A STUDY OF LINGUISTIC INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF THE STUDENT AT STANDARD XI LEVEL

D. Vincey
Assistant Professor in English, DMI College of Education, Tiruvallur-600056

Dr. N. Pugalenthi
Associate Professor in Biological Science, SRKV College of Education, Coimbatore-20

Abstract
The present study explored the extent to which the Linguistic Intelligence and Academic Achievement of the Students at Standard XI\textsuperscript{th} 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 proposalate simple random sampling technique. Linguistic Intelligence Test and revalidated by the investigator in 2016. Academic Achievement Test developed by the investigator in 2016. The findings of the study revealed that: (i) There is no significant difference between boys and girls XI\textsuperscript{th} standard level school students Linguistic Intelligence. (ii) There is no significant difference between boys and girls XI\textsuperscript{th} standard level school students academic achievement.

Key Words: Linguistic Intelligence, Academic Achievement, XI\textsuperscript{th} 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.

An achievement is all an obtaining for a exertion or an accomplishment of an effort. Achievement is thus an attainment, a proficiency gained or an ability required. In the field of education an achievement is the amount of knowledge or skills that a student has learnt.
in a particular field or subject. It is an exposition of his present level of performance. Quality of performance has become the key factor for personal progress. Parents desire that their students climb the ladder of performance to as high a level as possible. In school, great emphasis is laid on achievement right from the beginning of formal education. So, lot of time and effort of the schools are used for helping students to achieve better in scholastic endeavors.

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 Intelligence and Academic Achievement of the Student at Standard XIth level.
Objective of the study
1. To study and compare the Linguistic Intelligence of boys and girls XI\textsuperscript{th} standards level school students.
2. To study and compare the academic achievement of boys and girls XI\textsuperscript{th} standards level school students.

Hypotheses
1. There is no significant difference between boys and girls XI\textsuperscript{th} standard level school students linguistic intelligence.
2. There is no significant difference between boys and girls XI\textsuperscript{th} standard level school students academic achievement.

Delimitation
The present study being exploratory in nature has following delimitations
1. The study was delimited to XI\textsuperscript{th} class students of higher secondary schools in Thiruvalur district in Tamil Nadu.
2. Higher secondary school students have been selected on simple random sampling based.
3. The present study is delimited to one 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
i. Linguistic Intelligence Test and revalidated by the investigator in 2016.
ii. Academic Achievement Test developed by the investigator in 2016.

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 XIth standard level school students linguistic intelligence

Table 1
Showing the Means, SD, ‘t’ Value and level of Significance of 100 boys and 100 girls Students on Linguistic Intelligence

<table>
<thead>
<tr>
<th>Variable</th>
<th>Boys</th>
<th>Girls</th>
<th>‘t’ Value</th>
<th>Significance at 0.05 Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>S.D</td>
<td>Mean</td>
<td>S.D</td>
</tr>
<tr>
<td>Linguistic Intelligence</td>
<td>126.18</td>
<td>14.79</td>
<td>127.37</td>
<td>12.63</td>
</tr>
</tbody>
</table>

5*-Significant N.5**-Not Significant

Interpretation

Table -1 Show that the mean scores of boy’s student for Linguistic Intelligence are 126.18 ± 14.79 and girl’s student is 127.37 ± 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 intelligence. Thus, our hypothesis that, “There is no significant difference between boys and girls XIth standard level school students linguistic intelligence” is Accepted at 0.05 level of significance.
Hypothesis 2: There is no significant difference between boys and girls XI\textsuperscript{th} standard level school students academic achievement.

Table 2

<table>
<thead>
<tr>
<th>Variable</th>
<th>Boys Mean</th>
<th>S.D</th>
<th>Girls Mean</th>
<th>S.D</th>
<th>'t' Value</th>
<th>Significance at 0.05 Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Achievement</td>
<td>64.21</td>
<td>11.94</td>
<td>73.51</td>
<td>12.85</td>
<td>1.79</td>
<td>NS**</td>
</tr>
</tbody>
</table>

\textsuperscript{*}-Significant \textsuperscript{**}-Not Significant

Interpretation

Table 2 shows that the mean scores of boy’s student for academic achievement are 64.21 ± 11.94 and girl’s student is 73.51 ± 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 XI\textsuperscript{th} standard level school students academic achievement” is Accepted at 0.05 level of significance.
Findings
Major findings of the present study are as under
1. There is no significant difference between boys and girls XI\textsuperscript{th} standard level school students Linguistic Intelligence.
2. There is no significant difference between boys and girls XI\textsuperscript{th} standard level school students academic achievement.

Conclusions
From the above said findings, we can conclude that the boys students are different on Linguistic Intelligence 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 Intelligence of higher 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 Intelligence of society. Based on the finding and discussions, it could be concluded that we must enlarge positive performance, Linguistic Intelligence and positive academic achievement of higher secondary level students. Higher secondary level school students academic achievement and Linguistic Intelligence helps to make the performance better. The young generation should be Linguistic Intelligence 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 Intelligence into academic performance.

Reference