

Understanding the Dynamics Between Undergraduate Student's Self-Perception and Home Environment Quality: An Islamic Approach

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Abstract

The purpose of this research is to reveal the intricate relationships that exist between how well students see themselves and the state of their homes. In order to make sense of the complex connections between the many elements of the home environment and the students' conceptions of themselves, this study employs a quantitative methodology. Students from Lahore's public and private universities' education departments made up the study's population. A total of 630 chosen students made up the sample, which was chosen via proportionate stratified random selection. By illuminating these mechanisms, it offers potential avenues for interventions meant to enhance students' academic performance and well-being. This study, which takes an Islamic viewpoint, also looks at how Islamic principles and teachings affect students' opinions of themselves and their general well-being when they are at home. In Islam, the family is regarded as the cornerstone of society, and its role in nurturing moral and spiritual development is paramount. The Quran and Hadith emphasize the importance of maintaining harmonious family relationships, mutual respect, and moral upbringing. These religious principles foster a supportive and nurturing environment that significantly impacts students' self-esteem and academic performance. If the intricate linkages between students' opinions of themselves and the quality of their home environment are acknowledged and taken into account, more effective interventions and policies may be implemented to support the future academic success and well-being of students. Recognizing the influence of Islamic values on family dynamics can provide a culturally relevant framework for developing strategies that enhance the educational experiences and personal growth of students. Through this integrated approach, the study aims to contribute to the broader understanding of the factors that shape students' self-concept and academic success.

Keywords: Self-Perception, Islamic Perspectives, Home Environment, Undergraduate Students, Correlation Analysis, Gender Differences, Family Dynamics.

Introduction

People's comprehension, actions, and general well-being are greatly told by the surroundings in which they live. Undergraduate scholars' home surroundings are abecedarian spaces that have a big impact on their academic achievement, cerebral health, and tone perception, among other areas of their lives. Gaining a deeper understanding of the intricate connections that live between a person's perception of their home terrain and the conformation of their tone- conception has been the end of recent exploration. This new field of study sheds light on the ways that factors of undergraduate scholars' homes foster and support their sense of tone, identity, and overall cerebral health. Multitudinous factors, including a home's architectural design, family relations, social standing, and artistic influences, affect its quality. These rudiments work together to produce an ecosystem that shapes people's perspectives, gests, and stations. Studies have demonstrated that social connections, emotional control, and cognitive development are all significantly impacted by an existent's home terrain, particularly throughout the critical times of nonage and the early majority (Evans, Farah, and Hackman 2021; Smith and Chen. 2020).

In Islam, the home is regarded as a sanctuary of peace, security, and moral development. The teachings of Islam emphasize the importance of a nurturing and supportive home environment, which significantly influences an individual's self-perception and overall well-being. The family, being the cornerstone of Islamic society, plays a crucial role in the moral and spiritual upbringing of its members. Islamic values such as compassion, respect, and responsibility are instilled within the home, shaping the self-concept and identity of individuals, especially during their formative years. The Quran and Hadith provide extensive guidance on family life, emphasizing the importance of maintaining harmonious relationships, mutual respect, and love within the household. For instance, the Quran advises parents to be kind and just towards their children, and children are encouraged to respect and obey their parents. This reciprocal relationship fosters a positive environment where individuals can develop a healthy self-concept. The Prophet Muhammad (PBUH) also highlighted the significance of a stable and nurturing home, stating that the best of people are those who are best to their families. Even though more and more research has examined the effects of home environments on individuals or the development of self-concept independently, a thorough examination of the relationship between these two domains—that is, how undergraduate students' self-perception is impacted by and relates to the perceived quality of their home environments—remains an emerging field. Knowing this link is important because it affects kids' academic achievement, mental health, and general well-being during their formative years, in addition to offering insights into the elements that contribute to the formation of their self-concept. A family is a network of wholesome connections (Eitzen et al. 2003). The most crucial thing for an academic professional to keep in mind is that, at least throughout the phases of development, a toddler's concept of who they are has evolved with every encounter in and out of the classroom. Their social-class involvement, social structure, parenting techniques, racial background, ethnicity, and home-spoken language all have a significant impact on their present sense of identity and how they interact with other toddlers and the instructor (Ireson, Hallam, and Plewis 2001).

In society, the family is the most significant main group. It is the most fundamental of all social groups, the most basic and simplest kind of society, and the first social milieu a kid is exposed to. This is a unique primary group as the youngster learns his fundamental attitude from training and instruction inside the family. Every kid is born into a family that consists of their parents and most likely other family members. Since children's lives are initially centred around their communities, the family environment serves as the main vehicle for socialization. Every family environment is unique as every family in a distinct setting is made up of various people (Potter and Carpenter 2010). It presents several problems for educators, psychologists, parents, and kids. For this reason, researching college students is crucial for all of us. Two well-known sources of stress are almost common among parents, even though there are many areas of contention. The first stems from the forceful methods parents and college students employ to criticize what they see to be inappropriate forms of discipline and capricious behavioural restrictions. Moreover, the concept of 'Tarbiyah' in Islam, which refers to the holistic development and nurturing of individuals, underscores the importance of a supportive home environment. Through Tarbiyah, Islamic teachings guide the development of character, morality, and spirituality, which in turn, influence one's self-perception and identity. A home imbued with Islamic values provides a sense of security and belonging, enabling individuals to thrive academically, mentally, and spiritually.

In addition, the practice of daily prayers, reading the Quran, and engaging in family discussions about faith and ethics, reinforce a sense of purpose and identity among undergraduate students. These practices not only strengthen their bond with their faith but also promote a positive self-image and resilience. The sense of community and belonging fostered within an Islamic home environment can significantly contribute to the overall well-being and self-perception of undergraduate students.

Students' egotistical conduct toward their parents, siblings, and home life is the second main source of stress. Over the past several years, there has been an increase in interest in analyzing the impact of parenting style on children's personalities and the character of the family environment. Since the house is the first model of

society and environment that has an impact on an individual's total development, a child's or student's life revolves around it. There are several well-known reasons for mental health concerns related to general family problems, such as dysfunctional families, parent-child divorce, and ineffective parenting. Numerous studies have also examined the long-term consequences that contact with substandard living conditions has been shown to have on teenagers' lifestyles (Albers, Doane, and Mintz 1986; Olsson and von Knorring 1999).

A stable and strong family relationship provides the foundation for self-concept, the early years of developing self-assurance, and, more accurately, the adolescent period. According to (Baumrind 1991) theory, teenagers' self-concepts and child development require an environment that allows them to take risks, learn from mistakes, and protect themselves. Strong sense of self individuals like relationships characterized by honesty and trust, as well as their ability to make decisions and aspire to positive outcomes (Turtle and Turtle 2004).

According to (Bordoloi and Kalita 2012) analysis of the results of the self-definition of hosts and non-hosts, hosts frequently form a straightforward and upbeat self-image as they deal with a variety of issues. Nonetheless, there was a noticeable distinction in the many aspects of self-concept between those who were hosts and those who weren't (Ameerjan 1994; Desai and Keller 2002; Maccoby and Martin 1983). Family members who want their members to grow up, acknowledge their rights, encourage creativity, show affection, and support the development of traits like independence, self-assurance, a positive self-image, a robust personality, and self-worth. However, another goal of the current study is to look at how different components of the home environment affect the perceptions of male and female university students about themselves.

Understanding the interplay between home environment quality and self-perception from an Islamic perspective can offer valuable insights into how religious and cultural values contribute to the formation of self-concept and overall well-being. This perspective highlights the importance of integrating spiritual and moral education within the home, thereby supporting the academic and personal success of undergraduate students. As such, the incorporation of Islamic principles in the study of home environment quality and self-perception can enrich our understanding of these dynamics and inform interventions that align with the cultural and religious values of the individuals involved.

The current study attempted to investigate the relationship between undergraduate university students' self-concept and their perception of the quality of their home environment. Self-concept or self-structure, according to (Stagner 1948), is a structured self-perception system that is acceptable to consciousness. It is the nuclear idea of identity, seen in terms of the interaction between an individual and his surroundings. That scale's calculation of self-concept relates to a set of very consistent descriptive and evaluative self-attitudes. The socialization cycle primarily transfers customs, attitudes, actions, beliefs, and behavioural patterns from one generation to the next via the family. (Magra et al. 1999) discovered that a child's well-being is often correlated with their home environment, both in the present and the future. By utilizing a quantitative approach, this study seeks to explore this unexplored region by examining the relationships between undergraduate students' self-perceptions and their perceived quality of home environments. To improve students' educational experiences and overall well-being, this research aims to bridge these domains and provide a more nuanced understanding of how particular elements of the home environment may affect or shape students' self-concept. This understanding could then be used to inform interventions and support systems.

Objectives:

- To assess students' perceptions on the quality of their homes.
- To comprehend and examine how pupils view themselves.
- To find relationships between one's home environment and self-perception.
- To look into mediating elements that affect how one perceives oneself.
- To evaluate connections between various demographic groupings.
- To provide guidance on support and intervention tactics.
- To advance knowledge in academia and future studies.

Review Literature

The surroundings, outside forces, and feelings of the person are all included in the phrase environment. These might include mental, social, and physical abilities and situations. The features of the human environment have a wide range of effects on people's behaviour. (Moos and Moos 1978) gave this description, Certain individuals are helpful, while others feel the urge to rule over others, and certain civilizations greatly influence others. Many situations emphasize program and regular peace since procedure and design are important to many individuals. A family member's "home" is where they live, unwind, and maintain their actual possessions. The definition of the term "house" is far broader and extends beyond the idea of anything being inhabited. Most people see the type of home that is occasionally used to construct a facility such as a community home, rest home, care home, Montessori school for young children, adult care home, rehabilitation

centre, or mental health facility, among others. The environmental psychologist (Altman (1975) distinguished five residential dimensions:

1. Both permanent and transient
2. Divided like a homogenous
3. A non-community-like group
4. Identity similar to that of a community
5. Accessibility similar to closeness.

are presumptive; these variances' psychological effects are still undiscovered. The house serves as a laboratory where cohesiveness within and between people is fostered and developed into enduring personality qualities. The goals for which the house aims to develop and preserve positive personalities are the family's interpretations of the child's motives. Above all, the home environment reflects cultural bonds and working situations. Akin is a fundamental human idea. Maybe the idea of family is what makes us unique among the human species. Every single person finds strength in their family. Real people's behaviours are created and sustained most effectively by the human social group.

In psychology, the concept of the self is arguably the most distinctive and significant hypothesis. First, Rene Descartes discussed ontology, which raised questions about the self as a theoretical concept. Over time, the theories of Carl Rogers and Sigmund Freud sought to understand human nature by challenging people's beliefs about who they were.

The idea of the self is fundamentally important because it allows a therapist who likes conceptual analysis to characterize the client's perspective of themselves as a distinct, self-regulating, and cohesive existential entity. Certain thinkers see themselves in terms of a mechanism, learn, do, perceive, and act. (Lau, Quadrel, and Hartman 1990) referred to himself in a study as the scientific person, the total amount of everything that, unlike his mind, a person calls his features and skills his familial property, profession, interests, mates, attackers, classes in society, etc.

Islamic teachings provide a comprehensive framework for understanding the role of the family in the development of self-concept. The Quran and Hadith emphasize the importance of maintaining harmonious family relationships, mutual respect, and moral upbringing. For example, the Quran (31:14) advises children to show kindness and respect towards their parents, and the Prophet Muhammad (PBUH) highlighted the significance of a nurturing home environment, stating, "The best you are those who are best to their families." This emphasis on family harmony and moral upbringing creates a supportive environment where individuals can develop a positive self-concept.

The concept of 'Tarbiyah,' or holistic upbringing, is central to Islamic teachings and underscores the role of the family in moral and spiritual development. Tarbiyah involves nurturing a child's character, values, and faith, which are essential for developing a positive self-concept. Parents are encouraged to model exemplary behavior, instill Islamic values, and provide a loving and supportive environment. The Prophet Muhammad (PBUH) emphasized this in his teachings, stating, "The best among you is the one who is best to his family" (Hadith, Tirmidhi). This highlights the significance of a compassionate and just family environment in fostering self-esteem and a strong sense of identity.

Furthermore, the practice of daily prayers, reading the Quran, and engaging in family discussions about faith and ethics reinforce a child's sense of purpose and belonging. These religious practices not only strengthen their bond with their faith but also promote a positive self-image and resilience. The sense of community and belonging fostered within an Islamic home environment significantly contributes to the overall well-being and self-perception of undergraduate students.

Islamic teachings also address the importance of maintaining a balanced life, emphasizing the need for both spiritual and worldly education. The Quran (2:201) encourages believers to seek the best of both worlds, highlighting the significance of integrating spiritual growth with academic and personal development. This balanced approach ensures that individuals develop a well-rounded self-concept, grounded in faith and enriched by intellectual and personal achievements.

In addition, the emphasis on mutual respect, empathy, and support within the family, as prescribed by Islamic teachings, creates a positive environment that nurtures self-confidence and emotional stability. The values of Shura (consultation) and mutual decision-making in family matters, as encouraged in Islam, empower children and young adults to develop a sense of agency and responsibility. This participatory approach fosters a positive self-concept and prepares them for active and responsible roles in society.

Understanding the interplay between home environment quality and self-perception from an Islamic perspective offers valuable insights into how religious and cultural values contribute to the formation of self-concept and overall well-being. This perspective highlights the importance of integrating spiritual and moral

education within the home, thereby supporting the academic and personal success of undergraduate students. The incorporation of Islamic principles in the study of home environment quality and self-perception enriches our understanding of these dynamics and informs interventions that align with the cultural and religious values of the individuals involved.

Recent research has focused a great deal of effort on comprehending the complex link between undergraduate students' perceptions of themselves and the perceived quality of their home environments. The home environment is a fundamental setting that has a big impact on pupils' identity development, psychological health, and academic achievement. According to studies by (Smith and Chen 2020) and (Evans, Farah, and Hackman 2021), a person's home environment has a big impact on their early social interactions, emotional regulation, and cognitive development.

Research has also shown that socioeconomic factors that are present in the familial context have a substantial impact on an individual's sense of themselves. Studies have indicated the ways in which these variables interact in various home settings. Different people may perceive themselves differently depending on their economic situation (Ericsson 2021). Furthermore, a recent study (Gil et al. 2023) looked at how undergraduate students' sense of self and self-worth were affected by cultural norms, family customs, and beliefs.

It is critical to understand the mechanisms via which a person's home environment shapes their self-perception. Recent research focusing on mediating factors including emotional support, resilience, and coping techniques has cleared the psychological pathways that link students' assessments of their home environment to their self-perceptions (Hirai, Vernon, and Hernandez 2023). Furthermore, the correlation between a person's family environment and self-perception varies slightly throughout demographic groups. The degree to which students' home environments reflect their self-concept differs based on the student group, according to research on gender, colour, and family structure (Ma and Clark 2024).

Others perceive it as an inside being with thoughts, feelings, behaviours, and values. The stimulus-response method of self-theorists, such as Rogers, to psychology, is commonly compared with attempts at peer theory, which focuses on dealing with the individual as a whole rather than on sensory-action components. According to (Sedikides and Skowronski 1997), adaptability led to the development of life. Subliminal self-consciousness was the initial type of emergence, followed by accurate self-awareness in the second stage of study and visible self-awareness in the third.

Undergraduate education is considered to be a critical period in a person's life that has a lasting impact on their future and ultimately shapes their character. Consequently, it wins out to have a family-like environment, and psychological stability is necessary to guarantee that growth proceeds in a safe manner. University students have a low self-concept of uncertainty, which will negatively impact their future due to behaviours that cause psychological and social incompatibility, which can lead to disorder, stress, agitation, violence, and ongoing irregularities. Additionally, when considering how to treat them with discipline, ostracism, and exclusion will have an impact on their education (Lau and Kwok 2000).

In summary, recent studies highlight the nuanced impact that the home environment has on undergraduate students' sense of self-development. Understanding these intricate relationships has implications for interventions aimed at enhancing children's development of early identities, academic achievement, and general well-being. Albeit ongoing examinations have taken extraordinary steps toward recognizing these connections, further exploration is important to comprehend the perplexing connections that exist between students' impressions of their homes and their self-discernments.

H1: Undergraduate students' self-concept and the many elements of their assessed quality of home environment are unrelated.

H2: There is no distinction in how people view Students, both male and female, concerning the household.

Methodology

To investigate the link between undergraduate students' judgments of their personal quality and the perceived quality of their home environment, the study used a correlational research technique with a focus on quantitative approaches. According to (Mills and Gay 2015), the objective of the correlational study design was to discover a link between the variables. Using quantitative data-gathering techniques, the relationships between specific aspects of the home environment and children's self-concepts were investigated and measured.

The target demographic consisted of all four-year undergraduate students enrolled in education departments of Lahore's public and private universities that had received permission from Pakistan's Higher Education Commission (HEC). For pragmatic reasons, the study focused on a subset of the several Lahore institutions that meet these criteria. Specifically, among the 10 public and 19 private institutions in Lahore that have been certified by the HEC and the Punjab government, a purposive sampling technique was employed. In order to produce a manageable and representative sample of the entire population, four public and seven private institutions were selected. It was intended to be a carefully chosen sample of undergraduate students from

various universities, taking into consideration the study team's need for accessibility and utility in the data collection process. When creating the inclusion criteria, emphasis was given to the institutions' HEC-recognized status as well as their accessibility for data gathering. This maintained the study's resources and scope while also producing a viable and representative research sample.

The study population consisted of a sample of undergraduate students chosen from various institutions for data collecting and analysis. Sampling techniques followed moral guidelines and were designed to gather a variety of student evaluations of their living situations and self-image while remaining within reasonable, reachable, and useful bounds. The examination utilized a proportionate separated irregular testing system to get a wide example of college understudies signed up for 4-year degree programs across open and confidential colleges in Lahore. By utilizing this technique, the understudy body was isolated into public and confidential gatherings in light of the sort of college. They concentrate proportionately chosen members from each gathering with an end goal of getting a goal and delegate test. This made it conceivable to lead a comprehensive review that took a gander at what different institutional settings meant for understudies' impression of themselves and their home surroundings. By integrating an exhaustive cross-segment of understudy socioeconomics from numerous Lahore colleges, this technique was utilized to reduce inclinations and increment the legitimacy of the outcomes. A survey was utilized to gather information from the respondents. The main part of the poll asked for members' segment data (name of foundation, orientation, sort of organization). The subsequent component was a stock of the home climate, and the third was a self-idea scale. Utilized coordinated polls or reviews to get quantitative data from the undergrad understudy test. The reviews involved inquiries concerning self-insight (like self-adequacy and confidence) and the nature of the home climate (like familial elements and financial issues). Acquired member informed authorization and morals endorsement preceding information assortment. reliable the security and privacy of the information given by respondents.

Data Analysis

Descriptive Analysis:

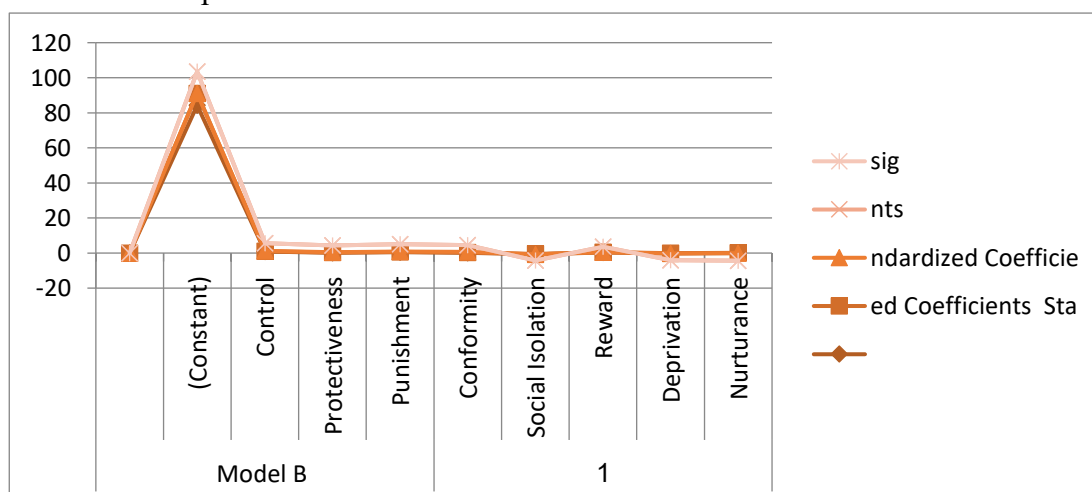
The elements of the examined college understudies, their self-insight scores, and their appraisals of the nature of their apparent home conditions were summed up and depicted using engaging measurements (mean, middle, and standard deviation).

Model	Sum of Squares	Df	Mean Square	F	Sig.
Descriptive	325832.597	10	32583.260	154.381	.000 ^b
	108272.324	513	211.057		
Total	434104.922	523			

The statistical findings about the model's overall efficacy in explaining the variability in the data are usually displayed in this section. The F-statistic, mean square, degrees of freedom, sum of squares, and significance level (Sig.) are all included. The F-statistic in this instance is 154.381, suggesting that the groups under comparison differ significantly. The significance level (Sig.) of .000b, which is often represented as $p < 0.001$, indicates a strong statistical significance, indicating that the observed differences are unlikely to have occurred by chance.

Correlational Analysis:

To examine the link between the variables, correlational approaches were used, such as the Pearson correlation coefficient. investigated the direction and intensity of relationships between students' perceptions of their qualities and those of their perceived home environments.



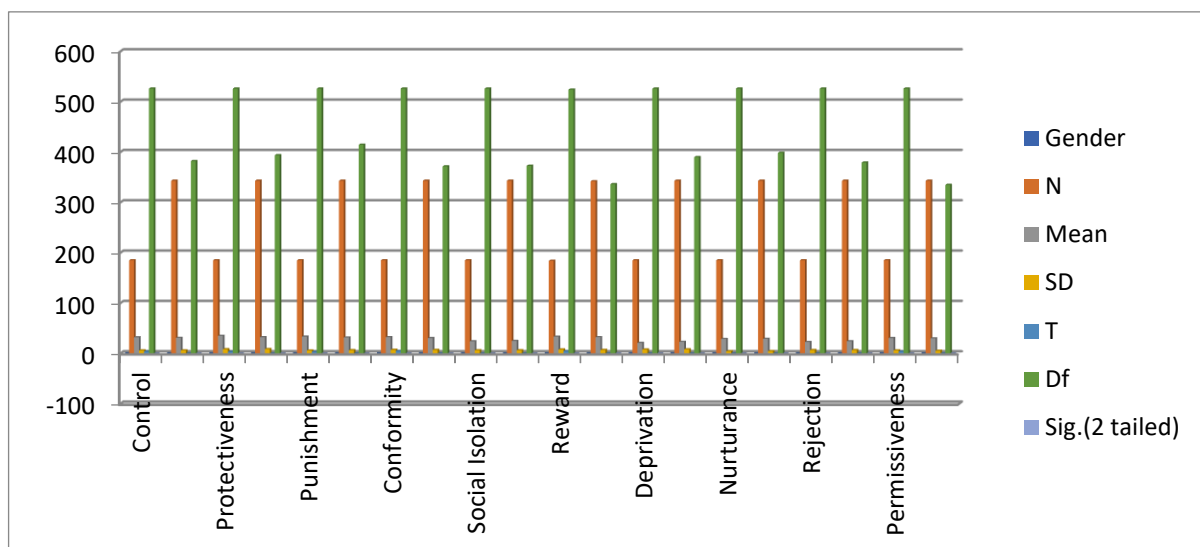
The article emphasizes that there are statistically significant disparities between male and female views of many components of the family environment. Mean values reveal particular patterns. For example, men tend to perceive more reward, control, conformity, and permissiveness in their family surroundings, whereas women tend to sense more social isolation, loss of privileges, nurturing, rejection, and punishment. These results imply that male and female pupils view certain features of their home environments differently depending on their gender.

Subgroup Analysis:

To investigate possible differences in the link between self-perception and the quality of one's home environment among various demographic categories (e.g., gender, kind of university), subgroup analyses were conducted and statistical tests to compare groups, such as ANOVA and t-tests.

Regression Analysis:

Regression analysis was used to investigate the predictive power of specific elements in the home environment on students' perceptions of themselves. Performed several regression analyses, taking into account factors including family dynamics, socioeconomic level, and cultural influences, to find significant predictors of self-perception.



To understand the link between undergraduate students' perceptions of their quality and that of their home environments, quantitative data from many studies was synthesised. To aid with understanding, results are presented using tables, charts, and narrative explanations. This study undertook a thorough investigation, using a correlational research methodology to elucidate the complex link between undergraduate students' self-perceptions and the standard of their living conditions. Using quantitative methods, the study sought to unravel the complex relationships between many aspects of the home environment—from family dynamics to socioeconomic circumstances—and different aspects of students' self-perception. Although the study included a wide range of variables related to self-concept and the quality of the home environment, it recognised the inherent difficulties and constraints in collecting all the elements that influence these domains.

The complexity of familial ties and the range of human experiences made it challenging to fully convey the depth and complexity of this bond. The results of the study showed a strong relationship between a few aspects of the family environment and students' opinions of themselves. Research has indicated that children who have good support networks and constructive communication techniques in their families have greater levels of self-efficacy and self-esteem. On the other hand, the influence of socioeconomic determinants revealed complex relationships with measures of self-perception, indicating variability dependent on specific situations and contexts.

The concentration likewise explained the assorted habits in which social components inside the family setting influence students' self-discernment. While certain people found that their social pride and family worked on their confidence, these advantages fluctuated relying upon the singular's encounters and discernments, highlighting the nuanced and explicit person's social impacts on self-insight.

Subgroup concentrates on likewise uncovered particular varieties among various segment bunches in the connections between attributes of the home climate and self-discernment. Differences in self-perception among different student cohorts were revealed by differences associated with different types of institutions and gender-based inequality. This emphasised how important it is to provide specialised care that meets these populations' unique needs. In conclusion, even if the research's conclusions offer valuable insight into the relationship between undergraduate students' self-perceptions and their familial settings, the study acknowledges its limitations. This admission lays the groundwork for further studies that examine the

intricacies of personal experiences, family dynamics, and other factors that influence how an individual perceives themselves within the framework of their family. We will gain more insight into how the homes of undergraduate students influence their self-perceptions.

Discussion

This study looked into the relationship between the perceived quality of the home environment and the self-concept of university students. The results demonstrated a considerable relationship between the home environment and the self-concept of university students. Similar findings were found in a study by (Jagpreet et al. 2009). It showed a high positive association between self-concept and the protecting, rewarding, and conforming aspects of the home environment, indicating that supportive parents may help college students establish good self-concepts. Studies by (Lau and Kwok 2000) and (Litovsky and Dusek 1985) produced similar results. They showed a positive relationship between the home setting—which consists of safety, discipline, caring, and reward—and self-concept. (Mohammed 2012) and (Mohammed and Kinyo 2020) also proposed a substantial correlation between a person's home environment and their sense of self.

Research by (Song and Hattie 1984) also demonstrated a substantial relationship between social deprivation, social isolation, and the benefits of a home environment and adolescent self-concept. Research that Ameerjan conducted. Independence, high self-confidence, a strong sense of self and soul, and good interpersonal and individual adaptation are all found to be promoted by families where parents allow their children to express their emotions, understand their rights, foster autonomy, and explain caring attitudes, (Ali, Ramnani, and Desai 2022), (Kukreja 1997), and (Maccoby and Martin 1983).

The results explained why male and female students saw the family environment differently: male students perceived greater security, discipline, authority, compliance, reward, and permissiveness, whereas female students perceived more social exclusion, denial of rights, and social isolation. The same results as research (Marjoribanks and Mboya 1997) were discovered.

It turned out that when it came to worldwide power, security, and reward, males did better than women. (Nishikawa et al. 2010) state that males tend to feel more in control and rewarded in the home than women. (Walter et al. 2009) also examined the impact of gender on people's opinions of their homes. They discovered that men's homes were friendlier, more fulfilling, and happier than women's. (Mboya 1996) investigated how a person's gender affected their perceptions of their houses. According to the research, males are more inclined than women to think of a family as a friendly and cooperative setting. **Findings**

Rich bits of knowledge into the complicated trap of connections and impacts that are unpredictably weaved inside social, familial, and financial settings have been obtained from the investigation of the perplexing connection between college undergrads' self-discernment and the apparent nature of their home climate. One of the main discoveries was the significance of relational peculiarities in forming undergrads' self-discernments. Positive family conditions are portrayed as areas of strength for networks, open correspondence, and common regard. Research has shown that these properties are emphatically connected with youngsters' more elevated levels of self-viability and confidence.

These solid familial ties advanced soundness, confidence, and confidence in one's capacities, which straightforwardly affected undergrads' all's decisions in both their own and scholarly lives. Nonetheless, the effect of financial variables inside the family climate on undergrads' self-discernments was more nuanced. Monetary strength and self-discernment measures showed a somewhat sure connection, however, the impact differed in light of the specific situation and nuances of the climate. Various undergrads showed constancy and a solid identity even with monetary troubles, featuring the intricate relationship that exists between self-insight and monetary circumstance. The family climate's social parts show a scope of effects on students' self-idea. For some people, keeping areas of strength with their social heritage and customs added to a decent self-discernment and expanded self-esteem. These social effects were, in any case, erratic and subject to individual discernments and encounters.

Some adolescents successfully negotiated the process of forming their identities in the context of a culturally varied family, incorporating many cultural viewpoints into their self-concept. Interesting insights into variances within demographic categories were obtained from the subgroup analysis. Differences based on gender demonstrated that different components of the family contexts had varied effects on how male and female students perceived themselves. Moreover, variations based on the kind of university demonstrated that students from private and public universities had different views about who they were, highlighting the nuanced influence of institutional environments on self-perception.

These outcomes show how the everyday environments and the self-impression of college undergrads are unpredictably related. Grasping these mind-boggling systems will be significant for individualized mediation expected to help kids in making positive self-ideas. The review does, notwithstanding, recognize the requirement for more examination and recommends that future exploration centre all the more eagerly around the complexities of individual encounters, familial connections, and other applicable factors influencing self-

discernment in the family setting. A scope of scientific positions and social perspectives will empower us to get a more profound understanding of the manners by which college understudies' families shape their healthy identities.

Conclusion and Recommendation

This study underlines the nuanced connection between the nature of the family climate and college understudies' view of themselves. The outcomes feature the complicated connections that shape understudies' self-insights between relational peculiarities, monetary position, and social impacts. The shifting results noted for different segment bunches highlight the need to carry out state-of-the-art treatments and offer tweaked emotionally supportive networks to an assortment of understudy populaces. Legislators, educational institutions, and mental health professionals must all grasp the complex relationship that exists between undergraduate students' perceptions of themselves and the state of their homes. Recognizing the influence of cultural, socioeconomic, and familial factors on students' self-perceptions facilitates the creation of targeted interventions with the goals of enhancing student welfare, fostering a positive self-image, and optimizing educational prospects. This study acknowledges several significant limitations, including the diversity of individual experiences and the scope of characteristics evaluated, even though it provides interesting information on the relationships between college students' conceptions of themselves and their home settings. Future studies should aim to go deeper into these nuances and look into additional factors that affect how one perceives oneself in the context of the familial environment to have a more complete understanding of this dynamic interplay.

Make and set in motion family-centred mediations to advance sound connections inside the family at home. To work on kids' self-viability and confidence, these medicines could focus on further developing relational abilities, empowering shared regard, and helping daily reassurance inside families. Guardians need assistance and direction on the most proficient method to cooperate with their children and set them up for a mindful public activity both inside and outside the house. Educators and guardians can carry out a scope of mediation procedures to assist young people with shaping great self-ideas. For effective learning, long-lasting behavioural patterns, and active engagement in educational activities, a strong sense of self-worth is necessary. To assist individuals in developing a more positive self-concept, training and counselling services must be provided. Offer monetary help to understudies signed up for instructive organizations who require it. These projects try to diminish the conceivable negative impacts of monetary difficulties on understudies' self-discernments by giving monetary guidance, coaching, and psychosocial support to construct strength and a sense of organization.

Conduct social responsiveness campaigns in the study hall to promote a positive attitude that values individuals from diverse social backgrounds. Fostering communication, acknowledging diversity in society, and providing opportunities for diverse engagement may all have a significant impact on children's sense of self and belonging. It's vital to rouse guardians to support their youngsters' scholar and self-awareness. At the point when guardians and schools cooperate, they might assist kids with fostering a sound mental self-portrait by perceiving and valuing their capacities. To help teachers and advisors recognize and tend to the scope of necessities coming about because of differences in family conditions, offer preparation and mindfulness crusades. Giving experts the instruments they need to help kids from different family, social, and financial foundations can assist them with fostering a more certain mental self-view. Conduct a longitudinal study to track the dynamics of the family environment over time as they relate to children's self-perceptions.

Based on the findings of this study and the insights drawn from Islamic teachings, several recommendations can be made to enhance the quality of the home environment and support the development of a positive self-concept among undergraduate students. First, parents and guardians should strive to create a nurturing and supportive home environment that is rooted in Islamic values such as compassion, respect, and responsibility. This can be achieved by modeling positive behavior, engaging in open communication, and providing emotional support.

Second, the practice of daily religious activities, such as prayers, Quranic recitation, and family discussions about faith and ethics, should be encouraged. These activities not only strengthen the spiritual bond within the family but also promote a sense of purpose and belonging, which are crucial for developing a positive self-concept.

Educational institutions should also recognize the importance of the home environment in students' overall well-being and academic success. Schools and universities can offer workshops and seminars for parents that emphasize the importance of a supportive home environment and provide practical tips for fostering positive family relationships. Additionally, institutions can incorporate counseling services that address both academic and personal challenges, ensuring that students receive holistic support.

Furthermore, community organizations and religious leaders can play a vital role in supporting families by providing resources and guidance on effective parenting techniques and the integration of Islamic values in daily life. Creating support networks within the community can help families share experiences and strategies for maintaining a positive home environment.

Finally, future research should continue to explore the intricate relationship between home environment quality and self-concept from an Islamic perspective. Longitudinal studies that track the impact of specific home environment factors on students' self-concept over time can provide deeper insights and inform more targeted interventions. By integrating these recommendations, we can create a supportive ecosystem that enhances the overall well-being and self-concept of undergraduate students, ultimately contributing to their academic and personal success. Furthermore, to further our knowledge of this connection, future research projects should explore the complexities of familial relationships in greater detail using qualitative approaches and a range of cultural viewpoints. Adapt treatments and support systems to the unique requirements of the various demographic groups that the study has revealed. Targeted intervention design will be aided by an understanding of the differing effects of home environment elements on self-perception across different groups (gender, kind of university). By putting these suggestions into practice, undergraduate students may be considerably helped to develop resilience, a good self-concept, and supportive environments at home and in school.

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