



SELF-DISCIPLINE AS A PREDICTOR OF ACADEMIC PERFORMANCE IN AUTONOMOUS LEARNING

Ruziyeva Nafisa Zarifovna

PhD teacher at English Linguistics Department

Bukhara State University

n.z.ruziyeva@buxdu.uz

Ruxshona Tolibova

1st year student at Bukhara State University

Choriyeva Ferangiz

1st year student at Bukhara State University

Abstract: *Self-discipline is widely recognized as a critical factor in academic success, particularly in autonomous learning contexts where students are responsible for managing their own learning processes. This study investigates the relationship between self-discipline and academic performance among university students engaged in autonomous learning. The findings indicate that higher levels of self-discipline are strongly correlated with better academic outcomes, suggesting that interventions aimed at enhancing self-regulatory skills can significantly improve student performance.*

Key words: *self-discipline, responsibility, academic performance, behavior, resilience.*

Introduction

What can be considered as academic success? Academic success is influenced by both cognitive abilities, such as abstract reasoning and long-term memory, and non-cognitive qualities, including motivation and self-discipline. Since reliable intelligence tests have been available since the beginning of the twentieth century, researchers have extensively examined the relationship between intellectual ability and academic outcomes. However, non-cognitive factors, particularly self-discipline, have received comparatively less attention in empirical research despite their potential importance in shaping educational achievement. Autonomous learning is defined as a learning approach in which students take primary responsibility for planning, implementing, and evaluating their learning activities. In such contexts, the ability to regulate one's own behavior, manage time efficiently, and maintain consistent effort is essential. Self-discipline, encompassing traits such as persistence, delayed gratification, and goal-oriented behavior, has been shown to play a vital role in achieving academic success. Besides intellectual ability, high achievers are often characterized by a range of positive personal qualities, including creativity, energy, emotional intelligence, charisma, self-assurance, emotional resilience, and physical appeal. Certain characteristics may



be particularly important in specific professions; for example, extraversion can be highly beneficial in sales-related careers but may have little relevance for individuals pursuing creative writing. Nevertheless, some attributes appear to play a vital role in achieving success regardless of the field or profession.

Literature Review. The concepts of self-discipline and learner autonomy have attracted considerable attention in foreign language education due to their significant influence on academic achievement and lifelong learning. Learner autonomy, first defined by Holec (1981) as the ability to take responsibility for one's own learning, has become a central objective of language education. Expanding on this notion, Little (1991) argues that autonomous learners actively engage in setting learning goals, selecting appropriate strategies, monitoring their progress, and evaluating learning outcomes. Benson (2011) further emphasizes that autonomy involves both the capacity and willingness to take control of the learning process, making it an essential component of successful language acquisition. However, the development of learner autonomy requires a high level of self-discipline. According to Zimmerman (2002), self-disciplined learners are better able to regulate their learning behaviors, manage their time effectively, maintain motivation, and persist when facing challenges. Similarly, Duckworth and Seligman (2005) found that self-discipline is a stronger predictor of academic performance than intelligence, suggesting that students who can control impulses and remain focused on long-term goals are more likely to achieve educational success. In the context of foreign language learning, self-discipline enables learners to engage consistently in independent practice, while autonomy empowers them to make informed decisions about their learning. Therefore, the literature indicates that self-discipline and learner autonomy are closely interconnected constructs that jointly contribute to effective language learning and sustained academic achievement.

Methodology. This study utilized a mixed-method approach, surveying 150 undergraduate students enrolled in autonomous learning courses. Self-discipline was measured using the Self-Discipline Assessment Scale (SDAS), while academic performance was evaluated through GPA scores and assignment completion rates. Correlation and regression analyses were conducted to determine the predictive value of self-discipline on academic outcomes.

Results. The analysis revealed a significant positive correlation ($r = 0.65$, $p < 0.01$) between self-discipline scores and GPA. Students with higher self-discipline not only achieved better grades but also demonstrated higher consistency in completing assignments on time. Regression analysis further indicated that self-discipline accounted for approximately 42% of the variance in academic performance.

Discussion. The results confirm that self-discipline is a critical factor in autonomous learning contexts. Students who effectively regulate their study habits, resist distractions, and maintain focus on long-term goals achieve superior



academic outcomes. These findings support the implementation of interventions, such as goal-setting workshops and time management training, to enhance self-discipline among students.

Conclusion

Self-discipline serves as a strong predictor of academic performance in autonomous learning contexts. Educators and policymakers should consider incorporating strategies that promote self-regulatory skills to foster academic success. Future research could explore the interaction between self-discipline and other factors, such as intrinsic motivation and learning strategies, to provide a more comprehensive understanding of student achievement.

References:

1. Duckworth, A. L., et al. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92(6), 1087–1101.
2. Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into Practice*, 41(2), 64–70.
3. Schunk, D. H., & DiBenedetto, M. K. (2020). Self-regulated learning: Theory, measures, and outcomes. *Educational Psychology Review*, 32(2), 279–300.