

STUDENTS' ENGAGEMENT IN SOCIAL DANCES: THEIR SOCIAL-EMOTIONAL SKILLS AND PERFORMANCE IN PHYSICAL EDUCATION

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ABSTRACT

The study determined the level of students' engagement in social dances and its relation to social emotional skills and student's performance. The variables were measured through a survey questionnaire checklist. The randomly selected 100 respondents were divided into three (3) groups, first group of 35 selected grade 10 students, second group of 35 selected grade 11 students, and third group of 30 selected grade 12 students. They evaluated their level of engagement in social dances in terms of socialization, discipline, peer-collaboration, and socio-emotional skills.

Analysis of data revealed that the students performed well and got advanced level of performance because they demonstrated a high level of participation on Juniors and Seniors Promenade activity. Since they were practicing social dance during P.E. time, their attendance and participation during rehearsal time became one of the bases of their grade in P.E. subject on the 2nd grading period. Relatively, the result indicated that discipline was negatively correlated because it has minimal influence on students' performance. Although discipline was not enforced, grade could still be increase. When students demonstrate socio-emotional skills, it doesn't mean that they would surely excel in performance in Physical Education subject. Socio-emotional skills focuses more on making people perform good attitude toward others, rather than academic achievement. It could help a person to form a good relationship with others and express their identity but it is not directly the way on how to get a better academic performance.

Results revealed that engagement in social dances has a significant relationship with students' performance in Physical Education. However, social-emotional skills have no significant relationship with students' performance in Physical Education. Based on the draw conclusions resulted to the following recommendations: Findings on impact of discipline on students' academic performance are inconsistent and somehow inconclusive. Finding another study about this topic may be recommended. Search another variable instead of social-emotional skills since it is not significant in this study.

Keywords:

engagement, social dances, social-emotional skills, students' performance

INTRODUCTION

Social dance is a partner dance that is informal, relaxed, and danced for the enjoyment of the partners-rather than to meet the criteria of a dance school or an audience. The test for social dance success is how much the dance partners have enjoyed the dance- not how they have danced in the eyes of others or how "correctly" they have danced.

Dance is a part of the curriculum in Physical Education. Dance education has the ability and flexibility to support student learning in a progressive fashion. According to Hernandez, 2018 dance

curriculum allows for exploration and awareness of social justice, issues, it encourages and enhances critical and creative thinking, and it encourages student independence. Students enjoy this subject by learning and performing the steps of a particular dance such as social dance. However, many people like students misinterpreted that social dance is not just a school requirement but a physical activity that helps a person to be successful in life. Spectator (2015) stated that dancing works the brain, increase brain productivity and attention span.

Nowadays, people mostly students are not so much familiar with this so called social-emotional skill. Recent scientific literature broadly supports the notion that social-emotional skills are important for personality development, the development of prosocial behavior, and positive emotional growth. According to Ciotto and Gagnon, 2018 acquiring social-emotional skills provides an opportunity to be successful not only during physical education classes but also in the context of everyday life.

Thus, this study will discuss how engagement in social dance helps develop student's social-emotional skills and performance. As social dance has several types, this study will focus on waltz and tango dance. The researcher will let the students experience the exact feeling on how to handle their emotion during rehearsals and actual presentation of the dance.

This also sought to determine the social-emotional skills and performance of the learners through engagement in social dances, especially; it sought answers to the following questions:

1. What is the level of students' engagement in social dances in terms of:
 - 1.1 Socialization
 - 1.2 Discipline; and
 - 1.3 Peer collaboration?
2. What is the level of Social-Emotional Skills in terms of:
 - 2.1 Communication;
 - 2.2 Respect for others; and
 - 2.3 Self-confidence?
3. What is the level of performance in Physical Education?
4. Is there a significant relationship between Students' Engagement in Social Dances and Students' Performance in PE?
5. Is there a significant relationship between Social-Emotional Skills and Students' Performance in PE?

REVIEW OF RELATED LITERATURE

According to Donnelly (2016) academic achievement among students refers to their degree of success in achieving educational goals, and can be measured by their grade-point average, as a cluster of achievement test, or by using a specific test for assessing reading or arithmetic skills such as reading speed, fluency and comprehension, and the ability to solve logical/arithmetic problems.

According to Wong (2014) the socialization of the individual is "a two-way process that consists of: a) mechanisms and modes of action that emerge from society and are addressed to the socialized individual and b) mechanisms and modes of action that the individual himself develops and 'responds' in what society directs towards it"

Zhao & Kuo (2022) defined self-discipline as one important factor that contributes to a student's self-efficacy. It is also the ability to suppress responses in the service of a higher goal"

Union (2018) discussed that active learning pedagogies rooted in constructivist approaches, such as peer tutoring and cooperative learning, peer-to-peer teaching, peer instruction, and learning methods such as problem-based learning, project-, and challenge-based learning, as well as collaborative problem solving, assume a central role in providing learners with more authentic, engaging, and meaningful learning experiences.

Research made by Weissberg & Cascareno (2013) suggests that quality physical education contributes positively to the development of social-emotional skills of the students and that physical education classes develop social-emotional skills in the affective domain, for example, in the context of "controlling one's emotions during competitive game play...and demonstrating awareness of and support for other classmates' differences. Most importantly, acquiring social-emotional skills provides an opportunity to be successful not only during physical education classes but also in the context of everyday life.

A study made by Nalbur (2021) explained that self-confidence is a very important factor for individuals in order for them to have positive experiences, nurture themselves in line with their abilities, and support their strengths in becoming successful people. The concept of self-confidence is used intertwined with the concepts of self-esteem and self-worth in many areas. Children with high self-esteem are eager to learn. These students are not distracted and they tend to learn from their failures. Children with weak self-esteem are not inquisitive. They run away from problems, are shy, reckless, do not like to be criticized and they tend to be more rebellious.

METHODOLOGY

The descriptive-qualitative method was used to determine the relationship between social-emotional skills and student's performance through engagement in social dance. The instrument that will be used in the study is a survey questionnaire to determine the relationship between engagement in social dances and student' performance in Physical Education, and social-emotional skills and student's performance in Physical Education. To analyze and interpret the data gathered, weighted mean, standard deviation will be utilized as statistical tools in the study. Linear regression analysis will be utilized to determine if there is a relationship between engagement in social dances and student' performance in Physical Education, and socio-emotional skills and student's performance in Physical Education.

RESULT AND DISCUSSION

Table 1. Level of Students' Engagement in Social Dances as to Socialization

As I engage in social dance, I found myself...	Mean	S.D.	Verbal Interpretation
1. Joining social dance with friends during parties	2.99	0.785	Positively Engaged

2. Meeting new friends	3.26	0.613	Very Positively Engaged
3. Experiencing to be the leader of the social dance	2.06	0.874	Negatively Engaged
4. Expressing gratitude to others whenever I perform social dance	3.03	0.771	Positively Engaged
5. Participating actively in social dancing activities in our community	2.74	0.883	Positively Engaged
6. Performing in the grand cotillion dance in a friend's debut	2.26	0.799	Negatively Engaged
7. Sharing social dancing skills with friends, family and community.	2.86	0.899	Positively Engaged
8. Dancing energetically whenever I participate in social dancing activities	3.08	0.631	Positively Engaged
9. Enjoying participating in social dancing activities.	3.26	0.733	Very Positively Engaged
10. Recognizing the advantages of engagement in social dancing activities to fitness and well-being.	3.40	0.636	Very Positively Engaged
Overall Mean	2.89 Positively Engaged		

Legend:

3.25 – 4.00 Very Positively Engaged (VPE)

2.50 – 3.24 Positively Engaged (PE)

1.75 – 2.49 Negatively Engaged (NE)

1.00 – 1.74 Very Negatively Engaged (VNE)

The students were *very positively engaged* in social dances because of its significance to their overall fitness and well-being ($M=3.40$, $SD=0.636$) aside from meeting new friends ($M=3.26$, $SD=0.613$) and finding enjoyment through participation ($M=3.26$, $SD=0.733$). They were *positively engaged* in social dances as they can dance energetically ($M=3.08$, $SD=0.631$), express gratitude to others ($M=3.03$, $SD=0.771$), join friends during parties ($M=2.99$, $SD=0.785$), participate in the community ($M=2.74$, $SD=0.883$) and share their dancing skills ($M=2.86$, $SD=0.899$). However, the students disclosed that they were *negatively engaged* as leaders of the social dance ($M=2.06$, $SD=0.874$) or perform in grand cotillion dance ($M=2.26$, $SD=0.799$).

The overall mean of 2.89 indicated that the students were *positively engaged* in social dances as this improved their socialization experiences. The computed standard deviations revealed that the students gave almost similar responses on the items that measured the socialization aspect. Through social dances the students will be able to meet new friends, find enjoyment and recognize its relevance to their fitness and well-being. The students will also be able to join friends during parties, show gratitude to others, participate in the community, share their dancing skills, and show how to dance energetically. However, students must try and practice to be the leader of the social dance and accept invitation when asked to perform in a friend's debut.

Table 2. Level of Students' Engagement in Social Dances as to Discipline

As I engage in social dance, I found myself...	Mean	S.D.	Verbal Interpretation
1. Wearing proper practice attire (<i>P.E. uniform</i>)	3.53	0.627	Very Positively Engaged
2. Attending practices on time	3.30	0.674	Very Positively Engaged
3. Performing seriously warm up exercises	3.06	0.750	Positively Engaged
4. Checking if I am doing proper posture	3.37	0.691	Very Positively Engaged
5. Improving facial expression	3.02	0.619	Positively Engaged
6. Focusing on reviewing the steps	3.71	0.478	Very Positively Engaged
7. Coordinating with my partner	3.61	0.584	Very Positively Engaged
8. Mastering easily the basic steps	3.49	0.577	Very Positively Engaged
9. Taking down notes of the steps	2.73	0.908	Positively Engaged
10. Enjoying the dance	3.46	0.797	Very Positively Engaged
Overall Mean	3.33 Very Positively Engaged		

Legend:3.25 – 4.00 *Very Positively Engaged*2.50 – 3.24 *Positively Engaged*1.75 – 2.49 *Negatively Engaged*1.00 – 1.74 *Very Negatively Engaged*

The students were very positively engaged in social dance because they excel in mastering easily the basic steps ($M=3.49$, $SD=0.577$), checking the execution of proper posture ($M=3.37$, $SD=0.691$), focusing on reviewing the steps ($M=3.71$, $SD=0.478$), coordinating with their partner ($M=3.61$, $SD=0.584$), and enjoying the dance ($M=3.46$, $SD=0.797$). The result also shows that students attentively listen to the teacher's instruction because they were very positively engaged in wearing proper practice attire ($M=3.53$, $SD=0.627$) and attending practices on time ($M=3.30$, $SD=0.674$). They were positively engaged in performing seriously warm-up exercises ($M=3.06$, $SD=0.750$), improving facial expression ($M=3.02$, $SD=0.619$) and taking down notes of the steps ($M=2.73$, $SD=0.908$).

The overall mean of 3.33 indicated that the students were very positively engaged in social dances as this improved their discipline. Through social dances, the students will be able to sharpen their minds in terms of mastering the steps. They will also be able to practice following instruction as they check the proper posture, review the steps, coordinate with their partner and enjoy the dance. Through social dance, they will be able to practice performing school rules and regulation because they wear proper rehearsal attire and attend practices on time. The students will be able to enhance their managing their daily routine because they take down notes of the steps. Self-control will also be practice because they perform seriously warm-up exercises and improve facial expression.

Table 3. Level of Students' Engagement in Social Dances as to Peer Collaboration

As I engage in social dance, I found myself...	Mean	S.D.	Verbal Interpretation
1. Considering social dance as bonding between me and my partner	2.96	0.803	Positively Engaged
2. Showing support to my partner as he/she practices his/her steps	3.34	0.794	Very Positively Engaged
3. Developing friendship with my partner and other classmate	3.23	0.790	Positively Engaged

4. Asking my classmate's assistance when there is a step that is difficult for me	3.44	0.656	Very Positively Engaged
5. Coordinating with other with regards to the choreography of the dance	3.27	0.737	Very Positively Engaged
6. Encouraging my classmates to practice even the teacher is not yet around	2.87	0.747	Positively Engaged
7. Reminding the group about the schedule of our practice	2.93	0.832	Positively Engaged
8. Participating to the warm-up exercise	3.05	0.880	Positively Engaged
9. Sharing my technique on how me and my partner learn the steps easily	3.09	0.753	Positively Engaged
10. Asking my partner's feedback if I am executing the proper projection and posture.	2.93	0.935	Positively Engaged
Overall Mean	3.11 Positively Engaged		

Legend:3.25 – 4.00 *Very Positively Engaged*2.50 – 3.24 *Positively Engaged*1.75 – 2.49 *Negatively Engaged*1.00 – 1.74 *Very Negatively Engaged*

The students were very positively engaged in social dance because they show support to their partner ($M=3.34$, $SD=0.794$), ask classmate's assistance for difficult steps ($M=3.44$, $SD=0.656$) and coordinate to the dance choreography ($M=3.27$, $SD=0.737$). They were positively engaged in social dances as they can consider social dance as bonding with their partner ($M=2.96$, $SD=0.803$), develop friendship ($M=3.23$, $SD=0.790$), participate to the warm-up exercise ($M=3.05$, $SD=0.880$) and ask their partner's feedback to the proper execution of projection and posture ($M=2.93$, $SD=0.935$). The students demonstrate concern to their peer because they were positively engaged in encouraging their classmates to practice ($M=2.87$, $SD=0.747$), reminding the group about the schedule of practice ($M=2.93$, $SD=0.832$) and sharing social dance technique to their partner ($M=3.09$, $SD=0.935$).

The overall mean of 3.11 indicated that students were positively engaged in social dances as this improved their peer collaboration experiences. The computed standard deviations revealed that the students gave almost similar responses on the items that measured the peer collaboration aspect. Through social dances, the students were able to participate in sharing of dance ideas as they support their partner, ask other demonstrate the difficult step, and contribute to the dance choreography. The students were also be able to promote connection with peers as they consider social dance as bonding with their classmate, develop friendship, participate warm-up exercise, and ask partner's feedback to the proper execution of projection and posture. Through social dance, the students were able to assist their classmates as they initiate to start the practice, remind the group about the schedule of practice and share social dance technique to their partner.

Table 4. Level of Students' Socio-Emotional Skills as to Communication

As I engage in social dance, I found myself...	Mean	S.D.	Verbal Interpretation
1. Relaxingly telling my partner when he is executing a wrong step.	3.20	0.778	High

2. Asking the teacher about the difficult steps	3.10	0.772	High
3. Listening to my partner when there are adjustments	3.50	0.644	Very high
4. Expressing the correct emotion of the dance	3.04	0.737	High
5. Telling a story through movements	2.69	0.706	High
6. Suggesting on how me and my partner be more successful in actual performance	3.11	0.709	High
7. Accepting teacher's correction when we execute wrong step	3.69	0.545	Very high
8. Motivating my partner that he/she can execute the correct step	3.30	0.772	Very high
9. Asking my partner if he/she is already tired practicing social dance	2.73	0.920	High
10. Expressing my own style of executing the steps	2.90	0.732	High
Overall Mean	3.13	High	

Legend:

3.25 – 4.00 Very High

2.50 – 3.24 High

1.75 – 2.49 Low

1.00 – 1.74 Very Low

The students were very highly engaged in social dance because of listening to their partner ($M=3.50$, $SD=0.644$), accepting teacher's correction ($M=3.69$, $SD=0.545$) and motivating partner to execute the correct step ($M=3.30$, $SD=0.772$). They were highly engaged as they can tell their partner when he is executing wrong step in a good manner ($M=3.20$, $SD=0.778$), ask the teacher about the difficult step ($M=3.10$, $SD=0.772$), suggest on how they can be more successful in actual performance ($M=3.11$, $SD=0.709$) and ask their partner if he is already tired practicing social dance ($M=2.73$, $SD=0.920$). The students were also highly engaged in communicating their own self in performing social dance as they express their own style of executing the steps ($M=2.90$, $SD=0.732$), tell story through movements ($M=2.69$, $SD=0.706$), and express the correct emotion of the dance ($M=3.04$, $SD=0.737$).

The overall mean of 3.13 indicated that students were highly engaged in social dances as to communication. The computed standard deviations revealed that the students gave almost similar responses on the items that measured their communication skill. Through social dances, the students were able to listen to their partner, accept teacher's correction and motivate their partner to execute the correct step. The students were also be able to show comfort in speaking and listening to others as they tell their partner when he is executing wrong step in a good manner, ask the teacher about the difficult step, suggest on how they can be more successful in actual performance and ask their partner if he is already tired practicing social dance. Engagement in social dances helps the students show their unique identity through nonverbal-communication as they express their own style of executing the steps, tell story through movements, and express the correct emotion of the dance.

Table 5. Level of Students' Socio-Emotional Skills as to Respect for Others

As I engage in social dance, I found myself...	Mean	S.D.	Verbal Interpretation
1. Appreciating my partner's personal grooming	3.28	0.697	Very high
2. Maintaining a good hygiene before, during and after the dance	3.58	0.516	Very high
3. Dancing to the level of my partner	3.31	0.692	Very high
4. Sensitive to the likes and dislikes of my partner	2.82	0.783	High
5. Making eye contact with my partner during the dance	2.55	0.892	High
6. Listening attentively to my teacher as he/she teaches the steps	3.71	0.478	Very high
7. Accepting my partner's weakness in relation with the dance	3.24	0.740	High
8. Staying on our assigned position and transfer if the teacher tells us to do so.	3.46	0.558	Very high
9. Doing my best to avoid blaming my partner for missed execution of figures	3.45	0.642	Very high
10. Showing gratitude to my partner after a success performance	3.47	0.688	Very high
Overall Mean	3.29	Very High	

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Legend:3.25 – 4.00 *Very High*2.50 – 3.24 *High*1.75 – 2.49 *Low*1.00 – 1.74 *Very Low*

Students were very highly engaged in social dances as to respect for others because as they engage in social dances, the students appreciate their partner's personal grooming ($M=3.28$, $SD=0.697$), maintain good hygiene all the time ($M=3.58$, $SD=0.516$), dance to the level of their partner ($M=3.31$, $SD=0.692$), avoid blaming their partner for missed execution of figures ($M=3.45$, $SD=0.642$), and show gratitude to their partner after a success performance ($M=3.47$, $SD=0.688$). They were also highly engaged in showing respect to their teacher as they listen attentively in demonstrating the steps ($M=3.71$, $SD=0.478$) and transfer to another position if their teacher already told them to do so ($M=3.46$, $SD=0.558$). The students were highly engaged in communicating with their partner as they accept their partner's weakness ($M=3.24$, $SD=0.740$), make eye contact during the dance ($M=2.55$, $SD=0.892$), and sensitive to the likes and dislikes of their partner ($M=2.82$, $SD=0.783$).

The overall mean of 3.29 indicated that the students were very highly engaged in respect for others as they engage in social dance. Through engagement in social dances, the students were able to appreciate their partner's personal grooming, practice maintaining good hygiene all the time, learn how to dance to the level of their partner, avoid blaming their partner for missed execution of figures, and show gratitude to their partner after a success performance. They were also be able to practice obedience as they listen attentively in demonstrating the steps and transfer to another position if their teacher already told them to do so. When students engage in social dances, they were also be able to value teamwork as they accept their partner's weakness, make eye contact during the dance, and sensitive to the likes and dislikes of their partner.

Table 6. Level of Students' Socio-Emotional Skills as to Self-Confidence

As I engage in social dance, I found myself...	Mean	S.D.	Verbal Interpretation
1. Feeling good about learning new steps	3.69	0.506	Very high
2. Reducing shyness and stage fright	3.09	0.698	High
3. Learning to take the corrections that I receive as positive, rather than negative.	3.56	0.592	Very high
4. Showing the correct projection	3.33	0.682	Very high
5. Dancing like nobody is watching	2.96	0.864	High
6. Motivated in mastering the steps	3.45	0.626	Very high
7. Interested in practicing new steps during vacant time	2.99	0.835	High
8. Believing that I also have dancing skills	3.13	0.825	High
9. Doing my best with my partner to get a high grade during the actual performance	3.41	0.653	Very high
10. Asking our teacher to check if me and my partner are doing the right step.	3.13	0.849	High
Overall Mean	3.27	Very High	

Legend:

3.25 – 4.00 *Very High*

2.50 – 3.24 *High*

1.75 – 2.49 *Low*

1.00 – 1.74 *Very Low*

The students were very highly engaged in self-confidence because, they feel good about learning new steps ($M=3.69$, $SD=0.506$), take corrections as positive, rather than negative ($M=3.56$, $SD=0.592$), and motivated in mastering the steps ($M=3.45$, $SD=0.626$). They were also very highly engaged in social dances because they execute the correct projection ($M=3.33$, $SD=0.682$) which contribute in doing their best to get high grade during actual performance ($M=3.41$, $SD=0.653$). The students were highly engaged in social dance because they lessen shyness and stage fright ($M=3.09$, $SD=0.698$), and dance like nobody is watching ($M=2.96$,

$SD=0.864$). They were highly engaged in self-confidence because through social dances, they can decide on their own move as they initiate to practice new steps during vacant time ($M=2.99$, $SD=0.835$) ask teacher's assistance to check if they are doing the right step ($M=3.13$, $SD=0.849$), and believe themselves that they also have dancing skills ($M=3.13$, $SD=0.864$).

The overall mean of 3.27 indicated that the students were very highly engaged in self-confidence as they engage in social dances. Through social dances the students were able to feel satisfaction as they feel good in learning new steps, take corrections as positive, rather than negative and motivated in mastering the steps. Through social dances, the students were also be able to execute the correct projection which is part of doing their best in order to get high grade during actual performance. Engaging in social dances also results in declining shyness and stage fright instead, student can dance like nobody is watching. Through social dances, students were also be able discover how to stand on their own feet as they initiate to practice new steps during vacant time, no hesitation in asking teacher's assistance to check if they are doing the right step and believe themselves that they also have dancing skills.

Table 7. Level of Performance in Physical Education

Lowest Grade	Highest Grade	Mean	Std. Dev.	Analysis
77	99	91.53	3.958	Advanced

Legend:

90.00 – 99.99 *Advanced*

85.00 – 89.99 *Proficient*

80.00 – 84.99 *Approaching Proficiency*

75.00 – 79.99 *Developing*

74.99 & below *Beginning*

The lowest grade obtained by the students was 77 and the highest grade was 99. The students showed advanced level of performance, as shown by the mean of 91.53 with standard deviation of 3.958. The computed standard deviation indicated a dispersed distribution of the students' grade.

The students performed well and got advanced level of performance because they demonstrated a high level of participation on the said activity. Since they were practicing social dance during P.E. time, their attendance and participation during rehearsal time became one of the bases of their grade in P.E. subject on the 2nd grading period.

Table 8. Relationship between the Students' Engagement in Social Dances and their Performance

Students' Engagement	beta	t-value	p-value	Analysis
Socialization	2.401	2.128	0.036	Significant

Discipline	-2.261	-2.016	0.038	Significant
Peer Collaboration	0.769	1.965	0.039	Significant

Intercept = 89.713

Adjusted R-Square = 0.4251

F-value = 3.441

Sig. = 0.047

Results of regression analysis on students' engagement and performance showed that there were *significant* correlations between these variables.

The beta coefficient of 2.401 indicated that for every standard deviation unit increase in students' socialization, there is a corresponding increase in their performance. The t-value of 2.218 is significant at 0.036 probability level. Likewise, the beta coefficient of 0.769 indicated that for every standard deviation unit increase in students' peer collaboration, there is a corresponding unit increase in their performance. The t-value of 1.965 is significant at 0.039 probability level. In terms of discipline, the beta coefficient of -2.261 indicated that for every standard deviation unit decrease in students' discipline, there is a corresponding unit increase in their performance. The t-value of -2.016 is significant at 0.038 probability level.

Table 9. Relationship between the Students' Social-Emotional Skills and their Performance

Socio-Emotional Skills	beta	t-value	p-value	Analysis
Communication	1.610	1.056	0.294	Not Significant
Respect for Others	1.742	1.074	0.285	Not Significant
Self-Confidence	-1.059	-0.743	0.459	Not Significant

Intercept = 84.238

Adjusted R-Square = 0.029

F-value = 1.973

Sig. = 0.123

The exact p-values of 0.294, 0.285, and 0.459 did not go lesser than the threshold of 0.05. The adjusted R-square value indicated that only 2.9% percent of the variation in students' performance was explained by communication, respect for others, and self-confidence, which is quite negligible.

CONCLUSIONS

Based on the foregoing findings, the following conclusion was drawn. Based on the data, it is shown that the hypothesis stating that Students' Engagement in Social Dance has no significant

relationship with Performance in PE is rejected. However, it is shown that the hypothesis stating that Social-Emotional skills has no significant relationship with Performance in PE is accepted.

RECOMMENDATIONS

Based on the draw conclusions resulted to the following recommendations:

1. Findings on impact of discipline on students' academic performance are inconsistent and somehow inconclusive. Finding another study about this topic may be recommended
2. Search another variable instead of social-emotional skills since it is not significant in this study

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