



Original Article

To Investigate the Linguistic Intelligence of Secondary School Students in Relation of Their Gender

Mirza Humaira Batul¹, Ansari Khurshid Ahmed²

¹Assistant Professor Marathwada College of education, Aurangabad

² Prof. Marathwada College of education, Aurangabad

Manuscript ID:

IBMIIRJ -2025-020808

Submitted: 05 July 2025

Revised: 10 July 2025

Accepted: 05 Aug 2025

Published: 31 Aug 2025

ISSN: 3065-7857

Volume-2

Issue-8

Pp. 27-30

Aug 2025

Correspondence Address:

Mirza Humaira Batul, Assistant
Professor Marathwada College of
education, Aurangabad

Email: humairabatul3@gmail.com



Quick Response Code:



Web: <https://ibrj.us>



DOI:10.5281/zenodo.17129245

DOI Link:

<https://doi.org/10.5281/zenodo.17129245>



Creative Commons

Abstract

This study explores the linguistic intelligence levels of secondary school students, with a specific focus on comparing 8th-grade boys and girls. To carry out this investigation, the researcher used a survey approach, applying a standardized assessment tool known as the Multiple Intelligence Inventory (MIS-ASPS), developed by Surabhi Agarwal and Dr. Suraksha Pal. The sample included 200 students from four schools in Aurangabad, selected randomly — 100 boys and 100 girls. The collected data were analysed using statistical tools such as the mean, standard deviation (SD), and t-test. According to the results, boys had a mean score of 0.89 with a standard deviation of 0.94 in linguistic intelligence, while girls had a slightly higher mean score of 1.01 and a lower SD of 0.47. Although these figures suggest that girls may have a stronger ability in this area, the statistical analysis showed a t-value of 0.98, which is below the critical value of 1.96 at the 0.05 level of significance. This indicates that the observed difference between boys and girls in terms of linguistic intelligence is not statistically significant.

As a result, the null hypothesis is accepted. Linguistic intelligence refers to the ability to use language effectively for communication, comprehension, and expression. So on the basis of this finding the educational implications of this research studies like teachers might need to tailor their teaching methods to leverage the strengths of female students in linguistic areas while providing additional support to male students to help them improve their linguistic skills also awareness of these differences can help in creating more balanced classroom activities that cater to the needs of both genders, fostering an inclusive learning environment. Curriculum developers might consider integrating more language-based activities that can engage both male and female students, potentially closing the gap by encouraging language development in boys. Educational policymakers might use this information to develop targeted programs aimed at improving linguistic skills among male students, thereby promoting gender equality in educational outcomes.

Keywords: linguistic intelligence, secondary school students, gender

Introduction

Linguistic intelligence is a part of Gardner's theory of multiple intelligences which means the ability to use language and exhibit the ability be sensitive to words and languages. Linguistically intelligent people are often people who want to understand and explore language. These types of people love words and imagery, and can express that through language. These people are often actors, writers, or poets. Linguistic intelligence gives an individual the ability to learn new things. Being able to verbally express oneself and use the written word to communicate are extremely important in making connections with others. This study focuses on linguistic intelligence, which is one of the nine types of intelligence identified by Howard Gardner. Simply put, linguistic intelligence is the ability to use language effectively, both in speaking and writing and to be sensitive to how words sound and flow. People who are especially skilled in this area often become writers, teachers, or public speakers, as they can express ideas clearly and persuasively. While everyone has some level of linguistic ability, some individuals have a natural talent for using words in powerful and creative ways. At its core, linguistic intelligence is about being able to think in words and communicate thoughts clearly to others. It comes into play not only during conversations but also when writing anything from personal letters and emails to formal essays and stories. In a school setting, this kind of intelligence is especially important since nearly all subjects require reading, writing, and a good grasp of language. Skills like understanding grammar, using metaphors or analogies, and structuring sentences correctly all rely on linguistic intelligence.

Creative Commons (CC BY-NC-SA 4.0)

This is an open access journal, and articles are distributed under the terms of the [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International](https://creativecommons.org/licenses/by-nc-sa/4.0/) Public License, which allows others to remix, tweak, and build upon the work noncommercially, as long as appropriate credit is given and the new creations are licensed under the identical terms.

How to cite this article:

Batul, M. H., & Ahmed, A. K. (2025). To Investigate the Linguistic Intelligence of Secondary School Students in Relation of Their Gender. *Insight Bulletin: A Multidisciplinary Interlink International Research Journal*, 2(8), 27–30. <https://doi.org/10.5281/zenodo.17129245>

The Ministry of Human Resource Development advised using the three-language formula, in accordance with the National Education Policy 2020, in order to encourage multilingualism and improve students' linguistic skills. The ability to develop a product or provide a service that is valued in culture is what Prof. Howard Gardner (1983), who developed the theory of multiple intelligences, described. He described intellect in nine different ways. One of them is linguistic intelligence, which means that individuals with this trait frequently have a grasp of the English language, are adept communicators, and may choose to work in writing, journalism, or public speaking as a profession. Being linguistically intelligent means being able to comprehend, use, and manipulate words and language well.

Need of the Study:

D. Vincey (2016). This research looked into how linguistic area of intelligence relates to academic performance among students in the 9th grade. A survey method was used to conduct the study. The sample consisted of 200 students—100 boys and 100 girls—selected through proportionate simple random sampling. To measure linguistic intelligence, the researcher used a tool they developed in 2016. Academic achievement was assessed using the students' actual marks from their 9th-grade exams across State Board, aided, and Matriculation schools.

The results showed two key findings:

1. There was no meaningful difference in linguistic intelligence between boys and girls at the 9th-grade level.
2. There was also no significant difference in academic performance between male and female students in the same grade.

However, the current research places special attention on students in the 8th grade, highlighting this stage as crucial for learners, educators, school administrators, and policymakers alike.

Rajib Chakraborty (2018). This research explores how linguistic area of intelligence affects social intelligence among students. The study involved 152 urban secondary school students 77 boys and 75 girls from the Muslim minority community, all in Class IX at Vikas High School in Edi Bazar, Hyderabad, Telangana.

To assess social intelligence, the Tromso Social Intelligence Scale (TSIS), created by Silvera and colleagues in 2001, was used. Linguistic intelligence was measured based on students' Grade Point Averages (GPA) in their most recent language assessments, which included Hindi, Telugu, and English. The data were analysed using SPSS Version 23, focusing on regression and correlation values.

A correlation coefficient of $r = 0.507$ (significant at the 0.01 level) was found between linguistic and social intelligence. Simple linear regression showed $R = 0.507$ with an adjusted $R^2 = 0.252$, both statistically significant. This means that about 25% of the variation in social intelligence could be explained by differences in linguistic intelligence.

Since gender appeared to have a strong influence on both variables, a partial correlation was done to control for its effect. Even after adjusting for gender, a significant relationship remained between the two forms of intelligence ($r = 0.387$, $p = 0.000$), confirming that students with higher language skills also tended to show higher levels of social understanding and awareness.

The findings also revealed that, within the Muslim student group, girls showed higher levels of both linguistic and social intelligence than boys. The correlation between gender and linguistic intelligence was strong ($r = 0.705$, significant at the 0.01 level), while the correlation between gender and social intelligence was also positive but slightly weaker ($r = 0.355$, also significant at the 0.01 level).

These insights carry important implications for educators, and they align with some of the concerns raised in the Sachar Committee Report regarding the educational development of Muslim students. However, the current study primarily focuses on analysing and comparing the linguistic intelligence levels of boys and girls.

Dr. Bapi Mishra. (2018). Language plays a crucial role in communication and in sharing thoughts from one person to another. It serves as a key indicator of a person's development and capabilities, which become visible through the way they use language effectively. Through language, individuals can explore their own abilities and clearly express newly formed ideas.

Several aspects make up language such as sounds (phonetics), word structure (morphology), meaning (semantics), and usage in context (pragmatics). By engaging with these elements, a person can better understand and make use of their mental strengths to adapt to their surroundings, benefiting both themselves and the society they live in. Language is essential for navigating a constantly changing world and acts as a powerful tool for human connection. It functions through a system of symbols, allowing two people to share ideas and understand each other's minds.

Psychologist Lev Vygotsky emphasized that language is deeply connected to human thinking. It reflects mental development and is built on the meaningful use of the components mentioned above. When individuals apply their language skills thoughtfully, they are able to create and communicate more functional and original ideas.

Societies depend on individuals who can generate and apply knowledge for collective progress. In that sense, language becomes a tool not just for communication, but for building a more resourceful and forward-moving community.

Howard Gardner, in his theory of Multiple Intelligences, identified Linguistic Intelligence as a key part of human personality. It refers to a person's ability to handle language-based tasks effectively in real-life situations. In this study, the researcher conducted a survey to assess the current levels of this type of intelligence. However, the results showed no significant difference in average scores, indicating that the levels of linguistic intelligence did not vary greatly among the participants.

Dian Erlina (2019) carried out a study to determine the linguistic area of intelligence of undergraduate EFL learners, this study aimed to discover and characterize the language aptitude of undergraduate students. In order to analyse the EFL Learners at one university in Palembang, Indonesia, this "qualitative research which used a case study method" was conducted. The information was gathered through watching the students' actions in the classroom and by interviewing the students. Participants included the UG students EFL students. The findings showed that a relatively small percentage of students used the language successfully and were able to convey information both orally and in writing while also making efficient use of their metalinguistic capacity. It is

believed that the study's findings will benefit students, teachers, and organizers. This study program has a deep understanding of the field of linguistic intelligence in Indonesia.

In addition, the researcher considered that it was important to compare undergraduate students, particularly those in the Indian city of Aurangabad, in terms of their level of linguistic intelligence and literary interest in their chosen fields of study. The students whose linguistic intelligence is excellent will benefit the most from this study because they will be able to chose a variety of careers, including those in the literary field. Instead of doing this, educators and counsellors can readily offer career advice using this research. Students can also improve their metalinguistic and metacognitive skills.

Aim of the Study:

The researcher wants to investigate the comparative analysis of 8th grade students' levels of linguistic intelligence in relation to gender.

Objectives:

1. To research the degree of linguistic intelligence among female pupils.
2. To investigate the level of linguistic intelligence among male pupils.
- 3 To compare the degree of linguistic intelligence among female and male pupils.

Hypothesis:

1. The level of linguistic intelligence of female students is high.
2. The level of linguistic intelligence of male students is high.
3. There is no significant difference between the female and male students linguistic intelligence.

Methodology:

The researcher employed the survey approach for the current investigation. The researcher used the Multiple Intelligence Inventory (MIS-ASPS) provided by Surabhi Agarwal and Dr. Suraksha Pal to test linguistic intelligence levels.

Sample:

The 200 secondary level 8th grade students who make up the sample for this study were chosen at random from five different schools in the city of Aurangabad, with 100 of them being female and 100 of them being male.

Statistical Measures:

In order to analyse the data, t-test, mean, and S.D. are utilized.

Finding: The following findings pertain to goals 1 and 2.

Statistical Measures	Linguistic intelligence level of female	Linguistic intelligence level of male
Mean	1.01	0.89
S.D	0.47	0.94

Findings in relation to Goal 3

Area of Intelligence	gender	mean	S.D	t value	df 198 at 0.05 level	Difference between mean
Linguistic intelligence	Female Male	1.01 0.89	0.47 0.94	0.98	1.96	significant

Results:

In the linguistic intelligence of female 8th grade students' mean value was 1.01, while the mean value for male students in the same area was 0.89, with an SD of 0.94. As a result, using these numbers as a benchmark, it is evident that female 8th grade students have greater Linguistic intelligence than male students. Additionally, both the male and female groups' derived t values, at a significance level of 0.05, are less than the table value of 1.96, at 0.98. The null hypothesis is accepted since there is no discernible difference between males and females.

Conclusion:

On the basis of research findings the 8th-grade female students demonstrate higher linguistic intelligence compared to their male counterparts. Linguistic intelligence refers to the ability to use language effectively for communication, comprehension, and expression. So on the basis of this finding the educational implications of this research studies are as follows.

Implication:

1. Educational Strategies: Teachers might need to tailor their teaching methods to leverage the strengths of female students in linguistic areas while providing additional support to male students to help them improve their linguistic skills.

2. Curriculum Development: Curriculum developers might consider integrating more language-based activities that can engage both male and female students, potentially closing the gap by encouraging language development in boys.
3. Classroom Dynamics: Awareness of these differences can help in creating more balanced classroom activities that cater to the needs of both genders, fostering an inclusive learning environment.
4. Assessment Methods: Educators might need to ensure that assessment methods are fair and do not disproportionately favour one gender over the other. Alternative assessment methods that consider multiple intelligences could be beneficial.
5. Parental Involvement: Parents could be encouraged to engage in activities that promote linguistic skills at home, such as reading together, storytelling, and discussions, to support their children's language development.
6. Further Research: This finding could prompt further research into the underlying reasons for the difference in linguistic intelligence between genders at this age, exploring factors such as socialization, teaching methods, and cognitive development.
7. Policy Making: Educational policymakers might use this information to develop targeted programs aimed at improving linguistic skills among male students, thereby promoting gender equality in educational outcomes.

Acknowledgment

The authors are sincerely grateful to the Marathwada College of Education, Aurangabad, for providing academic support and necessary facilities to conduct this research. We extend our heartfelt thanks to the principals, teachers, and students of the participating schools for their kind cooperation and willingness to be part of this study.

We also wish to acknowledge the guidance received from fellow faculty members and researchers, whose valuable suggestions and encouragement greatly contributed to the successful completion of this work. Finally, we are deeply indebted to our families for their constant motivation, patience, and support throughout the research process.

Financial support and sponsorship: Nil

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of this paper.

References:

1. Gardner, H. 1993. *Frame Of Mind: The theory of multiple intelligences*. New York, NY: Basic Book.
2. <https://study.com/learn/lesson/linguistic-intelligence-concept-examples-what-is-linguistic-intelligence.html>
3. Dian Erlina. et al. (2019). Linguistic Intelligence of Undergraduate EFL Learners in Higher Education: A Case Study. Retrieved from https://www.researchgate.net/publication/336284189_Linguistic_Intelligence_of_Undergraduate_EFL_Learners_in_Higher_Education_A_Case_Study
4. Surabhi Agarwal & Dr. Suraksha Pal, (2008). *Manual for Multiple intelligence scale MIS-ASPS*. National Psychological Corporation. Nirmal heights, near mental hospital, Agra
5. D. Vincey et al. (2016). A study of linguistic intelligence and academic achievement of the student at standard 9th level.
6. Rajib Chakraborty et al. (2018). Linguistic Intelligence and Social Intelligence in Secondary School Students: A Regression Analysis. *Indian Journal of Public Health Research and Development*. Retrieved from https://www.researchgate.net/publication/330827802_Linguistic_Intelligence_and_Social_Intelligence_in_Secondary_School_Students_A_Regression_Analysis
7. Dr. Bapi Mishra. (2018). Status to practice of Linguistic Intelligence of Secondary Students: An Approach to Describe Reality Retrieved from <https://www.ijamtes.org/gallery/20.%20mar%20ijamtes%20-%20313.pdf>
8. Timothy C. Urdan. (2005). *Statistics in plain English*. Lawrence Erlbaum Associates, publishers. Mahwah, New Jersey
9. Gardner, H. (2011). *Frames of mind: The theory of multiple intelligences* (10th ed.). Basic Books. ISBN: 978-0-465-02434-6
10. Mangal, S. K., & Mangal, U. (2009). *Essentials of educational technology*. PHI Learning Private Limited. ISBN: 978-81-203-3723-7
11. Andrea, L. H. (2008). *Multiple intelligence in the classroom*. Western Kentucky University.
12. Laxman, P. (2018). A study of multiple intelligence level of secondary school students. <https://ijcrt.org/papers/IJCRT1892250.pdf>
13. Best, J. W., & Kahn, J. W. (2008). *Research in education* (10th ed.). Prentice Hall of India Private Limited.
14. McKenzie, W. (2005). *Multiple intelligences and instructional technology* (2nd ed.). ISTE. ISBN: 978-1-56484-188-9