

CALL FOR PAPERS: Special Issue

## **Success and failure in upper secondary education**

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27:4, 2022

The *Studia paedagogica* journal is indexed in SCOPUS.

The upcoming special issue of the journal *Studia paedagogica* will focus on students and apprentices in general and vocational upper secondary education (ISCED 3). We ask a fundamental question: What are the causes of, consequences for, and solutions to success and failure for students and apprentices in upper secondary education?

At first, attention can be focused on success and failure when entering upper secondary education, as making career decisions at the end of lower secondary education is associated with many external and internal barriers and risks. The transition to higher education and the labor market from upper secondary education can be viewed similarly (Kulcsár et al., 2020).

If we focus directly on success and failure in upper secondary education, conceptually, different views can be identified in the literature. The causes of success or failure of students and apprentices are found in individual and social contexts (Quin, 2017). As stated by Chacón Fuertes and Huertas Hurtado (2017), some variables play a significant role on the individual level, including self-concept, general and emotional intelligence, achievement motivation, management of study techniques, and the types of attributions that individuals make on the results obtained. Regarding the social contexts, the school success and failure are explained in relation to non-academic variables, such as social inequalities, demographic and cultural characteristics, type of family, parental expectations, and the quality of social support (Needham et al., 2004). The causes are also found in school characteristics like school selectivity, structure, socioeconomic status, resources, and climate (OECD, 2005; Hoy, 2012). The sources of student success and failure can even be traced to teachers' professional development (Timperley et al., 2007), teachers' pedagogical content knowledge (Hill et al., 2005), teacher-student relationships (Bingham & Sidorkin, 2004), teachers' personalities, attitudes, competencies, and perceptions (Sahin & Gülmez, 2000). Clearly, school success and failure are incredibly complex educational phenomena with multiple causes at different levels. We would also like to raise the question of how success can be viewed and defined in the context of performativity and the "learnification" of education (Biesta, 2015).

Another topic that needs to be addressed is the short- and long-term effects of success and failure in education. For example, individuals experiencing failure at school are at risk for dropout, not fitting into the labor market, a destabilized individual life-course, and even disease (Needham et al., 2004).

Last but not least, we are also interested in the circumstances, functions, conditions, course, and completion of studies at the level of upper secondary general and upper secondary vocational education, including evaluations and final exams.

The defined topics open space for applying various theoretical frameworks and methodological approaches and can be seen from the perspective of several fields, including education, social education, school and career counseling, psychology, sociology, and ethnography. The journal welcomes empirical, comparative, and overview studies from experienced as well as emerging researchers. We offer the following examples of possible topics (the list provided below is certainly not exhaustive, but it may serve to inspire prospective authors):

- *decision making on the entry into upper secondary education (e.g., conditions and barriers to entry into upper secondary education, choosing the wrong educational track);*
- *success and failure in the context of learning and teaching (e.g., teacher beliefs and expectations, quality of instruction and feedback, classroom climate and management);*
- *educational and social aspects of success and failure in upper secondary education (e.g., participation in extracurricular activities, remedial education, educational inequalities, family background, school climate, classroom environment, teacher-student relationships, teacher, parental, and peer support);*
- *psychological aspects (personal, cognitive, emotional, affective, behavioral) of success and failure in upper secondary education (e.g., student/learner engagement, academic achievement, school attachment);*
- *consequences of failure in upper secondary education (e.g., grade retention, school absenteeism/truancy, school refusal behavior, disruptive behaviors, school disengagement, track changes, dropout);*
- *the risks and protective factors of failure in upper secondary education, recognition of initial signals of student and apprentice failure, interventions to prevent failure;*
- *issues concerning graduation from upper secondary education (e.g., difficulties associated with graduation, success and failure in the final exam and its interpretation, comparison of the form and functions of final examinations in education systems);*
- *links of success and failure in upper secondary education with the future educational and professional careers and achieving educational and career goals;*
- *role of school guidance, school and career counselors, teachers, and their needs in supporting students and apprentices at risk for failure;*
- *many other topics (as perceived by students and apprentices, teachers, headteachers, counselors, educational policy actors, and other stakeholders).*

This special issue will be published in English in December 2022. The extended deadline for submission of **abstracts** is **March 13, 2022**; the deadline for submitting **full texts** is **June 30, 2022**. Abstracts are to be sent to the e-mail address [studiapaedagogica@phil.muni.cz](mailto:studiapaedagogica@phil.muni.cz). Full texts are to be submitted via the [Open Journal System](#). Articles should be written in English and meet the requirements set out in the instructions for authors on the journal's website. Manuscripts will be submitted to a double-blind peer-review process that will enable the editors to select papers for publication. If you have any concerns about the suitability of your topic for this special issue, you can contact the editorial office at the e-mail above.

The editors of this special issue are Claudia Schuchart (University of Wuppertal, Germany) and Petr Hlad'o and Petr Novotný (Masaryk University, Czech Republic). You can find more information at <http://www.studiapaedagogica.cz>.

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