

# Paper on self-regulated learning during repeatedly failing

*How do students reflect on their failure in exams and approach future ones*

## Description

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The exit examination from upper-secondary school represents an essential part of the educational trajectory, but failure can complicate the transition to the labour market or higher education. This study explores how students who repeatedly fail the Czech upper-secondary leaving examination reflect on their failure and approach future attempts.

Using a biographical perspective and self-regulated learning model, the study found that students initially underestimate the preparation required, but after a second failure tend to change their approach, adopting more effective strategies such as tutoring and simulating test conditions. The study highlights the impact of social pressure, negative emotions, and family support, and suggests that supporting students' self-regulated learning and growth mindset can minimise the risk of repeated failure and promote academic success.

Written by Martin Majcík

## Countries

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## Downloads

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## Related intervention approaches

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**Easing transitions into work**

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