

INFORMAZIONI PERSONALI

Zamira Hyseni Duraku

OCCUPAZIONE PER LA QUALE
SI CONCORRE
POSIZIONE RICOPERTA
OCCUPAZIONE DESIDERATA
TITOLO DI STUDIO
OBIETTIVO PROFESSIONALE

University of Prishtina, Hasan Prishtina, Department of Psychology
Eqrem Çabej # 21, 10000, Prishtinë, Kosovë

ESPERIENZA
PROFESSIONALE
2006-present

Associate Professor

- Associate Professor (2006-present), Department of Psychology, Faculty of Philosophy, University of Prishtina.

Courses: Child Developmental Psychology, Clinical Psychology, Learning and Motivation, Advanced Developmental Psychology, Structure & Education Management, Clinical Interview and Evaluation.

- Visiting Scholar, The University of Iowa, USA (2022-2023).
- Head of the Psychology Department, University of Prishtina (2020-2022).
- 2025 – Present: Member, Scientific Board of the PhD Program in Dynamic and Clinical Psychology, Sapienza University of Rome, Italy
- 2025 – Present: Accreditation Expert, National Center for Educational Quality Enhancement (NCEQE), Georgia
- 2025 – Present: Listed Expert for Accreditation and Re-accreditation of Higher Education Institutions and Study Programs, Agency for Control and Quality Assurance of Higher Education, Montenegro
- 2020-Present: Member, Council of the Faculty of Philosophy.
- 2021–Present: Program Lead for Student Support Programs, University of Prishtina, Department of Psychology.
- 2022-2024: Member, Rector's Advisory Committee.
- 2020-2021: Board Member, Save the Children Kosovo.
- 2019: Expert: Drafting of the national preschool curricula, Kosovo Ministry of Education.
- 2003-2020: Founder and Executive Director of Kids Academy, Early Education Center.
- 2019: Researcher & Consultant: Assessing the needs and contributing factors on public preschool teachers of Tirana municipality in supporting inclusion of children with developmental disabilities. Help the Life Association, Albania.

ISTRUZIONE E FORMAZIONE
2000-present

PhD in Psychology

- PhD in Psychology (2014), Tirana State University, Albania.
- Postgraduate Certificate in Higher Education & Practice (2009), University of Bedfordshire, England.
- MA in Clinical Psychology (2007), Union Institute & University of Vermont College, USA.
- Bachelor in Psychology (2004), University of Prishtina, Kosovo.
- High School Diploma (2000), Provincetown High School, MA, USA.

COMPETENZE PERSONALI

Lingua madre

Albanian

Altre lingue

COMPRESIONE		PARLATO		PRODUZIONE SCRITTA
Ascolto	Lettura	Interazione	Produzione orale	
English	C2	C2	C2	C2

Sostituire con il nome del certificato di lingua acquisito. Inserire il livello, se conosciuto

Livelli: A1/A2: Utente base - B1/B2: Utente intermedio - C1/C2: Utente avanzato
 Quadro Comune Europeo di Riferimento delle Lingue

Competenze digitali

AUTOVALUTAZIONE				
Elaborazione delle informazioni	Comunicazione	Creazione di Contenuti	Sicurezza	Risoluzione di problemi
Utente avanzato	Utente avanzato	Utente avanzato	Utente intermedio	Utente avanzato

Livelli: Utente base - Utente intermedio - Utente avanzato
 Competenze digitali - Scheda per l'autovalutazione

Sostituire con il nome dei certificati TIC

Sostituire con altre competenze informatiche possedute. Specificare in quale contesto sono state acquisite. Esempi:

- buona padronanza degli strumenti della suite per ufficio (elaboratore di testi, foglio elettronico, software di presentazione)
- buona padronanza dei programmi per l'elaborazione digitale delle immagini acquisita come fotografo a livello amatoriale

Patente di guida

Sostituire con la categoria/e della patente di guida. Esempio:
B

ULTERIORI INFORMAZIONI

Pubblicazioni
 Presentazioni
 Progetti
 Conferenze
 Seminari
 Riconoscimenti e premi
 Appartenenza a gruppi / associazioni
 Referenze
 Menzioni
 Corsi
 Certificazioni

SELECTED PUBLICATIONS

Hyseni Duraku, Z., Konjufca, J., Hamiti, E., & Bajmaku, T. (2025). Outcomes of mutual support groups on students' mental well-being and learning: Insights from the COVID-19 pandemic. *Health Education*. <https://doi.org/10.1108/HE-10-2024-0123>

Hyseni Duraku, Z., Fetahu, D., Konjufca, J., Rrahmani, F., & Bajgora, S. (2025). Effects of a brief CBT-based anxiety toolbox workshop on study skills and emotional regulation among high school students in Kosovo: A pilot study. *International Journal of Adolescence and Youth*, 30(1). <https://doi.org/10.1080/02673843.2025.2495885>

Hyseni Duraku, Z., & Nagavci, M. (2025). The role of service-learning in psychology students' community engagement, self-efficacy, volunteerism and attitudes toward children with disabilities. *On the Horizon*, Vol. ahead-of-print No. ahead-of-print. <https://doi.org/10.1108/OTH-10-2024-0063>

Hyseni Duraku, Z., Hoxha, L. and Krasniqi, B. (2025). Motivation, attitudes, and beliefs of public vs. private early childhood education teachers in Kosovo toward science and continuing education. *On the Horizon*, Vol. 33 No. 1, pp. 61-71. <https://doi.org/10.1108/OTH-07-2024-0038>

Hyseni Duraku, Z., Davis, H., Blakaj, A., Ahmed Seferi, A., Mullaj, K., & Greiçevci, V. (2024). Mental health awareness, stigma, and help-seeking attitudes among Albanian university students in the Western Balkans: a qualitative study. *Frontiers in Public Health*, 12, <https://doi.org/10.3389/fpubh.2024.1434389>

Hyseni Duraku, Z., Davis H., Arënliu A., Uka, F., and Behluli, V. (2024). Overcoming mental health challenges in higher education: a narrative review. *Frontiers in Psychology*, 15. <https://doi.org/10.3389/fpsyg.2024.1466060>

Avdiu, F., & **Hyseni Duraku, Z.** (2024). Emotional regulation, self-compassion, and adaptive functioning in parents: a comparative study in families of neurodevelopmental disorder and typically developing children. *Advances in Mental Health and Intellectual Disabilities*. Vol. 18 No. 4, pp. 149-160. <https://doi.org/10.1108/AMHID-11-2023-0042>

Hyseni Duraku, Z., Davis, H., Hamiti, E. (2023). Mental health, study skills, social support, and barriers to seeking psychological help among university students: a call for mental health support in higher education. *Frontiers in Public Health*, Vol. 11. <https://doi.org/10.3389/fpubh.2023.1220614>

Duraku, Z. H., Jahiu, G., & Geci, D. (2023). Intergenerational trauma and war-induced PTSD in Kosovo: insights from the Albanian ethnic group. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1195649>

Hyseni Duraku, Z., & Nagavci, M. (2023). Benefits of academic tutoring and socio-emotional support for children with disabilities: lessons learned during the COVID-19 pandemic. *International Journal of Educational Reform*. <https://doi.org/10.1177/10567879231202486>

Duraku, Z. H., Konjufca, J., Hoxha, L., et al. (2023). Reducing STEM test anxiety through classroom mindfulness training for lower secondary school children: a pilot study. *International Journal of Adolescence and Youth*, 28(1). <https://doi.org/10.1080/02673843.2023.2242478>

Kelmendi, K., Arënliu, A., Benbenishty, R., Astor, R. A., **Hyseni Duraku, Z.**, & Konjufca, J. (2023). An exploratory study of secondary school student victimization in Kosovo and its correlates. *Journal of school violence*, 22(4), 459-473.

Duraku Hyseni, Z., Hoxha, L., Konjufca, J., Blakaj, A., Bytyqi, B., Mjekiqi, E., & Bajgora, S. (2023). Test anxiety's influence on attitudes, confidence, and efficacy in STEM courses: a pilot study. *Journal of Research in Innovative Teaching & Learning*. <https://doi.org/10.1108/JRIT-06-2023-0077>

Hyseni Duraku, Z., Jahiu, G., & Geci, D. (2022). The interplay of individual and organizational factors with early childhood teachers' level of work motivation, job satisfaction, and burnout. *International Journal of Educational Reform*, 0(0). <https://doi.org/10.1177/10567879221114891>

Arënliu, A., Benbenishty, R., Kelmendi, K., **Duraku, Z. H.**, Konjufca, J., & Astor, R. A. (2022). Prevalence and predictors of staff victimization of students in Kosovo. *School Psychology International*, 43(3), 296-317. <https://doi.org/10.1177/01430343221081994>

Hyseni Duraku Z., Blakaj V., Shllaku Likaj E., Boci L., & Shtylla H. (2022). Professional training improves early education teachers' knowledge, skills, motivation, and self-efficacy. *Front. Educ.* 7:980254. <https://doi.org/10.3389/feduc.2022.980254>

Hyseni Duraku Z., Jahiu G., Likaj Shllaku E., Boci L., & Shtylla H. (2021). Albanian preschool personnel's perceived obstacles to implementing effective inclusive education. *Front. Educ.* 6:645254. <https://doi.org/10.3389/feduc.2021.645254>

Hyseni Duraku, Z., & Hoxha, L. (2021). Effects of school climate and parent support on academic performance: implications for school reform. *International Journal of Educational Reform*, 30(3), 222-236. <https://doi.org/10.1177/10567879211015946>

Hyseni Duraku Z., & Hoxha L. (2021). Impact of transformational and transactional attributes of school principal leadership on teachers' motivation for work. *Front. Educ.* 6:659919. <https://doi.org/10.3389/feduc.2021.659919>

Jemini-Gashi, L., **Duraku, Z. H.**, & Kelmendi, K. (2021). Associations between social support, career self-efficacy, and career indecision among youth. *Current Psychology*, 40, 4691-4697.

Hyseni Duraku, Z., Jemini-Gashi, L., & Toçi, E. (2020). Perceptions of early marriage, educational aspirations, and career goals among Kosovar adolescents. *Marriage & Family Review*, 56(6), 513-534. <https://doi.org/10.1080/01494929.2020.1728006>

Kelmendi, K., **Duraku, Z. H.**, & Jemini-Gashi, L. (2019). Coexistence of intimate partner violence and child maltreatment among adolescents in Kosovo. *J Fam Viol*, 34, 411–421. <https://doi.org/10.1007/s10896-018-00034-y>

Hyseni Duraku, Z., & Hoxha, L. (2018). Self-esteem, study skills, self-concept, social support, psychological distress, and coping mechanism effects on test anxiety and academic performance. *Health Psychology Open*, 5(2). <https://doi.org/10.1177/20551029187899>

Hyseni Duraku, Z., Kelmendi, K., & Jemini-Gashi, L. (2018). Associations of psychological distress, sleep, and self-esteem among Kosovar adolescents. *International Journal of Adolescence and Youth*, 23(4), 511-519. <https://doi.org/10.1080/02673843.2018.1450272>

BOOKS

- **Hyseni Duraku, Z.** (2021). *Impact of the COVID-19 pandemic on education and wellbeing: implications for practice and lessons for the future*. University of Prishtina “Hasan Prishtina” Faculty of Philosophy, Department of Psychology. ISBN: 978-9951-00-293-6
- **Hyseni Duraku, Z.** (2021). *Early Childhood Education: Practical Guidelines for Developing Quality Programs*. Mediaprint. Tiranë. ISBN: 978-9928-08-486-6

MONOGRAPHS

- **Hyseni Duraku, Z.**, Hoxha, L. (2022). *Advancing the role and professional development of school psychologists in Kosovo: practical guidelines*. University of Prishtina “Hasan Prishtina” Faculty of Philosophy, Department of Psychology. ISBN: 978-9951-00-311-7
- Arënlju, A., Kelmendi, K., **Hyseni Duraku, Z.**, & Konjufca, J. (2022). *Study of Multidimensional Indicators Related to Violence in Primary Schools in Kosovo – Practical Recommendations for Preventing Violence in Schools*. University of Prishtina, Faculty of Philosophy, Department of Psychology. ISBN: 978-9951-00-285-1
- **Hyseni Duraku, Z. H.** (2019). *Academic performance, learning and well-being: academic and individual factors associated with students' academic performance, learning and overall well-being*. University of Prishtina “Hasan Prishtina.” Faculty of Philosophy, Department of Psychology. ISBN 978-9951-00-255-4

BOOK CHAPTERS

- **Duraku, Z. H.** (2017). *Parenting stress and its influencing factors among Kosovar mothers*. In Psychology Applications & Developments III: Advances in Psychology and Psychological Trends Series (pp. 215-221).

AWARDS & GRANTS

- 2024: Award from the University of Prishtina for Outstanding Research Achievements in 2023.
- 2024: Project title: Advancement and Measurement of the Effectiveness of Psychological and Academic Support Services for Students. Implemented with the financial support from the University of Prishtina. Project leader. Project period: 2024-2025.
- 2021: Award from the University of Prishtina for the promotion of scientific research of the University of Prishtina in the international arena.
- 2021: Project title: Promoting the importance of STEM fields, while reducing the level of test anxiety and increasing students' self-efficacy. Implemented with the financial support from Kosovo Ministry of Education, Science, Technology and Innovation. Small Research Grants Scheme. Project leader.
- 2021: Project title: Establishing and measuring the impact of mutual support groups 'students for students'. Implemented by the Department of Psychology, University of Prishtina, Hasan Prishtina, with the financial support from the University of Illinois Chicago. Project leader.
- 2019: Project title: European School Survey Project on Alcohol and Other Drugs (ESPAD). Kosovo Principal Investigator. Research report: <http://dx.doi.org/10.2810/877033>

SELECTED CONFERENCE PRESENTATIONS

- **Hyseni Duraku, Z.** (2024). *Enhancing well-being, learning, societal engagement, and research skills through student-led interventions at a major public university in Kosovo*. 2024 European Quality

Assurance Forum: Enhancing Education, Research and Societal Engagement through Quality Assurance (ISSN: 1375-3797), University of Twente, Netherlands, 14–16 November 2024.

- **Hyseni Duraku, Z.**, et al. (2022). *Lessons (Learned) from COVID-19: Implications for Practice and Recommendations for the Future*. International Conference Post- Pandemic Challenges in Psychology and Education, 16-17 December 2022, Faculty of Social Sciences, University of Tirana, Albania.

- **Hyseni Duraku, Z.**, Nagavci, M. (2021). *A study of parental perspectives on tutoring sessions for children with disabilities during COVID-19*. 13th European Congress of Mental Health in Intellectual Disability, 23-25 September 2021, Berlin, Germany. Special Issue: 13th European Congress of Mental Health in Intellectual Disability. Journal of Intellectual Disability Research, 65(8).

- **Hyseni Duraku, Z.**, Nagavci, M. (2021). *Building upon service-learning in higher education: Lessons learned and future recommendations*. International Conference on Sustainable Development 9th ICSD 2021, 8-9 September 2021, Rome, Italy.

- **Hyseni Duraku, Z.**, Hoxha, L. (2019). *Students' perceptions of school climate and academic performance: An exploration of individual, family, and school-related factors*. 2nd International Conference on Health, Wellbeing and Children Rights, 1-2 June 2019, Prishtina, Kosovo.

Dati personali Autorizzo il trattamento dei miei dati personali ai sensi del Decreto Legislativo 30 giugno 2003, n. 196 "Codice in materia di protezione dei dati personali".

la sottoscritta dichiara di essere consapevole che il presente *curriculum vitae* sarà pubblicato sul sito istituzionale dell'Ateneo, nella Sezione "Amministrazione trasparente", nelle modalità e per la durata prevista dal d.lgs. n. 33/2013, art. 15.

II/La sottoscritto/a consapevole delle sanzioni penali nel caso di dichiarazioni non veritiere ex art. 76 DPR 445/2000, dichiara ai sensi dell'art. 46 e 47 DPR cit., la veridicità delle informazioni inserite nel presente curriculum vitae.

Data
29.10.2025

F.to Zamira Hyseni Duraku