

Research Article

School well-being, school climate, and growth mindset: regression analysis on elementary school students

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Abstract

School well-being is important for primary students. However, many students do not feel well-being while at school. Compared to junior high school students, elementary school students have better school well-being. Even though, efforts to improve well-being in elementary school students are rarely carried out. The aim of the study was to examine the impact between school well-being, school climate, and growth mindset. The research method used is a quantitative method using multiple regression analysis. Data collection used three scales, School Well-Being scale ($\alpha=0.689$), Comprehensive School Climate Inventory (CSCI) ($\alpha=0.766$), and the Implicit Theories of Intelligence Scale for Children ($\alpha=0.703$). The participants consisted of 254 students of grade five public elementary schools in Center Java, Indonesia. The results showed the effect of school climate on school well-being (22.5%), but there was no effect of growth mindset on school well-being (0.3%). However, simultaneously school climate and growth mindset have an influence on school well-being (22.5%). The results confirm previous research regarding the impact between school climate and school well-being. Additionally, this research expands on the results in the literature by emphasizing how growth mindset doesn't impact to school well-being. It can be concluded, school climate is the main variable that can affect school well-being. Therefore, the school climate that has been owned must be maintained. In addition, it is necessary to make rules stating that teachers are asked to give praise when students get achievements in order to get used to having a growth mindset.

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Introduction

Education undeniably plays an important role in developing human resources (Karima & Ramadhani, 2017). However, the quality of education in Indonesia is concerning (Supriadi, 2016). Educational inequality is one of the problems that still need to be fixed. Many schools located in rural areas still experience an unequal distribution of facilities. Inadequate infrastructure, low quality of educators, and disparities in facilities compared to schools in urban areas are some evidence of the low quality of education in Indonesia (Umatin et al., 2021). In fact, an uneven distribution of education facilities also occurs at the elementary school level. Elementary school is the lowest level of formal education in Indonesia (Masitah & Setiawan, 2017).

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Elementary school students are in the age group of 6 to 13 years old, which represents the later stage of childhood and the transition into adolescence (Hurlock, 1980). Additionally, elementary school is the educational level with the longest period (Caner YAM, 2022). Since children spend most of their time at school, their development and learning experiences greatly depend on the support of their teachers and peers (Santrock, 2019). As a result, schools can influence all aspects of students' lives especially their cognitive development, socioemotional and behavioral. So, school is the right place to develop students' well-being through the school's programs (Palikara et al., 2021).

School well-being on primary school

Students with good well-being and in a supportive environment are more likely to enjoy their school activities, have a high motivation, and display a keen interest in learning. This can be observed through students' academic achievement (Papalia et al., 2007). Consequently, school has a significant influence on students' lives, making it crucial to improve their well-being as students (Prabawa & Kumalasari, 2020). Moreover, in primary school, well-being is very necessary because elementary school is basic education which can influence subsequent education (Moliner et al., 2021). The research by A. I. Konu & Lintonen, (2006) discovered that elementary school students have a better school well-being compared to high school students. Gierczyk et al (2022) also state that younger student feel more satisfied than older student. However, not much effort has been made to improve students' school well-being, especially in Indonesia (Thoybah & Aulia, 2020). Thus, it is necessary to pay more attention to the school well-being of elementary school students.

School well-being theory developed based on a theory that had been previously developed by Allardt. Welfare refers to the state in which individuals can fulfill their basic needs. These needs are divided into three categories, namely *having*, *loving*, and *being* (Allardt, 1976). Then Konu & Rimpelä (2002) expanded upon this framework by introducing another category, *health*. School well-being is defined as the subjective evaluation of students' basic needs in relation to their school environment. This evaluation comprises four aspects: *having*, *loving*, *being*, and *health*. It is stated that if students possess good school well-being, they will feel comfortable, happy, valued, and prosperous, resulting in a positive perception of their school. Consequently, they will be able to learn effectively and make significant contributions to their school

The *having* aspect refers to students' evaluation of the physical and the learning environment, and also to the services provided. The *loving* aspect refers to students' relationship with the school residents and their guardians. The *being* aspect refers to the state in which school can assist students in becoming valuable members of society. The last aspect, *health*, refers to the condition of students being free from any form of physical and mental illnesses, assessed based on their subjective emotions (Konu & Rimpelä, 2002).

Well-being is a variable that is quite difficult to measure because of its dynamics, especially in children. A person's well-being can change and tends not to be permanent. Not only school life can influence students' well-being but life at home such as parents and friends can influence students' well-being (Moliner et al., 2021). Based on several existing literature, there are various things that can make children feel well-being, including family, school, peers or a community (Gierczyk et al., 2022).

School climate and growth mindset on school well-being in primary student

Previous research has shown that school well-being is affected by both external and internal factors. External factors include teacher communication (Sari, 2021), peer relations (Wijayanti & Sulistiobudi, 2018), a supportive classroom atmosphere and school climate (Cocorada & Orzea, 2017; Hoferichter et al., 2021; Lombardi et al., 2019). School climate has been proven to influence school well-being. Cohen et al., (2009) explained that school climate is the subjective evaluation of an individual to the quality and the characteristics of school life, comprising the aspects of norms, values, and expectations that collectively contribute to creating a sense of physical, emotional, and social safety. As a result, school climate can be revealed by understanding students' subjective perceptions regarding their school.

School climate consists of four dimensions: safety, teaching and learning, relationships, and environmental-structural. The safety dimension implies the feeling of security, which can be measured physically, such as the absence of crimes and violence, the existence of disaster response regulations, and the presence of clear policies for student rule violations. The dimension of teaching and learning pertains to several indicators, such as teaching quality, social, emotional, and ethical learning, professional development, and leadership. The relationships dimension refers to the existence of good interpersonal relationships between the school residents. The environmental-structural dimension signifies that the school has a conducive environment that can support the sustainability of learning activities (Cohen et al., 2009).

Changes in school climate for the better can shape students' mindsets (Yu et al., 2022). Moreover, mindset can make well-being students' (Zeeb et al., 2020). In line with Saidah et al., (2021) state that a better growth mindset can influence school well-being. While, mindset is one of the internal factors that can influence school well-being. Mindset is individuals' view of their ability and intelligence which affects their assessment of something. This view indicates the basic quality of students in educational context (Wahidah & Royanto, 2019). Mindset as a cognitive process that can influence an individual's interpretation of the information they perceive. Mindset is defined as the power of belief to influence human behaviour (Nenkov, 2012). Mindset can be divided into two: fixed mindset and growth mindset (Dweck & Yeager, 2019).

Fixed mindset is an individual's belief regarding the qualities of themselves that includes cognitive and ability aspects, which tend to be fixed, rigid, and unchangeable. Growth mindset, on the other hand, refers to an individual's belief that their quality is changeable if they put in the effort (Dweck, 2006). Whether students want to learn depends on whether they believe that they can learn: those who believe that abilities improve with practice (growth mindset) tend to show higher motivation than those who believe that abilities are unchangeable (fixed mindset) (Dweck, 2000). Based on research that has been conducted, a growth mindset is important for elementary school students, especially so that students can obtain good learning results (Chen & Liu, 2023).

In this current study, the participant was primary school students. It was difficult for them to evaluate things within themselves such as well-being and mindset at their age. Chen & Liu, (2023) state that this stage (senior primary school) already understood the concept mindset than the younger students. Other than that, this stage has clearly evaluate whether they have growth or fixed mindset (Dweck, 2017). Also in this stage, they begin to be able to think abstractly (van Oers, 2012). Abstract thinking centers on ideas, symbols and intangible things. Children who are starting to think abstractly are able to think more complexly compared to the previous phase, such as combining several memories, evaluating things and creating new things (Nihayah, 2021). Having abstract thinking can support students to be able to assess well the life they experience at school. The formation of judgments can be influenced by a growth mindset or having a growth mindset (Dweck & Yeager, 2019).

Problem Study

School well-being is something essential for elementary students. However, many students do not experience a sense of well-being during their time at school. Meanwhile, efforts to improve elementary school students' well-being are still lacking. Research by (Hoferichter et al., 2021) discovered that school climate can enhance the well-being of students at school. Besides school climate, another factor that can also influence school well-being is growth mindset. Through the research conducted by Wahidah & Royanto (2019) it was affirmed that a growth mindset can improve school well-being.

It is true that some schools in Indonesia have an uncondusive school climate. Nevertheless, students are still able to achieve satisfactory learning outcomes (Salma, 2013). Based on this fact, it is assumed that there is another factor that can affect students' well-being in school. Growth mindset is suspected to be the one that can enhance students' school well-being. Wahidah & Royanto (2019) asserted that this kind of mindset can influence students in evaluating their school more positively even though in the same condition.

In conclusion, school climate and growth mindset can enhance students' school well-being. Thus, this research aims to investigate whether school climate and growth mindset have a collective influence on school well-being. Based on the research background and the literature review, three hypotheses are obtained:

H₁: School climate has an effect on elementary school students' well-being in Central Java, Indonesia

H₂: Growth mindset has an effect on elementary school students' well-being in Central Java, Indonesia

H₃: School climate and growth mindset have a collective effect on elementary school students' well-being in Central Java, Indonesia.

Method

Study Design

This study utilized a cross-sectional design. The sample was recruited from 5th grade students, and data was collected in 2022 using three scales.

Participant

This research population is fifth graders of public elementary schools in 2022 in Central Java, Indonesia. Based on the data from the Ministry of Education and Culture, the number of fifth graders in Central Java, Indonesia is 776 students. The sampling technique employed in this study was simple random sampling which refers to Krecjje and Morgan's table with a 95% confidence interval. The selection of the participants was based on the fact that in the later stage of childhood, children begin to develop abstract thinking abilities (van Oers, 2012). Fifth graders or children in their later phase of childhood can be observed whether they possess a growth mindset or a fixed mindset (Dweck, 2017). The exclusion of the sixth graders in this study, despite also falling into this category, was because they were preoccupied with a great number of learning assignments that must be accomplished.

Table 1. Demographic data

Variables		f	%
Gender	Male	132	51.2%
	Female	126	48.8%
Age	11 years old	241	93.4%
	12 years old	17	6.6%
School	SD N 1 Purbalingga Lor	35	13.6%
	SD N 2 Purbalingga Lor	21	8.1%
	SD N 1 Purbalingga Wetan	55	21.3%
	SD N 1 Purbalingga Kidul	45	17.4%
	SD N 2 Kedung Menjangan	23	8.9%
	SD N 1 Kembaran Kulon	13	5%
	SD N 2 Kembaran Kulon	17	6.6%
	SD N 2 Wirasana	17	6.6%
	SD N 1 Bojong	20	7.8%
	SD N 1 Toyareja	12	4.7%
Total		258	100%

Based on the table 1, the participants of this research are dominated by 11-year-old students (93.4%) and are primarily male (51.2%). Most participants are from SD N 1 Purbalingga Wetan (21.3%).

Data Collection Instruments

All the instruments utilized in this study are explained in each section of the variables. Questions concerning participants' demography such as age, gender, and school affiliation are included in the biographical data. Three

measurement tools used had been modified to suit the characteristics of the participants. Before distributing the questionnaire, a tryout test involving 50 students was conducted.

School Well-Being Measurement Tool

The school well-being measurement tool used in this study was developed by A. I. Konu & Lintonen, (2006) which comprises 22 different items. Following the Likert scale model, 4 degrees of options were provided in the questionnaire. For items that represent favor, the point ranges from 4 to 1; 4 points if the respondents strongly agree (SA), 3 points if they agree (A), 2 if they disagree (D), and 1 if they strongly disagree (SD), whereas unfavorable items are assessed oppositely. The reliability of the items was tested with Cronbach's alpha, resulting in a score of 0.689 ($p > 0.6$). The school well-being measurement tool validity test shows that 13 items had to be removed. However, the researchers agreed to keep 2 items after some deliberation. Examples of the items are as follows: *"My school is safe, following the course at my school feels peaceful, and the students get along well."*

School Climate Measurement Tool

The measurement tool utilized in this research is School Climate Questionnaire (SCQ) developed by Cohen et al (2009) which comprises 22 different items. Following the Likert scale model, 4 degrees of options were provided in the questionnaire. For items that represent favor, the point ranges from 4 to 1; 4 points if the respondents strongly agree (SA), 3 points if they agree (A), 2 if they disagree (D), and 1 if they strongly disagree (SD), whereas unfavorable items were assessed in the opposite manner. The reliability of the items were tested with Cronbach's alpha, resulting in a score of 0.766 ($p > 0.6$). The school climate measurement tool validity test shows that 11 items had to be removed. However, the researchers agreed to keep 2 items after some deliberation. Examples of the items are as follows: *"I feel safe at school, the teacher chides me when I make mistakes, and the teacher suggests that I think creatively and independently when I am having a hard time."*

Growth Mindset Measurement Tool

The growth mindset measurement tool used in this research was proposed by Dweck (2000) which consists of 6 items. The answer choices followed Likert scale model with 4 different degrees of options. Items number 1-3 have 4 options that range from 4 to 1 point. 4 points means the respondents strongly agree (SA), 3 points means agree (A), 2 points means disagree (D), and 1 point means strongly disagree (SD). The options available for items 4-6 are different in which they range from 1-4. 1 for strongly agree (SA), 2 for agree (A), 3 for disagree (D), and 4 for strongly disagree (SD). The reliability test using Cronbach's alpha shows the score of 0.703 ($p > 0.6$). Based on the validity test of the growth mindset measurement tool, the researchers concluded that all items are usable. Examples of the items are as follows: *"I cannot change my intelligence, my ability and my intelligence do not change easily and tend to remain static."*

Data Analysis

This research employed a quantitative method and multiple linear regression technique. The data obtained were analyzed statistically using SPSS (Statistical Product and Service Solution) program version 25. To obtain the model ideal for multiple linear regression, the researchers conducted a test to verify the assumptions of multicollinearity and normality.

Process

Before beginning the process of collecting data, the researchers had acquired informed consent from teachers and students' guardians. The teachers were requested to inform the students' guardians that their consent is needed for the students to be able to fill out the questionnaire. This step is crucial considering that the participants are still minors. The entire procedure of collecting data was under direct instruction of the researchers, with the aid of the teachers, and was completed over the course of 16 days from 07.00 - 11.00 to prevent the students from giving biased responses out of exhaustion.

Results

In this section, researchers will present data on findings that have been made.

Descriptive Statistics

Table 2. Categorization of school well-being variable

Category	Score Range	f	%
Very Low	$X \leq 30.08$	21	8.1%
Low	$30.08 < X \leq 33.60$	58	22.5%
Average	$33.60 < X \leq 37.12$	103	39.9%
High	$37.12 < X \leq 40.64$	56	21.7%
Very High	$40.64 < X$	20	7.8%
Total		258	100%

Table 3. Categorization of school climate variable

Category	Score Range	f	%
Very Low	$X \leq 36.1$	20	7.8%
Low	$36.01 < X \leq 40.03$	70	27.1%
Average	$40.03 < X \leq 44.05$	94	36.4%
High	$44.05 < X \leq 48.08$	64	24.8%
Very High	$48.08 < X$	20	3.9%
Total		258	100%

Table 4. Categorization of growth mindset variable

Category	Score Range	f	%
Very Low	$X \leq 11.74$	15	5,8%
Low	$11.74 < X \leq 14.63$	52	20.2%
Average	$14.63 < X \leq 17.51$	114	44.2%
High	$17.51 < X \leq 20.4$	56	21.7%
Very High	$20.40 < X$	21	8.1%
Total		258	100%

The data was separated into 5 categories: very low, low, average, high, and very high. The distribution was based on the calculation of the score (X), mean, and standard deviation (Azwar, 2018). The participants are 258 students with

ages ranging from 11 to 12 years old ($M = 35,36$; $SD = 3,52$) for the well-being measurement tool, ($M = 42,04$; $SD = 4,02$) for the school climate measurement tool, and ($M = 16,07$; $SD = 2,88$) for the growth mindset measurement tool. From the table above, we can conclude that students' scores on school well-being, school climate, and growth mindset are in the average range. Which mean they have good school well-being, school climate, and growth mindset.

Table 5. Result of Correlation Test

Category	Gender	Age	School	Sch WB	Sch Climate	Growth Mindset
Gender	1					
Age	-0.134	1				
School	-0.124	-0.021	1			
Sch WB	0.023	-0.014	0.060	1		
Sch Climate	0.057	0.040	0.055	0.475	1	
Growth Mindset	-0.048	0.004	0.044	0.059	0.094	1

*The bolded number indicates a significant correlation ** $p < 0.05$

Furthermore, the researchers conducted correlation test in order to explore the data and see the relationship between existing demographic aspects such as gender, age, and school towards the three variables: school well-being, school climate, and growth mindset. The results of the test indicate that demographic aspects have no impact on the variables. Additionally, there is a correlation between school climate and school well-being, while growth mindset is not correlated with school well-being.

Table 6. Multicollinearity test result

Variable	Tolerance	VIF	Result
School Climate	0.991	1.009	No multicollinearity
Growth Mindset	0.991	1.009	No multicollinearity

The normality test was done using the Monte Carlo method. The test results in a score of 0.808 ($p > 0.05$). The multicollinearity test has a function to diagnose the absence of correlation between independent variables. The principle used was $tolerance > 0.10$ and $VIF < 10.00$ (Ghozali, 2013). The results show that the data is distributed normally and there is no presence of multicollinearity.

The influence of school climate and growth mindset towards school well-being

Table 7. Hypothesis 1,2, and 3 Test Result

Variable X	p	t	R ²
School Climate	0.000	8,548	0.225
Growth Mindset	0.798	0.941	0.003
School Climate and Growth Mindset	0.000	37.102	0.225

A t-test was carried out to determine whether school climate had an impact on school well-being and growth mindset had an impact on school well-being. The results of the tests indicate that there is a relationship between school climate and school well-being ($R^2=0.225$; $p < 0.05$). Than the test result indicates that there is no correlation between

growth mindset and school well-being ($R^2 = 0.003$; $p > 0.05$). F-test was carried out to find if the two independent variables may have a simultaneous effect on school well-being. The result reveals that these factors combined have an impact on school well-being ($R^2 = 0.225$; $p < 0.05$).

Discussion and Conclusion

This study aims the effect of school climate and growth mindset toward school well-being. A very large number of students report levels at least average school climate, growth mindset, and school well-being. But the examine that have been carried out don't support our assumptions. In contrast to the propose hypothesis 2, either alone or in conjunction with school climate, growth mindset has no effect on school well-being. But the study's result prove that hypothesis one is accept there is a significant effect of school climate on school well-being.

This is also in line with research conducted by Cocorada & Orzea (2017) which also researched students in urban areas that school climate can influence school well-being. In our study, school climate is directly associated with school well-being, confirming other study that Lombardi et al (2019) do, that say school climate can affect about students' feelings about their school and can ultimately influence their well-being. Undoubtedly, school climate affects student most. The role of school climate concentrates not only on the physical environment or facility offered by the school, but also covers the psychological and social condition of the students. It incorporates several other aspects, such as students' relationships with other students or their teacher, their contentment, their achievements, and how they may actualize themselves to accomplish their primary objectives (Thapa et al., 2013).

In this research, school climate is an external factor which is viewed to be more impactful to children's behavior. These external factors can be in the form of persuasion, guidance, and validation from their friends in determining a choice. It is not surprising that children still lack self-concept at that age. In addition, habits that are imprinted from a young age tend to persist into adulthood. So, that external factors are much more influential in the childhood phase (Hurlock, 1980). In this phase, children are more capable to see reality in a more simple way (Santrock, 2019). Children can therefore more easily discern what is happening to them through situations that are apparent than through situations that are not.

This finding differs from previously published research by Sari (2021) and Wahidah & Royanto (2019) which shows the influence of growth mindset on high school students. This difference could occur because influenced by the differences in the developmental stages of elementary and high school students. If we look at the participants in this research, they are primary school students. Who are better able to make concrete assessments. This case actually can answer why hypothesis 2 can be rejected. Children's more capable see a real think than an abstract even though, they actually already have abstract thought. This process may be quite confusing for them because it enters a new phase, they shifting from concrete operational thinking to formal operational thinking phase where they are likely to start obtaining the ability to think abstractly (Santrock, 2019).

According to the categorization table, subjects are indicated to have possessed growth mindset, but the hypothesis test clarified that growth mindset carries zero effect on school well-being. Growth mindset or one's personal factor has not become a basis for school well-being evaluation. Therefore, schools must play a role in helping children embrace a growth mindset. One of the methods they may do is to implement a rule requiring teachers to provide students with support in the form of appreciation and encouragement whenever they create progress or accomplish something, no matter how small.

The conclusion is based on the test conducted, the two independent variables may simultaneously have an impact on school well-being, therefore confirming the previously mentioned third hypothesis. As seen in the table 7, school climate is the sole variable affecting school well-being. School climate is an external factor, as such, participants are seen to be more capable of making realistic and concrete judgments. Therefore, students may have an assessment garnered from their social environment. This is explained by Santrock (2019)S, that children's thinking capability is highly affected by parents. Hurlock (1980)added that social environments such as teachers, friends, and even neighbors can

play a part in shaping children's assessment. Another theory stated that in middle childhood age, children are capable of abstract thinking (van Oers, 2012). Therefore, there are theoretical differences concerning when children are able to carry out abstract thinking. Based on the results of the test, it can be concluded that students of that age are not capable enough to assess their own school well-being.

Limitation and Recommendations

Based on the findings above, researchers suggest that schools should maintain their school climate. In addition, the teacher could encourage students to acting on their growth mindset. Teachers can growth students' mindset in many ways like training (Zeeb et al., 2020). Besides that, teacher's own growth mindset can influence students' growth mindset (Yeager et al., 2022). It is important not only to foster the growth mindset of students, but also to continue to strive for the growth mindset of teachers.

The researchers understand and acknowledge that this study has potential limitations. One limitation that presents in this study is in the research process, where the face validity test was done only towards students from one school. As such, this finding may not be representative of other schools. Moreover, the techniques employed to analyze the growth mindset variables to see a possible different impact on school well-being were not variative. Furthermore, selecting subjects from urban and rural areas should be considered to have a more representative result and to see a possible different outcome. Nevertheless, based on the hypothesis test and the principle used ($p < 0.05$), it can be concluded that school climate and growth mindset do have an impact on school well-being.

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