

EFFECTS OF DISCIPLINE ON STUDENT SUCCESS

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Annotation: This article examines the impact of discipline in the educational process on student success from various perspectives. It examines the school environment, pedagogical approaches, family upbringing, and personal responsibility, and how students' interest in learning, behavior, and results are monitored and improved. The study provides in-depth coverage of psychological factors, the positive and negative consequences of discipline, as well as real-life examples. Also, classroom management strategies, appropriate approaches to incentives and punishments, the formation of self-management skills, and peer competition increase, which further increases students' interest in studying. This article proposes strategies for making the educational process more effective by increasing discipline, psychological support, parental and school support, development of teachers' communication skills, and positive discipline methods. It also discusses the consequences of excessively strict or incorrect application of discipline, which include stress, decreased motivation, and social exclusion. The article emphasizes the importance of an interdisciplinary approach that combines the disciplines of pedagogy, psychology, and sociology, and demonstrates its importance in ensuring the success of disciplined students through case studies from different educational settings.

Keywords: Discipline, Student achievement, Educational quality, Motivation for learning, Classroom management, Positive discipline, Punishment and encouragement, Self-management, Psychological factors, Pedagogical approaches, Parent-school cooperation, Behavior in the educational environment, Academic results, Sociological analysis, Case study.

Introduction

School policy makers, administrators, and teachers play an intricate role in structuring and maintaining a safe environment where children have the potential to become well-rounded adults in society. Research on school climate (Aggarwal et al., 2021; Fishbaugh et al., 2003; La Salle et al., 2021) concurred that creating a school culture that includes student safety is an essential element of effective schools. In June 1999, immediate awareness of the importance of school safety and procedures spread

across the nation after the vicious attack at Columbine High School. The call for action prompted the United States Secret Service and the United States Department of Education to launch the Safe Schools Initiative. The initiative was designed to help facilitate learning in schools through equipping students, faculty, and staff on ways to maintain a safe environment (Vossekuil et al., 2002). Recent research into school safety (Bennett, 2015) found there were no certain characteristics that led students to engage in such behaviors; however, there were some common traits that existed among those committing the violent acts. They also stated that being proactive in examining the thinking and planning of such behaviors helps to foster a safe learning environment (Bennett, 2015). According to Baker (1985), a school environment that is safe and conducive to learning will fundamentally improve the quality of the school and afford students an opportunity to succeed. More recent research that focused on the broader issue of school climate in general, rather than school safety, indicates that school climate is strongly associated with student achievement (Anderson, 2017; Pounder, 2014; Yang, 2014;). School climate is generally conceptualized as the quality of interpersonal relationships and interactions among students and school personnel (Crichlow-Ball & Cornell, 2021). La Salle et al. (2021) asserted that the association between school climate and student achievement is relatively straightforward. A positive school climate is associated with increased academic achievement. Conversely, negative school climates have been shown to be negatively associated with student academic achievement (VanLone et al., 2019). Similarly, negative school climates have been shown to increase the likelihood of engaging in risky behavior and peer victimization (Wormington et al., 2016).

How teachers can help students in learning discipline

Teachers are the biggest supporters of the students who help them to learn and write various things. Apart from education, they also help the students in learning essential life skills that secure their future and help them in building a prosperous career ahead. When it comes to discipline then their teachers also play an important role and boost their academic skills. There are some ways through which teachers help the students in doing so. Have a look at them.

1. Make achievable goals and expectations
2. Maintain positive bonding with the students
3. Maintain a safe and healthy environment
4. Boost them to adhere to self-discipline
5. Point out the mistakes and misbehaviour
6. Regulate easy and positive discipline techniques

Boost Performance In Academics

Discipline teaches consistency, and this is the most important factor that helps in studying well. Attending classes regularly, doing practice and revision consistently and

actively, automatically brings results and provides fruitful results. This is another major Impact of school discipline on student success that works through academics. (<https://www.kasigaschool.com/blog/how-does-school-discipline-impact-student-success/>)

Everyone talks about talent like it's the golden ticket. It isn't. Success—the kind you actually feel in your bones—comes from discipline. That's what gets you out of bed on cold mornings or pulls you through late-night study sessions after a bad day.

Discipline isn't pretty. It means missing out on parties, overcooking toast repeatedly, and forcing yourself to write that paragraph when your mind feels exhausted. It's not innate. You develop it step by step with each decision. (Clear, 2018).

Nowadays, the internet feels like a drain on your time. (Newport, 2016). Each app, each notification urges you to stray from your objectives. Real advancement occurs when you block that noise, maintain your focus, and take action even if it's not flawless.

Methods: There is no recipe. My dad used to say, "Be present even if your hair's messy and you're in a bad mood." I've experimented with planners, bullet journals, and apps—none of these work if you don't keep up with the fundamentals.

Self-control:

Bite your tongue. Save your money. Close the extra tabs and get back to the grind, a hundred times a day.(Baumeister / Tierney, 2011).

Time:

At times you struggle, times you succeed. Victory is achieved by organizing your tasks and simply beginning (regardless of how late it is).

Consistency:

This isn't Instagram. True growth occurs in silence when nobody sees it, and you aren't even attempting.

Results

Discipline doesn't happen overnight. It means forcing yourself into habits even when you'd prefer to disconnect. My personal achievements are small: meeting a deadline, staying true to my promises, leaving the house when my mind invents reasons not to. Triumph is about showing up and working hard on your days not only the easy ones.

Self-discipline entails facing defeat—but returning the next day. (Duckworth, 2016).

Time management isn't hitting the target, so revisit your plan. Once more.

Consistency. It may seem boring and tedious. Throughout the years it remains the sole factor that produces change.(Duhigg, 2012).

Discussion

Many believe that disciplined individuals never make mistakes. That’s an idea. I make errors constantly—oversleep alarms, scroll endlessly, snap at people—but then I try again. That’s the key. (Duckworth, 2016).

Discipline isn’t mystical; it’s about making decisions, facing embarrassment, and pushing forward regardless. Occasionally, I’m lazy, irritable, and self-centered. Yet I always return to the effort.

Self-Control.

Developing self-discipline is genuinely frustrating. You DESIRE the solution—but you avoid it even partially, and unexpectedly things begin to fall into place. Don’t be hard on yourself. You’ll falter. There’s no scoreboard tracking it. Just give it another shot. (Baumeister / Tierney, 2011).

Time Management.

I continue to jot down lists on bits of paper and misplace them. So what? Each time I regroup, I edge nearer to discovering what actually works. Pinterest boards don’t earn any credit—being present is what matters.

Consistency.

Anyone claiming they never err is being untruthful. Consult any athlete, artist, or learner—discipline is harsh. Simply persisting, in a rough manner, will surpass the flawless planner who quits.

Talent vs. grit

My gifted friends? Half gave up. The others? Faltered, felt annoyed, cursed plenty—yet kept going. Those are the ones who truly achieved success.

Practical stuff.

Don’t hold out for the mindset. Create to-do lists, work amidst distractions, rejoice over small achievements. Dullness matters. Rising again is the trick there is.

Conclusion

Here’s my truth: you build discipline in the mess—missed alarms, reheated leftovers, second tries. Anyone can have it, because all it really takes is deciding to keep going, no matter how scrappy or slow. You’re not aiming for perfect. You’re just aiming for real. Every time you try again, you’re already ahead.

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