

THE ROLE OF DISCIPLINE IN EDUCATION AND ITS IMPACT ON THE PROCESSING OF LEARNING

Dr.Aliya Khatun

Assistant Professor, Department of Education

Mathura P.G.College, Rasra, Ballia

(Affiliated to Jananayak Chandrashekhar University, Ballia)

Dr.Mohd Naseem Siddiqui

Life Member of I.S.C.A. Kolkata & Assistant Professor

Department of Commerce

Mumtaz P.G. College, Lucknow

(Associated to University of Lucknow)

ABSTRACT

Discipline is the deliberate, or lack of, action to regulate behaviour. It is the practice of frank and strict adherence to legislation and guidelines, and cultural standards and values; the ability to control oneself or other people, even in challenging circumstances. Discipline means teaching acceptable behaviours and unlearning maladaptive behaviours with support, guidance and direction in managing behaviour. It is about setting limits, clarifying roles, responsibilities, and mutual expectations and creating a predictable, orderly and stable life. In the learning environment, indiscipline can manifest itself in disobeying set rules, bullying, truancy, lateness to school, cultism, alcohol and drug abuse, insulting/assaulting, sexual harassment, stealing, rioting, striking, setting school fires, 'gassing of learners, and many other anti-social vices. If allowed to continue, such indiscipline manifests itself later in life. In contrast, inculcating discipline at an early age helps to bring order in the different facets of a person's life – you just need to look at our security or military forces'

KEYWORDS: *D-Deliberate, S-Standards, C-Challenges, T-Truancy, M-Military, F-Forces*

Significance of discipline in homes and learning institutions

Discipline impacts the learning process by creating a stress-free environment for apportioning time to various activities, improves planning through observing and maintaining a set daily routine, moulds learner character and enhances their motivation, enables the setting of good examples and positively contributes to better grades. Elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of academic performance. Various studies have shown a positive link between discipline in learners and their school performance, with the latter increasing with the increase in discipline levels. Although learning institutions have a duty to enforce the rules or code of conduct guiding learner

behaviour, parents also have a role to play to ensure consistency. Aspects such as dress code, hairdos, and basic manners start from home. Parents and educators, especially heads of institutions, are two pillars with a significant influence on grooming learners. Unless discipline is tackled from an early age, achieving quality education with full learner impact will remain a challenge. Thus, if learners at all levels are disciplined, they are most likely to acquire the requisite knowledge and skills with ease because they are focused and self-driven. Despite their busy working schedules, parents should spend time with their children to discuss various issues, including discipline. There is also an increasing need to strengthen guidance and counselling in schools, to help learners attain set values. A child or young person whose social and spiritual discipline is strong has a high chance of excelling in school. The most important discipline is self-discipline, which the learner should cultivate within by setting standards and determining how far they can go amidst numerous obstacles. At the height of COVID-19, where learning has been transferred to the home as schools are closed and supervision is in the hands of parents, self-discipline will play a significant role in ensuring the continuity of learning.

Punishment and the child's development and learning process

Punishment is used as a tool to inculcate discipline. It can be either positive or negative. Physical or corporal punishment includes caning, physical labour such as watering school gardens or cutting grass, kneeling or walking on knees, or doing push-ups. As part of enforcing the conventions on children's rights, several countries have abolished corporal punishment in schools, although the illegal practice is still common in some schools. Those against corporal punishment prefer 'positive punishment' as it decreases the probability of a recurrence in behaviour in the future. One example is the complete elimination of rewards, also known as positive reinforcement, to discourage a repeat of misbehaviour. A third perspective is the enhancement of children's cognitive development through social interactions, which in turn influence their learning and motivation to learn. This includes attachment to caregivers, friendship and collaborative learning between peers and forming healthy relationships between children and teachers. In such a scenario, verbal methods of discipline, including explanations and reasoning, are likely to provide more cognitive stimulus than the use of corporal punishment, which may result in poor cognitive outcomes. Ultimately, the effectiveness of punishment depends greatly on timing. A punishment delivered immediately after a response is likely to be most effective while the longer the delay between the response and the punishment, the greater the chance of the punishment associating with other intervening events. Positive and negative reinforcements are crucial aspects of altering behaviour after delivering punishment.

Impact of punishment on learner performance, and alternative options

In order to analyse the relationship between punishment and learner performance, we need to be clear about the latter, which is the extent to which a learner, educator or institution has achieved their short or long-term educational goals. It is commonly measured through examinations that ascertain completion of educational benchmarks such as diplomas and bachelor's degrees, or through continuous assessments leading to some form of grade point aggregation. Learner motivation and engagement is one of the six factors of academic achievement (others are instructional design quality, accuracy and alignment, data forms and quality, whole literacy, and depth of knowledge). Helping learners to develop intrinsic motivation through self-effort in mastering educational content is key. A motivated learner with little or no technology experience and limited resources is likely to perform much better than a non-motivated one in a '21st-century classroom.' Positive discipline helps to improve learner motivation through teaching rather than punishing and, as a result, helps learners to succeed and thrive in school. Positive discipline allows students to learn and adapt their behaviours to meet expectations in the classroom, while simultaneously teaching them how to make better choices in

adulthood. The choices include taking time to reflect deeply about self and life, in order to be grounded on an issue. It provides an opportunity to seek the silver lining during tough or challenging situations, appreciate and embrace the bigger picture and seize opportunities in times of hopelessness with great humility. The distinction of adult behaviour in those who are disciplined is visible. In the case of the ongoing COVID-19 pandemic, the disciplined adults are not the ones sneaking out to visit friends or participating in large gatherings, including entertainment joints, contrary to the from the authorities. The disciplined person observes the rules outlined by the authorities and can have a deeper appreciation of the pandemic as an opportunity for reflection in terms of caring for one other and looking out for each other, because “I am because you are” – this is the spirit of *Ubuntu*.

Some of the alternative ways of enforcing positive discipline include the following:

Learning ‘to be’ – taking the learners through the process of self-knowledge and motivating them to see the importance of acquiring the necessary skills and attitudes to improve their personality. Making them more aware of themselves and others. Ensuring learners appreciate that they have a right to be heard and their views considered when important decisions are taken.

Taking away privileges that seem to be the cause of poor performance – such as watching TV, visiting friends or receiving pocket money; coaching by reinforcing positive attitudes through praise and recognition; using behaviour management techniques to promote social classroom interaction among students; and using positive reinforcement techniques that reward appropriate behaviour and promote self-management through counselling.

Time out – which involves removing the child from the situation to give time for reflection about the consequences of the offending behaviour. Time out entails non-exclusion (the learner can observe, but not participate in, ongoing classroom activities), exclusion (the learner is excluded from participating in, and observing, ongoing classroom activities without removing them from the classroom) and isolation (placing the learner in a separate area for a predetermined period). To be effective, time out must be consistent and should not last long.

Positive reinforcement – through appreciating excellence in performance. Positive, non-violent discipline sends the message that conflict can be resolved without undermining respect.

Good school discipline depends not only on non-violent responses to poor learner behaviour, but also on skilled and properly trained teachers.

What factors can schools consider in disciplining learners?

In applying positive discipline, teachers and parents should take the following into account, with a focus on maintaining a safe and dignified schooling environment for learners:

- Does the action help the child to feel a sense of connection?
- Is the action kind and firm at the same time, and mutually respectful and encouraging?
- Is the action geared towards a long-term effect on the child? Does it consider what the child is thinking, feeling, learning, and deciding about themselves and the world?
- Does the action teach important social and life skills such as respect, concern for others, problem-solving, and cooperation as well as the skills to contribute to the home, school or larger community?
- Does the action encourage the child to discover how capable they are in terms of constructive use of personal power and autonomy?

Card system – an example of positive discipline: A child who misbehaves is given a “yellow card” as a verbal warning by the teacher. If the situation persists, they are given another card and are separated from their peers. If needed, the situation is escalated to a “red card” and the child sent to the head of the school.

Discipline during this study suggests that a kind of discipline applicable to the regulation of kids and also the maintenance of order within the faculty. Students should be aware of faculty rules and regulation, fair, consistence punishment, same mechanisms to speak, motivation, achievement and selection procedure to lecturers and students. Provision of quality education and training is the final goal of any academic system. The success of teaching is reflected in the tutorial performance of scholars. This goal will never be achieved without faculty discipline. Good discipline creates a decent image of the school and prepares learners for the longer term. Indeed discipline involves the preparation of an individual to be a complete and efficient member of a community; a disciplined member of a community is one who knows his /her rights and his/her obligations to their community. This means that the individual must be trained to have self-control, respect, obedience and good manner. disciplined students will always shine, explaining that this is because they are focused and self-driven. it's good for students to learn how to be responsible in all areas, and that this should start when they are still very young. When learners are made to reflect on their wrongdoings, they'll strive to be better. Another advantage of being disciplined is that it helps mold students' character. And it's hardly surprising because a positive attitude towards studies (and life) is the inherent benefit derived from being disciplined. There is no denying the fact that student life is not always easy. However, staying disciplined can keep your motivation hearth burning and assist you to get the best out of education. Positive classroom discipline sets a decent example for others to follow. Disciplined and diligent students serve as role models for their classmates, but instead of secretly wishing to be like them, you should instill the same self-discipline in yourself. Discipline is the key to success – this statement proves to be true for all times and for people of all age groups. But for students, it holds great value. In the modern world, there are so many enticements that can lure a student away from his main objective in life. Discipline means a way of being hardworking, honest, strictly following rules and regulations, social norms as well as values. Discipline makes students deal well with things. It is an ornament of the education system and student's life. Students must adopt the disciplinary aspects of every performance that makes them successful all the time. Here is how discipline plays a significant role in the life of students.

Staying Motivated

If one does not stay disciplined, it becomes difficult to remain interested in the studies too. It is vital to remind yourself each day what you are really working for and why. By just writing down your study goals, you can indeed realise what you want to achieve in life. It is also an excellent way to keep oneself motivated and to see how close you are practically coming to meeting all those goals.

Scheduling

We all know discipline is essential in the education system for making sure that you complete all your study assignments. If you miss one deadline, then everything can just pile up, and it gets harder to meet the next deadline. So, it is very crucial to stay disciplined right from the start of your studies, so then you can schedule your chores.

Setting A Good Example for Others

If students practice discipline in their life, they can encourage other students to be disciplined as well. Doing this especially compels others too when they see what kind of positive impact it has on their grades and on their personal life as well.

A Transferable Skill

Learning to be disciplined while you are a student gives you a very beneficial skill that you can use later in life. After you complete your studies, discipline is useful in your workplace as well as in your family life. It is a skill that you can use whenever you want to make things better in one way or the other.

Relieving Stress

When you put efforts to stay disciplined, then it is also easier to keep your studies, and personal life all organised. This means that your school and university days can be much less stressful just by staying disciplined. You can then also have time for the other areas of life such as friendships, family time and for some relaxation too.

Getting Better Grades

It is obvious to say that disciplined students tend to get much better grades than students who are not disciplined. Apparently, disciplined students who are focused on studies tend to get more benefit from their classes.

Importance of imparting discipline in school

Discipline is not just a moral value but it is the most powerful virtue that is necessary to be successful in life. One cannot achieve the goals of life without being disciplined. From a film star to a sports person, it is discipline that takes them forward in life. However, discipline is not learned in a day. It takes years to acquire this trait and the best time to learn discipline is right from childhood. That is why schools play a crucial role in imparting discipline and creating well-balanced individuals. Discipline is a way in which we align our body, mind and our soul to follow a proper order. A person who is disciplined performs everything in the right manner and is able to achieve great heights in life both personally and professionally. Discipline is the only way which can bring stability in a person's life. Not even a single work can be executed properly in the absence of discipline. Thus, it is essential to practice discipline in every sphere of life.

Discipline is essential to maintain a learning environment in school

If a child is not disciplined, he will never be able to implement his plans in real life which will later cost him way too much. If there will be no discipline in a school, the students will be free to do anything. Everyone will bunk the classes. So, no one will prefer to sit and learn in the classroom. The students will also refrain from doing homework. Ultimately, the students won't be able to learn anything. Hence, discipline is important to create a learning environment in the school.

It develops the students into strong individuals

Discipline is a way to set limits for the children so that they know what is right and what is wrong. This improves the character of the students and they become strong as well as self-reliant. Discipline even develops the analytical skills of the students. So, when they grow up, they can exploit their skills

to solve real-life challenges.

It gives them a teaching of a lifetime

When the children are in their developing age, they can be molded in any way. If at this age they practice discipline, they will follow it in their entire lifetime. When a child learns discipline in school, he masters this trait for a lifetime. The students who know the importance of discipline, follow it in school and gradually become habitual to it.

It leads to the social development of a child

Discipline fosters creating stronger bonds among the students, among students and teacher, student and parents, etc along with valuing the limits of the relationship. For example, a child knows about his bond with his teacher and he even knows the limit in which he has to behave when interacting with a teacher. Clearly, discipline is one of the most essential values to succeed in life. A school is the best place where one can learn, master and get habitual to discipline. At MIT Vishwashanti Gurukul, we understand our responsibility for fostering discipline in students. We give importance to moral values and life skills along with academic knowledge which makes us being counted among the top boarding schools in India. Discipline is followed in the premises of school as well as the hostel. We have prepared a schedule for each student which inculcates time management and discipline in them. Furthermore, we even motivate the students to participate in various activities to learn team building skills along with maintaining discipline. So, if you want to develop your child into a balanced individual, then apply for admissions in MIT Vishwashanti Gurukul-top residential school in Pune, Maharashtra. As teachers we do not want our classrooms to be orderly just for its own sake or because we are on some kind of power trip, but so that we can give students what we have to offer. Sometimes you find you want to learn this from someone who does not have to be that correct, but who has had to establish classroom control even inside the worst behaved classrooms found anywhere in the world.

Management and discipline are the main ingredients in the teachers' planning. Sound discipline and management underpins every aspect of the school life. For successful teaching and learning to take place it is important that good discipline exist in every classroom in particular and in the school as a whole. According to Hill & Hill (1997: 16) "learners learn to the best of their abilities in an orderly and safe environment." Researchers like Potgieter, Visser, Van der Bank, Mothata and Squelch (1997:59) stated that "if discipline is not taken into consideration, the school environment will be dangerous in the educational process may be disrupted." This may also affects the educational attainment of learners. In this regard Levin & Nalon (1991:30) state that, "in addition to the obvious impact on the teaching and learning environment disruptive behaviour, can also affect the learners' safety, readiness to learn as well as future behaviour." In addition, Hill & Hill (1994:6) "if discipline can destroy the possibility of a safe and orderly environment and thereby a hamper the core purpose of the school." It is therefore necessary that discipline is maintained in a school for the welfare and safety of learners and educators, and for the success of the educational process.

Learners in the further education are working hard to form the own identities asserting power through the brilliant by posing teachers. Coetzer & Le Roux (1996:84) endorse this view when they stated that, "modern children and youth want to establish their own life, and by doing so will fade rebel against discipline and authority." They sum up by saying that "the youth have been emancipated to live their own lifestyles as they see it fit and accept values different from the society.

How can teachers maintain discipline?

Researchers are of an opinion that teachers play a vital role in maintaining discipline and control within the school. According to Joubert & Prinsloo (1999:55), “educators are responsible to maintain discipline at all times.” Varma (1993:31) states that, “beyond their responsibility for teaching, educators are also responsible for the moral development of learners and to ensure that they become law-abiding citizens.” This implicitly means that within the school community, teachers are expected to respond in a controlling way to violations of the institutional rules and of the school and forms such as theft, and bullying that has a direct bearing on the moral domain. The Department of Education also demands that discipline be maintained in school so that culture of teaching and learning is realized. According to Section 8 (1) Of the South African Schools Act (SASA) (RSA, 1996 a: 8), discipline must be maintained in the school and classroom situations so that the education of learners flourishes. Teachers are in fact expected to handle disruptive learners in the classes so that learners can concentrate on the schoolwork. Butchart & McEwan support this view by stating that, “inequality school, educators must learn how to handle a disruptive learner in a way that is not punitive, yet gets the situation under control and at the same time opens the learners in mind to work in class”

How to couple discipline and fairness?

One of the questions on the questionnaire is “what is your (teacher) role in a show in discipline in your school?” According to Hosten et al (in Oosthuizen 1985:59) explains fairness as “the moral value that serves as a norm to ensure impartiality when dealing with competing interests of various subjects.” This denotes that the interests of both teachers and learners must be protected. The learners are the legal subjects and have legal rights that should be protected. The learners other legal subjects and have legal rights that should be protected. Section 12 (1) of the Constitution of the Republic of South Africa (RSA, 1996 c: 8). In this independent study support (ISS) hungry and took shy to answer questions that have been asked in the questionnaire.

Manchester Academy claim to be performing very well in terms of discipline, management and leadership since its transition. Now strategies for good classroom discipline could be based on both standard and student behavioural aspect to make discipline more effective. The following may possibly assist teachers to improve the problems that may be there in situations, that is, they might be underlying issues in the school and has to be solved in anticipation.

Discipline is not about getting kids to do what you want them to do. That's what dictators do, and you're not a dictator—you're an educator. Discipline is providing an environment in which positive teaching and positive learning can occur simultaneously. Discipline is not control from the outside; it's order from within.

In conversations with teachers, I've discovered some practical and universal ideas that will help you achieve discipline in your classroom. Tap into the experience of these pros, and turn your classroom into a place where students learn and enjoy the process.

- **Greet students at the door.** Interact with your students on a [personal level](#) every day. Greet them by name, interject a positive comment or observation, shake their hand, and welcome them into the classroom. This sets a positive tone for a lesson or for the day.
- **Get students focused before you begin any lesson.** Be sure you have their attention before you begin. Don't try to talk over students; you'll be initiating a competition to see who can speak louder and also let them know it's okay to talk while you are talking.

- **Use positive presence.** Don't park yourself in the front of the classroom. Move around the room continuously, and get in and around your students. Make frequent eye contact, and smile with students. Monitor students with your physical presence.
 - **Model the behavior you want students to produce.** If you [exhibit respectfulness](#), trust, enthusiasm, interest, and courtesy in your everyday dealings with students, they will return the favor in kind. Remember the saying, "Values are caught, not taught."
 - **Use low-profile intervention.** When you see a student who is misbehaving, be sure your intervention is quiet, calm, and inconspicuous. Use the student's name in part of your presentation, for example, "As an example, let's measure Michael's height in centimeters." Michael, who has been whispering to his neighbor, hears his name and is drawn back into the lesson with no disruption of the class.
 - **Send positive "I" messages.** Thomas Gordon, creator of Teacher Effectiveness Training, underscores the importance of "I" messages as a powerful way of humanizing the classroom and ensuring positive discipline. An I-message is composed of three parts:
 1. Include a description of the student's behavior. ("When you talk while I talk ...")
 2. Relate the effect this behavior has on you, the teacher. ("I have to stop my teaching ...")
 3. Let the student know the feeling it generates in you. ("which frustrates me")
- **Verbal reprimands should be private, brief, and as immediate as possible.** The more private a reprimand, the less likely you will be challenged. The more immediate the reprimand, the less likely the student will feel you condone her or his behavior. And keep reprimands brief. The more you talk, the more you distract from the lesson and the more you "reward" a student for inappropriate behavior.
- **Provide lots of positive feedback.** Many veteran teachers will tell you, "10 percent of the students will give you 90 percent of your headaches!" But what about the 90 percent of those other students in your classroom? Don't forget them; recognize their contributions and behavior:
- Acknowledge positive student behavior when it is not expected.
 - Acknowledge compliance with requests.
 - Acknowledge hard work, kindness, and dependability.
 - Be consistent! Although this is easier said than done, the key to an effective discipline policy in any classroom is consistency. Make these principles part of your classroom action plan:
 - If you have a [rule](#), enforce that rule.
 - Don't hand out lots of warnings without following through on consequences. Lots of warnings tell students that you won't enforce a rule.
 - Be fair and impartial. The rules are there for everyone, and that includes girls as well as boys, tall people and short people, students with freckles and students without freckles, and [special needs](#) kids as well as [gifted kids](#).

Conclusion

There is a considerable dependence of learner performance on personality and social environment. Learners possess various motivational traits in their quest to acquire education. Those with a good level of such traits

use numerous learning strategies depending on the beliefs they hold: those with extrinsic motivation are more likely to use strategies that include good planning and better organization. In view of this and based on the significant role of motivation on learners, teachers must focus attention on inculcating motivation in learners to promote their self-efficacies, and strongly believe in the learners' abilities to do well. Teachers also need to be well-prepared to effectively integrate the value system in the learner, while practising the same, and the use of diverse strategies in issuing instructions to the learners. In the final analysis, we are like a well-prepared meal with different ingredients blending well, together...we must play our part without exaggerating our individual parts or downplaying those of others.

REFERENCES

- Lindsay, Constance A.; Hart, Cassandra M. D. (1 March 2017). "Exposure to Same-Race Teachers and Student Disciplinary Outcomes for Black Students in North Carolina". Educational Evaluation and Policy Analysis. 39 (3): 485–510. doi:10.3102/0162373717693109. S2CID 26428014.
- Skiba, Russell (December 2002). "The Color of Discipline: Sources of Racial and Gender Disproportionality in School Punishment." The Urban Review 34, no. 4
- "Study Tracks Vast Racial Gap In School Discipline In 13 Southern States". National Public Radio. 25 August 2015. Retrieved 6 December 2016.
- "Federal Government rules out return of corporal punishment, after curriculum adviser says it can be 'very effective'". ABC NEWS. 16 July 2014. Retrieved 7 May 2016.
- "Fast times at Dulwich College – Alex Singleton". www.alexsingleton.com. Retrieved 1 June 2018.
- "Behaviour and discipline in schools: Guidance for governing bodies". Department for Education (UK). 17 July 2013. Retrieved 23 October 2015.
- "Detentions". Queensland government. Retrieved 15 May 2016.
- "Detention". Victoria State Government. Retrieved 15 May 2016.
- Skiba, Russel (2006). "Zero tolerance, suspension, and expulsion: Questions of equity and effectiveness". In Evertson, C.M. (ed.). Handbook of classroom management: Research, practice, and contemporary issues. Erlbaum. pp. 1063–1092.
- "Discipline Policy and Procedures" (PDF). Delran Township School District, New Jersey. Retrieved 25 January 2009.
- American Psychological Association Zero Tolerance Task Force (2008). "Are zero tolerance policies effective in the schools? An evidentiary review and recommendations". American Psychologist. 63 (9): 852–862. doi:10.1037/0003-066x.63.9.852. hdl:2027.42/142342. PMID 19086747.
- Rosenbaum, Janet (2018). "Educational and Criminal Justice Outcomes 12 Years After School Suspension". Youth and Society. 52 (4): 515–547. doi:10.1177/0044118X17752208. PMC 7288849. PMID 32528191