

## A STUDY OF LINGUISTIC INTELLIGENT AND ACADEMIC ACHIEVEMENT OF THE STUDENT AT STANDARD IX<sup>TH</sup> LEVEL

**D. Vincey**

*Assistant Professor in English, DMI College of Education, Tiruvallur-600056*

**Dr. N. Pugalenti**

*Associate Professor in Biological Science, SRKV College of Education, Coimbatore - 20*

### **Abstract**

*The present study explored the extent to which the Linguistic Intelligent and Academic Achievement of the Students at Standard IX<sup>th</sup> level. The survey research method was used for the study. In the present study sample of 200 students (100 boys and 100 girls) were taken by using proposanate simple random sampling technique. Linguistic Intelligent tools developed by the investigator on 2016 were used for data collection. Moreover, for academic achievement Marks obtained in the IX<sup>th</sup> class of the State board, aided and Matriculation board for assessing the achievement of students. The findings of the study revealed that: (i) There is no significant difference between boys and girls IX<sup>th</sup> standard level school students linguistic intelligent. (ii) There is no significant difference between boys and girls IX<sup>th</sup> standard level school students academic achievement.*

**Key Words:** *Linguistic Intelligent, Academic Achievement, IX<sup>th</sup> Standard level.*

### **Introduction**

In this study Linguistic intelligence is one of Howard Gardner's nine multiple intelligences. A simple linguistic intelligence definition is well developed verbal and written skills with sensitivity to the rhythm and sounds of words. Linguistic intelligence shows up both in the written and the spoken word. Writers, public speakers, and even teachers tend to possess strong levels of this form of intelligence. While almost everyone has some of this type of intelligence, some appear to be more gifted than others at using words in a powerful way.

The most basic linguistic intelligence definition is the ability to think words and use those words to express one's thoughts to others. When people use conversation to speak to one another, they utilize their linguistic intelligence. Intelligence is also employed when writers create written works, even something as simple as a letter to a friend or an email. In school, this intelligence is vital to good school performance, as most subjects require reading and writing skills. Linguistic intelligence is involved in any use of metaphors, similes, analogies, and, of course, in learning proper grammar and syntax in speaking and writing.

### **Review of Related Literature**

**Kerry Reimer Jones (2011)** this paper assessed the relationship between school size and academic achievement of elementary school students in Ontario, Canada. Utilizing

data from the Ontario provincial standardized test, the Educational Quality and Accountability Office (EQAO), the results of 541 schools from ten school boards, were studied. A One-way Analysis of Variance (ANOVA) indicated that overall, there was no statistically significant correlation between school size and student achievement. However, there were significant correlations with respect to levels of performance in both Grades three and six in some curricular areas.

**Jiali Du, Pingfang Yu, and Minglin Li (2014)** this paper discusses the application of computational linguistics in the machine learning (ML) system for the processing of garden path sentences. ML is closely related to artificial intelligence and linguistic cognition. The rapid and efficient processing of the complex structures is an effective method to test the system. By means of parsing the garden path sentence, we draw a conclusion that the integration of theoretical and statistical methods is helpful for the development of ML system.

**Nanik Mariani (2016)** this paper primarily focuses on the investigation of teachers' linguistic politeness while interacting with the students, students' linguistic politeness, while interacting with the teachers, the students' linguistic politeness while interacting with their peers during the learning process in the classroom, how the teacher forms the students' linguistic politeness in the classroom, and how the linguistic politeness can develop students' intelligent characters. This study is one of classroom action research. Two cycles, in which each cycle consists of two meetings, are employed. After linguistic politeness is taught in four meetings through students' wheel and role play, it can be stated that during the English learning process in the classroom, the students have the opportunity to speak and practice linguistic politeness in English while interacting with their teachers and or other students. The forming of linguistic politeness in English can develop the students' intelligent characters from the beginning to the end of the learning activities.

#### **Statement of the Problem**

A Study of Linguistic Intelligent and Academic Achievement of the Student at Standard IX<sup>th</sup> level

#### **Objective of the Study**

1. To study and compare the linguistic intelligent of boys and girls IX<sup>th</sup> standards level school students.
2. To study and compare the academic achievement of boys and girls IX<sup>th</sup> standards level school students.

#### **Hypotheses**

1. There is no significant difference between boys and girls IX<sup>th</sup> standard level school students linguistic intelligent.

2. There is no significant difference between boys and girls IX<sup>th</sup> standard level school students academic achievement.

#### **Delimitation**

The present study being exploratory in nature has following delimitations:

1. The study was delimited to IX<sup>th</sup> class students of secondary schools in Chennai in Tamil Nadu.
2. Secondary school students have been selected on simple random sampling based.
3. The present study is delimited to three independent variables only.

#### **Methodology**

Methodology makes the most important contribution towards the environment of any study. Survey method of research was employed by the investigator.

#### **Sample for the Study**

In the present study sample of 200 students (100 boys and 100 girls) were taken using proportionate simple random sampling technique.

#### **Tools for the Study**

Tools used to be:

- Linguistic Intelligent questionnaire by the investigator.
- Marks obtained in the IX<sup>th</sup> class of state board, aided and matriculation board for assessing the achievement of secondary level students.

#### **Statistical Analysis**

The collected data were tabulated and analysed using descriptive statistics, namely mean, standard deviation, t-test to get results.

#### **Analysis and Interpretation of Data**

The essential step in the process of research, after the collection of data, is the organization, analysis and interpretation of the data and formulation of conclusions and generalization to get a meaningful picture out of the raw information thus collected. The mass of data collected needs to be systemized and organized, i.e., edited, classified and tabulated before it can serve the purpose. Data are meaningless heaps of material without analysis and interpretation. The purpose of the analysis is to find out the relationship between the variables, which lead to the verification of hypothesis. This is achieved with the logical organization of data and use of relevant statistical techniques. After analysis, interpretation has to be done carefully, logically and critically by examining the results obtained, keeping in view limitation of the sample chosen, tools selected and used in the study.

**Hypothesis 1:** There is no significant difference between boys and girls IX<sup>th</sup> standard level school students linguistic intelligent

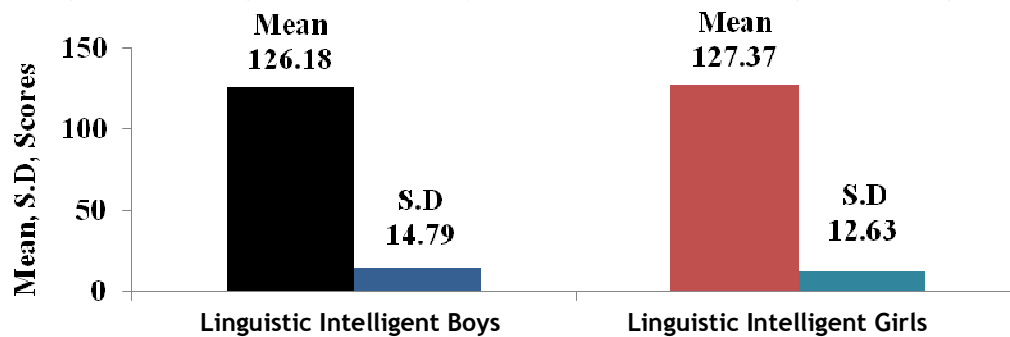
**Table 1: Showing the Means, SD, 't' Value and level of Significance of 100 boys and 100 girls Students on Linguistic Intelligent**

Variable	Boys		Girls		't' Value	Significance at 0.05 Level
	Mean	S.D	Mean	S.D		
Linguistic Intelligent	126.18	14.79	127.37	12.63	0.282	NS**

S\*-Significant N.S\*\*-Not Significant

**Interpretation:** Table 1 show that the mean scores of boy's student for linguistic intelligent are  $126.18 \pm 14.79$  and girl's student is  $127.37 \pm 12.63$ . The calculated t-value is 0.282 which is no significant at 0.05 level of significance. It indicates that there is no significant difference between the boys and girls students on their level of linguistic intelligent. Thus, our hypothesis that, "There is no significant difference between boys and girls IX<sup>th</sup> standard level school students linguistic intelligent" is Accepted at 0.05 level of significance.

**Figure-1: Showing Means, S.D, of Boys and Girls Students on Linguistic Intelligent**



**Hypothesis 2:** There is no significant difference between boys and girls IX<sup>th</sup> standard level school students academic achievement

**Table 2: Showing the Means, SD, 't' Value and level of Significance of 100 boys and 100 girls Students on Academic Achievement**

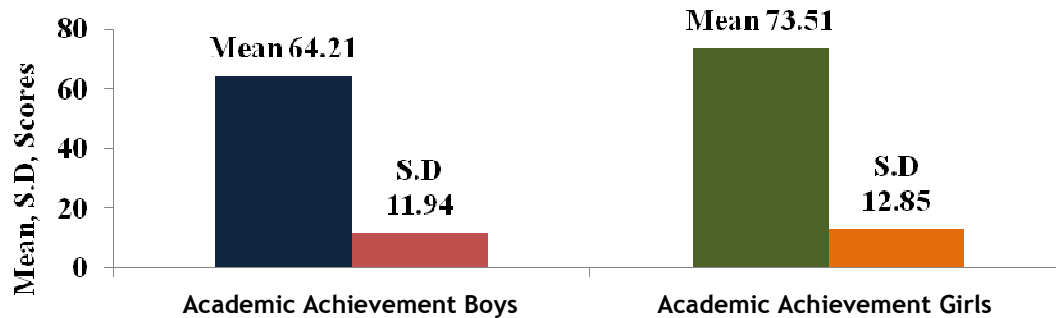
Variable	Boys		Girls		't' Value	Significance at 0.05 Level
	Mean	S.D	Mean	S.D		
Academic Achievement	64.21	11.94	73.51	12.85	1.79	NS**

S\*-Significant, N.S\*\*-Not Significant

**Interpretation:** Table -2 shows that the mean scores of boy's student for academic achievement are  $64.21 \pm 11.94$  and girl's student is  $73.51 \pm 12.85$ . The calculated t-value is 1.79 which is no significant at 0.05 level of significance. It indicates that there is significant difference between the boys and girls students on their level of academic achievement. Thus, our hypothesis that, "There is no significant difference between boys and girls IX<sup>th</sup>

standard level school students academic achievement” is Accepted at 0.05 level of significance.

Figure 2: Showing Means, S.D, of Boys and Girls Students on Academic Achievement



#### Findings

Major findings of the present study are as under:

1. There is no significant difference between boys and girls IX<sup>th</sup> standard level school students linguistic intelligent.
2. There is no significant difference between boys and girls IX<sup>th</sup> standard level school students academic achievement.

#### Conclusions

From the above said findings, we can conclude that the boys students are different on linguistic intelligent as compared to girls students. The boys students show better academic achievement as compared to girls students. The development of any country requires integrated multiple intelligent of young generation. Based on the finding and discussions, it could be concluded that we must develop a positive performance, linguistic intelligent of secondary level students and aspire them for good academic achievement. In the context of liberalization, privatization, and globalization of education, a healthy, creative, inspired, and innovative education is the need of the hour. The performance development of any area requires integrated linguistic intelligent of society. Based on the finding and discussions, it could be concluded that we must enlarge positive performance, linguistic intelligent and positive academic achievement of secondary level students. Secondary level school students academic achievement and linguistic intelligent helps to make the performance better. The young generation should be linguistic intelligent stable and academic achievement to do performance better in their professional career and able to face the any positions in future. Moreover, it is the responsibility of the teachers and the school administrators to create a better learning environment that arouses students interest to achieve goals and they should ensure transfer of linguistic intelligent into academic performance.

**References**

1. Aggarwal, J.C. (1997). *Development and Planning of modern education*, Delhi: Vikas Publishing House.
2. Baron, Robert.A. (1995). *Psychology. (3rd ed.)*, New Delhi Asimon & Schuster Company.
3. Best, John W & Kahn James, V. (2006). *Research in Education*, New Delhi: Prentice Hall of India.
4. Garrett, Henry .E.(2005). *Statistics in Psychology and Education*, New Delhi: Paragon International Publishers.
5. Hossein Jenaabadi et al.(2015), Examine the Relationship of Emotional Intelligence and Creativity with Academic Achievement of Second Period High School Students, *Scientific Research Publishing*, 5, 275-281.
6. Kerry Reimer Jones &Anthony Nnajofofor Ezeife. (2011), School Size as a Factor in the Academic Achievement of Elementary School Students, *Scientific Research Publishing*, 2(8), 859-868.
7. Mangal, S.K (1999). *Advanced Educational Psychology*, New Delhi: Prentice Hall of India.
8. Nanik Mariani. (2016), Developing Students' Intelligent Character through Linguistic Politeness: The Case of English as a Foreign Language for Indonesian Students, *Canadian Center of Science and Education*, 9(1), 101-106.
9. Yamina Bouchamma et al. (2012), Writing Performance, Practices and Locus of Control of the Five Linguistic Groups in Canada, *Scientific Research Publishing*, 3(8), 1384-1389.