 74.83% of respondents tend to have a place attached to this aspect, in contrast to the attachment aspect, which is prominent in the attachment to the school environment, where the secure attachment aspect still

stands out but is not as dominant as the attachment to the home environment. The secure attachment aspect with the school is only 50.34%, and the rest is spread over other aspects of attachment. This shows that the school attachment profile is not the same as the home attachment profile. Respondents feel more secure in the home environment compared to the school environment.

Table 2. Distribution of attachment aspects of respondents' places.

Attachment aspect	Home attachment, n (%)	School attachment, n (%)
Secure attachment	443 (74,83)	298 (50,34)
Preoccupied attachment	50 (8,45)	121 (20,44)
Dismissive-avoidant attachment	50 (8,45)	73 (12,33)
Fearful-avoidant attachment	49 (8,27)	100 (16,89)

#### 4. Discussion

Research in the field of developmental psychology has found that relationships with parents and the home environment have a significant impact on adolescent attachment development. A home environment that is full of positive emotional interactions, such as support, attention, affection, and love, tends to produce secure attachments in adolescents. Positive emotional interactions create a

strong emotional bond between teens and parents, helping teens feel safe and secure in the home environment. Consistent and predictable parenting in the home environment helps adolescents understand what is expected of them and provides a sense of stability. Consistency also allows teens to feel more secure and trust that their parents will always be there and support them. The type of parenting used by parents also influences adolescent attachment.

Authoritative parenting, which combines clear boundaries with support and understanding, tends to produce secure attachments in adolescents. Parents as role models have a major impact on adolescent attachment development. If parents display a secure attachment to the adolescent and other people in the family environment, the adolescent is likely to internalize similar attachment patterns. A responsive and supportive home environment when adolescents face difficulties, or challenges can help strengthen adolescent attachment to parents and the home environment. Teenagers feel supported and accepted in overcoming their problems.<sup>7-10</sup>

A home environment that guarantees the physical and psychological safety of adolescents has an important role in strengthening adolescent attachment to home as a safe and comfortable place. A safe and comfortable home environment creates a sense of emotional security for adolescents. They feel protected and can trust that home is a safe place to share feelings and thoughts without fear of being judged or ridiculed. A safe home environment provides physical and psychological protection for adolescents from potential external hazards or threats. They feel more secure and secure, which helps in forming a positive attachment to the home. A safe and comfortable home environment provides opportunities for adolescents to develop personally and emotionally. They can focus more on self-exploration and developing their identity without distraction or fear. A supportive home environment helps teens deal with stress and conflict in a healthy way. Support and positive views from parents or other family members help teens feel supported in facing life's challenges. A safe and secure home environment can increase a teenager's self-confidence. They feel more confident in themselves and are able to deal with situations outside the home environment more confidently.<sup>11-13</sup>

A stable and consistent home environment plays an important role in helping youth feel safe and connected to their home environment. A stable and consistent home environment provides predictability in daily routines and family rules. This helps teens

have a clear understanding of what is expected of them, reduces anxiety, and gives them a sense of security because they know what is coming. In a stable and consistent environment, adolescents feel freer to express themselves because they know the reactions of their parents or other family members tend to be consistent and understanding. This strengthens adolescents' confidence in expressing their feelings, views, and identities. The stability of the home environment helps youth cope better with change and challenges. When there are life changes, such as moving house or other family events, a stable and consistent environment can provide a solid foundation for teens to deal with. Consistency in family interactions and rules can help strengthen the relationship between parents and adolescents. Parents who are consistent in providing support, love, and boundaries convey the message that they care about and are involved in their adolescent's life. Consistency in parental behavior helps build trust in adolescents. They learn that their parents can be relied upon and that promises and commitments will be kept, which are important for forming a secure attachment.<sup>14-17</sup>

Bullying is one of the most common reasons teenagers feel insecure in the school environment. Bullying in creating an unsafe school environment and disrupting the process of forming a secure attachment is very important to understand. Adolescents who are victims of bullying often experience feelings of inferiority and worthlessness. Bullying can cause them to doubt their abilities and self-worth, undermine self-confidence, and hinder the formation of positive attachments to the school environment. Bullying can cause emotional disturbances in adolescents who become victims. They may feel stressed, sad, or angry because of the treatment they experienced at school. These emotional disturbances can hinder a teen's ability to feel comfortable and connected to the school environment. Bullying can cause adolescents who are victims to be skeptical and distrustful of others. They may develop a suspicious attitude toward peers, teachers, or school staff, which makes the process of forming secure attachments

more difficult. Adolescents who are victims of bullying may have difficulty attending school consistently. The fear and anxiety that arise from bullying experiences can lead to repeated school absences, which impacts social and academic engagement in the school environment. Bullying can cause victims to feel isolated from their peers and the social environment at school. They may avoid social interactions to avoid further potential bullying experiences, which can make it difficult to form positive attachments to the school environment.<sup>18</sup>

The experience of bullying can cause adolescents to have less trust in other people. They may develop a wary and skeptical attitude towards new peers or other people in their social environment. Difficulty trusting others can hinder the formation of deep and meaningful social relationships. Teenagers who experience bullying may feel very sensitive to criticism or rejection from peers. Previous experiences of bullying can increase fears that they will be rejected or judged by others, thus making them tend to avoid social interaction. Bullying can cause adolescents to feel isolated and find it difficult to get along with peer groups. They may feel safer and more comfortable in isolation than interacting with others for fear of being mistreated again. Adolescents who experience bullying may be reluctant to engage in social activities at school or outside of school. They tend to avoid opportunities to participate in group activities or social events because they feel unable to interact with their peers in a positive way. Experiences of bullying can have an impact on the psychological well-being of adolescents, such as causing depression, anxiety, or other mental health problems. These negative impacts can affect the quality of social relationships that adolescents form with peers and complicate the process of forming secure attachments to the social environment.<sup>18</sup>

Teenagers who experience bullying may feel betrayed by peers, teachers, or school staff, who are supposed to protect them from harm and unfair treatment. This experience can cause them to feel distrustful of others and to develop a skeptical attitude toward the intentions and motivations of others.

Adolescents who experience bullying from their peers may feel betrayed by people who are supposed to be colleagues and friends. They may find it difficult to trust new peers or put confidence in their social relationships. Experiences of bullying that are not properly addressed by school authorities, such as teachers and staff, can cause adolescents to doubt their abilities and intentions to protect and support them. This can complicate the process of forming a secure attachment to the school as a whole. If adolescents who are victims of bullying receive offers of assistance from certain parties, they may feel skeptical and hesitate to accept this assistance. They may be afraid to open up or worry that the help may have a motive. Bullying can cause adolescents to experience emotional trauma and confusion. This can interfere with their ability to form secure attachments with others due to feelings of insecurity and difficulty coping with intense emotions.<sup>19,20</sup>

## **5. Conclusion**

The place attachment profile of adolescents differs between home and school environments. Adolescents feel more secure (secure attachment) in the home environment than in the school environment.

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