

## **A STUDY ON THE INFLUENCE OF MEDIUM OF INSTRUCTION ON THE HOME ENVIRONMENT OF HIGHER SECONDARY STUDENTS**

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### **Abstract**

*In this study was focus on the influence of medium of instruction on the home environment of higher secondary students. The main objective of the study was to find out the influence of medium of instruction on the home environment of higher secondary students. A survey method was employed to collect data from a sample of 170 higher secondary students, randomly selected from six schools in Srivilliputtur Taluk. A structured questionnaire, based on the objectives of the study, was used to gather information. The home environment Scale (2024), developed and standardized by the investigators and guide, Data analysis was conducted using statistical tools such as Mean, Standard Deviation, and t-test, The results revealed that the overall level of home environment among higher secondary students with respect to medium of instruction was average. Additionally, there was significant difference between Tamil and English medium higher secondary school students in their home environment.*

### **Introduction**

The home environment plays a pivotal role in shaping the personality, behavior, academic performance, and overall development of students. It serves as the primary setting where children acquire values, habits, emotional security, and cognitive skills that influence their adjustment and success in later life. For higher secondary students, who are at a critical transitional stage from adolescence to early adulthood, the quality of the home environment can significantly impact their educational aspirations, mental health, self-esteem, and social behavior.

In the context of rapidly changing family structures, increasing academic competition, and evolving socio-economic dynamics, it has become essential to understand how different dimensions of the home environment-such as parental involvement, emotional climate, academic support, discipline style, and physical conditions-affect the development of higher secondary students. A nurturing, supportive, and structured home atmosphere can enhance students' academic motivation and psychological well-being, whereas a negative or stressful home environment can lead to behavioral problems, poor academic performance, and emotional disturbances.

This study aims to assess the nature of the home environment experienced by higher secondary students and explore the influence of factors such as gender, type of family, parental education, and socio-economic status on their home environment. Understanding

these influences can help educators, parents, and policymakers create strategies to foster positive home conditions that support students' holistic growth and academic success.

### **Significance of the Study**

The home environment is a vital foundation for the academic, emotional, and social development of higher secondary students. At this critical stage of adolescence-when students face increasing academic demands, identity formation, and decisions about their future-the support and stability provided at home can significantly influence their overall performance and well-being. This study is significant as it seeks to understand how various components of the home environment-such as parental education, occupation, income level, emotional climate, physical facilities, and technological exposure-impact the academic performance and personal development of students in the higher secondary stage. The findings of this research will help parents recognize the importance of their role in creating a nurturing and structured environment that promotes effective learning. It will also assist educators, school counselors, and policymakers in identifying students who may be at risk due to an unsupportive or unstable home setting. Furthermore, the study contributes to the broader field of educational psychology by offering insights into how family dynamics and home-based factors affect adolescent learners. It may also provide a foundation for future research and interventions aimed at enhancing student outcomes through improved home-school collaboration. In essence, this study emphasizes the need for a supportive and resourceful home environment as a key determinant of student success, especially during the crucial years of higher secondary education.

### **Objectives of the Study**

- To determine the level of home management among higher secondary students.
- To determine the level of home management among higher secondary students with respect to medium of introduction.

### **Hypotheses of the Study**

1. The level of t level of home management among higher secondary students is average.
2. There is no significant difference in home environment among higher secondary students with respect to medium of instruction

### **Methodology**

The survey method was employed to collect data from higher secondary students in Srivilliputtur Taluk. A total of six schools were randomly selected, and 170 students formed the sample. Simple random sampling was used to ensure the representation of various demographic groups. The Home environment (2025), developed and standardized by the investigators, was used to assess the home environment of the participants. Statistical techniques such as Mean, Standard Deviation, and t-test, were employed to analyze the data.

### **Analysis of the Study**

1. The level of home environment among higher secondary school students is average.

**Table 1 Level of Home Environment among Higher Secondary School Students**

<i>Low</i>		<i>Moderate</i>		<i>High</i>	
<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>No.</i>	<i>%</i>
26	15.3	123	72.4	21	12.4

It is inferred from the above table that, 15.3% of higher secondary school students have low, 72.4% of them have moderate and 12.4% of them have high level home environment.

- The level of home environment among higher secondary school students with reference to medium of instruction is average.

**Table 2 Level of Home Environment among Higher Secondary School Students with Reference to Medium of Instruction**

<i>Medium of Instruction</i>	<i>Low</i>		<i>Moderate</i>		<i>High</i>	
	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
Tamil	21	15.8	99	74.4	13	9.8
English	5	13.5	24	64.9	8	21.6

It is inferred from the above table that, 15.8% of the Tamil medium students have low, 74.4.0% of them have moderate and 9.8% of them have high level home environment. 13.5% of the English medium students have low 64.9% of them have moderate and 21.6% of them have high level home environment.

- There is no significant difference in home environment among higher secondary students with respect to medium of instruction

**Table 3 Significant Difference between Tamil and English Medium Higher Secondary School Students in their Home Environment**

<i>Medium of Instruction</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Calculated 't' value</i>	<i>Remarks at 5% level</i>
Tamil	133	120.052	9.09905	2.880	S
English	37	121.512	8.30536		

(At 5% level of significance, for df 168, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (2.880) is greater than the table value (1.96) for df (168) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between Tamil and English medium higher secondary school students in their home environment.

While comparing mean value of medium of instruction, the mean value of English medium (mean value 121.512) students is better than the Tamil medium students (mean value: 120,052} in their home environment.

### **Finding of the Study**

1. The findings indicate that 15.3% of higher secondary school students have a low level of home environment, while the majority, 72.4%, demonstrate a moderate level, and 12.4% exhibit a high level of home environment.
2. The findings indicate that 15.8% of Tamil medium students have a low level of home environment, while the majority, 74.4%, demonstrate a moderate level, and 9.8% exhibit a high level of home environment. Similarly, 13.5% of English medium students have a low level of home environment, while the majority, 64.9%, demonstrate a moderate level, and 21.6% exhibit a high level of home environment.
3. There is significant difference between Tamil and English medium higher secondary school students in their home environment.

### **Interpretation of the Study**

The *t*-test result indicates that there is a significant difference between Tamil and English medium higher secondary school students in their home environment. When comparing the mean values, English medium students (Mean = 121.512) scored higher than Tamil medium students (Mean = 120.052), suggesting that English medium students experience a more favorable home environment. The findings suggest that the medium of instruction has a significant impact on the home environment of higher secondary students. Specifically, students studying in English medium schools tend to have slightly better home environments compared to their Tamil medium counterparts. This difference may be attributed to various socio-economic or cultural factors associated with the choice of medium of instruction.

### **Recommendations of the Study**

1. Educational authorities should ensure that both Tamil and English medium students receive equal academic and psychological support to bridge the gap in home environment quality.
2. Organize awareness programs for parents to help them understand how their involvement and support at home influence their child's academic and emotional development, regardless of the medium of instruction.
3. Schools may consider implementing bilingual instructional strategies to reduce the divide between students from different mediums and enhance overall learning experiences.
4. Government and NGOs should provide socio-economic assistance to families of Tamil medium students to improve home conditions and learning resources.
5. Schools should offer regular counseling sessions for students and parents to address challenges related to home environment and educational support.
6. Design curriculum materials that are sensitive to students from diverse linguistic and cultural backgrounds, promoting equity in learning experiences.
7. Provide training to teachers on how to recognize and address disparities arising from students' home environments and mediums of instruction.

8. Strengthen the collaboration between teachers and parents through regular meetings and communication, especially in Tamil medium schools, to enhance the home-school connection.
9. Ensure access to quality learning materials in both Tamil and English languages so students from different mediums can study effectively at home.
10. Conduct follow-up studies to explore the underlying causes of differences in home environments and investigate other influencing factors like income level, urban-rural divide, and parental education.

### Conclusion of the Study

The findings of the study reveal that the majority of higher secondary school students experience a moderate level of home environment. A smaller proportion of students fall into the high and low categories. This suggests that while most students have a reasonably supportive home setting, there remains a notable group that may require additional attention and support to enhance their home environment. Efforts should be made by parents, educators, and policymakers to strengthen the home atmosphere, especially for those students who fall into the lower category, to promote their academic and personal development. The findings indicate that both Tamil and English medium students predominantly experience a moderate level of home environment. However, a comparison between the two groups reveals distinct differences. A higher proportion of Tamil medium students fall into the low and moderate categories, while a greater percentage of English medium students are represented in the high home environment category. This suggests that English medium students generally benefit from a more favorable and supportive home environment compared to their Tamil medium counterparts. These differences may be influenced by various socio-economic, educational, and cultural factors associated with the choice of medium of instruction. The study highlights the need for targeted support and interventions to improve the home environment for students, particularly those in Tamil medium settings, to ensure equitable opportunities for academic success and personal development.

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