

RELATIONSHIP BETWEEN VERBAL LINGUISTIC INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF IX STANDARD STUDENTS

Research
Paper

ABSTRACT

This paper attempts to find out the relationship between verbal linguistic intelligence and academic achievement of IX standard students. The investigator used the survey method for collecting data. The sample for the present study consists of 400 high school students of 12 higher secondary schools in Tenkasi Educational District selected by the random sampling method. The investigator developed "Verbal Linguistic Intelligence" inventory and "Academic Achievement" questionnaire to assess verbal linguistic intelligence and academic achievement. Statistical techniques like Percentage analysis, t- test, ANOVA, Post ANOVA, Pearson's product moment correlation and Chi - square test were used. The major findings were (i) Female students are better than male students in their verbal linguistic intelligence (ii) There is a significant difference among the boys', girls' and co-education school students in their verbal linguistic intelligence (iii) There is a significant difference among the sample students with respect to mother's occupation and verbal linguistic intelligence of IX standard students and (iv) There is a correlation between verbal linguistic intelligence and academic achievement of IX standard students.

INTRODUCTION

Verbal Linguistic Intelligence is an intelligence which involves the knowing of language; through reading, writing, and speaking. It involves understanding the order and meaning of words in both speech and writing and using the language properly. Our experience has demonstrated that verbal intelligence can be brought out through the use of humor, jokes, puns, plays on words, and other creative language manipulations. Students who are strong in this type of intelligence learn best by repeating, saying out loud, hearing, and seeing words, but rely on a variety of different learning techniques.

SIGNIFICANCE OF THE STUDY

How does a small child develop language skills? In which ways do we show language development? How do various disabilities and disorders affect this development? Linguistically Intelligent people are often very sensitive to grammar, spelling, word meaning, form, and context which make them great for the writing field. They are also talented at relaying information orally, which make them great for careers that involve speaking and explaining.

These talents can be exhibited through proper development of verbal linguistic intelligence by which academic achievement is enriched. The learners can

express themselves clearly, verbally and non-verbally. They will be clear enough for expressing themselves, if their language is good. Then we can say they are clear in their thinking. So verbal linguistic intelligence plays a vital role in the academic achievement of every learner.

STATEMENT OF THE PROBLEM

The investigator has selected the present study with the aim of knowing the relationship of verbal linguistic intelligence and academic achievement of high school students, and therefore, it has been entitled as "Relationship between verbal linguistic intelligence and academic achievement of IX standard students", in Tenkasi Educational District.

OBJECTIVES OF THE STUDY

1. To find out the significant differences in the verbal linguistic intelligence of IX standard students.

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- To find out the significant differences in the academic achievement of IX standard students
- To find out the significant relationship between verbal linguistic intelligence and academic achievement.

- Post Anova
- Pearson's product moment correlation
- Chi - square test

HYPOTHESES OF THE STUDY

- There is no significant difference between male and female students in their verbal linguistic intelligence.
- There is no significant difference among the boys', girls' and co-education school students in their verbal linguistic intelligence.
- There is no significant association between mother's education and verbal linguistic intelligence of IX standard students.
- There is no correlation between verbal linguistic intelligence and academic achievement of IX standard students.

SAMPLE OF THE STUDY

A small proportion of a population, selected for observation and analysis is known as sample. The sample for the present study consists of 400 high school students of 12 higher secondary schools in Tenkasi Educational District selected by the random sampling method.

DATA ANALYSIS

Table 1

MEAN AND SD SCORES OF VERBAL LINGUISTIC INTELLIGENCE OF IX STANDARD STUDENTS WITH RESPECT TO SEX AND CALCULATED 't' VALUE

Sex	Mean	SD	N	Calculated "t" value	Remarks at 5% level
Male	77.95	9.805	167	2.263	S
Female	80.02	7.788	233		

METHOD OF THE STUDY

The investigator used the survey method for collecting data. The survey method gathers data from a relatively large number of cases at a particular time. It is concerned with the generalized statistics that result when data are abstracted from a large number of individual cases.

(At 5% level of significance the table value of "t" is 1.96)

TOOLS USED IN THIS STUDY

The investigator developed "Verbal Linguistic Intelligence" inventory and "Academic Achievement" questionnaire.

- General information schedule.
- Verbal linguistic intelligence inventory developed by the investigator
- Academic achievement test developed by the investigator

From table 1 it is inferred that the calculated 't' value (2.263) is greater than the table value (1.96) at 5% level of significance. Hence the null hypothesis, "there is no significant difference between male and female students in their verbal linguistic intelligence" is rejected. Female students (80.02) are better than male students (77.95) in their verbal linguistic intelligence.

STATISTICAL TECHNIQUES USED

Statistical techniques are necessary for understanding the general trends and group characteristics from a variety of individual characters. The investigator has used the following statistical techniques for analysis of data.

(At 5% level of significance, for df2, the table value of "F" is 3.02)

- 't'- test
- Anova

From table 2 it is inferred that the calculated "F" value (17.233) is greater than the table value (3.02) at 5% level of significance. Hence the null hypothesis, "there is no significant difference among the boys', girls' and co-education school IX Standard students in their verbal linguistic intelligence" is rejected. There is significant difference among the boys', girls' and co-education school students in their verbal linguistic intelligence.

POST ANOVA TEST- WALLER-DUNCAN

Table 2A

Nature of School	N	Mean Score	
		1	2
Boys	100	75.21	
Girls	150	79.39	79.39
Co-education	150		81.56

From table 3 it is inferred that the co-education (81.56) and girls' school students (79.39) have no significant difference in their verbal linguistic intelligence. Boys' school students (75.21) significantly differ from co-education school students in their verbal linguistic intelligence. Co-education school students are better than boys' school students in their verbal linguistic intelligence.

Table 3

THE VALUE BETWEEN MOTHER'S OCCUPATION AND VERBAL LINGUISTIC INTELLIGENCE OF IX STANDARD STUDENTS

Variable	Degrees of freedom	Calculated χ^2 value	Remarks at 5% Level
Linguistic intelligence	4	11.370	S

(At 5 % level of significance, for df 4, the table value of χ^2 is 9.49)

From table 4 it is inferred that the calculated value (11.370) is greater than the table value (9.49) at 5 % level of significance. Hence the null hypothesis, "there is no significant difference between mother's occupation and verbal linguistic intelligence of IX standard students" is rejected. There is significant difference between mother's occupation and verbal linguistic intelligence of IX standard students.

Table 4
RELATIONSHIP BETWEEN VERBAL LINGUISTIC INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF IX STANDARD STUDENTS



Variable	N	Calculated γ value	Remark at 5% level
Tamil	400	0.757	S
English	400	0.773	S
Maths	400	0.749	S
Science	400	0.691	S
Social science	400	0.671	S
Academic Achievement Total	400	0.888	S

(At 5% level of significance, for df2, the table value of γ is 0.098)

From table 5 it is inferred that the calculated 'r' values (.757, .773, .749, .691, .671 and .888) are greater than the table value (0.098) at 5 % level of significance. Hence the null hypothesis, "there is no correlation between verbal linguistic intelligence and academic achievement of IX standard students" is rejected. There is positive correlation between verbal linguistic intelligence and academic achievement of IX standard students.

FINDINGS

1. Female students (80.02) are better than male students (77.95) in their verbal linguistic intelligence.
2. There is significant difference among the boys', girls' and co-education school students in their verbal linguistic intelligence.
3. There is significant difference between mother's occupation and verbal linguistic intelligence of IX standard students.
4. There is correlation between verbal linguistic intelligence and academic achievement of IX standard students.

INTERPRETATION

The 't' test shows that girls are better than boys in their verbal linguistic intelligence. This may be due to the fact that females are talkative. So they are having verbal constructing ability. They are more expressive and sensitive.

The 'F' test shows that co-education school students are better than boys' and girls' school students. This may be due to the fact that co-education students may be expressive than the other school students.

The test shows that there is significant association between mother's occupation and verbal linguistic intelligence. Mother's occupation may be directly associated with the verbal linguistic intelligence which may have direct influence on the son or daughter.

Verbal linguistic intelligence has high positive relationship with academic achievement. The students can express their views and ideas in the examinations better also. Since it is one of the major components of multiple intelligence, it is essential for the students to achieve better.

RECOMMENDATIONS

1. Language lab must be established in every school to develop verbal linguistic intelligence of the students.
2. The reading habit may be developed through newspaper reading and library work.
3. Co-curricular activities like elocution, essay writing and poem writing competition may be organized in schools at regular intervals

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RELATIONSHIP BETWEEN DECISION-MAKING AND CRITICAL THINKING OF PROSPECTIVE TEACHERS...

4. Based on educational qualification, there is no significant difference among UG, PG and M.Phil. qualified prospective teachers in the dimensions analyticity, self-confidence, inquisitiveness, maturity, open-mindedness, systematic, and truth seeking and critical thinking in toto.
5. There is significant relationship between decision-making and critical thinking of prospective teachers.

CONCLUSION

The present investigation clearly indicates that there is significant relationship between decision-making and critical thinking of prospective teachers. Teachers can develop their decision-making skill by applying critical thinking skill among the students to solve their personal as well as academic problems among learning period. Critical Thinking and Decision Making are appropriate for teachers at the mid- to upper-management level since they impact decisions within their organization.

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