

EXPLORING THE ROLE OF HOME ENVIRONMENT IN ENGLISH LANGUAGE ACHIEVEMENT AMONG HIGHER SECONDARY STUDENTS

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Abstract

Learners' English language achievement is influenced not only by classroom instruction but also by their home background. This study investigates the relationship between home environment and English language performance of higher secondary students within an applied linguistics and English language teaching (ELT) context. Using a quantitative correlational research design, data were collected from 48 female higher secondary students (aged 16–18) through a structured questionnaire measuring socio-educational home factors, alongside students' English writing examination scores. Descriptive statistics and Pearson product-moment correlation were employed for data analysis. The findings revealed a moderate positive correlation between overall home environment and English language performance ($r = .46$), indicating that students from more supportive home environments tended to achieve higher scores in English. Further analysis showed positive correlations between English performance and specific home environment dimensions, including parental involvement ($r = .37$), learning resources and support ($r = .43$), academic guidance ($r = .43$), and emotional support ($r = .44$). The results suggest that home background plays a meaningful role in shaping English language achievement at the higher secondary level. The study highlights the need for context-sensitive pedagogical practices and institutional support mechanisms, particularly for learners from less supportive home environments. These findings contribute to applied linguistics research by emphasizing the interplay between socio-educational contexts and second language learning outcomes.

Keywords: home environment, English language performance, higher secondary students, applied linguistics, ELT, parental support

Introduction

Background of the Study

Academic performance is influenced by a complex interaction of cognitive, social, and environmental factors, among which the home environment plays a pivotal role (Bronfenbrenner, 1979; Sirin, 2005). For students at the higher secondary level, this influence becomes particularly significant as they transition into more demanding academic contexts that require increased autonomy, discipline, and linguistic competence. English, as a compulsory and high-stakes subject in many education systems, often serves as a key indicator of students' overall academic success. However, persistent issues such as low achievement levels, lack of engagement, and disruptive classroom behavior—especially in English language classes—raise important questions about the underlying factors shaping students' learning outcomes (Lightbown & Spada, 2013; Ellis, 2008).

Concept of Home Environment

The home environment constitutes the first and most enduring learning context for students. It encompasses a range of socio-educational factors, including parental educational background, language practices at home, availability of learning resources, parental involvement in academic activities, and the overall emotional and cognitive support provided to learners (Epstein, 2001; Jeynes, 2012; Desforges & Abouchar, 2003). Research in educational psychology and applied linguistics has consistently suggested that students who come from supportive and resource-rich home environments tend to demonstrate higher

academic achievement, stronger motivation, and better classroom behavior. Conversely, students from less supportive home settings often struggle to meet academic expectations, particularly in language subjects that require continuous exposure and practice beyond the classroom.

Home Environment and English Language Learning

English language learning, in particular, is highly sensitive to environmental exposure. Unlike content subjects, language acquisition does not occur solely through formal instruction but is reinforced through interaction, reading habits, media exposure, and communicative practices at home (Krashen, 1985; Lightbown & Spada, 2013; Ellis, 2008). Students who are exposed to English through family encouragement, print materials, or digital media are more likely to develop stronger linguistic competence. In contrast, learners who encounter English only within the confines of the classroom may experience limited proficiency development, which can manifest in low test scores, disengagement, and behavioral challenges such as classroom noise and lack of focus.

Higher Secondary Context and Classroom Challenges

At the higher secondary level, students are expected to demonstrate increased academic responsibility and linguistic proficiency, as this stage serves as a bridge between secondary schooling and higher education (Steinberg, 2005; Wentzel, 2010). However, in many classroom contexts, English language teachers face challenges related to heterogeneous proficiency levels, minimal student participation, and poor examination results. These challenges often prompt educators to question whether academic difficulties stem solely from instructional practices or whether they are deeply rooted in students' home environments. Understanding this relationship is crucial for developing pedagogical strategies that are responsive not only to classroom needs but also to learners' socio-educational backgrounds.

Significance of the Current Research

The findings of this study are expected to hold practical implications for teachers, curriculum planners, and educational policymakers. By recognizing the role of home environment in English language learning, educators may adopt more inclusive and context-sensitive teaching strategies, while institutions may design interventions that bridge the gap between home and school learning environments. Ultimately, the study underscores the importance of viewing English language performance not merely as a classroom outcome, but as a product of broader socio-educational influences.

Research Objectives

The present study aims to:

- Examine the relationship between the home environment and English language performance of higher secondary students.
- Identify the home environment factors that are most influential in students' English language achievement at the higher secondary level.
- Compare the English language performance of students from supportive and less supportive home environments.

Research Questions

1. What relationship exists between the home environment and English language performance of higher secondary students?
2. Which home environment factors are most influential in shaping students' English language achievement?
3. Is there a significant difference in English language performance between students from supportive and less supportive home environments?

Literature review

Theoretical Framework

The theoretical foundation of this study integrates multiple perspectives from Applied Linguistics, Educational Psychology, and Sociology to explain how home environment factors influence English language performance among higher secondary students. By blending these theories, the study not only identifies key constructs to investigate but also informs the design of the questionnaire used to collect data from students. This integration ensures that the research captures both social, cognitive, and linguistic dimensions of learning.

1. Ecological Systems Theory (Bronfenbrenner, 1979)

Bronfenbrenner's (1979) Ecological Systems Theory posits that human development occurs within interacting layers of environment, with the microsystem, particularly the family and home, being the most immediate and influential on learning outcomes. In this study, the microsystem represents students' home environments, including parental support, learning resources, and family interactions. Items in the questionnaire assess parental involvement, emotional support, and availability of learning materials at home. This reflects the microsystem's influence on students' English language achievement and classroom behavior.

2. Input Hypothesis (Krashen, 1985)

Krashen's (1985) Input Hypothesis, a cornerstone in second language acquisition, states that learners acquire language most effectively when they are exposed to comprehensible input slightly above their current proficiency level ($i+1$). Input from home environments such as reading, speaking, and digital media enhances language acquisition beyond the classroom. Questionnaire items examine how frequently students engage with English at home, including reading English books, interacting in English, or using digital resources. These items operationalize the concept of linguistic exposure, a key factor influencing English proficiency.

3. Sociocultural Theory (Vygotsky, 1978)

Vygotsky's (1978) Sociocultural Theory emphasizes that learning is socially mediated. The Zone of Proximal Development (ZPD) highlights that learners benefit from guidance provided by more knowledgeable others, such as parents, siblings, or peers. Home interactions can therefore scaffold English language learning, enhancing comprehension, motivation, and academic performance. Items in the questionnaire capture whether students receive guidance in English assignments, discussions, and communication at home. This aligns with Vygotsky's principle that social support facilitates language learning within the student's ZPD.

4. Cultural Capital Theory (Bourdieu, 1986)

Bourdieu's (1986) Cultural Capital Theory asserts that families transmit cultural and educational resources such as literacy practices, attitudes toward learning, and access to books or digital media—that influence academic success. In English language learning, students from resource-rich homes are likely to achieve higher proficiency due to increased opportunities for practice, exposure, and support. The questionnaire includes items measuring access to English books, educational media, and a supportive learning environment at home. This operationalizes the concept of cultural capital in the context of English learning outcomes.

Integration of Theories in the Study

By integrating these four theories, this study develops a comprehensive conceptual framework. Ecological Systems Theory identifies the home as a critical microsystem influencing learning. Krashen's Input Hypothesis operationalizes the role of language exposure at home. Vygotsky's Sociocultural Theory highlights interactive guidance and scaffolding in home settings. Bourdieu's Cultural Capital Theory emphasizes the availability of literacy resources and educational support.

The questionnaire used in this study is designed to measure these dimensions, allowing a systematic assessment of home environment factors and their impact on students' English

language performance. By linking theoretical constructs to measurable items, the study ensures that the research is both theoretically grounded and empirically testable.

Review of Relevant Studies

A number of studies have been conducted to evaluate the role of home environment in academic performance of the students. For example, Ullah et al., (2024) conducted a study to investigate the impact of various home-related factors on the academic performance of secondary school students in the Makran division of Balochistan. The primary aim of the study is to examine how different home-related factors, such as study time, study environment, parental education, and financial stability, influence students' performance in secondary schools. The research seeks to highlight the role of the home as a fundamental institution in children's educational development. The study involved a sample of 650 secondary school students, both male and female, along with 200 secondary school teachers. Data were collected through questionnaires that focused on the home-related factors affecting students. The students' academic performance was evaluated using their annual examination results and school records. A regression test was employed to measure the influence of home-related factors on student performance. The findings of the study revealed that several home-related factors significantly influence the academic performance of students. Key factors identified included, Sufficient study time at home, A conducive study environment, Availability of reading materials and school supplies, Access to tuition classes, A dedicated study space for children, Completion of homework assignments, Parental education levels, Financial stability, Effective communication and coordination between parents and school management, The study reported a clear and significant positive impact ($\beta=0.150$, $p=0.001$) of these home-related factors on students' academic performance. The findings provide critical insights into the importance of the home environment in shaping educational outcomes for students. They highlight that supportive home conditions can significantly enhance the learning experience and academic achievement of children. The recommendation for government intervention and increased parental involvement emphasizes the necessity of a collaborative approach in improving educational outcomes. Overall, the study underscores the integral role of home-related factors in fostering a conducive learning environment and calls for enhanced communication between parents and educational institutions to support students' academic success. The research effectively illuminates the varied dimensions of home-related factors, providing a valuable framework for stakeholders in education to consider when developing policies or strategies aimed at improving academic performance in the region.

Moreover, Amin (2018) aimed to explore the role of the home environment in the English language learning process, particularly in the context of Bangladesh. The main aim of the study was to investigate how the involvement of family members, particularly parents and siblings, influences children's learning of the English language. It sought to highlight the importance of a supportive home atmosphere and its impact on children's academic achievements in learning English. The study employed a qualitative approach and includes a case study that analyzes the interactions and influences of the home environment on children's English language learning. The findings suggest a strong relationship between the home environment and students' success in learning English. The study indicates that children who have family members who actively use English at home receive encouragement and support, which enhances their learning experience. Conversely, children from families that do not provide such support tend to lack confidence and self-esteem, which adversely affects their language learning. The study implies that parental involvement is crucial for academic achievement and cognitive development in children. The qualitative results yield valuable insights into the significance of familial support in language acquisition. The findings highlight the necessity for parents to be actively engaged in their children's education, fostering a

positive and encouraging environment. While the study provides important observations, the limited sample size necessitates caution in translating these findings into broader educational practices. Further research with larger samples could help strengthen the understanding of family influences on language learning in diverse socioeconomic contexts. Overall, this study underscores the critical role of the family in shaping children's educational journeys, particularly in learning a new language.

Further, Abbasian et al., (2020) investigated how family socio-economic status (SES) and parental education levels influence the receptive skills, specifically reading and listening comprehension, of Iranian English as a foreign language (EFL) learners. Methodologically, the researchers employed a non-experimental, correlational design, gathering data from 300 senior high school EFL learners in Iran. They assessed listening and reading comprehension using a modified TOEFL reading comprehension subtest and a short listening test, thereby ensuring that the measured skills were relevant and aligned with standardized language assessment practices. The findings revealed significant correlations between learners' socio-economic status and parental education levels, and their performance on reading and listening comprehension tasks. Importantly, the study identified that the highest level of parental education was the strongest predictor of the learners' receptive skills performance, suggesting that children of more educated parents tend to perform better in language comprehension tasks. It is noteworthy that the authors emphasize the impact of socio-economic and educational backgrounds on language acquisition, reinforcing existing theories in the field of education and linguistics. By demonstrating that parental education plays a crucial role, the study highlights the need for targeted interventions in educational policy to support students from varied backgrounds, ultimately aiming to bridge the achievement gap in language learning. Such insights can inform educators and policymakers to adopt strategies that foster a supportive learning environment for all students, particularly those from lower SES backgrounds.

Likewise, Yeh (2019) explored the extent to which parental involvement influences the likelihood of non-native English speakers enrolling in postsecondary education (PSE) in the United States. The study addresses the existing disparities in PSE enrollment rates between non-native English speakers and their native counterparts, despite efforts to achieve educational equity. The researcher utilized the nationally representative Education Longitudinal Study of 2002 (ELS:2002) dataset. A binary logistic regression model was employed to assess the impact of various parental involvement factors while controlling for socioeconomic status and language proficiency factors. The findings reveal that parental involvement is a significant predictor of PSE enrollment for non-native English speakers. Specifically, parent-student involvement related to academic support such as discussing school courses, grades, and preparation for standardized tests was identified as the strongest predictor. Additionally, the study found that support concerning behavioral problems and the home language environment (notably, the development of students' native language) also played important roles in enhancing enrollment likelihood. It is evident that fostering parental engagement is crucial in supporting non-native English speakers' educational pursuits. The results underscore the need for educational policymakers and practitioners to develop strategies that promote effective parental involvement practices, which could ultimately help bridge the enrollment gap for this population. This research highlights the connection between home and academic environments and calls for initiatives that facilitate communication and collaboration between parents and educational institutions.

Mandal (2024) aims to systematically review the existing literature on how various aspects of the home environment impact students' achievement in English. The primary aim of the study is to synthesize existing research to understand the correlation between a child's home environment and their academic success in English language learning. The review seeks to

provide insights into the factors within the home that facilitate or hinder educational attainment. The methodology employed in this systematic literature review involves a comprehensive search and analysis of relevant academic articles and studies that focus on the intersection of home environment factors and English language achievement. The author likely followed a specific protocol for selecting studies, including predefined inclusion and exclusion criteria, to ensure a rigorous assessment of the available literature. The findings of the review highlight several key factors associated with home environments that influence English achievement, such as parental involvement, the availability of educational resources, socio-emotional support, and the overall literacy environment at home. The review may illustrate that positive home environments correlate with higher academic performances in English, whereas negative or supportive situations can lead to lower achievement levels. The findings underscore the critical role that home environments play in shaping educational outcomes, specifically in English language proficiency. This suggests the need for educators and policymakers to focus on engaging families and providing resources that foster supportive home learning environments. Addressing socio-economic disparities and promoting parental involvement can be crucial strategies for enhancing students' academic success in English.

Research Gap

Although a substantial body of research exists on the relationship between home background and general academic achievement, fewer studies have focused specifically on English language performance at the higher secondary level, particularly within classroom-based contexts. Moreover, existing studies often emphasize socioeconomic status in isolation, without sufficiently examining specific home environment factors such as parental academic support, language use at home, and study conditions. This gap highlights the need for focused research that explores how multiple dimensions of the home environment collectively relate to students' English language performance.

In response to this gap, the present study investigates the relationship between home environment and English language performance of higher secondary students. By employing a questionnaire-based approach alongside students' English examination scores, the study seeks to examine whether variations in home environment are associated with differences in English achievement. Furthermore, the study aims to identify the specific home environment factors that are most influential in shaping students' performance and to compare English language outcomes between students from supportive and less supportive home environments. Through this investigation, the study contributes to the growing body of research in English Language Teaching (ELT) by offering empirical insights into how learning beyond the classroom impacts language achievement.

Research Methodology

Research Design

This study employs a quantitative correlational research design to investigate the relationship between home environment factors and English language performance among higher secondary students. The design allows for the examination of both the strength and direction of associations between students' home environments and their academic outcomes without manipulating any variables (Creswell, 2014). Furthermore, the study includes a comparative component to determine whether students from supportive versus less supportive home environments differ significantly in their English performance.

Population and Sample

The population for this study comprises 11th-grade students (first-year higher secondary) enrolled in Government Associate College for Women Jandanwala, Bhakkar during the academic year 2025-26. The study employed purposive sampling to select students who

had completed their English examination and were willing to participate. A total of 48 students were included in the study.

The participants were currently enrolled in the first year of college and they have completed an English test in the current academic term. Students with diagnosed learning disabilities affecting English language performance and those who were absent during the period of data collection are excluded. This sampling approach ensures that participants have recently engaged with the English curriculum, making their test scores valid for correlational analysis.

Instrument

1. Home Environment Questionnaire

The questionnaire was developed for this study based on an integrated theoretical framework combining Bronfenbrenner's Ecological Systems Theory, Krashen's Input Hypothesis, Vygotsky's Sociocultural Theory, and Bourdieu's Cultural Capital Theory. It contains 20 closed-ended Likert-scale items measuring four dimensions: Parental Support and Involvement (5 items), Home Exposure to English (5 items), Availability of Learning Resources (5 items), Study Environment and Habits (5 items).

Items were designed to operationalize theoretical constructs and capture both the cognitive and socio-cultural dimensions of students' home environments that may affect English language learning. Responses are scored on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Higher scores indicate a more supportive home environment.

2. English Exam Scores

Students' performance in English was measured using recent examination scores obtained from college records. These scores provide an objective measure of academic achievement in English and serve as the dependent variable in the study.

Data Collection Procedure

Prior to data collection, permission was obtained from the college administration. Students were briefed on the purpose of the study, and informed consent was obtained. The questionnaire was administered in the classroom and required approximately 15–20 minutes to complete. Following this, students' English test scores were collected previously. All data were coded to maintain confidentiality and anonymity.

Data Analysis

Data were analyzed using SPSS to address the research objectives. Descriptive Statistics (Mean, Standard Deviation, and Frequency Distribution) was employed to summarize home environment scores and English exam performance. Pearson's correlation coefficient was calculated to determine the strength and direction of the relationship between students' home environment scores and English language performance. Students were categorized into supportive and less supportive home environments based on total questionnaire scores. An independent samples t-test was conducted to determine whether a significant difference exists between the English performances of these two groups. This approach ensures both relationship exploration and group comparison, providing a comprehensive understanding of the influence of home environment on English learning.

Ethical Considerations

The study adhered to strict ethical guidelines. Participation was voluntary, and students could withdraw at any time. Responses were kept confidential, and data were anonymized. Approval and consent were obtained from both the college authorities and students, where applicable. Findings are reported in aggregate form, without identifying individual students.

Results

Table 1

Descriptive Statistics of English Writing Scores and Home Environment Factors (N = 48)

Variable	Minimum	Maximum	Mean	Std. Deviation
English Writing Score	10	88	48.17	21.18
Parental Support (Section B)	5	23	11.00	6.30
Home English Exposure (Section C)	5	18	10.46	4.80
Learning Resources (Section D)	5	22	11.94	5.85
Home Study Environment (Section E)	9	22	15.77	3.03
Total Home Environment Score	24	84	49.17	17.76

Table 1 presents the descriptive statistics of students' English writing scores and home environment variables. The mean English writing score ($M = 48.17$) indicates average to below-average performance, with substantial variation among students. Among the home environment factors, home study environment (Section E) recorded the highest mean score, while parental support and home English exposure showed comparatively lower mean values, suggesting uneven availability of academic and linguistic support at home.

Table 2

Correlation Between Home Environment Factors and English Writing Performance

Variable	English Writing Score (r)
Parental Support (Section B)	0.37
Home English Exposure (Section C)	0.43
Learning Resources (Section D)	0.43
Home Study Environment (Section E)	0.44
Total Home Environment Score	0.46

Note: All correlations are positive.

Table 2 shows a positive relationship between English writing performance and all home environment factors. The total home environment score demonstrated a moderate positive correlation ($r = 0.46$) with English writing marks, indicating that students from more supportive home environments tended to achieve higher writing scores. Among individual factors, home study environment, learning resources, and English exposure at home showed stronger relationships with writing performance than parental support alone.

Table 3

Comparison of English Writing Scores Based on Home Environment Support
(Independent Samples *t*-test)

Home Environment Group	N	Mean	Std. Deviation
Less Supportive Home Environment	24	39.63	18.97
Supportive Home Environment	24	56.71	20.11

$t(45.84) = 3.03, p = .004$

Table 3 indicates a statistically significant difference in English writing performance between students from supportive and less supportive home environments ($p < .01$). Students belonging to supportive home environments achieved considerably higher mean writing scores

than those from less supportive homes, suggesting that the quality of the home environment plays an important role in shaping English writing achievement at the higher secondary level.

Discussion

The present study investigated the relationship between home environment factors and English language writing performance among higher secondary female students. The findings provide empirical support for the assumption that students' English language achievement is not shaped solely by classroom instruction, but is significantly influenced by socio-educational conditions operating within the home environment.

Home Environment and English Writing Performance

The results revealed a moderate positive relationship between the overall home environment score and students' English writing performance. This finding indicates that students who experience more supportive home environments tend to achieve higher scores in English writing. This outcome aligns with Bronfenbrenner's ecological systems theory (1979), which posits that learners' development is shaped through continuous interaction with their immediate environments, particularly the family context. In the present study, the home environment functioned as a critical microsystem influencing students' linguistic development beyond the classroom. This finding reinforces the view that second language development, especially productive skills such as writing, requires sustained reinforcement outside formal instructional settings. Students who lack such reinforcement are more likely to demonstrate weaker writing proficiency, even when exposed to similar classroom instruction.

Influence of Specific Home Environment Factors

The correlation analysis further showed that home English exposure, learning resources, and home study environment exhibited stronger relationships with English writing scores compared to parental support alone. This suggests that while emotional encouragement is important, material and linguistic conditions at home play a more decisive role in shaping writing outcomes. This finding can be explained through Krashen's Input Hypothesis (1985), which emphasizes the importance of meaningful and comprehensible input for language acquisition. Students who reported greater exposure to English through reading materials, media, or home practices were more likely to demonstrate stronger writing performance. Writing competence, unlike receptive skills, requires internalization of vocabulary, structures, and discourse patterns, which are difficult to develop through classroom exposure alone.

Similarly, the role of learning resources and a conducive study environment supports sociocultural theory, which highlights the importance of mediated learning and environmental affordances. A quiet study space, access to books, and supportive routines create conditions that facilitate focused practice, reflection, and language use, are key elements for writing development.

Difference Between Supportive and Less Supportive Home Environments

The independent samples t-test demonstrated a statistically significant difference in English writing performance between students from supportive and less supportive home environments. Students from supportive homes achieved substantially higher mean writing scores, confirming that disparities in home conditions translate into measurable differences in academic outcomes. This finding is particularly important in the higher secondary context, where students are expected to demonstrate increased academic autonomy. When home environments fail to provide structural or material support, students may struggle to meet these expectations, resulting in lower performance despite similar curricular exposure.

Role of Family Structure and Parental Education

The results must also be interpreted in light of the socio-familial context of the participants. A large proportion of students in the sample were raised in single-parent households headed by mothers, and many reported having only one educated parent. While

such households may provide strong emotional support, they may face constraints related to time, economic resources, and academic supervision. These constraints can limit opportunities for guided learning, monitoring of academic progress, and exposure to English-rich environments.

This observation supports earlier findings in educational research suggesting that parental education plays a crucial role in shaping home literacy practices. In homes where parents have limited educational backgrounds, students may receive less academic guidance in language-related tasks, particularly in English, which is often perceived as a difficult or unfamiliar subject.

Limited Internet Access and English Learning

Another significant contextual factor emerging from the data is the lack of internet access reported by most students. In contemporary ELT contexts, the internet serves as a major source of authentic language input, writing models, and autonomous learning opportunities. The absence of internet facilities likely restricted students' exposure to English outside the classroom, thereby limiting vocabulary development, genre awareness, and writing practice. This finding further strengthens the relevance of Krashen's (1979) input-based perspective, as limited access to digital resources reduces the quantity and quality of linguistic input available to learners, particularly in foreign language contexts.

Methodological Considerations

It is also important to note that the questionnaire items were orally translated into Urdu during administration to ensure students' comprehension and response accuracy. This methodological decision minimized language-related response bias and ensured that students' answers reflected their actual home conditions rather than their English proficiency. In applied linguistics research involving learners with limited proficiency, such an approach enhances the validity and reliability of self-reported data.

Implications for ELT Practice

Taken together, the findings underscore the need for English language teachers and institutions to adopt context-sensitive pedagogical strategies. Teachers working with students from less supportive home environments may need to provide additional scaffolding, writing practice, and exposure within the classroom to compensate for limited home support. Furthermore, institutions may consider designing interventions that strengthen home-school collaboration and provide access to learning resources for students from disadvantaged backgrounds.

Conclusion

This study set out to examine the relationship between home environment and English language performance among higher secondary female students, with a particular focus on identifying influential home-related factors and comparing performance across supportive and less supportive home environments. Drawing on data obtained through an integrated, theory-based questionnaire and students' English writing scores, the findings provide important insights into how familial and socio-educational contexts shape English language achievement in an ESL setting.

The results reveal that home environment is significantly associated with students' English language performance, particularly in writing skills. Students who reported higher levels of parental support, encouragement, and educational awareness demonstrated better English achievement than those from less supportive home settings. Factors such as parental education, availability of learning resources, emotional support, and structured study routines at home emerged as especially influential. These findings underscore the role of the home as an extension of the learning environment, even in contexts where formal instruction takes place in schools or colleges.

The comparative analysis further indicated a significant difference in English performance between students from supportive and less supportive home environments, confirming the relevance of environmental variables beyond classroom instruction alone. Despite many participants being raised by single mothers and lacking access to internet facilities, students with at least one educated parent or a positive learning atmosphere at home showed relatively stronger performance. This highlights that supportive practices and attitudes may compensate, to some extent, for material limitations, a finding particularly relevant to under-resourced educational contexts.

From a theoretical perspective, the study validates the applicability of Bronfenbrenner's Ecological Systems Theory, Vygotsky's Sociocultural Theory, and Gardner's Socio-Educational Model within applied linguistics and ELT research. The successful integration of these frameworks into a single questionnaire demonstrates how environmental, social, and motivational dimensions can be systematically operationalized to study second language learning outcomes. The translation of questionnaire items into Urdu further ensured comprehension and reliability of responses, strengthening the validity of the findings.

In terms of pedagogical implications, the study suggests that English language development cannot be addressed solely through classroom-based interventions. Teachers, policymakers, and curriculum designers should consider strategies that involve parents, raise awareness about supportive home practices, and provide guidance to families especially in contexts marked by single parenthood and limited resources. Workshops, parent-teacher collaboration, and school-led awareness programs may help bridge the gap between home and institutional learning environments.

Finally, while the study provides valuable empirical evidence, it is limited by its focus on female students from a specific age group and educational level. Future research may expand the scope by including male students, diverse socioeconomic backgrounds, and additional language skills such as speaking and reading. Longitudinal or mixed-method studies could further deepen understanding of how home environments influence English language development over time.

In conclusion, this research affirms that home environment is a critical determinant of English language performance in ESL contexts, and its consideration is essential for both theoretical advancement and practical improvement in applied linguistics and English language teaching.

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