

Comparative Study of Social Intelligence between Science Stream and Social Science Stream Students of Jammu District

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ABSTRACT

The aim of the study is to find out the relationship between Science Students and Social Science Stream Students in context of Social Intelligence in Jammu district. The current research is quantitative in nature that was carried out on a sample of 60 students, 30 individuals from science stream and remaining 30 from social science stream. While the purpose of data collection, purposive random sampling technique was applied. Data was gathered with the help of standardised scale and raw scores were obtained by scoring the quantitative data according to test norms. SPSS was used for the statistical analysis to draw the results from the data that had been collected. The results of the study indicated that there was statistically significant difference of social intelligence among science stream and social science stream students.

Keywords: *Social Intelligence, Science and Social Science stream students, Jammu district*

Social Intelligence: Kanimozhi, T. & Vasimalairaja, M. (2018) the capacity to get connected with other people and persuade them to collaborate with you is known as social intelligence. Sometimes the term also means “people skills,” it is the capacity to communicate with others. It’s a learnt skill that requires awareness of the circumstances and situation and an adequate amount of realisation of oneself. It also requires some awareness and awareness of one’s own thoughts and response patterns. Researchers have identified four significant components of social intelligence; communications skills, social roles and rules, understanding the motivation of others and impression management.

Thorndike (1920) explores the three elements that constitute the intelligence: social intelligence, mechanical intelligence and abstract intelligence which deals with comprehending and handling thoughts. The ability to comprehend, regulate and get involved in versatile interpersonal connections with others is known as social intelligence. Thorndike, (1920) Intrapersonal intelligence and interpersonal intelligence are the two primary components of social intelligence and they are both very personal and social in nature. Interpersonal intelligence is the one’s capacity to recognise and distinguish between other

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people, whereas intrapersonal intelligence is the power to access one's own interior and emotional life. The capacity to effectively navigate and communicate the complexities of social situations and environments is known as social intelligence. Ross H. (2015) reveals that social intelligence is an interaction of refined social perspectives and strategies, personal and understanding of others, and the capacity and willingness to become significant revolution in society.

The ability to understand people in broad terms and to communicate with them to learn about their thoughts is known as social intelligence. These skills enable the supervisors to fulfil personal needs of workers despite their generations after generations, according to Caroline N. and Rashad Y. (2014), who claim social intelligence as a wider or collective capacity to manage human connections and claims that behaviour has social and emotional effects. Nagra (2014), being socially intelligent makes it easier for people to rise to positions of leadership in their communities. In the absence of social intelligence, relationship between people which is fundamental aspect of society could not exist. Habib, Saleem & Mahmood (2013), social intelligence is the ability of a person to establish, support and uphold a network of harmonious and supportive relationships between people where in they may accurately empathise, communicate and exercise adaptive social skills in order to manipulate, impact, supervise and influence others as well. Therefore, the ability to understand as well as react sufficiently towards the sentiments, thoughts and emotions that others have expressed by other people is termed as social intelligence. As stated by Subini (2012), social intelligence is the capacity to understand the determination, excitement, spirit, significance and will of people around you. Purwanti and Naviana (2019), People are said to possess outstanding degree of social intelligence since they represent the traits that are listed as abilities to solve issues, relationship/interaction skills, authenticity, compassion, interpersonal skills and coordination their actions with others. Vishali P. (2023) Starting with the educational settings, if pupil excels in their studies which is accessed by a variety of ways and divided into a variety of components known as multiple intelligence, which are primarily suggested by Howard Gardner's (1983, 1999) idea of multiple intelligence. Each person possesses a variety of intelligence including physiological, musical performance, naturalistic, language related, related to spoken words, visual, spatial in nature, rational, numerical or arithmetical, social or interpersonal intelligence and inner personal intelligence. Intrapersonal intelligence acts more and similar to be social intelligence; people who were experiencing it are very good in interacting with other people. Social intelligence is a basic and routine necessity of everyday life that promotes socialisation and social interaction. Persons who possess outstanding social intelligence are referred as "street smarts," and social intelligence encompasses a person's social ideas as well as their overall personality trait including consciousness of oneself, awareness of other people, a mindset that is vigilant of societal standards, and the ability to find solution to the issues and challenges in society, Howard Gardner (1999)

REVIEW OF LITERATURE

Raziq & Shukla (2022) in the light of above notion (social intelligence) conducted a study on social media usage and its impact on social intelligence and when comparison was made between arts stream and science subjects, it was found that students having arts subjects highlighted greater degree of social skills as compared to those students having science branch. Kour (2021) investigated a study to find the relationship between social intelligence and stream of subject taken by students and findings showed that not a noticeable distinction in the social abilities was found between students studying in colleges perusing either science or arts disciplines. (Patel (2017) investigated a research to find the relationship amongst social

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intelligence, type of gender and science subjects taken by the college going students and findings of the study indicated that students in colleges having arts or social sciences and science disciplines significantly differ or have variance in their social intelligence. Saxena and Jain (2013) carried out a study on social intelligence between gender and educational disciplines of the students and suggested that arts pupil was experiencing greater level of social intelligence than science stream students, similarly females pupils showed higher levels of social intelligence in comparison to male partners. Gupta (2010) carried out a research on social intelligence and its impact on stream & gender and came to the conclusion that there was no significant difference of emotional intelligence and social intelligence on type of gender and stream of subjects taught. Upadhyay and Tiwari (2009) conducted a study among science and arts students and found that there was no apparent distinction between science faculty and vocational courses; however, students in the science streams showed stronger success drives in comparison to areas of social science, humanities and business or economics staff members.

METHODOLOGY

Since it is appropriate for the present investigation, the descriptive statistical technique was used. Following the identification of problem, the researcher chooses data for the present study and purposive simple random technique was put into use for sample collection. The sample consists of 60 students of Jammu district including 30 from social science stream and remaining 30 from science stream.

Procedure

After briefing about the purpose of the study, the necessary instructions and precautions were given to the respondents and data was data was collected accordingly besides students were given assurance concerning ethical norms followed by the researcher that confidentiality will be preserved and were ensured to give honest answers which suits them. After finishing the questionnaire, scoring was done and desired comparison was made between two groups relating to their social intelligence.

Tool: The test was done with the help of Social Intelligence Scale and manual developed by Dr. S. Mathur.

Statistical Analysis: As data collection was done, the questionnaires gathered by the investigator were sorted, edited and tabulated in desired form and statistical analysis was made with the help of appropriate statistical tool with the help of SPSS and other techniques required as per need of the study.

Result and interpretation:

Below table show mean difference of Social Intelligence among Science Stream and Social Science Stream Students.

Independent Sample Test

Subjects	N	Mean	SD	t	Df	Sig. (2-tailed)
Social Intelligence				0.8211	2.00	<.05
Science	30	72.1	10.51			
Social Science	30	74.2	8.20			

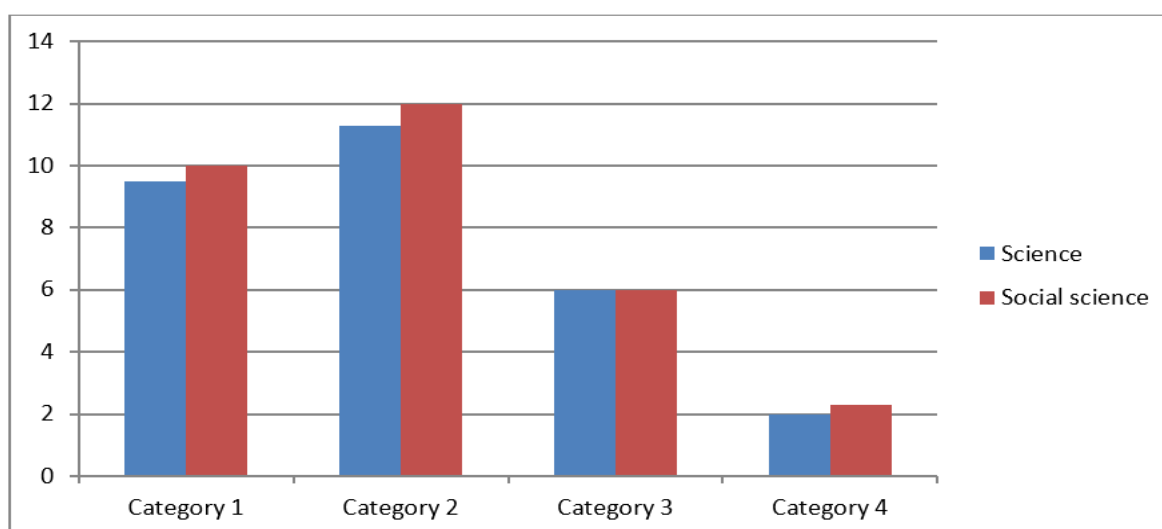
Significant at 0.05 level of Significance

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The total number of responders in each category (Social science = 30 and Science = 30) is shown in the group statistics table. The average response rate for students having science stream was found to be 72.1, while the average response rate for social science pupil was 74.2. The two groups respective SDs differs by .82, the disparity in means is reasonable. The findings of the t-test analysis of the two independent samples showed that the means of two groups (Science streams and Social Science stream students) differed statistically significantly ($t= 0.8211$, $df= 58$, $p<0.05$).

DISCUSSION

Students having social science experience have considerably greater social intelligent quotient than those students who were studying science stream. The reason for this notable disparity in social intelligence is because science stream students are typically more concentrating in the conducting laboratory tasks and investigations while, social science students need to communicate directly with the public and with the people at various levels as a result of which their social circle grows higher.



The above research study covers four different categories.

- 1. Social Adjustment:** The attainment of equilibrium in interpersonal interactions through the proper use of social abilities is known as social adjustment. Since social science students understand their social roles and responsibilities, they must interact with variety of people thus, they are able to adapt in their social settings. Conversely, science stream students interact with eternal things, which help them think like scientists. As a result, they have superior academic talents, but have dearth of social intelligence.
- 2. Social Skills:** The ability to promote interaction and get involved among individuals is known as social skills. The interpersonal and social abilities of social science stream students are strong as compared to science stream students as they have better intrapersonal skills.
- 3. Social competency:** The capacity to connect with different people is known as social competence. The individual having social science stream experience better socially adjusted traits besides good social abilities as a result of which they grow better societal proficiency. While science streams students excel in empirical aptitude, their social skills are a touch lacking.

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4. **Social Leadership:** Social leadership is the commitment to use one's own affairs and abilities for better society, irrespective of income, prestige or social status. Students studying social studies are highly conscious of upcoming events since they must guide a team of individuals to accomplish a common objective. They therefore choose to cultivate social leadership trait throughout their lives. However, science stream students are committed towards careful empirical investigation and trustworthiness in their findings. Social studies students value collaborative efforts while science stream students are purely accountable for their individual performance.

Significance:

The goal of this study was to find out the social intelligence of students having social science and science streams. This degree of social intelligence is closely linked to a person's overall achievement as well as person's academic success in their personal life. Additionally, it enhances the college going learner's intellectual expertise and understanding. This degree of intelligence is closely linked to a person's overall achievement as well as the student's success in his/her social life.

Limitations of the study:

1. The geographical focus of the research limited its ability for generalisation because of limited area of study (Jammu district only), while socio-economic, cultural traditions and their demographic variables were lacking.
2. Because the wider social and cultural settings were not thoroughly investigated, it may have effected by social, psychological, ethnic, intellectual and institutional factors likely have been ignored or missed.

Suggestions for future research:

Although the present research is limited by some criteria, there is room for additional investigation including

1. For broader applicable findings, more research spanning all districts of Jammu division.
2. It may be instructive to compare the social intelligence from different colleges of area.
3. Further studies could use mixed methods approach to fully comprehend the complex relation between gender and achievement on the basis of social intelligence.
4. Other factors such as social proficiency, psychological ability, mental abilities and incentive to succeed can be examined in connection with social intelligence.

CONCLUSION

The current study compares the social intelligence of social science and science streams students of Jammu district. On the basis of findings, it is possible to draw the conclusion that social science students have higher social intelligence than science stream student. However, facilities are currently available to all students, thus even science student's social intelligence is not so low i.e. the social sphere does not isolate them. Even yet, social science students have higher social intelligence than other stream students because they participate in society at large, which raises their levels of social intelligence.

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Conflict of Interest

The author(s) declared no conflict of interest.

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