

Psycho-social Predictors of Bacculaureate Performance of Romanian Students: what Makes the Difference between Students who Fail and those who Succeed?

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Abstract

Major changes have been proposed in the Romanian bacculaureate during the last years in order to overcome the massive bacculaureate failures. There is little research for investigating the emotion-regulation mechanisms involved in college performance, and no research available on Romanian population in terms of the predictors of bacculaureate performance or further academic performance. This study aimed at investigating the psychological factors contributing to the bacculaureate failure of the Romanian students. 60 participants were included in this study, half of them registering failure to the bacculaureate exam. We found that bacculaureate failure is correlated with both mother's and father's low education levels. When irrational cognitions of the students and mother's education or father's education are accounted together, they explain a third of the bacculaureate failure. Students failing bacculaureate reported using more self-blaming and other blaming among the dysfunctional emotion-regulation strategies. Furthermore, lower scores in terms of attention control, more specifically for attention shifting, were reported by students who failed the bacculaureate. When considered together with mother's education level, student's optimism no longer predicted bacculaureate success. Implications of our results are discussed emphasizing the need to develop interventions at the appropriate level.

Keywords

Bacculaureate failure/success, student emotion-regulation, irrational cognitions, optimism, parent's education