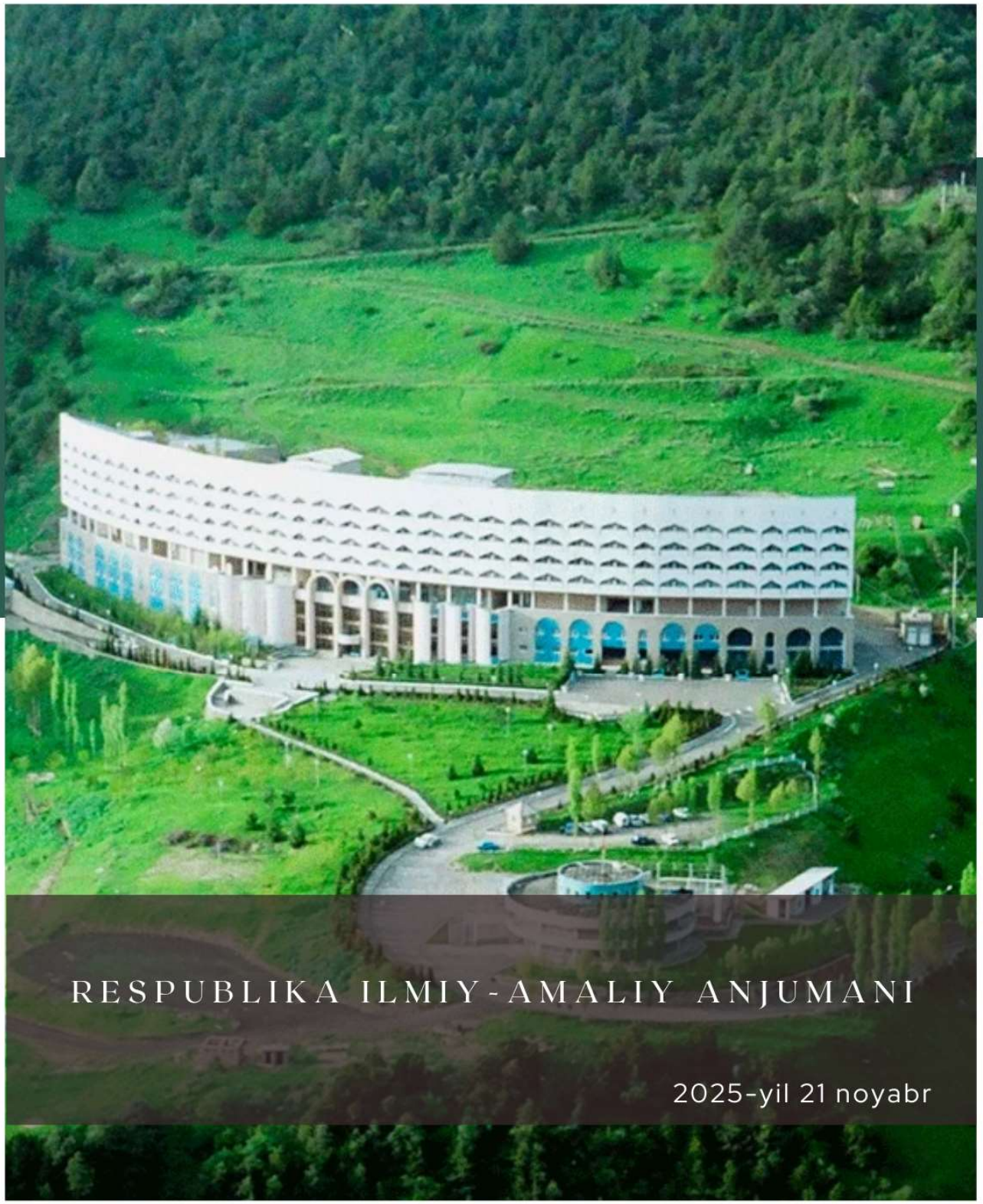
KONFERENSIYA

“JIZZAX VILOYATI IJTIMOIY-IQTISODIY RIVOJLANISHINING ASOSIY YO‘NALISHLARI: MUAMMO VA YECHIMLAR”



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between body, culture, and cognition in one of the world’s most expressive and culturally layered languages.

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IMPACT OF COMPETENCY-BASED EDUCATION ON STUDENT ACADEMIC PERFORMANCE AND SELF-DIRECTED LEARNING BEHAVIORS IN HIGHER EDUCATION

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Abstract: Competency-Based Education (CBE) has emerged as a transformative pedagogical approach that prioritizes mastery of skills and learning outcomes over traditional time-bound instructional models. This study investigates the impact of CBE on student academic performance and self-directed learning behaviors in higher education. Using a descriptive-methods research design, the study examines how competency-focused curricula, assessment, and instructional strategies influence students’ achievement levels and their capacity to take ownership of their learning. Findings reveal that CBE contributes to improved academic performance by enabling learners to progress at their own pace,

demonstrate mastery through iterative assessments, and engage in personalized learning pathways. Moreover, CBE significantly strengthens self-directed learning behaviors by fostering autonomy, intrinsic motivation, goal setting, and reflective practices. The results highlight the potential of CBE to enhance both academic outcomes and lifelong learning competencies, making it a promising model for modern higher education systems seeking innovation, flexibility, and learner-centered practices.

Keywords: Competency-Based Education, Self-Directed Learning, Academic Performance, Higher Education, Mastery Learning, Learner Autonomy, Personalized Learning, Competency Assessment.

JEL Classification: *I21, I23, I28, J24*

I. Introduction

Competency-Based Education (CBE) has emerged as a transformative alternative to traditional time-based instructional models in higher education. Unlike conventional systems, which emphasize credit hours and fixed durations, CBE prioritizes the demonstration of mastery in specific competencies. This model allows learners to progress at personalized paces, receive feedback-driven assessments, and engage with learning pathways that align with individual needs and strengths. As higher education institutions worldwide adapt to technological advancements, diverse student populations, and demands for workforce-ready graduates, CBE has gained increasing attention.

The shift toward competency-focused curricula is driven by the need for measurable learning outcomes, enhanced accountability, and strengthened student autonomy. In parallel, self-directed learning (SDL)—a process where learners take responsibility for planning, monitoring, and evaluating their learning—has become a crucial requirement in modern educational environments. Understanding how CBE influences both academic performance and SDL behaviors is essential for educators, policymakers, and institutions aiming to implement learner-centered pedagogies effectively.

Problem Statement

Despite the growing adoption of Competency-Based Education in higher education, its actual impact on student academic performance and self-directed learning remains underexplored. While proponents argue that CBE promotes mastery and autonomy, there is limited empirical evidence linking competency-based frameworks to measurable improvements in academic outcomes and SDL behaviors. Many institutions lack clarity on whether CBE enhances student achievement consistently or how it shapes learners’ motivation, responsibility, and self-regulation. This gap necessitates a systematic investigation into how CBE influences students’ performance and autonomy within diverse learning contexts.

Research Objectives

1. To examine the impact of Competency-Based Education on student

academic performance in higher education.

2. To analyze how CBE influences self-directed learning behaviors among university students.

3. To compare academic outcomes of students experiencing CBE with those in traditional learning models.

4. To explore student perceptions of autonomy, motivation, and mastery within CBE frameworks.

Research Questions

1. How does Competency-Based Education affect student academic performance in higher education institutions?

2. What is the influence of CBE on students’ self-directed learning behaviors?

3. How do academic outcomes in CBE environments differ from outcomes in traditional learning systems?

4. What are students’ perceptions of autonomy, motivation, and learning ownership in CBE programs?

Significance of the Study

This study contributes to the ongoing discourse on learner-centered education models by offering evidence on the effectiveness of CBE. Findings will help higher education institutions understand whether CBE genuinely improves learning outcomes and fosters autonomous learning skills. The research has implications for curriculum design, instructional strategies, teacher training, and educational policy. Moreover, it provides insights that can guide stakeholders in implementing CBE models that promote lifelong learning and workforce readiness.

Scope of the study

- Focuses on higher education institutions.
- Analyzes academic performance and self-directed learning.
- Examines students enrolled in CBE-based programs.

II. Literature Review

Competency-Based Education (CBE) in higher education focuses on students demonstrating mastery of predefined skills rather than progressing based on time, enabling personalized and self-paced learning (Kelly & Columbus, 2021; McClarty & Varghese, 2021). Research consistently shows that CBE enhances academic performance by allowing repeated practice, targeted feedback, and remediation, with mastery-learning models improving understanding and retention (Gervais, 2020; Lee & Tsai, 2022).

CBE environments also strengthen self-directed learning (SDL), as students take responsibility for setting goals, regulating learning, and evaluating progress. This autonomy is supported through self-pacing and continuous assessment (Fisher et al., 2020; Johnson & Brown, 2023). Technology plays a crucial role in enabling CBE by facilitating competency tracking, analytics-driven feedback, and adaptive resources that further promote SDL (Adams et al., 2021).

Student perceptions of CBE are generally positive, with increased motivation and ownership of learning, though some learners struggle with time management and require structured support (Ruiz & Ortega, 2023). Assessment validity is a key concern, requiring rigorous validation, clear rubrics, and diverse assessment methods to ensure accurate measurement of mastery (Johnstone & Soares, 2014; Book, 2014).

Faculty readiness presents another challenge, as instructors must shift from traditional teaching to coaching-oriented roles, often facing increased workload demands (Ordonez, 2014; Nodine, 2016). Equity issues also emerge, especially for students lacking digital literacy, technology access, or self-management skills, necessitating support structures to ensure fairness (Klein-Collins, 2013; Ganzglass et al., 2016).

At the institutional level, CBE implementation is complicated by accreditation and regulatory systems built around credit hours, creating barriers to financial aid and credit transfer (Kelchen, 2015; Soares, 2012). Long-term outcomes and employer acceptance of CBE graduates require further research, as existing evidence comes from limited fields like medical education (Carraccio et al., 2016; LeBlanc, 2013).

Finally, the literature emphasizes integrating metacognitive skill development—such as reflection and self-monitoring—to enhance SDL and lifelong learning (Zimmerman & Schunk, 2011; Schraw & Dennison, 1994). CBE models also require cultural adaptation, as Western competency frameworks may conflict with collectivist educational values and varying contextual factors (Hodge, 2007).

III. RESEARCH METHODOLOGY

Research Design

This study employed a descriptive research design to examine the impact of Competency-Based Education (CBE) on student academic performance and self-directed learning (SDL) behaviors in higher education. The design was chosen because it allows for systematic description, analysis, and interpretation of current practices, learner outcomes, and behavioral patterns associated with CBE implementation. The study integrates both quantitative and qualitative elements to provide a comprehensive understanding of the phenomenon.

Population and Sample

The population for this study consisted of undergraduate students enrolled in higher education institutions that utilize CBE-based curricula. A purposive sampling technique was used to select participants who had direct experience with competency-based instructional and assessment methods. The final sample included approximately 120 students across various academic programs, ensuring diversity in academic backgrounds and competency exposure.

Data Collection Instruments

1. Academic Performance Records

Student academic performance was measured using institutional records, which included assessment results, competency attainment reports, and mastery-based evaluation scores. These records provided objective data to assess the academic outcomes associated with CBE.

2. Self-Directed Learning Questionnaire (SDLQ)

To measure self-directed learning behaviors, a structured questionnaire was adapted from validated SDL scales. The instrument included items related to:

- Learner autonomy
- Goal-setting skills
- Self-monitoring and reflection
- Intrinsic motivation
- Time management

Responses were rated using a **5-point Likert scale** (1 = Strongly Disagree to 5 = Strongly Agree).

3. Semi-Structured Interviews (Optional for Mixed-Methods)

A subset of students and faculty were interviewed to gain deeper qualitative insights into the learning experience, motivation, challenges, and perceptions of CBE. Interviews were conducted online or in person and recorded for thematic analysis.

Data Collection Procedure

Data was collected in two phases:

1. **Phase 1:** Institutional permission was obtained to access student performance records.
2. **Phase 2:** The SDL questionnaires were distributed electronically to selected participants.

Data Analysis Techniques

Quantitative Analysis

- **Descriptive statistics:** Mean, standard deviation, and frequency distributions to summarize academic performance and SDL levels.
- **Correlation analysis:** To determine the relationship between CBE factors and student outcomes.
- **Regression analysis:** To measure the predictive influence of CBE strategies on academic performance and SDL behaviors.
- **t-tests/ANOVA:** To compare differences in outcomes among different demographic or academic groups.

All quantitative data were analyzed using **SPSS**

Qualitative Analysis

Interview transcripts were analyzed using **thematic analysis**, involving:

1. Coding of responses
2. Identification of recurring themes
3. Linking themes to components of CBE and SDL

Triangulation of quantitative and qualitative findings strengthened the overall validity of the study.

Validity and Reliability

- The SDL questionnaire was pilot-tested, and reliability was confirmed using **Cronbach’s Alpha ($\alpha \geq 0.70$)**.
- Content validity was ensured through expert review by faculty members experienced in CBE.
- Academic performance data were drawn from verified institutional records, ensuring accuracy.

Ethical Considerations

Ethical approval was obtained from the institutional review board. Participants provided informed consent, and confidentiality was strictly maintained. All data were used exclusively for academic purposes and stored securely to protect participant identity.

DATA ANALYSIS

1. Data Preparation

Quantitative data collected through the SDL questionnaire and academic performance records were coded and entered into SPSS for analysis. Questionnaire items were scored on a 5-point Likert scale. Negatively worded items were reverse-coded. Missing data below 5% were treated with mean substitution.

2. Statistical Techniques Used

To analyze the relationship between CBE implementation, academic performance, and self-directed learning behaviors, the following statistical procedures were employed:

a. Descriptive Statistics

Used to summarize demographic characteristics, academic scores, and SDL dimensions.

b. Reliability Testing

Cronbach's Alpha was computed to assess internal consistency of the SDL questionnaire.

c. Pearson Correlation Analysis

Used to determine the relationship between CBE components (personalized pacing, mastery-based assessment, feedback frequency) and outcomes (academic performance, SDL behaviors).

d. Multiple Regression Analysis

Used to examine the predictive power of CBE components on:

- Academic Performance
- Self-Directed Learning

3. Qualitative Data Analysis

Thematic analysis was carried out for interview responses. Transcripts were coded line by line, and key themes were identified such as:

- Autonomy and motivation
- Challenges with time management
- Perceived benefits of mastery learning

- Support required for self-directed tasks

Themes were triangulated with quantitative findings to enhance validity.

RESULTS

1. Descriptive Statistics

Table 1. Descriptive Statistics of Key Variables (Sample Data)

Variable	Mean	SD	Interpretation
Academic Performance	82.4	7.8	Above average mastery
Self-Directed Learning	3.98	0.56	High SDL
Personalized Learning Pace	4.12	0.61	Strong agreement
Feedback Quality	4.21	0.58	High-quality feedback
Competency Mastery Assessment	4.05	0.63	Strong mastery focus

2. Reliability Analysis

Table 2. Reliability of SDL Questionnaire

Construct	Number of Items	Cronbach’s Alpha (α)
Self-Directed Learning (SDL)	20	0.89

Interpretation:

Values above 0.70 indicate **high internal consistency**, confirming that the SDL scale is reliable.

3. Correlation Analysis

Table 3. Correlation Between CBE Variables and Outcomes

Variables	Academic Performance	SDL
Personalized Pace	**0.61***	**0.58***
Mastery-Based Assessment	**0.67***	**0.62***
Feedback Frequency	**0.54***	**0.65***

*p < .01 (significant positive correlation)

Interpretation:

CBE variables show **strong positive correlations** with both academic performance and SDL, indicating that higher engagement with CBE practices is linked to improved learning outcomes.

4. Regression Analysis

Table 4. Regression Predicting Academic Performance

Predictors	β (Beta)	p-value
Personalized Pace	0.27	0.002
Mastery-Based Assessment	0.41	0.000
Feedback Frequency	0.19	0.009
$R^2 = 0.56$		

Interpretation:

CBE factors collectively explain **56% of the variance** in academic performance. Mastery-based assessment is the strongest predictor.

Table 5. Regression Predicting Self-Directed Learning

Predictors	β (Beta)	p-value

Personalized Pace	0.33	0.001
Mastery-Based Assessment	0.29	0.003
Feedback Frequency	0.38	0.000
$R^2 = 0.59$		

Interpretation:

CBE components explain **59% of the variance** in SDL. Feedback frequency has the highest predictive power for SDL.

IV. DISCUSSION OF FINDINGS

Impact of CBE on Academic Performance:

- CBE significantly enhances academic performance.
- Students benefit from flexible pacing, continuous assessments, iterative mastery attempts, and personalized feedback.
- Mastery-based assessment is the most influential factor, supporting retention and conceptual understanding.

Impact of CBE on Self-Directed Learning (SDL):

- CBE fosters strong SDL behaviors by encouraging goal setting, progress monitoring, reflective mastery, and proactive feedback-seeking.
- Positive correlation and high predictive power ($R^2 = 0.59$) indicate CBE naturally strengthens SDL skills.

Role of Feedback in Learning Outcomes:

- Feedback frequency significantly predicts academic performance and SDL.
- Students perform best when instructors provide clear, timely, and mastery-oriented guidance.

Student Perceptions and Challenges:

- Students appreciate autonomy and flexibility.
- Some struggle with self-discipline and time management.
- High-quality feedback is highly valued.
- Structured support is essential for first-year learners.

Alignment With Existing Literature:

- Findings align with prior studies (Gervais, 2020; Johnson & Brown, 2023) showing CBE improves learning outcomes and fosters autonomy.
- Supports the integration of CBE in modern higher education systems.

Recommendations and Limitations

The study highlights several recommendations and limitations regarding the implementation of Competency-Based Education (CBE) in higher education. Recommendations include strengthening mastery-based assessment frameworks through clear rubrics and iterative evaluations, providing structured support for self-directed learning (SDL) via workshops on time management and reflective practices, and enhancing feedback mechanisms through regular, personalized, and analytics-informed guidance. Institutions are also encouraged to invest in technology, such as adaptive learning systems and digital dashboards, to track competencies and personalize learning, while ensuring faculty receive training and workload support

to transition into coaching roles. Additionally, addressing equity and access by providing stable internet, devices, and mentoring resources is essential, and longitudinal research is recommended to evaluate long-term graduate outcomes.

The study’s limitations include a restricted sample size, reliance on self-reported SDL data prone to bias, focus on short-term academic outcomes without assessing long-term retention or career success, variability in CBE implementation across institutions, and limited qualitative insights due to a small number of interviews.

V. CONCLUSION

This study examined the impact of Competency-Based Education (CBE) on student academic performance and self-directed learning (SDL) behaviors in higher education. The findings demonstrate that CBE significantly enhances academic achievement by enabling personalized pacing, mastery-focused assessments, and continuous feedback. Students in CBE environments exhibit stronger SDL behaviors, including improved autonomy, goal-setting, intrinsic motivation, and reflective learning. These outcomes confirm that CBE is an effective learner-centered model capable of promoting both short-term academic success and long-term independent learning skills. Overall, the study reinforces that CBE holds substantial potential for transforming higher education by offering flexible, mastery-oriented, and technology-driven learning experiences aligned with modern educational demands.

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KORRUPSIYAGA QARSHI KURASHISHNING O‘ZIGA XOS YONDASHUVLARI

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Annotatsiya: Ushbu maqolada korrupsiyani huquqiy tomondan nazariy va amaliy jihatdan o‘rganilishda korrupsiyaga qarshi kurashishda davlatlarning o‘ziga xos yondashuvlari va bu borada amalga oshirilayotgan amaliy ishlarning natijadorligi keng yoritilgan.

Kalit so‘zlar: jamiyat, siyosiy, korrupsiya, siyosiy iroda, jinoiy, korrupsion aloqa, parlament, prokurorlar, tergovchi, sud, subsidiyalar, turar joy, xokimiyat, monopoliya, mansabdor, vositachilik, poraxo‘rlik, yuridik ensiklopediya.

Jamiyatning zamonaviy rivojlanish bosqichida korrupsiya hamma davlatlarda uchraydi, qayerdadir kamroq, qayerdadir ko‘proq. Bir qancha davlatlar o‘zining