EFFECT OF SOCIAL INTELLIGENCE ON RESILIENCE, LIE SPOTTING ABILITY AND ACADEMIC PERFORMANCE OF 8TH CLASS STUDENTS OF CUTTACK DISTRICT OF ODISHA

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ABSTRACT

In the light of research results in the West on Social Intelligence and its contribution to enhance motivation, energy to fight adversity, positive impact over Academic Performance and to detect deception motivated the researchers to re-verify the results in Indian Semi-urban schools. So, the researcher decided to investigate the following statement of the problem: "Effect of Social Intelligence on Resilience, Lie spotting Ability and Academic Performance of 8th Class students"

RATIONALE OF THE STUDY:

Rationale: We have always been interested in the human mind, in the way we think and act. The curious questions have been appearing in my mind: What is deception? How it occurs? How can it be discovered? Are we irrational or rational? Are we predictable? I always used to think about different ideas like this and also how all such blend of ideas are processed in the mind. From childhood onward, we have been knowing about five senses to understand the world: sight, small, taste, touch and hearing. Scientists have now discovered that we have other senses too. Researchers have shown many other ways of taking in outside information and/or analyzing the inner functioning of the mind. We know how to ride a bicycle through our sense of balancing, we know to wear gloves on a freezing cold day through our sense of temperature; this sense also tells us not to touch hot iron. And there are senses of time and direction. There is another commonly known sense – the "sixth sense." It means seeing the world through one's mind. It was only focused attention that a field of perception is created round us. It is all about focusing there that help us to ripen our understanding. I contemplated that there was much illusion in the world. Much of the world we see, and much remains to be unseen. An urge tinkered my mind always how we can see which our eyes don't see. Noticing that there was gap in behavior of people, I studied intentions and emotions which are seldom on the surface. I found that as compared to people of high I.Q. I, then, chose to study the emotions and social skills during which I found lot of dishonesty and deception. Although I thought that the world would be a dismal place to live in if all lies are uncovered. I studied Paul Ekman, Dan Areely, Daniel Goleman and, finally, I decided to investigate whether social Intelligence is necessary to be more resilient in this tumultuous world and to achieve more academically. Mental skills do make people uncomfortable. "Researchers have shown that when watching a body's movements reduced to points of light on the screen, observers can still grief, joy, disgust and surprise" (Lior Sucherd, 2012). A research team lead by Dr. Winand Dittrich at the University Hertfordshire, England, worked with trained dancers to investigate just how easy it is to interpret emotion by reading body language. It was found that we are primed to read

emotions and meaning in body movements. We also know about eye movements and the way people look in certain directions when they are lying. The eyes are windows of soul as well as mind. While interacting with people, eyes are the easiest place on the face to look at. Choice of words in a conversation also plays vital role in leaking and clues to deceit. There are also visual Assessing Clues. I was keen to interpret the body language, word, voice, free, eyes. Hence decided to take a small step and attempted the present investigation. Two main skills are required for successful academic performance: active processing the new knowledge during acquisition. Academic achievement is defined by Good (1959) as "knowledge attained or skills developed in school subject usually designated by Test Scores or by rank assigned by teachers or by both Academic performance tests are intended to measure how much a student have learned in school subjects. Academic achievement performance of students in any school subject measured with the help of objective type achievement test developed by the investigator.

Academic Performance is the cognitive achievement largely based on the IQ and may, on the surface, seem to do nothing with social intelligence. It is primarily the measure of what children do in school. But considering neural basis of IQ hinted of Goleman (2007), academic performance too is affected by social intelligence because a student is very likely to score higher on the IQ scale if his/her general intelligence which is a derivative of social intelligence is higher i.e. if he/she excels at primal empathy, synchrony, attunement, and concern.

STATEMENT OF THE PROBLEM:

From the studies interpreted and analysed in the foregoing discussion, the investigator finds it worth researching to measure the effect of social intelligence on resilience, lie-spotting ability and academic performance of 8th class students reinforcing the social intelligence model developed by Goleman (2007).

OBJECTIVES OF THE STUDY:

The study has the following specific objective based on behavioural outcomes of students:

1. To compare the Resilience of 8th class experimental and control groups students before the experimental treatment.

2. To compare the Resilience of 8th class experimental and control group students after the experimental treatment.

3. To compare the mean gain Resilience scores of experimental and control group students where the experimental group was imparted instruction in social intelligence and control group was taught through traditional method.

4. To compare the Lie-Spotting Ability of 8th class experimental and control groups students before the experimental treatment.

5. To compare the Lie-Spotting Ability of 8th class experimental and control groups students after the experimental treatment.

6. To compare the mean gain Lie-Spotting Ability scores of experimental and control group students where the experimental group was imparted instruction in social intelligence and control group was taught through traditional method.

7. To compare the Academic Performance of 8th class experimental and control groups students before the experimental treatment.

8. To compare the Academic Performance of 8th class experimental and control groups students after the experimental treatment.

9. To compare the mean gain Academic Performance scores of experimental and control group students where the experimental group was imparted instruction in social intelligence and control group was taught through traditional method.

OPERATIONAL DEFINITIONS OF TERMS USED:

Based on Karen F. Stone and Harrold O. Dillohink, 1978

Self-awareness: It means personal observation after recognizing your feelings. It also stands for knowledge of the relationship between thoughts, feelings and reactions.

Personal decision making: It amounts to scrutinizing one's actions and their consequences. It also means full knowledge if thought was ruling the decision or it was based on feeling.

Managing Feelings: To identify negative messages, through self-talk, like anger based on hurt feelings. It further signifies managing fears and anxieties, anger and sadness.

Empathy: It means the ability to read feelings of others. It builds on selfawareness. Empathy enables us to read feelings from non verbal cues. More outgoing, more popular and more sensitive. Empathic individuals are successful in romantic life. E.B. Titchener (192) calls it motor mimicking. John Donne speaks of the link between empathy and caring. "Another's pain is one's own," he says Martin Hoffman (1984) argues that the roots of morality are to be found in empathy. It amounts to help someone in distress. Hoffman sees a natural progression in empathy from infancy onward. Empathy explains several facets of moral judgments and action. But people e.g. psychopaths bereft of remorse committing mean-spirited crimes like rapists, child molesters and the perpetrators of wild family have one psychological fault line in common i.e. total lack of empathy. But every man blotted out of empathy cannot be criminal or there may be other prompts for committing crime. But there is no such thing as biological flaw or "criminal gene." A lack of empathy should be considered along with psychological, economic and social forces to find out criminally. Empathy is the fine art of relationships.

Attunement: When emotions are met with empathy, accepted and reciprocated, such response is called attunement by Daniel Stern (1987). No further holds that attunement occurs tacitly as part of the rhythm of relationship.

Anger: It means fury, resentment, wrath, vexation, irritability, annoyance, pathological hatred and even violence.

Sadness: It means grief sorrow, gloom, melancholy, despair, dejection and severs dispersion.

Fear: It stands for anxiety, nervousness, concern, misgiving edginess, fret phobic or panic.

Enjoyment: It means happiness, joy, relief, bliss, delight, amusement, sensual pleasure, thrill, gratification, euphoric, ecstasy.

Love: It means acceptance, trust, affinity, devotion, adoration and friendliness. 11. Surprise : It represents shock, astonishment and wonder.

Disgust : It means contempt, disdain, scorn, aversion and revulsion.

Shame : It means guilt, chagrin, remorse, humiliation, regret and contrition.

Concern : Related

Communication : It means talking about feelings effectively. Becoming a good-listener and good talker.

Self-disclosure: It means giving value to openers and building trust in relationship.

Insight: It is the ability to identify patterns of emotions and reactions.

Self-acceptance: It means seeing oneself in positive light and feeling proud.

Assertiveness: It is the ability to state one's concerns and feelings without anger or passivity.

Group Dynamics: Co-operation. The knowledge of when to lead.

Conflict Resolution: It means how to fight fair with other kids, with parents, with teachers, the win-win model for negotiating compromise.

HYPOTHESIS OF THE STUDY:

With a view to fulfill the proposed objectives of the study, the following directional hypotheses have been formulated, in the height of pervading research in the field: Bella De Paulo, Deborah Kashy, Susan Kirdenol and Melissa Wyer have recently held in 2006 reported in Social Research Review 10 (2006): 214-234 that social skills can be enhanced by training and socially intelligent people have been found as more reliant and more able to catch the lies in inter and intrapersonal conversations. Socially intelligent students also perform highly on academic front due to enhanced self-control, concern, empathy, synchrony and cooperation i.e. the social skills boost cognitive performance as hold by Daniel Goleman and Silvant Tomkins. So, there is enough evidence to pick up directional hypothesis as the investigator is keen to evaluate the research abroad, in Indian school setting

$H1$ = At the end of the experimental treatment, the experimental group students, who were given instructions in social intelligence, will enhance their resilience. From the table 5.2(b) it is evident that value of 't' of 16.23 for df 75, for the difference in mean gain of the students of experimental and control groups, Resilience, is significant at 0.01 level. The mean gain score of 12.76 of experimental group is higher than the mean gain score of 7.98 of the control group. It obviously means that Resilience score of experimental group is significantly higher than Resilience score of control group as compared to students instructed through traditional method.

$H2$ = At the end of the experimental treatment; the experimental group of students, who were given instructions in social intelligence, would gain more resilience as compared to student of the control group taught traditionally.

$H3$ = At the end of experimental treatment the group taught social intelligence would have significant mean score on lie-spotting as compared to the group taught traditionally.

$H4$ = At the end of the experimental treatment the experimental group taught social intelligence would have significantly higher mean gain score on the test of lie-spotting than the control group.

$H5$ = At the end of the experimental treatment the experimental group of students taught social intelligence would score significantly higher on academic performance as compared to the control group students taught through traditional method.

$H6$ = At the end of the experimental treatment the experimental group students taught social intelligence would show significantly higher gain score on academic performance as compared to control group students taught through traditional method.

DELIMITATION OF THE STUDY:

Due to constraints of time and resources, the investigator has adopted the following limitations on the scope of the present study:

Only two schools of Cuttack District, located in the vicinity of the workplace of the investigator, have been selected for the study.

Only all the students of the 8th standard of the two designated schools have been selected for the study.

For the sake of precision, gender of the students has not been taken into consideration for the purpose of this study.

Help of school teachers shall be sought for implementing the experiment and instructions in social intelligence.

The study will be spread over a period of one semester.

METHODOLOGY:

Inclusion criteria: All the students of 8th standard of the two designated schools (total sample students = 150) for the session 2014-15 shall be included in the study without consideration of age, gender and socioeconomic background. The electronic equipment's of seniot SecondarySchool/Jumior College shall be employed for conducting the experiment.

Exclusion Criteria: Students with physical disability or psychiatric background, if any, shall be excluded from the purview of the study.

The Sample Students will be divided into two equal groups i.e. Control Group and Experimental Group for the sake of studying effect of social intelligence on resilience, lie Spotting ability and academic performance of students.

Training in Social Intelligence: Training in social intelligence shall be imparted by the investigator with seeking active help and involvement for the class teachers. The instructional material shall be based on Paul Ekman's (1985) model, remedial program developed by Marshall, P.Duke (1996), and instructional material devised by Goleman (2007), to train students on the ingredients of social intelligence.

A questionnaire shall be devised by the investigator with help from experts in the field to measure to low road and high road abilities of social intelligence of control as well as experimental group.

A self-devised academic performance test, duly examined and validated by experts, shall be administered to the sample to measure the academic performance of control group and experimental group.

The Bharathiar University Resilience Scale developed by Narayan (2011) shall be used to measure the resilience of control group and the experimental group. This scale consists of thirty items on five point scale.

A self-devised questionnaire shall be prepared to measure the lie-spotting abilities based on the research findings of Paul (telling lies : Clues to decept, 1992); Paul Ekman's Micro-expression Training Tool (METT, 1991) and another programme designed to develop a person's ability and skill to recognize emotions in other as a basis for evaluating truth and lies; and Pamela Meyer's (lie-spotting : proven techniques to Detect Deception, 2010). The same shall be got examined and validated from experts in the field before application.

Analysis and interpretation of data: The data shall be analysed and interpreted in different statistical terms viz. Mean, S.D. and t-value.

ANALYSIS AND INTERPRETATION OF DATA

In this chapter, the results of the present study emerging from the analysis of data have been presented. Also, interpretation of the results pertaining to different variables and their discussion has been described in this chapter.

Resilience and Lie-spotting Ability are affective variables whereas Academic Performance is the cognitive variable. These variables have been compared, while instructions in Social Intelligence were given by the researcher and four other teachers of the two schools choosen for study. These four teachers were refreshed with the instructional material in Social Intelligence for one month to implement the experiment effectively.

Resilience of Students:

Resilience has been studied here in reference to the following three specific objectives:

To compare the mean resilience scores of experimental group and control group, before the experimental treatment.

To compare the mean resilience scores of the experimental group and control group to be taught with and without social intelligence after the experimental treatment.

To compare the mean gain resilience scores of experimental group and the control group, to be taught with and without Social Intelligence, after the experimental treatment.

Mean, SD and 't' value of pre-test, post-test and gain scores on resilience have been computed as given in table 5.1(a)

Table 5.1(a)

Difference in pre-test, post-test mean scores of students of control and experimental groups on Resilience.

Stage	Treatment	N	M	SD	't' value	Level of significance
Pre-test	Experiment	75	56.36	15.52	0.1434	NS
	Control	75	51.88	15.98		
Post-test	Experiment	75	58.31	8.29	3.0144	Significant at 0.01 level of significance
	Control	75	52.24	7.83		

Table 5.1(a) shows that 't' value of 0.1434 for the difference in the mean resilience scores at the pre-test stage is not significant at 0.05 level with df75. It is also shown in this table that practically there is no difference between experimental and control groups on resilience before the experimental treatment.

Comparison of mean Resilience scores of control and experimental group after the experimental treatment.

Table 5.1(a) also reveals that 't' value of 3.014 for the difference in the mean resilience scores, at post test stage, of experimental and control groups is significant at 0.01 level, with df75. Hence, it is clear that the mean resilience scores of 58.3 of experimental group students is higher than the mean resilience scores of control group students which are 52.24 after the experiment.

Comparison of Mean gains resilience scores of experimental and control groups.

Table 5.1(b)

Difference in the mean gains of the students of experimental and control groups on resilience.

Treatment	N	M	SD	't' value	Level of significance
Experiment	75	4.63	3.12	8.078	Significant at 0.01 level of significance
Control	75	4.26	3.01		

Table 5.1(b) shows that the difference in the mean gain scores of experimental group is higher than the mean gain score of students of control group on resilience.

Keeping in view the above results, the following two hypothesis (H1 and H2) stand supported:

H1 = At the end of the experimental treatment, the experimental group students, who were given instructions in social intelligence, will enhance their resilience. From the table 5.2(b) it is evident that value of 't' of 16.23 for df 75, for the difference in mean gain of the students of experimental and control groups, Resilience, is significant at 0.01 level. The mean gain score of 12.76 of experimental group is higher than the mean gain score of 7.98 of the control group. It obviously means that Resilience score of experimental group is significantly higher than Resilience score of control group as compared to students instructed through traditional method.

H2 = At the end of the experimental treatment; the experimental group of students, who were given instructions in social intelligence, would gain more resilience as compared to student of the control group taught traditionally.

The findings that students taught social intelligence would tend to develop higher resilience than those taught traditionally. These findings are in tune with the conclusions drawn by researchers abroad.

Kathryn M. Connor found in his research that Resilience is a crucial component in determining the way in which individuals react to and deal with stress and also that resilience can be monitored.

In 1982 Kabasa Suggested that greater resilience clubbed with a sense of humor when things go badly can protect post trauma break down and may help to alleviate an individual's feelings of helplessness. He further found that reward and motivation (hedonism, optimism, and learned helpfulness); fear and responsiveness (effective behaviour in the presence of fear); and adaptive social behaviour (altruism, bonding and team work) enhance resilience in individuals.

Lie-spotting Ability of Students:

Lie-spotting here has been studied by placing focus on

To compare the mean lie-spotting scores of two groups of students to be taught with and without the teaching in social intelligence.

To compare the mean lie-spotting scores of two groups of students to be taught with and without the use of social intelligence, after the experimental treatment.

To compare the mean gains lie-spotting scores of the two groups of students taught with and without the teaching of social intelligence, after the experimental treatment.

Comparison of mean lie-spotting score of the experimental and control groups, before the experimental treatment.

The mean, SD and 't' value of pre-test and post-test and gain scores related to lie-spotting have been computed and are mentioned in given below tables :

Table 5.2(a)

Difference in Pre-test Post-test mean scores of the students of Experimental and control groups of Lie-spotting

Stage	Treatment	N	M	SD	't' value	
Pre-test	Experiment	75	64.12	16.4	0.1782	NS 0.05 Level
	Control	75	66.81	17.3		
Post-test	Experiment	75	72.7	7.82	6.124	Significant at 0.01 level of significance
	Control	75	61.8	5.62		

Table 5.2(a) Shows that the 't' value of 0.182 for the difference in the mean lie- spotting scores at the pre-test stage of the experimental and control group is not significant at 0.05 level with df75. It is also clear from the table that the difference of only 1.09 in the mean pre-test lie-spotting score of the Experimental and control groups is not significant and control groups on lie spotting before the experimental treatment.

It is further clear from table 5.2(a) that 't' value of 6.124 for the differences in the mean lie-spotting scores, at post test stage of experimental and control groups is significant at 0.01 level with df 75.

Comparison of Mean gains of the students of experimental and control groups on Lie-spotting.

Table 5.2(b)

Difference in the mean gains of the students of experimental and control groups of lie-spotting.

Treatment	N	M	SD	't' value	Level of significance
Experiment	75	12.76	4.69	16.012	Significant at 0.01 level of significance
Control	75	7.89	2.96		

The above results show that the following hypotheses (H3 and H4) of this study stand retained :

H3 = At the end of experimental treatment the group taught social intelligence would have significant mean score on lie-spotting as compared to the group taught traditionally.

H4 = At the end of the experimental treatment the experimental group taught social intelligence would have significantly higher mean gain score on the test of lie-spotting than the control group.

These findings that students given instructions social intelligence tend to develop higher lie-spotting ability than those who were in the control group. These findings are in tune with the conclusions drawn by researchers abroad. Thus, the element of reliability of this study can be safely depended upon.

Academic Performance of Students:

The third outcome of this investigation, Academic Performance of students, has been reached by having focus on three objectives namely (i) to compare the mean achievement scores of the two groups of students taught with and without the use of social intelligence before the experimental treatment; (ii) to compare mean academic performance scores of experimental and control groups after the experimental treatment; (iii) to compare the mean gain academic performance scores of experimental and control groups, taught with and without the use of social intelligence, after the experimental treatment.

Comparison of Mean Academic Performance: At pre-test stage, student's academic performance scores are mentioned in table 5.3(a)

Table 5.3 (a)

Summary of pre-test Academic Performance Scores between the Experimental and Control groups.

Sources of variation	Degree of freedom df	Residuals		F-value	Level of significance
		Sum of squares (SS)	Mean squares (MS)		
Between	1	6.136	6.136	1.695	Not significant
Within	75	457.164	7.821		

Table 5.3(a) reveals that there is no significant difference in the pre-test mean academic performance scores of control and experimental groups. This implies that both the experimental and control groups are similar in academic performance at pretest stage.

Comparison of Mean Academic Performance scores of the groups after the experimental treatment.

Table 5.3(b)

Summary of the post test Mean academic performance, after the experimental treatment.

Treatment	N	M	SD	't' value	Level of significance
Experiment	75	98.416	8.68	8.002	Significant at 0.01 level of significance
Control	75	71.167	11.14		

Table 5.3(b) shows that 't' value is significant at 0.01 level of significance with df 175. The table reveals that the mean score of 98.416 of experimental group students is higher than the mean score of 71.17 of the control group of students at the post-test stage.

Comparison of Mean Gain Academic Performance scores: It has been tabulated in table 5.3(c)

Table 5.3(c)

Difference in the mean gains of experimental group and control group on academic performance

Treatment	N	M	SD	't' value	Level of significance
Experiment	75	54.82	5.18	18.014	Significant at 0.01 level of significance
Control	75	31.61	6.68		

Table 5.3(c) reveals that 't' value of 18.014 for df75 for the difference in the mean gains of experimental and control groups is significant at 0.01 level of significance. It means that experimental group of students have scored significantly higher than control group students.

On the analytical summation and interpretation of data pertaining to academic performance of students, after the post-test stage, it is clear that the following hypotheses have been found correct.

H5 = At the end of the experimental treatment the experimental group of students taught social intelligence would score significantly higher on academic performance as compared to the control group students taught through traditional method.

H6 = AT the end of the experimental treatment the experimental group students taught social intelligence would show significantly higher gain score on academic performance as compared to control group students taught through traditional method.

The above results are similar to those arrived by researchers abroad :

Richard H. Rosier conducted extensive research in 1996 and found that our social intelligence determines our potential for learning the practical skills that are based on self-awareness, motivation, self-regulation, empathy and adaptness in relationship.

Daniel Goleman in 1998 had access to competencies models which showed what management in each company agreed to capture the particular profile of excellence for a given job.

Heather C. Abercronbie conducted research in 2005 and found that positive moods elicit the mild to moderate range of cortical associated with better learning.

Twentieth century American Psychologist, Silvan Tomkins had an uncanny ability to read the face. In his work 'affect, imagery, consciousness', Tomkins introduced the concept of Affect Theory in which affects or 'biological emotions', could be detected through facial reactions. Tomkins believed that emotion was 'the code to life' and 'with enough attention to particular' the code could be cracked.

A French Physician Guillaume Duchenne studied deception detection in 1840 concentrating on the anatomy of facial expressions. He identified the physical difference between a false or 'social' smile made consciously using only the month muscles and a genuine, spontaneous smile made involuntarily using the muscles of both the eyes and the mouth. The genuine smile is now called 'Duchenne Smile'

Jennifer J. Agro, Katherine White and Darren W. Dahl conducted a study in 2006 and found that most people are significantly more likely to lie to coworkers than to strangers.

DR. Gil Luria and Dr. Sora Rosenblum conducted research in 2009 and concluded a lie-detector that analyses handwriting has many advantages over the 'existing detectors' It is less threatening for the subject under examination and does not depend on human interpretation.

Paul Ekman first began studying faces in 1965 and upto that time he had not read Darwin. Subsequently, he concluded in a meta-research that lying occurs in all countries and all cultures, but the motives for lying vary widely across the globe.

On the basis of findings and discussions in the foregoing chapter, the researcher has attempted in this chapter to draw conclusions, discuss the educational implications of the research, and the researcher has tried to list the areas for further research.

EDUCATIONAL IMPLICATIONS :

The results of this study clearly indicate the effectiveness of social intelligence in raising students Resilience, Lie-spotting Ability and Academic Performance. These results have various importantimplications for teachers, teacher-educators, curriculum developers and policy makers and the society at large. Main educational implication is the finding that social intelligence brings better resilience, increases lie-spotting ability and results into superior academic performance :

The experimental group students who learned social intelligence as compared to control group students, were found better at coping with untoward situations with enhanced resilience. The in service programmes for teachers should also contain social intelligence as instructional material so as to make social intelligence as part of the curriculum of schools. The curriculum developers should develop packages of instructional material on social intelligence which the teachers may use in their actual working conditions and situations in classroom.

The findings of this study corroborated by other researches conducted abroad show that social intelligence can solve many existing tangles and provide answers to vital questions e.g. why so frequently people of high IQ fail and people having social intelligence succeed in real life situations. Lies are an almost permanent feature of present day life. Knowledge of social intelligence helps people to catch lie's and remain successful in life. Knowledge of social intelligence helps students to enhance cognitive effectiveness and achieve better academic performance.

Imparting instructions in social intelligence does not require any specific use of technology equipment's and is, therefore, ideally suited to indian classroom.

It is clearly implied that knowledge of social intelligence will make socially wise citizens who will ultimately make a happy and uniform society.

Citizens of the country, when equipped with social intelligence and resultantly with enhanced resilience, would be able to withstand natural and unnatural adversities. Citizens of the country, when equipped with social intelligence and resultantly increased lie-spotting ability, will be more successful in business and professional life. A socially intelligent society will have high level of endorphins and ultimately make the society happy.

Suggestions for future research :

Present day society suffers mass anxiety, depression and frustration due to faults in our education system. It is, therefore, needed urgently to make amends in the state education system in which there is more system and less education. Our society already has higher level of cognitive training, but seems to have legged behind in producing creative individuals blessed with emotional and social intelligence, also our education system does not equip the students with lie-spotting ability as well as resilient personalities. The present study, with its meager sample and limited scope, throws some light to become path finder. With a view to further investigate the conclusions of this study, research may be taken up on various aspects of personality e.g. efficacy, motivation confidence etc so that a store house of vital knowledge could be created: Caste and religion are great divisive forces deeply rooted in our society. Impact of social intelligence may be tested on these variables to enhance the knowledge futility of such feelings.

The study was spread over a period of one semester only. So, sweeping generalizations cannot be made and should not be made on the conclusions of the study. A detailed study spread over longer time span, involving teachers and students may be conducted to reach more significant results. Social intelligence creates awareness in teachers too. So, specific study could be conducted teachers' various aspects of professional life.

On the exclusive aspect of academic performance, the researcher could not arrive at a safer conclusion regarding impact of social intelligence on academic performance though there was increase after the experiment. A detailed study could be conducted on the effect viz. empathy, concern, attunement on the cognitive achievement of students involving vast span of time and bigger sample.

The present study measured the effect of social intelligence a students academic performance in social science only for the sake of precision. But there are many subjects in the school curriculum. For achieving more reliable results, a study may be conducted on other teaching subjects of the same class or nay other school class, observing for more time, may be an academic year or even all school years, to achieve more significant results.

The implementation of social intelligence also has its effects on the teachers and her role in the classroom. Hence, a study on impact of social intelligence on teachers' role and on her interpersonal relations with students.

The present study is indicative of enhanced resilience due to social intelligence. A study on training the Indian Army in social intelligence may be helpful in making them more and more resilient. The present study is also indicative of enhanced lie-spotting ability due to social intelligence. A study could be conducted on college/university students who could be benefitted in their subsequent careers when better equipped within liespotting ability.

There are many other facets of academic performance. So, a separate study may be conducted on effect of social intelligence on other specific features of learning environment of the school which predict academic achievement. There are many unresolved aspects of school environment e.g. students attendance, their interest in studies and the physical environment of the school viz. safety and protection of personal rights. A study needs to be conducted covering all such aspects to have better knowledge on students behaviour.

CONCLUSIONS:

It is safely concluded that the students who were given lessons in social intelligence have shown significant improvement in Resilience than the students who were taught traditionally. It reveals that social intelligence contributes towards enhancing resilience of students.

It is further concluded that the students who were given lessons in social intelligence have significantly improved on lie-spotting ability as compared to the students who were taught traditionally. It show that social intelligence, in addition to improving resilience of students, also improves lie-spotting ability.

It is also concluded that the students who were taught social intelligence have significantly improved academic performance than the students who have been taught traditionally. It means that social intelligence will improve resilience, lie-spotting ability as well as academic performance of students.

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