CHAPTER III

SOCIO-ECONOMIC PROFILES
3.1. Statement of the Problem and Hypotheses

In this chapter attempts have been made to find out whether the socio-economic variables such as the generation of literacy, residential area, sex of the students, parents' education and occupation have any role in deciding the choice of medium of study. The social parameters that control the choice of medium of education in the Indian context have been probed in a detailed manner in this chapter. The data collected using the questionnaires were statistically analysed using the chi-square test technique and results presented in this chapter.

3.2. Language and Society

Language is a set of conventional communicative signals used by humans for communication in a community. Language in this sense is a possession of a social group, comprising an indispensable set of rules, which permits its members to relate to each other, to cooperate with each other: it is a social institution. Language exists in society, as a means of nourishing and developing culture and establishing human relations. As a member of a society a human
being acquires a language. We learn a language as members of the society using that language contextually, or because we want to understand that society, or to be understood by that speech community. If a language is not used in any society it dies out.

3.3. Medium of Education in India

In India, English was introduced two centuries ago by the East India Company first for trade and commerce; later, the language shaped the political, administrative and educational life of the country in several far-reaching ways unforeseen by the reformers themselves. Lord Macaulay, in his famous Minute of 1835 proposed to produce through the medium of English education, a class of persons "Indian in blood and colour but English in tastes, opinions, morals and intellect". That thinking eminently suited the rulers of the day; looking back however, one can say that it has benefited many Indians.

English language was soon introduced at all stages of education and it was the medium of instruction for all subjects at schools and colleges. Native speakers in schools and colleges taught it for sometime. Later many Indian Professors and teachers took their place, mastered the language and taught it very effectively.

English schools flourished under Government patronage and the beginnings of westernization could be seen all over the country. English education was the gateway for jobs to many Indians. The
subject of English had acquired great prestige in schools and in the society. A quick spread of western literature and science became possible through the English language. English thus had acquired a supreme position by the turn of the 19th century.

3.4. The Role of English in Schools – Views of Commissions and Committees

The suggestions made by some commissions and committees threw valuable light on the status of English and its teaching in India, the stage at which it should be started, whether it should be compulsory and how it should be taught.

The University Education Commission (1948) headed by Dr. S. Radhakrishnan recommended that English be studied in high schools and universities in order that we may keep in touch with the living stream of ever growing knowledge. This would prevent our isolation from the world, and help us take advantage of the wider reach of the English language.

The Kothari Commission (1964-66) endorsed the three-language formula, while recommending Hindi and English as link languages, and English as a library language and a medium of international communication. The two important recommendations were:

(i) English should be the medium of instruction in all universities.

(ii) Special units should be set up for teaching English as a skill subject.
It is quite clear from these recommendations that nobody has said anything against English and many people including policy makers, administrators and parents even now feel that English teaching should be strengthened at all stages. There is an unmistakable public opinion that learning voluntarily is for our own good. English and our own languages would mutually gain immensely by being learnt with different levels of competencies by people. For the above reasons it has become necessary to develop a methodology for finding out the social parameters that encourages the parents to make their children study in Tamil or English medium.

3.5. Analysis of the Data

The data collected using the questionnaires, was subjected to analysis. The socio-economic profiles of the students were elicited using the questions from the Part-I of the questionnaire. The responses to the queries on their place of domicile, parental literacy; income group, medium of study at school; Board of study at school, sex, generation etc., were analysed by adopting a statistical tool viz., the chi-square ($\chi^2$) test.

3.6. Chi-Square Test

Chi-square test is used to examine whether there is an association between the variables in the rows and the variables in the columns. This study is undertaken only for the chi-square test.
because the sample size is too small for the analysis.

3.7. Null Hypothesis

To test the sample, a null hypothesis has to be set up to find out a definite statement about the social parameters. Such a hypothesis is usually denoted by $H_0$. According to R.A. Fisher (1890-1962), null hypothesis is a hypothesis, which is tested for possible rejection under the assumption that it is true.

3.8. Level of Significance

The level of significance usually employed in testing of hypothesis is $0.05 = 3.814$.

3.9. Hypotheses of the Study

The following hypotheses are formulated in null form, as they are more akin for testing the objective of finding the relationship, which affects the medium of study.

1. The medium of study is not affected by the generation.
2. Residential areas of the students reflect the selection of the medium of study.
3. Father's education does not affect the medium of study.
4. Father's employment condition affects the medium of study.
5. There is significant difference between male and female education and medium of study.
Using the standard notation for a 2 x 2 table, a quicker formula for calculating chi-squared on a 2 x 2 table is:

\[ \chi^2 = \frac{N(ad - bc)^2}{(a + c)(b + d)(a + b)(c + d)} \]

To prove the chi-square test, the elicited data are calculated in implying it in a 2 x 2 contingency table, as follows.

**Table - 3.1.**

<table>
<thead>
<tr>
<th>The Contingency Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
</tr>
<tr>
<td>c</td>
</tr>
<tr>
<td>a + c</td>
</tr>
</tbody>
</table>

Thus, a null hypothesis is framed to find out the objective for the above study regarding the social parameters that affect the medium of study of the students at school level.

The following analysis is to find out the relationship between the generation of study and the medium of instruction of the students.

I Generation : Parents are non-degree holders, and the informants are the first generation to get a degree

II Generation : Parents are degree holders and the informants are the second generation to get a degree
### Table - 3.2.
The Statistical Data on the Generation of the Students

<table>
<thead>
<tr>
<th>Generation</th>
<th>Tamil Medium</th>
<th>English Medium</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>62 (a)</td>
<td>38 (b)</td>
<td>100</td>
</tr>
<tr>
<td>II</td>
<td>9 (c)</td>
<td>34 (d)</td>
<td>43</td>
</tr>
<tr>
<td>Total</td>
<td>71</td>
<td>72</td>
<td>143 (N)</td>
</tr>
</tbody>
</table>

H₀: The choice of medium of study is not affected by the generation of graduation

\[
\chi^2 = \frac{N[ad - bc]^2}{(a + c)(b + d)(a + b)(c + d)}
\]

\[
= \frac{143 [62 \times 34 - 38 \times 9]^2}{(62 + 9)(38 + 34)(62 + 38)(9 + 34)}
\]

\[
= \frac{143 [2108 - 342]^2}{71 \times 72 \times 100 \times 43}
\]

\[
= \frac{143 [1766]^2}{21981600}
\]

\[
= \frac{143 [3118756]}{21981600}
\]

\[
= 445982108
\]

\[
= 21981600
\]

\[
= 20.28
\]

Level of significance \( \chi^2_{0.05} = 3.814 \)

H₀: is rejected.
Since the calculated value is greater than the tabulated value, the null hypothesis is rejected. Through the hypothesis it has been proved that the medium of study is affected by the generation of the parents. Out of 143 informants, 100 come under the first generation graduates and only 43 are second generation graduates.

The parents of the first generation have mostly selected Tamil medium as the medium of study. Out of 143, more than three-fifth are from Tamil medium schools and only two-fifth are from English medium schools. But the graduate parents have selected English medium schools for their children. Out of 43 informants only 9 of them have studied in Tamil medium schools, whereas 34 of them were educated in English medium schools.

**Sub-Factors**

There are some sub-factors, which have motivated both the parents and their wards to select the medium of study in high school and higher secondary school education. These factors have been found out and analysed both quantitatively and qualitatively in the following.

The following table shows the quantitative data on how many have selected the State Board English medium schools (either run by the Government or aided by the Government) and the private management schools (Matriculation schools) to educate their children at high school and higher secondary school levels from the first-
generation. The table also clearly shows the students shift from the Government State board schools to higher secondary schools and vice-versa.

**Table - 3.3.**

**Sub-factors in First Generation**

<table>
<thead>
<tr>
<th>Generation</th>
<th>Informants Education</th>
<th>State Board</th>
<th>Matriculation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>High School</td>
<td>22</td>
<td>16</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>Higher Secondary</td>
<td>25</td>
<td>13 (11 + 2)</td>
<td>38</td>
</tr>
</tbody>
</table>

Out of the 38 students from English medium, 22 are from State Board English medium schools and 16 are from Matriculation schools at high school level. But only 11 out of 16 have stayed back in the private management schools for their higher secondary school education. It has to be noted that 2 from State Board English medium schools have shifted to private management schools for their higher education.

The first generation parents have shifted their children from Government English medium schools to private management schools at higher secondary level, might be due to the late perception of both the parents and students, that education in private run Matriculation schools would be better and it would be easy to cope up with the demands of higher education in the college and the same.

Though the syllabi are the same, the method of education has
difference between the Government and private schools. But the fee structure is affordable in the Government schools. Hence there is a shift from Matriculation or private management schools to Government English medium schools from high school to higher secondary schools in the first generation.

Table 3.4.

Sub-factors in Second Generation

<table>
<thead>
<tr>
<th>Generation</th>
<th>Informants Education</th>
<th>State Board</th>
<th>Matriculation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>17</td>
<td>17</td>
<td></td>
<td>34</td>
</tr>
<tr>
<td>Higher Secondary</td>
<td>25</td>
<td>9</td>
<td></td>
<td>34</td>
</tr>
</tbody>
</table>

Out of 34, there is an equal distribution that is 17 from State Board English medium and 17 from private management schools at high school level. But at higher secondary school level, 17 from private management school have shrunk to 9 and there is an increase in the strength in the Government schools at higher secondary level.

Probably, it could be stated that the parents who are not graduates might not have understood the importance of making their children learning through English. But the second generation graduate parents have understood the role and importance of English in higher education and they don't want their children also to face the same ordeals and risks, which they faced during the course of their
education. Some non-graduate parents might have selected Government schools for educating their children, as it is more economical.

Thus, it could be said that the level of education of the parents exerts great influence on the selection of schools (Private management schools or Government schools), medium of study (Tamil or English) school of study (Matriculation or State Board).

The following chi-square analysis is to find out whether the residential area of the students reflects the selection of the medium of study.

### Table-3.5.
The Statistical Data on the Residential Area of the Students

<table>
<thead>
<tr>
<th>Area</th>
<th>Tamil Medium</th>
<th>English Medium</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>50</td>
<td>59</td>
<td>109</td>
</tr>
<tr>
<td></td>
<td>(a)</td>
<td>(b)</td>
<td></td>
</tr>
<tr>
<td>Rural</td>
<td>21</td>
<td>13</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>[c]</td>
<td>(d)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>71</td>
<td>72</td>
<td>143</td>
</tr>
</tbody>
</table>

$H_0$ : Residential area of the students reflects the selection of the medium of study.
\[
\chi^2 = \frac{N[ad - bc]^2}{(a+c)(b+d)(a+b)(c+d)}
\]

\[
= \frac{143[50 \times 13 - 59 \times 21]^2}{(50 + 21)(59 +13)(50 + 59)(21+13)}
\]

\[
= \frac{143[650 -1239]^2}{71 \times 72 \times 109 \times 34}
\]

\[
= \frac{143[-589]^2}{18945072}
\]

\[
= \frac{143[346921]}{18945072}
\]

\[
= \frac{49609703}{18945072}
\]

\[
\chi^2 = 2.619
\]

Level of significance \( \chi^2_{0.05} = 3.814 \)

H_0: is accepted.

Since the calculated value is lesser than the tabulated value, the null hypothesis is accepted. Therefore it becomes clear that the residential area of the informants reflects the selection of the medium of study.

The above table shows that out of 143 informants, 109 are from urban areas and 34 are from rural areas. In the urban sector 50 are
from Tamil medium while 59 are from English medium. Out of 34 rural students 21 are from Tamil medium and the remaining 13 are from English medium. We find almost fifty-fifty distribution in the medium of study in the urban area, whereas in the rural it is almost two-third of the students who are from Tamil medium and only one-third are from English medium schools. Out of the total 143 students, 71 are from Tamil medium and 72 are from English medium. Thus, it is found that there is an equal distribution from both the rural and urban areas.

**Table-3.6.**

<table>
<thead>
<tr>
<th>Sub-factors in the Urban Residential Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>Urban</td>
</tr>
<tr>
<td>High School</td>
</tr>
<tr>
<td>Higher Secondary</td>
</tr>
</tbody>
</table>

Among the 59 urban English medium educated students, 30 belong to the State Board Schools offering English medium and 29 have completed their education in private Matriculation schools at high school level. A shift of 8 students from the Matriculation schools to the Government English schools is noticed at higher secondary level in urban sector. Only 21 have stayed back in private Matriculation schools.
Table-3.7.

### Sub-factors in Rural Residential Area

<table>
<thead>
<tr>
<th>Area</th>
<th>Informants Education</th>
<th>State Board</th>
<th>Matriculation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td>8</td>
<td>5</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Higher Secondary</td>
<td>10</td>
<td>3 (2+1)</td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

In the rural areas, 8 students have studied in Government English medium schools and only 5 of them have studied in private Matriculation schools, out of the total 13 rural English medium students, at high school level selected for this study. In the rural areas too, it has been found that 2 students have shifted to the Government English medium schools at higher secondary level. So it becomes clear that only one has stayed behind in the privately managed Matriculation schools for their higher secondary education while two from the Government schools have shifted to the private English medium schools.

The rural schools do not maintain proper student teacher ratio. Teachers may not be in adequate number to take proper care of students and consequently students may not be properly taught. The teachers cannot give adequate individual attention to students. This could be attributed as a reason for the rural students shifting to urban private Matriculation English medium schools for their higher secondary education.
The students have grown up and have shed fear of travelling or to board in schools in nearer towns. This could be attributed as an extra academic reason for the shift from Government schools to private management schools at higher secondary level. It is seen that more number of informants irrespective of the localities have been educated in both English and Tamil medium schools for high school and higher secondary schools.

The students in the rural areas face many inconveniences such as improper transportation, family background, adverse economical conditions, which are not prevalent among the urban students. On the contrary, the urban students have the choice of selecting between Government and private management schools. The choice of medium is left up to the parents and the students capabilities in coping with the fee structure and the syllabus.

Even in rural areas parents who are financially sound afford to send their children to nearby urban schools. In urban areas due to the sophisticated life and a better exposure, students and parents prefer mostly English medium education. There is more affinity found among the parents and the students to take up English medium at schools.

Although it has been found out that 50 per cent of the students study in Tamil medium schools in urban, this may be due to the difficulties they face while learning English. The parents in the rural
areas who are not economically sound, send their children to nearby Government schools because their children receive free education, books, uniforms, and are even provided with mid-day meals which does not weigh down on them, overlooking the fact that rural schools lack infrastructure facilities such as good library, computer laboratory, class rooms, etc.

The succeeding analysis moves over to find out how the father's educational level affects the selection of the medium of study.

**Table - 3.8.**

**Father's Educational Level and Medium of Study**

<table>
<thead>
<tr>
<th>Father's Education</th>
<th>Tamil Medium</th>
<th>English Medium</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>66</td>
<td>41</td>
<td>107</td>
</tr>
<tr>
<td>College</td>
<td>5</td>
<td>31</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>71</td>
<td>72</td>
<td>143</td>
</tr>
</tbody>
</table>

\[ H_0 : \text{Father's education does not affect the choice of medium of study of the offspring.} \]

\[
\chi^2 = \frac{N[ad - bc]^2}{(a + c)(b + d)(a + b)(c + d)}
\]

\[
= \frac{143[66 \times 31 - 41 \times 5]^2}{(66 + 5)(41 + 31)(66 + 41)(5 + 31)}
\]
\[
\chi^2 = \frac{143[2046 - 205]^2}{71 \times 72 \times 107 \times 36}
\]
\[
= \frac{143[1841]^2}{19691424}
\]
\[
= \frac{143[3389281]}{19691424}
\]
\[
= \frac{484667183}{19691424}
\]
\[
\chi^2 = 24.61
\]

Level of significance \( \chi^2_{0.05} = 3.814 \)

H0: is rejected.

H0 : Since the calculated value is greater than the tabulated value the null hypothesis is rejected.

Out of 143 fathers, 107 are non-graduates and only 36 are graduates. Among the 107 non-graduate fathers, 66 have sent their children to Tamil medium schools and 41 English medium schools. Out of 36 graduate fathers 31 have sent their children to English medium schools and only 5 Tamil medium schools. More than 38 per cent of the graduate fathers have educated their children in English medium schools. More than 62 per cent of the graduate fathers have selected Tamil as medium of study for their children.
Table-3.9.

Sub-factors in Father’s Education and Medium of Study

<table>
<thead>
<tr>
<th>Father’s Education</th>
<th>Informants Education</th>
<th>State Board</th>
<th>Matriculation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td>24</td>
<td>17</td>
<td></td>
<td>41</td>
</tr>
<tr>
<td>Higher Secondary</td>
<td>28</td>
<td>13</td>
<td>(12+1)</td>
<td>41</td>
</tr>
</tbody>
</table>

Fathers of the 41 English medium students had education only up to school level, 24 informants had got their education through State Board English schools and 17 through Matriculation schools during the high school level.

In the higher secondary school level 28 students have completed their schooling in State Board English medium Government schools. Out of 17 private management educated students only 12 stayed back in the same board and one informant has shifted from the State Board English medium to the private management school.

Table-3.10.

Sub-factors of the Graduate Fathers and the Medium of Study

<table>
<thead>
<tr>
<th>Father’s Education</th>
<th>Informants Education</th>
<th>State board</th>
<th>Matriculation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>college</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td>14</td>
<td>17</td>
<td></td>
<td>31</td>
</tr>
<tr>
<td>Higher Secondary</td>
<td>19</td>
<td>12</td>
<td>(11+1)</td>
<td>31</td>
</tr>
</tbody>
</table>

Out of 31 graduate fathers, 14 have educated their children in State Board English medium Government schools and 17 in private
management Matriculation schools at high school level. While continuing their higher secondary education only 11 out of 17 have resumed their education in private management schools while one informant from the State Board found it very essential to be educated in a private management school. Hence he has shifted. 6 of them have shifted from private management schools to Government State Board English medium schools. It appears that the graduate fathers know well that the English language plays an important role in the present day globalisation process.

Even in cases where parents could not afford English medium education, they have send their children to those schools cutting short their personal and other expenditures with the belief that these institutions would take care of the career needs of their children.

The trend followed by some of the private management schools is that they admit students only if the parents are graduates. This may be one of the reasons why non-graduate parents could not educate their children in these schools. Some students are unable to cope up with the English medium, private management school syllabus, as they find English language difficult in the situations where no other family members have been educated in the English medium. The non-graduate fathers too find it hard to understand the new language. So they choose the Tamil medium schools for their children where they can help them at times.
Statistical information that could help in deciding whether the medium of study of the informants is conditioned by the employment of the father.

Table-3.11.

<table>
<thead>
<tr>
<th>Employment</th>
<th>Tamil Medium</th>
<th>English Medium</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td>38</td>
<td>34</td>
<td>72</td>
</tr>
<tr>
<td>Self employed</td>
<td>33</td>
<td>38</td>
<td>71</td>
</tr>
<tr>
<td>Total</td>
<td>71</td>
<td>72</td>
<td>143</td>
</tr>
</tbody>
</table>

$H_0$ : Father's employment condition affects the medium of study.

$$\chi^2 = \frac{N(ad-bc)^2}{(a+c)(b+d)(a+b)(c+d)}$$

$$= \frac{143[38 \times 38 - 34 \times 33]^2}{(38 + 33)(34 + 38)(38 + 34)(33 + 38)}$$

$$= \frac{143[1444 - 1122]^2}{71 \times 72 \times 72 \times 71}$$

$$= \frac{143[322]^2}{26132544}$$

$$= \frac{143[103684]}{26132544}$$

85
\[
\chi^2 = 0.57
\]

Level of significance \( \chi^2_{0.05} = 3.814 \)

\( H_0 \): is accepted.

\( H_0 \) : Since the calculated value is lesser than the tabulated value, the null hypothesis is accepted.

The above table shows that fifty/fifty distribution among the employed and self/unemployed fathers have selected both Tamil and English medium schools for their children at high school and higher secondary school.

Among the 72 employed fathers 34 of them have selected English medium and 38 of them have selected Tamil medium schools. The other group that is, the self/unemployed fathers, who are in professions such as farming, hired labour, entrepreneurs, tailors, grocers, etc., are 71 in number. Out of this, 33 are from Tamil medium schools and the rest 38 are from English medium schools. Irrespective of the employment of the fathers more number that is 72 have educated their children in English medium schools through both State and Matriculation and 71 have educated their children in Tamil medium schools.
### Table-3.12.

Sub-factors and the Medium of Study in Significance with Employed Father's

<table>
<thead>
<tr>
<th>Father's Education</th>
<th>State Board</th>
<th>Matriculation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Employed</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td>14</td>
<td>20</td>
<td>34</td>
</tr>
<tr>
<td>Higher Secondary</td>
<td>23</td>
<td>11 (10+1)</td>
<td>34</td>
</tr>
</tbody>
</table>

Out of 34 students of the employed fathers, 14 were educated in the State Board Government English medium and 20 were educated in Matriculation schools. Out of this only 10 resumed their study in private management schools and one has shifted to the private management schools from the Government State Board English medium schools, 10 students from these schools have shifted to the State Board schools for their higher secondary school education.

### Table-3.13.

Sub-factors on the Unemployed Father's

<table>
<thead>
<tr>
<th>Father's Education</th>
<th>State Board</th>
<th>Matriculation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unemployed</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td>21</td>
<td>17</td>
<td>38</td>
</tr>
<tr>
<td>Higher Secondary</td>
<td>24</td>
<td>14 (13+1)</td>
<td>38</td>
</tr>
</tbody>
</table>

Among the 71 self/unemployed fathers, 21 have educated their children in English State Board Government schools and the
remaining 17 were put in private management schools in high school level. While continuing their higher secondary education only 13 have stuck to the same schools and one of the students from Government school found it essential to take up education in the private management school for the higher secondary school education. Only 4 of the students have switched over to Government schools for their higher secondary education from the private management schools.

Employed fathers at times are forced to educate their children in Tamil medium schools due to many socio-economic constraints such as low income, high fee structure in private schools, non-availability of private management schools near the residence, etc.

The self / unemployed fathers stick to a place especially in the rural areas for their day-to-day living. They find it difficult to make both ends meet. For them educating their children in private management schools is a luxury. Hence, they stick to Tamil medium schools, which are convenient for them and their children. The admission procedures are entirely easy in Government schools. So such parents tend to educate their children in Government schools.

Ten employed fathers earn enough to educate their children in private management schools. Only a good foundation could render a good career, which could be obtained through education from such schools. These fathers seem to know the pros and cons of education in general.
Self / unemployed fathers feel that at least their children should be placed in good jobs. Hence they try to educate their children in private management schools. The self / unemployed fathers do not have a steady income. So they face a lot of problems which they think should not be faced by the next generation. So they take great care in educating their children in good schools. Thus, the choice of the medium and the type of school (Government State Board or Private management schools) very much depend on the employment of the fathers.

The statistical analysis is to arrive at an inference on the significant difference between male and female educational level and the medium of study at school.

Table-3.14.

<table>
<thead>
<tr>
<th>Sex</th>
<th>Tamil Medium</th>
<th>English Medium</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>47</td>
<td>47</td>
<td>94</td>
</tr>
<tr>
<td>[a]</td>
<td>[b]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>24</td>
<td>25</td>
<td>49</td>
</tr>
<tr>
<td>[c]</td>
<td>[d]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>71</td>
<td>72</td>
<td>143</td>
</tr>
<tr>
<td>[N]</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
$H_0$ : There is significant difference between male and female education and medium of study.

$$\chi^2 = \frac{N[ad - bc]^2}{(a + c)(b + d)(a + b)(c + d)}$$

$$= \frac{143[47 \times 25 - 47 \times 24]^2}{(47 + 24)(47 + 25)(47 + 47)(24 + 25)}$$

$$= \frac{143[1175 - 1128]^2}{71 \times 72 \times 94 \times 49}$$

$$= \frac{143[-47]^2}{23545872}$$

$$= \frac{143[2209]}{23545892}$$

$$= \frac{315887}{23545872}$$

$$\chi^2 = 0.0134$$

Level of significance $\chi^2_{0.05} = 3.184$

$H_0$: is accepted.

$H_0$ : Since the calculated value is less than the tabulated value, the null hypothesis is accepted.

Of the total 143 informants, 94 are boys and only 49 are girls. Among 94 boys, there is a 50 – 50 distribution in English medium (47) and Tamil medium (47). Same situation is found to prevail in case of girl students as well. They are also divided in 50- 50 ratio, 24 from Tamil medium and 25 from English medium. Nearly 50 per cent, that is, 71 are from Tamil medium, which includes
47 males and 24 females. Another 50 per cent that is 72 comprises of 47 males and 25 females.

Table-3.15.

Sub-factors on Male Informants and Medium of Study

<table>
<thead>
<tr>
<th>Sex</th>
<th>Informants Education</th>
<th>State Board</th>
<th>Matriculation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>High School</td>
<td>20</td>
<td>27</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>Higher Secondary</td>
<td>27</td>
<td>20 (18 + 2)</td>
<td>47</td>
</tr>
</tbody>
</table>

Out of the 47 English medium males, 20 belong to Government schools while the rest that is 27, are from private management schools. While venturing into the higher secondary education, out of these 27 only 19 have stayed back in these schools, 2 from the Government school have shifted to private management school. It should be taken into account that 27 have educated themselves in Government higher secondary schools.

Table-3.16.

Sub-factors on Female Informants and Medium of Study

<table>
<thead>
<tr>
<th>Sex</th>
<th>Informants Education</th>
<th>State Board</th>
<th>Matriculation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>High School</td>
<td>18</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Higher Secondary</td>
<td>20</td>
<td>5</td>
<td>25</td>
</tr>
</tbody>
</table>

Out of 25 English medium females, 18 are educated in Government schools and 7 are educated in private management
schools. The 18 Government school educated girls resume their education while 2 girls from the private management schools joined the Government schools during their higher secondary education. Only 5 out of 7 continued their education in private management schools for their higher secondary education.

From the table it could be traced that out of 143 informants, females are only 49 in number. It could be interpreted that even now education is denied to females when compared to males. Women are given education that is sufficient to call them literates. Girls are put in Tamil medium or in English medium Government schools more in number. Only a very few of them are given education in the private schools. Parents feel that money spent on girl's education is non-retrievable. They think that educating a boy is better than educating a girl for bringing up the family's economical level. Only a few parents realise that by educating their daughters they will have a better future.

In rural areas parents who are willing to send their sons to residential schools in urban areas do not give the same preference to their daughters, due to their cultural constraints. Today, education of females has many stumbling blocks on the way to higher education or better education. Thus, while comparing with the above data, we could see a mismatch between the ratio of the education and selection of medium, (Tamil / English) board of study (State / Private) between
the male and female is predicted more advantageous to the male than the female.

3.10. Conclusion

Thus, from the above analyses, it has been proved that the social parameters have a lot of significant effect on selecting the medium of study at school level. The above observation reveals that the parents select English medium for their children in their high school and higher secondary school level in private schools, which is significantly higher than that of the Government schools. The students in urban areas were educated in English medium and Tamil medium for their better future. But the students in the rural areas were educated only in the Tamil medium Government schools due to lot of challenging situations both at home and in their locality.

Both the educated and uneducated parents have educated their children in English medium than in the Tamil medium. But it has been found out that the male / female education ratio still supports the males when compared with the females. The present generation parents educate their children more in English medium and some in Tamil medium due to their financial crisis. Thus, to conclude the above, it has to be admitted that the selection of the medium depends not only on the students' efficiency in education, but also on the social parameters that has been inferred above.