

Interaction between Academic Performance with Emotional and Cognitive Changes among Kosovo Undergraduate Students

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Abstract. The study aim is to explore and describe the level of impact that academic factors have on the emotional and cognitive changes among undergraduate students of the Hasan Prishtina University, in Prishtina, Kosovo. The main thesis of this analytical study is to identify whether signs of panic, anxiety or lack of motivation are more prevalent in students who are not fully satisfied with the assessment or evaluation methods used by their professors in comparison to other students who better evaluated their teacher assessments and methods. The second analytic thesis will certify whether the level of student satisfaction with their academic performance has an impact on their social life by isolating them or reducing their desire to socialize.

To identify the scope of this study, the quantitative research method has been used. The measuring instrument was designed in the form of a questionnaire that was conducted with the 1006 students who are currently pursuing their BA degree at Hasan Prishtina University. For the conduction of the research, students were selected from the 12 departments within the university.

Results of the study confirm the interaction between academic performance and signs of panic, anxiety and changes in the motivation to learn. Signs of psychological changes have been identified in a considerable number of students who participated in the research. Students, who were not very satisfied with their academic performance, have asserted to have signs of panic, anxiety, and a decrease in desire to learn several times a month. Moreover, in relation to the level of satisfaction with academic performance, feelings of isolation or lack of desire to socialize appeared to be higher in students who are moderately satisfied with their academic performance.