



Home Environment and Meaning in Life among University students: The Moderating Role of Attachment Styles

Memona Khalid¹, Manika Arbab Aslam², Saadia Zia ³

¹ Department of Psychology, University of Southern Punjab, Multan, Pakistan.

Email: memona1687@gmail.com

² Department of Psychology, University of Southern Punjab, Multan, Pakistan. Email: maanikaarbab@isp.edu.pk

³ Department of Psychology, University of Southern Punjab, Multan, Pakistan. Email: saadiazia@isp.edu.pk

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ABSTRACT

The present study aimed to investigate the predictive role of the home environment in determining the level of meaning in life. Correlational research design was used in the study. A sample of 172 students 147 females and 25 males, aged 18 – 35 drawn from three universities BZU Multan, USP Multan and woman university Multan selected through random sampling. Standardized instruments including the home environment scale, meaning in Life Questionnaire, and Attachment scale were administered to collect data the analysis were performed using SPSS and Hayes Process Macro to test moderation effects. The results revealed that home environment has a significant impact on meaning in life among students. Attachment styles have a moderating role in home environment and meaning in life among students. Students with secure attachment style exhibited a stronger positive link between the home environment and meaning in life as compare to avoidant and anxious attachment styles. The study highlights the need for good home environment and attachment styles to pursue meaning in life among university students.

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Corresponding Author's Email: saadiazia@isp.edu.pk

1. Introduction

1.1. Home Environment

During early childhood, the home environment act as primary place for learning. Within this setting basic competencies like emotional regulation interpersonal communication, and cognitive abilities developed. A nurturing, stable, and secure home environment leads positive mental growth and increases readiness for future developmental stages. On the other hand, a disorganized home environment causes difficulties in development of mental states like emotional maladjustments. "(Baumrind, 1966)". In adulthood the quality of home environment effects on mental health, stress management and overall health quality of life in family structure. The psychologist has identified more many common types of home environments based on how families provide care, control, and emotional connection.

1.2. Autonomy Supporting Home Environment

An autonomy home environment encourages individuals to express their thoughts, feelings, and preferences. Parents or care givers provides age related independence and support personal decision making while offering guidance when needed this type of environment help people to build confidence, intrinsic motivation, identity clarity, and personal responsibility. it is also related with higher life satisfaction and meaningful goal pursuit. "(Ainsworth et al., 2015).

1.3. Attachment Theory (Bowlby, 1969)

Attachment theory was first developed by "(Bowlby, 1969)", provides a framework for assessing how an individual deals with other family members during child hood and forming a psychological growth and development across the whole life. This theory relates to the evolutionary psychology and tradition, this theory states that stability in emotions can be created between children and their parents and care takers act as providing support to develop emotional regulation, self-awareness, relationship with others, and after that their psychological flexibility. Secure attachment develops when parents or caregivers are available for children in early childhood also and provide emotional support, and show responsibility in child's needs. Such kind of people, care givers, or parents can boost a sense of trust and protection and give free hand to children to search or explore the world with confidence. These interactions are usually formed when children supported by stable, emotionally supportive as a result their behavior turn into positive dignity, ability to adapt tough social situations. The secure child see himself as he is worthening and rely or trust on others easily that is very important in making relationship with others physically and psychologically in adulthood and adolescence. "(Bowlby, 1969; Mikulincer & Shaver, 2010)"

In contrary, insecure attachment styles like avoidant, or disorganized usually as the result of caregiving that is incompatible, emotionally distant, neglectful, or even frightening. These styles are seen as adaptive policies developed in response to the caregiver's behavior and emotional availability during childhood especially. With the passage of time, these early attachment behaviors become restrain or embedded in them as internal working models of the self and others, help in guiding future relationship, emotional regulation, and social behaviors "(Bowlby, 1969; Mikulincer & Shaver, 2010)" Hence, attachment theory explains the importance of early home environment in forming mental or psychological tracks. It means that quality of emotional wellbeing with parents or caregivers is very important and has great impact on the behavior of that child in adulthood time or in future life. This theory emphasized that for lasting happiness in family and relation with others that may be relatives, friends or even parents or teachers, the emotional supportive environment is very necessary. Emotionally or psychologically stable environment fosters the long-term wellbeing and positive relations with others. According to attachment theory the ways of individual's behaviors, feelings and beliefs formed in close relationship with others. On the bases of early hood home environment. it was first introduced by "(Bowlby, 1969)" and after that "(Mary Ains Worth and colleagues ,1978)". Actually, attachment style framework provide structural framework provides an insight about early period of life responsiveness by parents or caregivers that shapes psychological development and resilience in all over the life.

1.4. Attachment style

Attachment style explains the lasting ways people form emotional connections and relate to others especially in close relationships. these patterns begin in early childhood through interactions with main care givers, shaping how a person later handles love, trust and closeness. The idea comes from attachment theory first developed by "(Bowlby, 1969)". And later expanded by "(Ainsworth et al., 2015)" through her research on how infants respond to their caregivers. Bowlby suggested that a child's early sense of safety or insecurity with their caregivers form an internal model a mental map that influences how they see themselves and others in relationships. Ains Worth studies, especially the strange situation experiment,

identified different attachment styles such as secure, avoidant, anxious, and disorganized show how people handle closeness, dependence, emotional expression, and trust in relationship throughout their lives. Attachment styles are not merely interpersonal tendencies but are central to emotional development, identity formation, and mental health. They impact how individuals deal with stress and maintain relationship with others like family members, and friends etc.

1.5. Types of attachment style

1.5.1. Secure Attachment

The sense of secure attachment occurs during early childhood because of the availability of the parents who respond sensitively and emotionally to meet the needs of the child. The sensitivity offered acts as the supportive base for the child, allowing him/her to venture into the environment without feeling insecure, as he/she knows help is available whenever he/she feels stressed "(Ainsworth et al., 2015)". As a result, securely treated children tend to internalize positive working of themselves and others, viewing themselves as feeling worthens and others as reliable and supportive "(Bowlby, 1969)". In due course, such internalized relational schemas will lead to the formation of effective emotional regulation, self-respect, and a capability to establish trustful and reciprocal interpersonal associations. With regard to adults, those with secure attachment styles are known for their high levels of emotional stability, coping mechanisms, and their capability to sustain emotionally stable and reciprocally bonding connections (Sroufe et al., 2005).

Moreover, individuals with a secure attachment style tend to be more resilient towards psychological stress and have higher levels of psychological wellness. As an individual develops, secure attachment fosters development that is conducive to healthy emotional regulation and self-respect. Children with secure attachments are equipped with emotional regulation that enables them to cope with difficult situations, control their emotions, and ask for assistance. Securely attached children can make friends easily, show empathy toward others, and display cooperation when engaging with other people. In adult life, individuals who had secure attachments in childhood exhibit better emotional stability, coping mechanisms, and interpersonal skills. They can create stable relationships based on mutual trust and understanding. Besides, secure attachment fosters resilience to psychological stress and increases mental health and life satisfaction.

1.5.2. Avoidant Attachment

Avoidant attachment style also called dismissive avoidant in adults, develops when parents are emotionally distant, rejecting or often unresponsive to their child's needs. In such situation, children learn to hide their feelings, depend less on others, and act as if they don't need emotional closeness "(Ainsworth et al., 2015)". This becomes a way to protect themselves from the pain of being ignored, but it also limits their ability to be open and form warm, trusting relationships. Over time, these habits shape how they see themselves and others. People with avoidant attachment often believe that others can't be trusted and that they must stay emotionally independent and to avoid getting hurt. As adults they may value independence and control so much that they feel uncomfortable with intimacy or showing vulnerability "(Bartholomew & Horowitz, 1991)". Although they might appear confident or self-reliant, deep down they often struggle to express emotions, trust others, and feel satisfied in relationship. Children with avoidant attachment develop internal working models in which they view others as unreliable and emotionally unavailable, while seeing themselves as needing to remain independent to stay safe. These belief influence how they approach relationship throughout life. In adulthood, individuals with avoidant attachment often place a strong value on independence, self-control. And emotional distance. They may feel uncomfortable with intimacy, emotional closeness, or vulnerability, as these experiences can trigger feelings of discomfort or fear of rejection. While they may appear as confident, self-reliant, and emotionally strong on the surface, they often struggle internally with expressing

emotions, trusting others, and maintaining emotionally satisfying relationships. This emotional distance, while it once helped them cope as children, can later prevent them from forming secure, loving, and lasting connections with others. Avoidantly attached individuals may avoid deep emotional bonds, withdraw during conflict, or minimize the close relationships. As a result, they may find it difficult to form secure, supportive relationship, avoidant attachment can negatively affect emotional well-being and relationship satisfaction over time.

1.5.3. Anxious (Ambivalent) Attachment

Anxious attachment, also called preoccupied attachment in adults, usually develops when a child's care givers are inconsistent sometimes loving and attentive, but times distant or unavailable. Because the child never knows what to expect, they become overly alert and clingy, trying hard to get attention and care "(Ainsworth et al., 2015)". Because the child cannot predict when care and comfort will be provided, the environment feels uncertain and emotionally unstable. As a result, the child becomes highly alert to the care givers presence and behavior, often showing clingy and demanding behaviors in an effort to gain attention and reassurance. This inconsistency creates deep feelings of insecurity. Children with anxious attachment may learn to depend excessively on their caregivers for comfort and approval, and a sense of self-worth. They often struggle to feel emotionally safe on their own and may develop a strong fear of abandonment. These children tend to worry about being rejected or unloved and may constantly seek reassurance to reduce their anxiety (Bowlby, 1969).

1.5.4. Fearful-Avoidant Attachment

The fear-avoidant type of attachment is referred to as disorganized attachment and is the most complicated of all attachment styles. This attachment style creates an inner conflict that stems from two opposing forces – the need for human attachment and the urge to avoid harm (Bartholomew & Horowitz, 1991).

1.5.5. Meaning in Life

According to "(Heine, Proulx, & Vohs, 2006)" meaning in life is the feeling that someone's presence is more significant, its own purpose, and coherence. Some recent studies also identify that meaning in life is basic and vital human need for the growth of human mind especially and for physical health also. "(Schnell, 2020)". individuals who perceive themselves as more meaningful in their life live longer, happy, confident, then those who have less sense of meaning in life or some other difficulties about meaning in life in second type of people. Meaning in life is very important in people but especially for scholars and have largely ignored. When more people feel meaningful, the more they face positive mental well-being. Moreover, they reduce the chances of depression, addiction of anything, and even suicide also. So, meaning is strongly connected with physical and mental health. Research identifies meaning in life can act as coping strategy as facing challenges in stressful conditions. For example, having strong and supportive relationship can make life more meaningful because they offer emotional comfort and shared sense of purpose "(King, 2009)".

2. Literature Review

The ecological and developmental approaches posit that family experiences in childhood influence an individual's perception of self and the world (Bronfenbrenner, 1979). Individuals brought up in a psychologically supportive family environment have the ability to appreciate themselves and the purpose of their existence, thus aiding the formation of meaning in life. Meaning in life is described as the belief that one's life has a purpose and significance (Steger, 2013). Studies reveal that students who experience warmth and security within the family environment have a higher degree of satisfaction in life, hope, and purpose (Hill & Turiano, 2014). Here Maslow's hierarchy of needs further elaborates the relationship by suggesting that fundamental emotional needs such as affection, security, and acceptance must be satisfied individuals comes toward self-actualization that is next level of fundamental

needs (Maslow, 1943). Then negative home environment develops when these basic needs are not fulfilled by proper way. Instead of focusing on personal growth the mostly pay attention on emotional well-being, resulting lower sense of purpose and enthusiasm.

Different attachment styles change the course of this relationship. For example, a secure attachment style becomes a protective buffer against having a toxic home environment, hence maintaining some degree of stability in life's meaning. An insecure attachment style, on the other hand, exacerbates the negative effects of having a bad family environment, which reduces meaning in life (Mikulincer & Shaver, 2010). On the other side, insecure attachment style like anxious and avoidant that develop due to unstable and unfriendly caregiving. Anxious attached students may challenge with self-doubt, while avoidantly attached students may suppress their psychological needs and can also avoid togetherness (Mikulincer & Shaver, 2010). Thus, attachment style may have great impact on the development of psychological effects. Recent literature recommend that attachment may act as influencing factor between home environment and meaning in life. A moderating variable impacts on the strength or weakness of the relationship between two variables. In this way home environment shows the strong relationship between meaning in life and attachment styles. Similarly, the students with secure attachment styles show s that positive home environment has great impact on the self-worth (Mikulincer & Shaver, 2010). Due to secure attachment style people become more resilient and stronger to cope in stress full situations in life(Mohammad, 2015a, 2015b). On the other hand, students with insecure attachment feel low resilient and purpose less in stressful situations and can not easily face difficulties in daily routine also. Studies shows that students related to insecure attachment have lower mental well being and difficulty finding meaning in life.

2.1. Research Gap

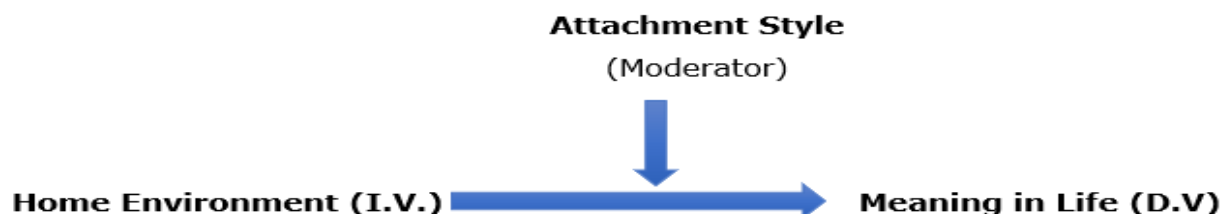
Although many studies have searched that how home environment and attachment style impacts on mental wellbeing and meaning in life. But very few have worked on these two factors together. especially the role of attachment style in making bridge between home environment and meaning in life is still not understood well. The home environment plays a key role in molding a person's mental well-being. According to "(Grolnick & Ryan, 1989)" when parents give warmth and independence to their children, then they feel confident, make their decisions, and find meaning in life.

2.2. Significance of the Study

This stud shows an important contribution of educational and developmental psychology by testing how both the home environment and attachment styles work together to make psychological well-being among university students. It gives strong evidence like how warmth, supportive, and positive home environment can motivate and to search meaning in life in individuals. The results can be helpful for parents, teachers, and metal health professionals in interpreting how positive home environment and psychological bond can be helpful for adults a sense of meaning in life. In the long run, this research can support the design of preventive and therapeutic programs that promote meaning in life and improve the mental health of young people.

3. Conceptual Research Framework

Figure 1



3.1. Research Objectives

- To examine the relationship between the home environment, Attachment styles (Secure, Avoidant, Anxious, fearful) and meaning in life among university students.
- to investigate the moderating role of attachment styles (Secure, Avoidant, Anxious, fearful) in home environment and meaning in life in university students.

3.2. Hypotheses

1. There will be relationship in home environment, attachment styles (Secure, Avoidant, Anxious, fearful) and meaning in life in university students.
2. Home environment will have an impact on meaning in life in university students.
3. Attachment styles (Secure, Avoidant, Anxious, fearful) will have a moderating effect home environment and meaning in life in university students.

3. Methodology

3.1. Research Design

In the study, a correlational research design was used.

3.2. Participants

The sample size consisted of 172 students, 25 were males and 147 were females, who were aged between 18 to 35 years. The students were selected from three universities; USP Multan, BZU Multan, and Women University Multan. Simple random sampling was used to collect data. Only university students were included in sample. Students of college and school were excluded from sample.

3.3. Instruments

- Recovery Home Environment Scale by "(Polcin, 2021)": Home Environment Scale is 5-point Likert scale and have just 8 items that makes it feasible for research use without overburdening students. This instrument demonstrates strong psychometric properties. This scale shows excellent internal consistency. Cronbach alpha values, typically ranges from 0.87-0.91 indicating high reliability. Overall, this (RHES) is considered a reliable and valid tool for assessing the social climate for recovery – oriented residential setting.
- Meaning in life Questionnaire by "(Steger, 2013)" The tool consists of evaluating two essential aspects such as "presence of meaning" (to what extent an individual feels his/her life to be meaningful), and the "search for meaning" (how much an individual try to find meaning in his/her life). This is 7-point Likert Scale. The range of Cronbach's alpha value is 0.88-0.90.
- ✓ Attachment Style scale Experience with "Close Relationships Revised by (Fraley, Waller, & Brennan, 2000)": This test scale gauges' individuals' levels of attachment-related anxiety and avoidance and reflects their attachment style in a close relationship. The 20-item attachment scale is developed using theoretical framework from Bowlby's attachment theory and the highly studied four styles approach: secure attachment style, anxious attachment style, avoidant attachment style, and fearful attachment style. Cronbach alpha coefficient value for this scale ranges from 0.70 to 0.85.0 = Not at all

3.4. Procedure

The ethical approval and permission of the respective authorities were sought from the institutions concerned. The participants were fully informed about the purpose of the study along with assurances that their identity would be kept anonymous. Participant were briefed about the research. Informed consent were dispensed in all the participants. All the participants had equal chance to participate in the research. Participant were ask to give right response. Participants were having to right to withdraw from research on any step. They were not forced to participate. Sample was collected from the universities of Multan. Students of

University of Southern Punjab Multan, Bahauddin Zakariya University Multan and Women University Multan were selected for research.

4. Results

Table 1: Correlations among Study Variables (N = 172)

Variables	HE	MLQ	Secure	Avoidant	Anxious	Fearful
HE						
MLQ	.321**					
Secure	.345**	.167**				
Avoidant	.325**	.141	.505**			
Anxious	.330**	.377**	.142	.262**		
Fearful	.243**	.246**	.422**	.558**	.258**	

Note: HE =Home environment, MLQ = Meaning in Life Questionnaire. **p** < .01 (2-tailed).

Table 1 is showing the correlation among the home environment, attachment styles, (Secure, Avoidant, Anxious, fearful), and meaning in life. Values on the above table shows the significant correlation.

Table 2: Descriptive Statistics of Study Variables (N = 172)

Variables	Minimum	Maximum	M	SD
18- to 35-year-old participants	1.00	3.00	1.13	.37
Male / Female	1.00	2.00	1.85	.35
Education	1.00	2.00	1.27	.45
SE	11.00	41.00	24.85	5.61
MLQ	19.00	70.00	48.16	10.63

Note: HE = Home Environment; MLQ = Meaning in Life Questionnaire

Table 3: Regression Model of the Variables Regression Model of (HE, and MLQ)

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig
(Constant)	33.057	3.508		9.423	<.001
HE	.608	.138	.321	4.414	<.001

Note: HE=Home Environment, MLQ=Meaning in Life Questionnaire, p>0.05

This regression output reveals that there is a strong linear association between your independent variable (SE) and your dependent variable. The value of B (Unstandardized Coefficient) here is .608. This is a positive coefficient, which means that if the value of SE rises, the value of your dependent variable will also rise. The value of Beta (Standardized Coefficient) here is .321. This indicates that for every unit increase in SE, the outcome variable changes by .321 unit

Moderation Table 4: Home environment and secure attachment style (Model 1 Summary)

R	R-sq	MSE	F	df1	df2	P
.3328	.1107	102.2821	6.9743	3.0000	168.000	.0002
Model 1						
	Coeff	se	T	P	LLCI	ULCI
Constant	39.1722	8.1476	4.8078	.0000	23.0873	55.2572
HE	.2930	.3356	.8730	.3839	-.3695	.9554
ASSEC	-.8272	1.1796	-.7012	.4841	- 3.1559	1.5016
Int - 1	.0414	.0457	.9055	.3665	-.0488	.1316
R - square increase due to interaction (a)						
R2 -	r	df1	df2	P		
Int-1	.0043	.8200	1.0000	168.0000	.3665	

Note: HE=Home Environment, ASQSEC= Attachment Style Secure, p>0.05

The result presented here seems to be based on a moderation analysis (most likely using Andrew Hayes's PROCESS macro). From the information provided above, this is a brief description of what you can learn from the data: Your overall model is statistically significant ($p = .0002$), implying that the combination of predictors (HE, ASSEC, and the interaction between the two) has significantly explained a certain amount of variance. Effect size: The R^2 value is .1107, indicating 11.1% of variance.

Table 5: Moderation (Home environment and attachment style anxious)(Model 1 Summary)

R	R-sq	MSE	F	df1	df2	P
.4616	.2131	90.5092	15.1656	3.0000	168.000	.0000
Model 1						
	Coeff	Se	T	P	LLCI	ULCI
Constant	49.2840	9.6085	5.1292	.0000	30.3151	68.2529
SE	-.4951	.4013	-1.2338	.2190	-1.2872	.2971
ASANX	-1.0625	.7715	-1.3773	.1703	-2.5855	.4605
Int - 1	.0745	.0308	2.4201	.0166	-.0137	.1352
R - square increase due to interaction (a)						
R2 -	F	df1	df2	P		
Int-1	.0274	5.8567	1.0000	168.0000	.0166	

Note: HE=Home Environment, ASQANX= Attachment Style Anxiety, $p > 0.05$

This is a considerable moderation effect. The interaction is significant, suggesting that the association between your predictor and dependent variable varies according to the degree of Anxious Attachment (ASQANX). This regression model is very significant ($p < .001$), with a total of 21.3% of the variance explained by your dependent variable ($R^2 = .2131$). This is the "star" of your model. Its p -value is .0166, which is less than the .05 significance level. Interaction The interaction explains an additional 2.74% of the variance ($\Delta R^2 = .0274$).

Table 6: Moderation among home environment and attachment style avoidant (Model 1 Summary)

R	R-sq	MSE	F	df1	df2	P
.3468	.1202	101.1903	7.6538	3.0000	168.000	.0001
Model 1						
	Coeff	se	T	P	LLCI	ULCI
Constant	47.0156	9.0670	5.1853	.0000	29.1156	64.9156
SE	-.0073	.3683	-.0199	.9841	-.7344	.7197
ASAVO	-1.3287	.8454	-1.5714	.1180	-2.9978	.3405
Int - 1	.0568	.0326	1.7426	.0832	-.0075	.1211
R - square increase due to interaction (a)						
R2 -	F	df1	df2	P		
Int-1	.0159	3.0368	1.0000	168.0000	.0832	

Note: HE=Home Environment, ASAVO= Attachment Style Avoidant, $p > 0.05$

The Table depicts an interaction effect which is not significant. Though the model itself is significant, there was no significant moderation effect by the Avoidant Attachment (ASAVO). The significant model's p -value equals .0001. The variance explained by the model constitutes 12.02%. However, the p -value equals .0832, which is greater than .05, thus it is not significant.

The interaction between the two independent variables is non-significant according to the above model. Even though the entire model is statistically significant, ASQFAV does not mediate the relationship. The model is statistically significant at $p < .001$. The amount of variability explained by the model is 13.34% ($R^2 = .1334$). The p value for the interaction is .7608, which is higher than the 0.05 significance level, hence implying that there is no interaction.

Table 7: Moderation among home environment and attachment style fearful avoidant (Model 1 Summary)

R	R-sq	MSE	F	df1	df2	P
.3653	.1334	99.6756	8.6211	3.0000	168.000	.0000
Model 1						
	Coeff	Se	T	P	LLCI	ULCI
Constant	32.7932	7.9925	4.1030	.0001	17.0145	48.5719
SE	.4373	.3215	-1.3599	.1757	-.1975	1.0720
ASFAV	.2866	1.0699	-.2679	.7891	- 1.8256	2.3988
Int – 1	.0126	.0412	.3049	.7608	-.0688	.0940
R – square increase due to interaction (a)						
R2 -	F	df1	df2	P		
Int-1	.0005	.0930	1.0000	168.0000	.7608	

Note: HE=Home Environment, ASFAV= Attachment Style Fearful Avoidant, $p>0.05$

5. Discussion

The present findings highlight the significant role of the home environment in shaping an individual's sense of meaning in life or self-worthiness. Participants who perceived a supportive and positive home environment tended to report higher meaning in life, consistent with prior research linking familial support with wellbeing and purpose. As previous researches also indicated this "Individuals brought up in a psychologically supportive family environment have the ability to appreciate themselves and the purpose of their existence, thus aiding the formation of meaning in life. Meaning in life is described as the belief that one's life has a purpose and significance (Steger, 2013)". The moderating analysis revealed that only significantly influenced this relationship. This indicates that individuals with anxious attachment are more emotionally sensitive to their home environment when it is supportive, their sense of meaning strengthen, but in less supportive contexts, their meaning in life may be more stable regardless of environmental factors. Gender analysis showed no significant differences, implying that the effects of home environment and attachment styles on meaning in life are generally consistent across male and females. Different attachment styles change the course of this relationship. For example, a secure attachment style becomes a protective buffer against having a toxic home environment, hence maintaining some degree of stability in life's meaning. An insecure attachment style, on the other hand, exacerbates the negative effects of having a bad family environment, which reduces meaning in life (Mikulincer & Shaver, 2010).

5.1. Implications

So, the findings of this study show the man important implications. This study relates to the positive psychology, and attachment theory b elaborating that home environment can indicates meaning in life and anxious attachment moderates this relationship practically. The results clearly shows that the need for nurturing and emotionally secure home environment promote mental well-being. Counselling and therapy programs should be conduct to provide support especially emotional support to the students to cope with stress. In educational set up also, teachers, counselors, and therapists should support the students that are from less positive home environment through programs that boost up emotional regulation, resilience, and healthy relationship.

5.2. Limitation

Although this study gives meaningful understanding into the relationship among home environment, attachment styles, and meaning in life limitations. The sample of 172 participants, while sufficient for statistical analysis. Since participants were primarily young adults aged from 18-35 years, the results may not fully show the individuals from other age groups or different cultural and socioeconomic backgrounds. This study also explores the limited number of variables especially home environment, attachment styles, and meaning in life while some other important factors such as self-esteem, emotional intelligence, or family

issues were not included but may have important impacts. Any how standardized scales were used but some items are not fully compatible Pakistani cultural context. Further studies should develop and use tools to cover cultural appropriateness and measurement accuracy.

5.3. Suggestion

The suggestion is that further should be focused on more diverse samples to make the findings more generalizable. Longitudinal and cross-cultural studies are also recommended to find how home environment and attachment styles effect on meaning in life for long period of life and in different cultures. Future researcher could also observe other factors like self-esteem, emotional intelligence, social support for better explanation of the relationship of variables. Caregivers should also give positive and supportive home environment that break the confusion in individuals.

6. Conclusion

Overall, findings indicate that home environment has crucial role in assessing an individual's sense of self worthiness, with this relationship being influenced by anxious attachment style. Students with more anxious attachment style are more sensitive to the quality of home environment. These results predict the importance of fostering a warm, positive, and supportive home environment to the individuals in early period of life. It helps to build strong sense of meaning in life.

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