The Albanian Students' Challenges During The XXI Century Decade

Rudina Collaku¹, Maria Dojçe²

¹Department of Social Science
University of "Aleksander Xhuvani", Elbasan-Albania

²Department of Social Science
University of "Fan S. Noli", Korça-Albania

Abstract

Nowadays all the education systems are under crucial transformation. The technological emancipation, digital aspects and pandemic situation have influenced depth the teaching and learning process. According of contemporary theories of teaching and learning process shows the subject on students' academic performance indicated that there exist several factors that influence students' academic performance, but students' and lecturers' attitudes, students' academic self-efficacy and students-lecturers' interaction remained the key determinant of academic performance (Maina, 2012; Li, 2012; Tenaw, 2013; Adeyemo, 2007; Fan, 2012 and Swan 2002).

Albania is a post-communist country and for this reason the education system has been in a set of transformations. The technological transformations on the other hand, has indicated in the set of challenges in the education system and self-efficiency, too. The reforms of higher education in Albanian society identified psychosocial factors in teaching and learning process is a multidimensional concept that measures various interrelated aspect of learning in educational system which include students' attitudes towards lecturer, students' academic self-efficacy and student-lecturer interaction.

This research tries to identify and measure the crucial points that indicate direct or indirect in the self-efficacy of students and lecturers in academic studies. Part of this research are three Albanian universities and the students of social science programs.

Key words: technology, teaching, learning, self-efficacy, education