

THE DISCIPLINE IN EDUCATION AND ITS IMPACT PROCESSING OF LEARNING

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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.*

1.1 INTRODUCTION

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 selfdriven. 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.

1.2 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.

1.3 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.

1.4 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.

1.4.1 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.

1.4.2 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.

1.4.3 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”.

1.5 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 wellprepared meal with different ingredients blending well, together...we must play our part without exaggerating our individual parts or downplaying those of others.

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