



STUDENTS' USE OF PLANNING TOOLS TO ORGANIZE EXAM REVISION :

A THEORY OF PLANNED BEHAVIOR APPROACH

Huart, J., Bournaud, I., Dejean, K., Whatelet, V.,
Leduc, L., Basteyns, A., & Pamphile, P.

EFYE, June 2026 – Szeged



Context



Massification
Diversity



A challenge

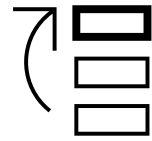
(Kift, 2015)



Support programs

(Pariat & Lafont, 2018)

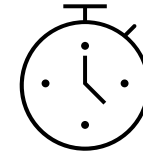
A major
difficulty



Task organization

↓ Success, well-being

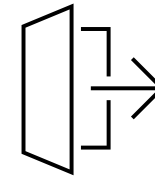
(Kim & Seo, 2015)



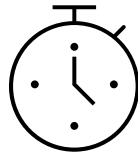
Time management

Dropout

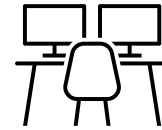
(Ioannidi, 2025)



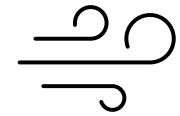
Not a
fatality



Time management
training
(Green & Skinner, 2025)



Enhanced academic
functioning
(Kalun et al., 2024)



Strategies not
implemented
(Bournaud & Pamphile,
2023)

Research
question



What are the
brakes/levers of
students' use of time
management tools to plan
exam revisions after
training ?

Context



FY Psychology (550)

After 1st exams
(failure)

2 hours session in a
course

Ex-cathedra
Amphitheater

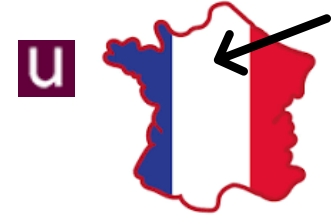
Different tools
How to use them
Homework

Who ?

When ?

How ?

What ?



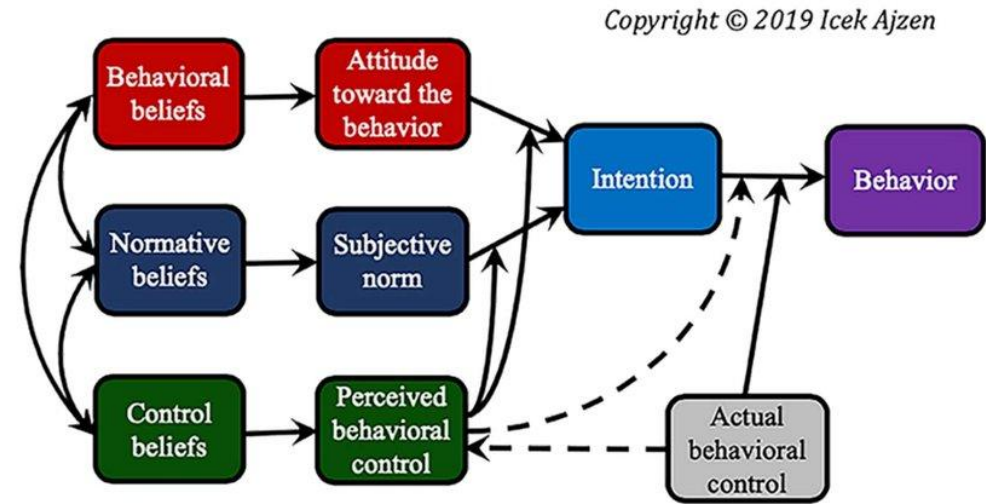
FY Management Science (127)

Start of 1st term
Entry to university

1h30 session in a course
Into 5 groups
Ergonomic classroom

Different tools
How to use them
Homework
Exercises

Theoretical framework



Theory of Planned Behavior
(TPB)
(Ajzen, 1991, 2020)

Why the Theory of Planned Behavior ?

(TPB)

Google Scholar

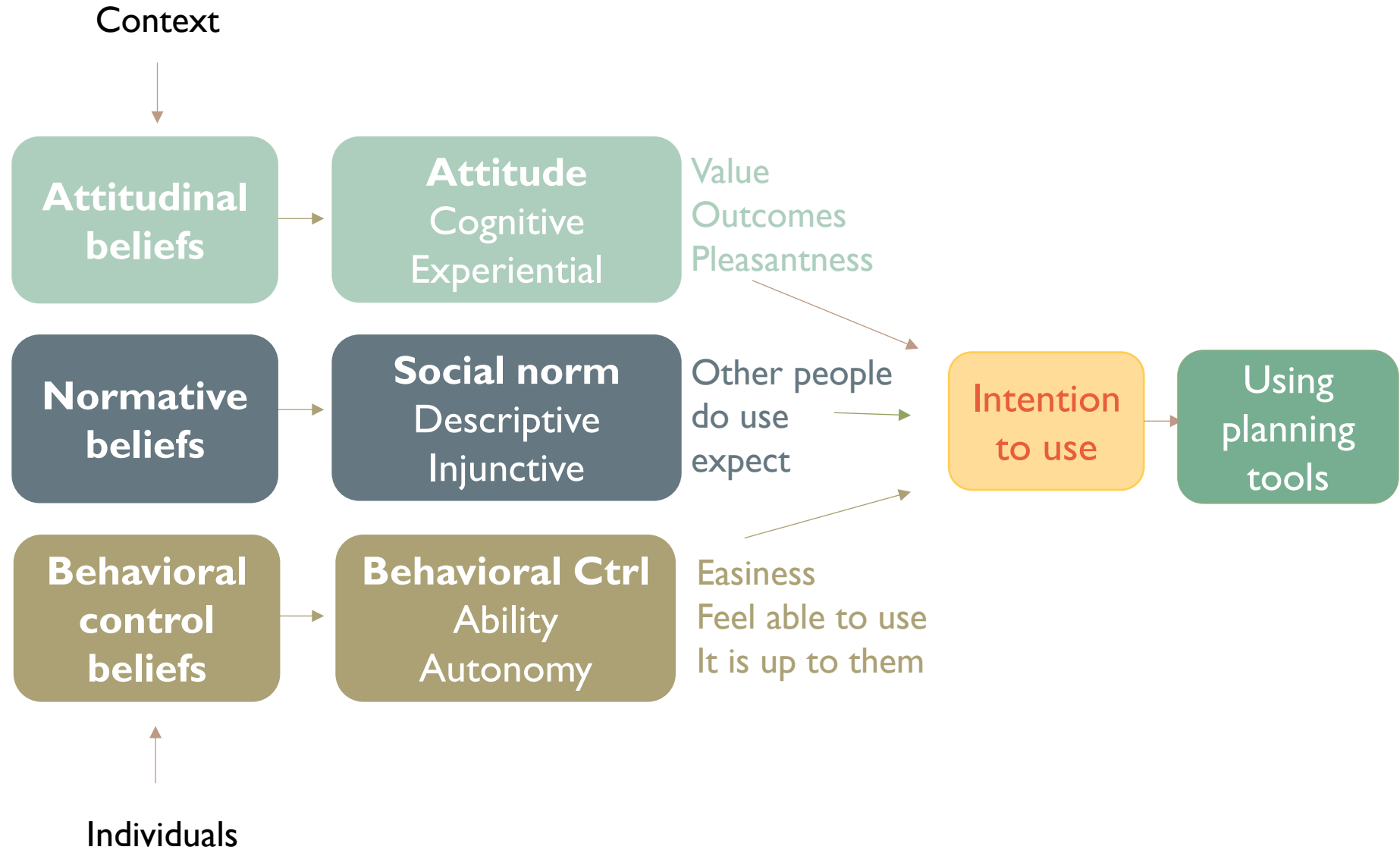
Theory of planned behavior

Articles

Environ 5 580 000 résultats (0,17 s)

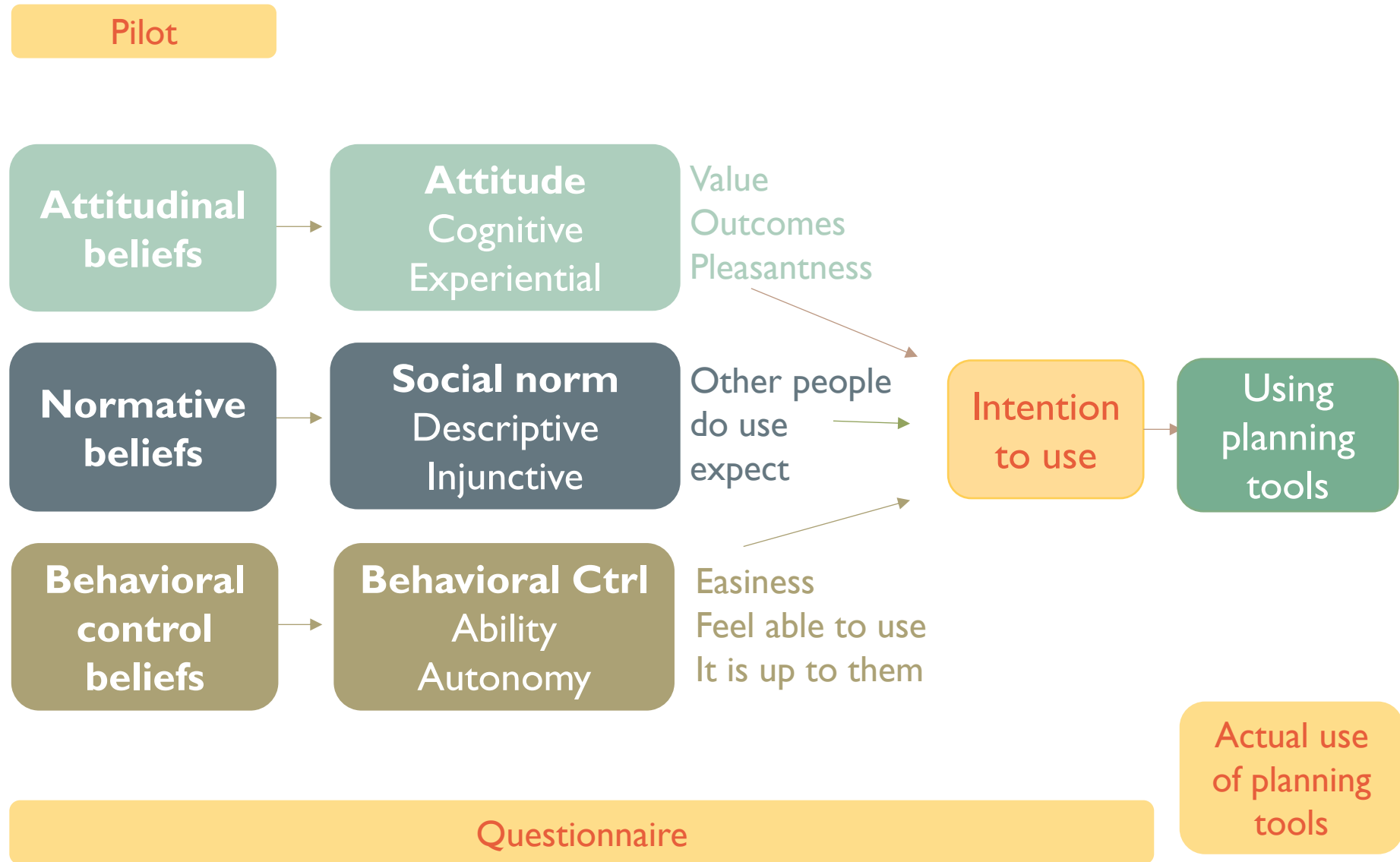
- Widely known
- Used across many fields of research (health, safety...)
- Scientific validity and predictive power (Armitage & Conner, 2001)
- A method that considers the context and population
- Barriers/levers that can be acted upon

TPB applied to using planning tools



3 steps procedure

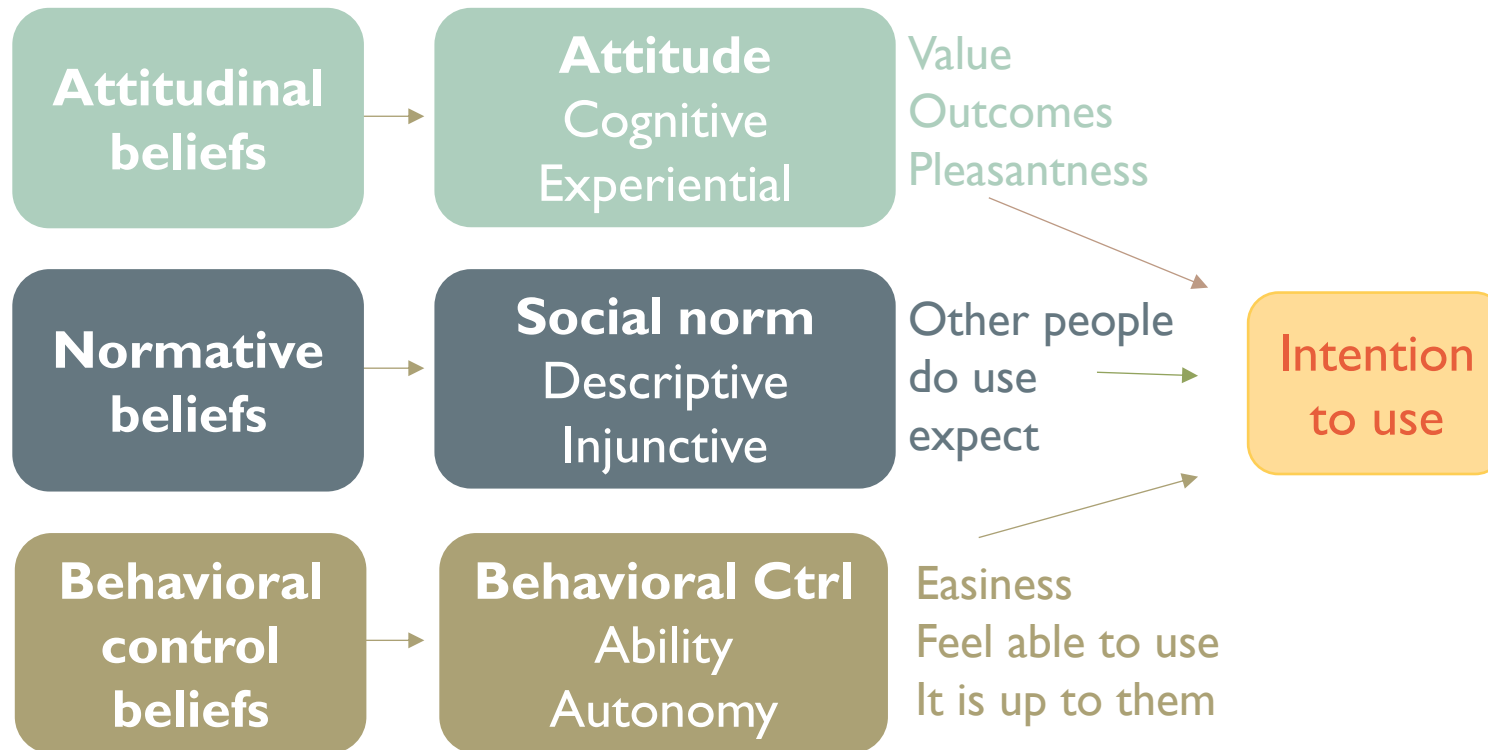
(Ajzen, 2006)



32 steps procedure

(Ajzen, 2006)

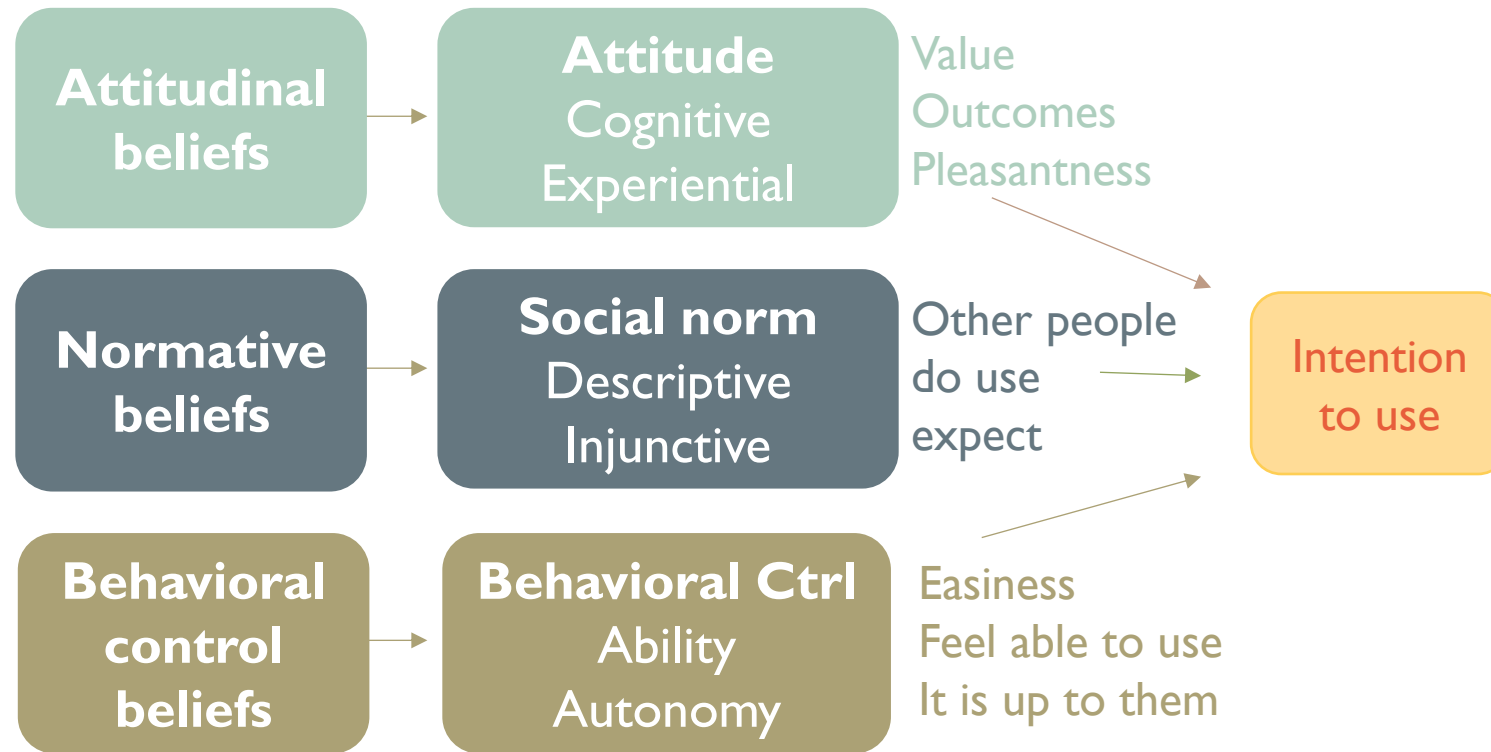
Pilot (N = 30)



Questionnaire (N = 303 – 50%)

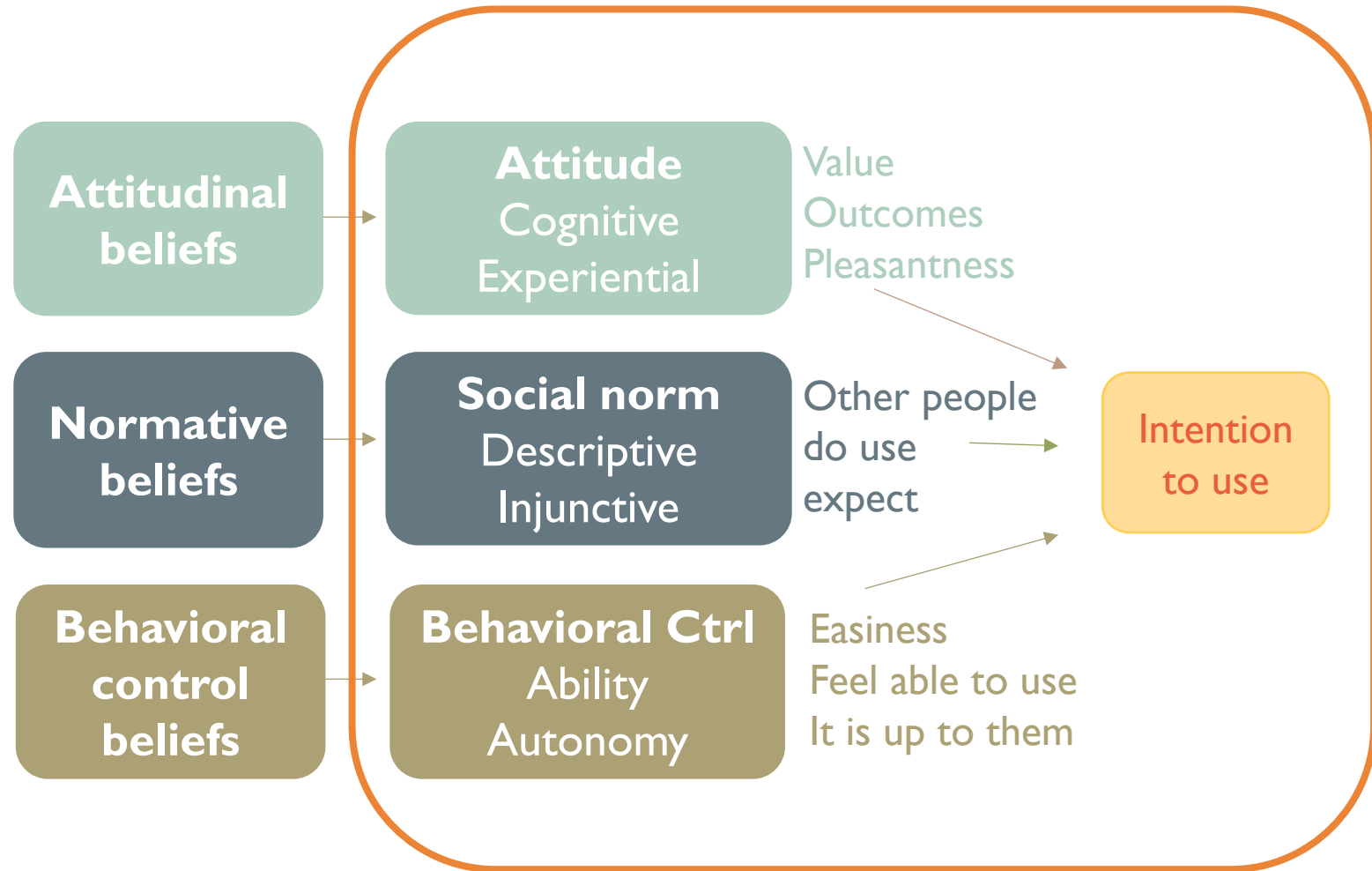
2 steps analysis

(Ajzen, 2024)



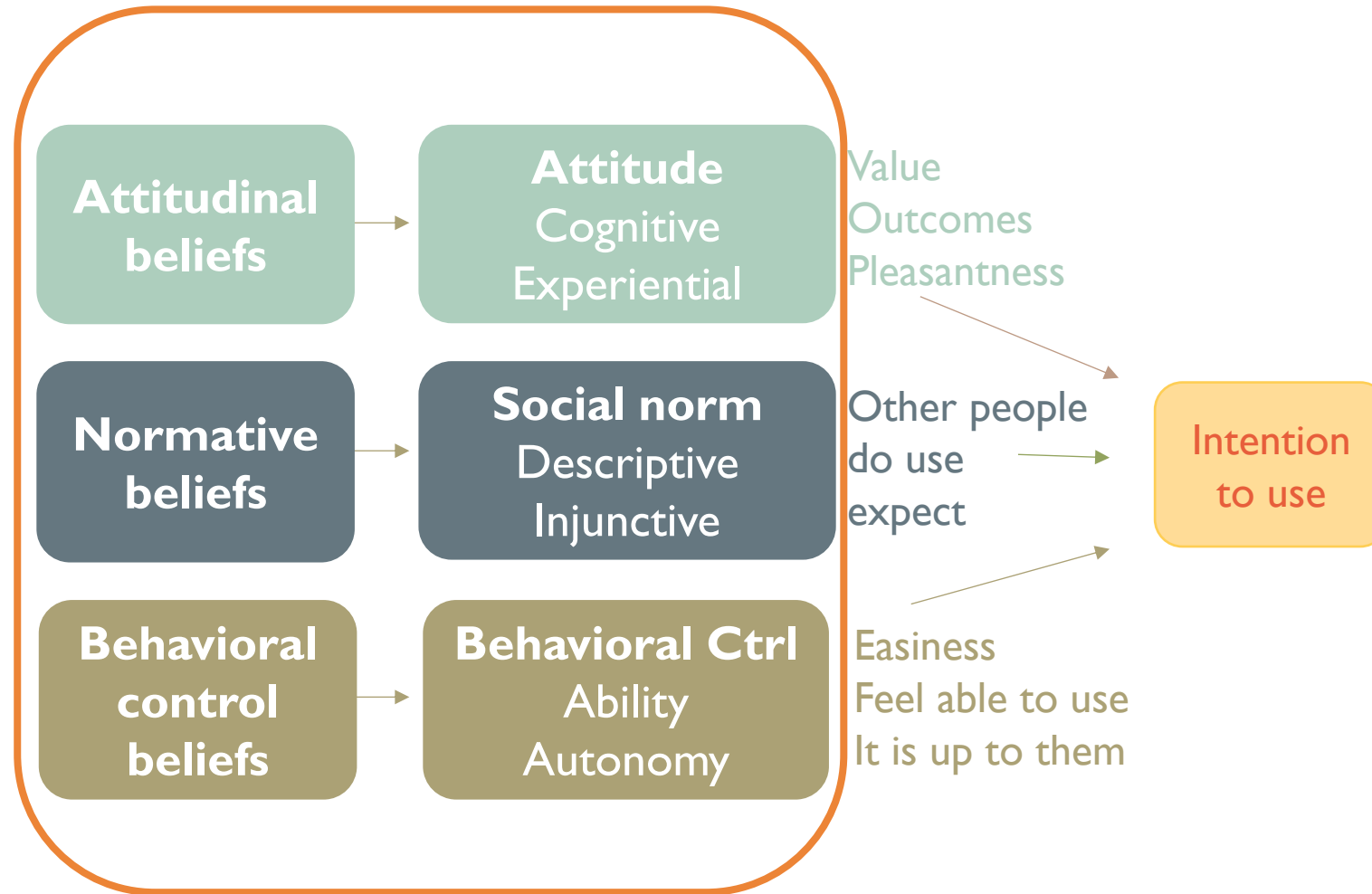
Significant determinants

(Ajzen, 2024)



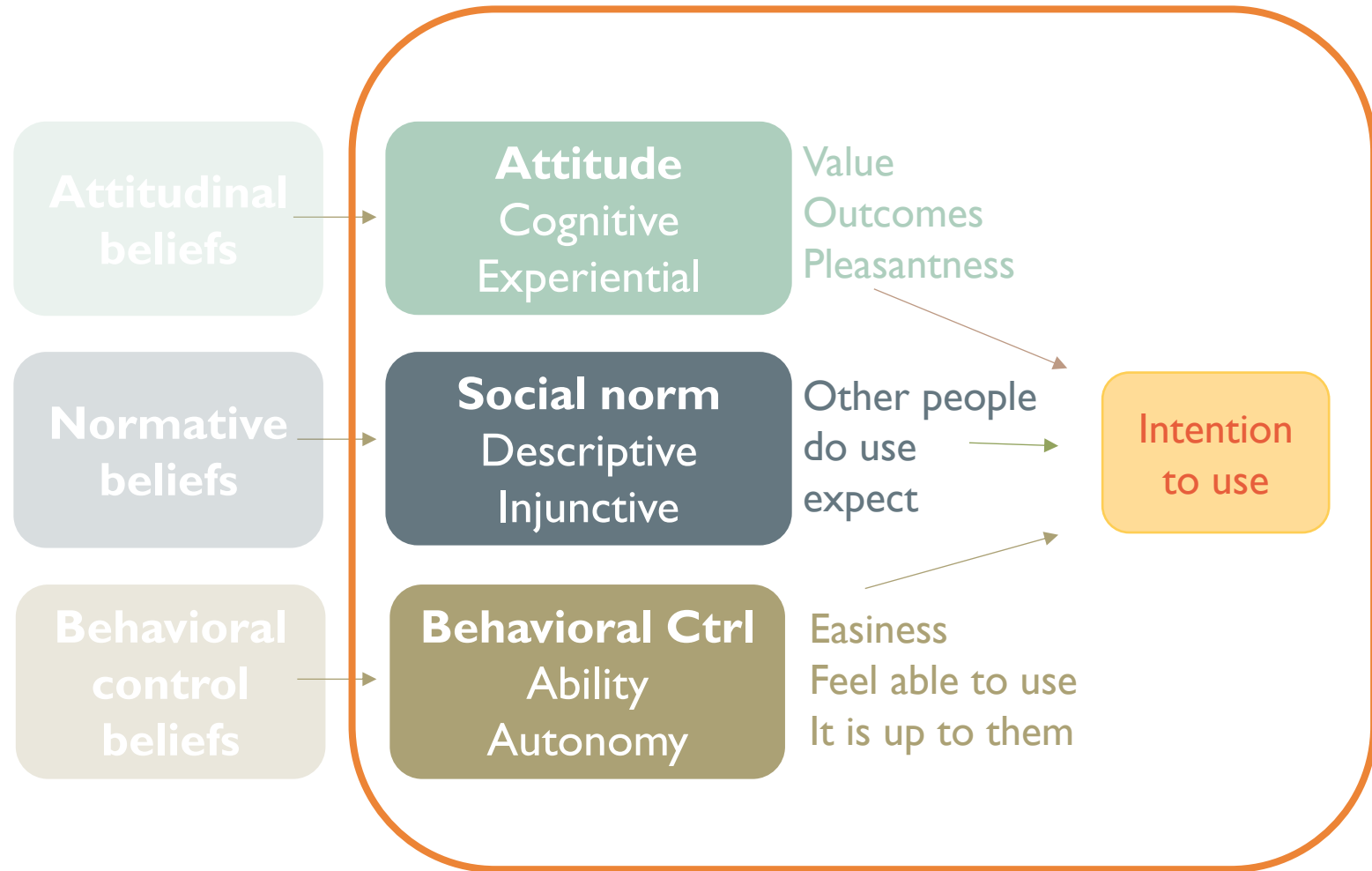
Significant beliefs

(Ajzen, 2024)



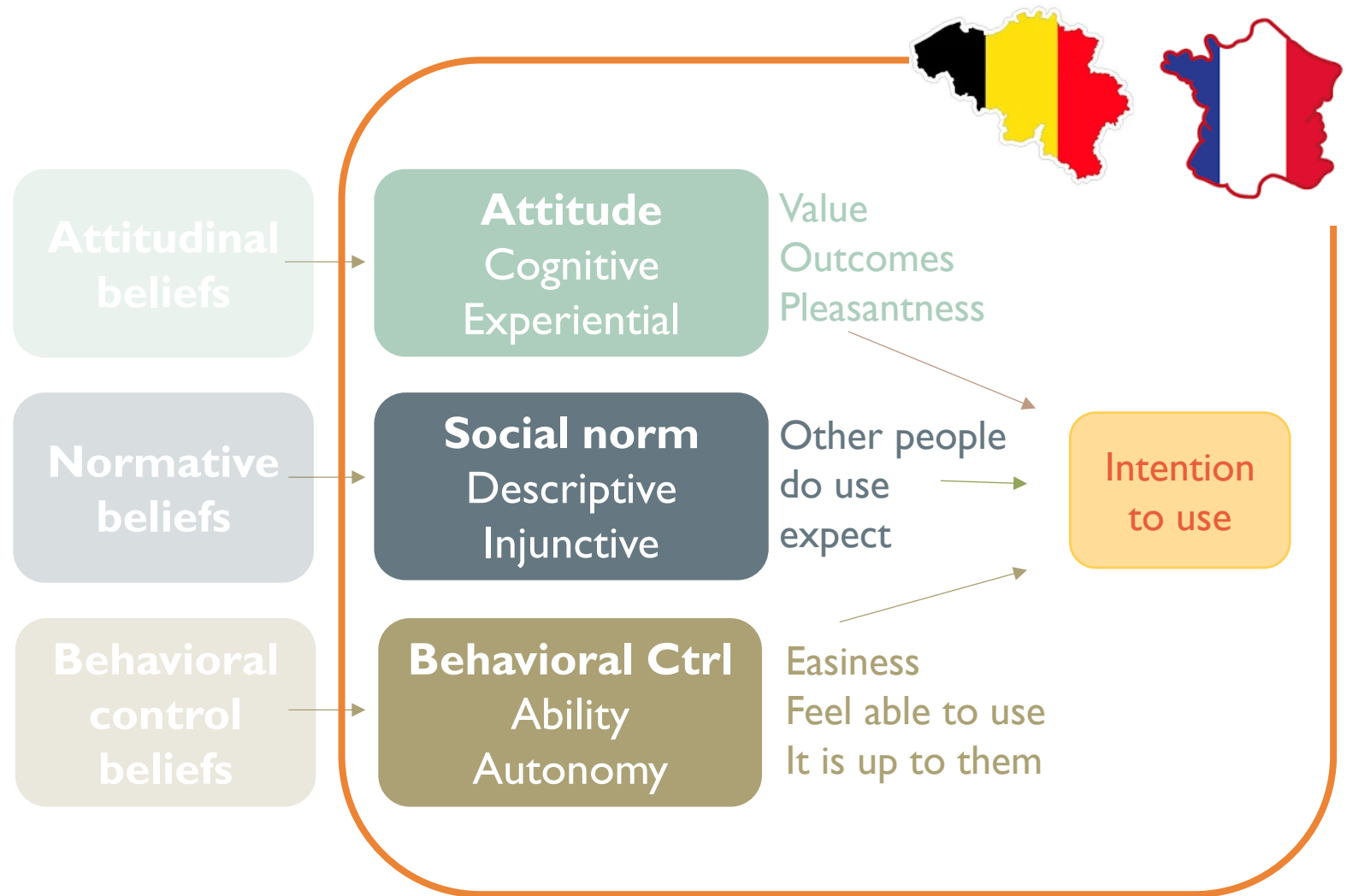
Significant determinants

Adjusted- $R^2=0.63$
 $F(6,282) = 83.3$
 $p < .001$



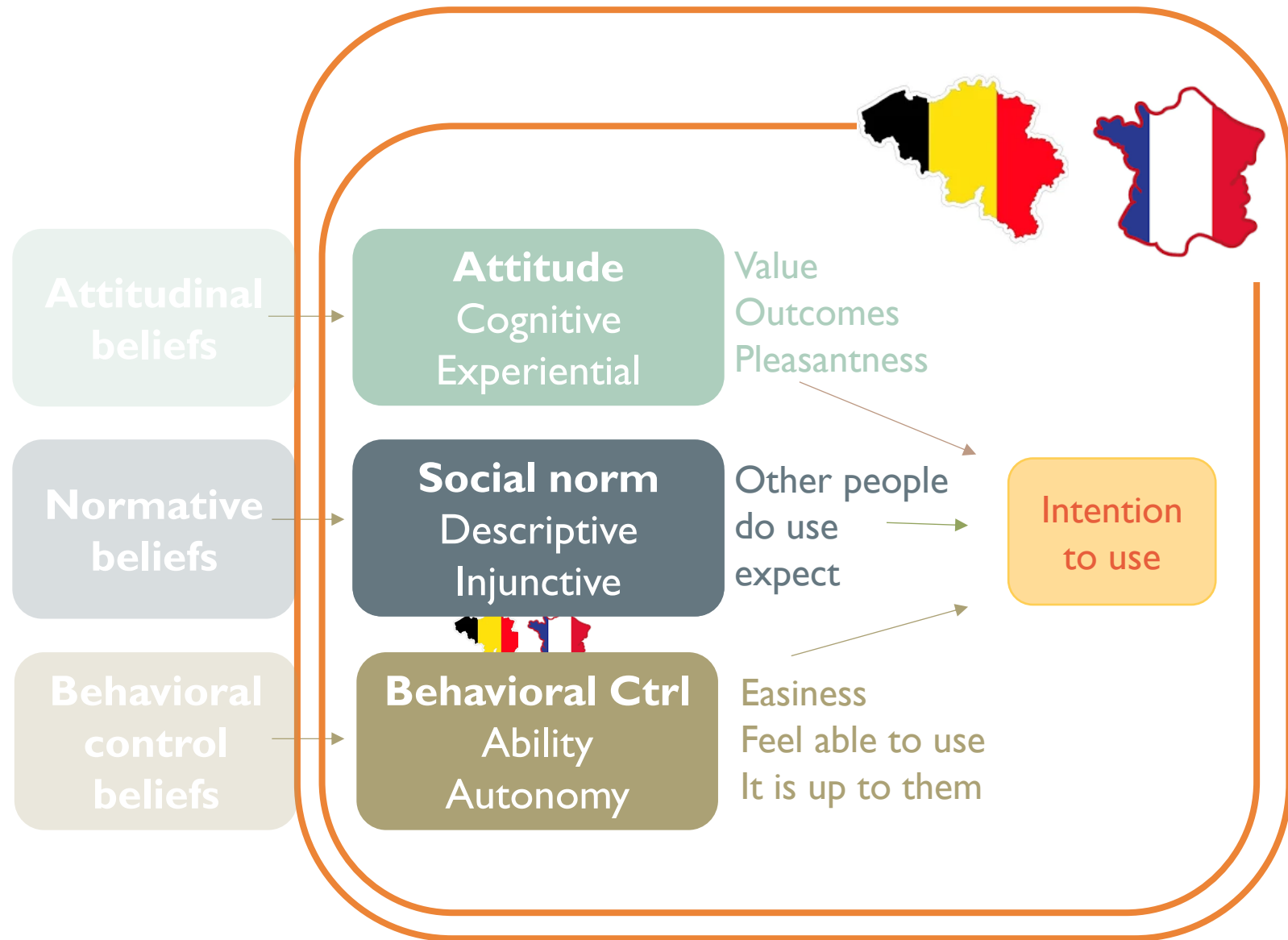
Significant determinants

$F < 1$



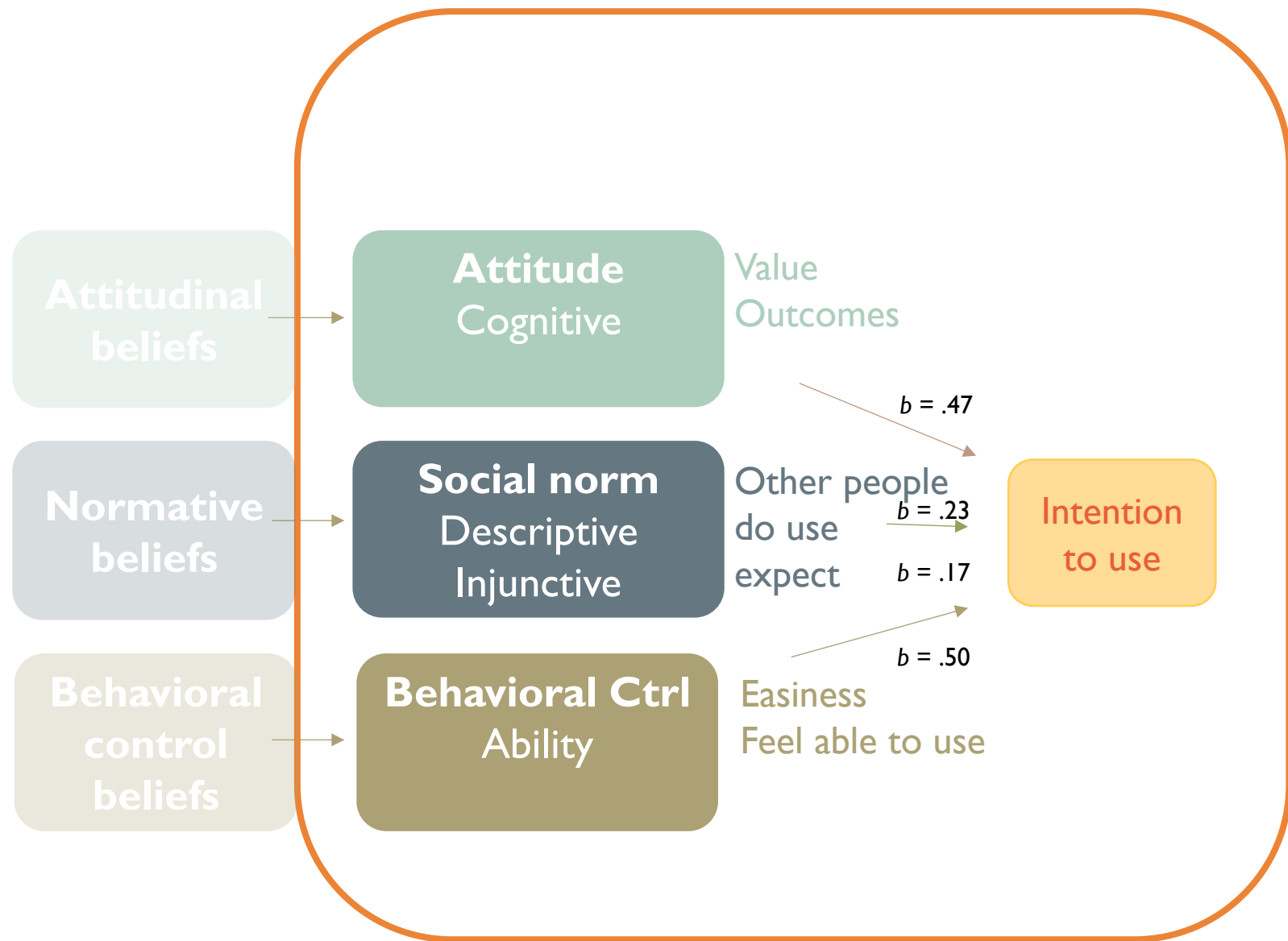
Significant determinants

$$\Delta R^2 = 0.01$$
$$F(6, 275) = 2.34$$
$$p = .032$$

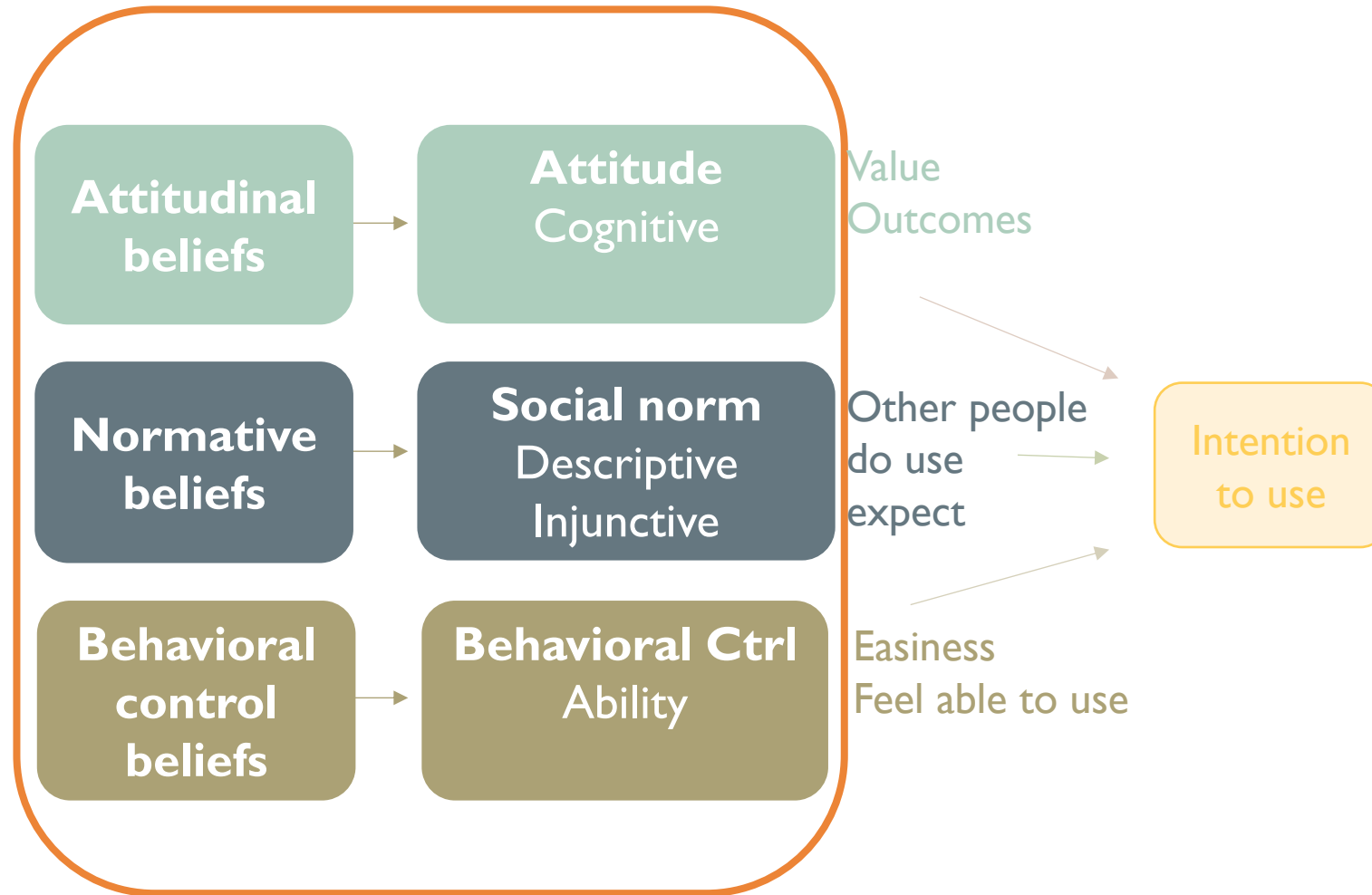


Significant determinants

$$\Delta R^2 = 0.01$$
$$F(6, 275) = 2.34$$
$$p = .032$$



Significant beliefs



Readily accessible beliefs

Attitudinal beliefs

- + :
 - Enhanced performance
 - Better work-life balance
 - Clear overview of what needs to be done
 - Less last-minute work
 - Seeing work progress
 - Knowing where to start
 - Less stress
 - Feeling more in control
- :
 - Spending time on something whose payoff is uncertain
 - Imposing themselves too strict a framework
 - Feeling anxious when seeing what remains to be done
 - Feeling guilty if they do not stick to it

Normative beliefs

- D :
 - Students with poor grades
 - Stressed/anxious students
 - Perfectionists
 - “Tourists”
 - Students who do well
 - Students who work regularly
- I :
 - Parents
 - Friends
 - Teachers

Behavioral control beliefs

- + :
 - Having exam schedules sufficiently in advance,
 - Having an overall view of the workload ahead of time,
 - Having time
 - Having a study-friendly work environment,
 - Being supported by someone knowledgeable
 - Knowing how long tasks will take
- :
 - Schedule changes and unexpected events
 - A tendency to procrastinate,
 - Feeling stressed

Significant beliefs

Multiple regression analyses

Attitudinal beliefs

- Enhanced performance
- Clear overview of what needs to be done
- Less stress

Adj-R²=0.33 F(12,278) = 12.68, p < .001

(b = .02, p = .039)

(b = .02, p = .040)

(b = .01, p = .029)

Normative beliefs

- D :
- High achieving students
- I :
- Parents
 - Friends

Adj-R²=0.05 F(6,285) = 3.82, p = .001

(b = .02, p = .041)

Adj-R²=0.21 F(3,289) = 27.0, p < .001

(b = .03, p < .001)

(b = .02, p = .001)

Behavioral control beliefs

- Having time
- Knowing how long tasks will take
- Having a study-friendly work environment

Adj-R²=0.24 F(9,281) = 11.23, p < .001

(b = .02, p = .002)

(b = .03, p < .001)

(b = .02, p = .035)

Critical targets for interventions

(von Haeften et al., 2001)

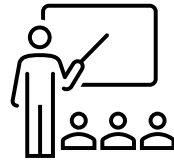
- Enhanced performance
- Clear overview of what needs to be done
- Less stress



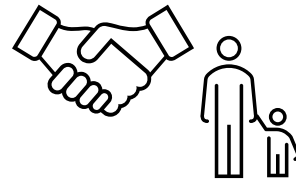
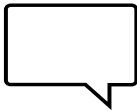
- Students who do well
- Parents
- Friends

- Having time
- Knowing how long tasks will take
- Having a study-friendly work environment

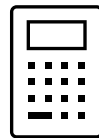
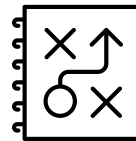
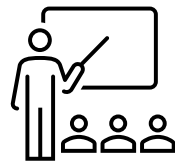
Interventions



- Enhanced performance
- Clear overview of what needs to be done
- Less stress



- Students who do well → *Vividness bias* (Nisbett & Ross, 1980)
- Parents → *Parents as partners* (Truschel & Hoffman, 2021)
- Friends → *Peer tutoring & academic integration* (Gehreke et al., 2024)



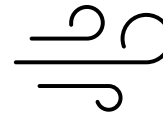
- Having time → *Embedded support* (De Clercq, 2023)
- Knowing how long tasks will take → <https://cat.wfu.edu/resources/workload2/>
- Having a study-friendly work environment

To conclude



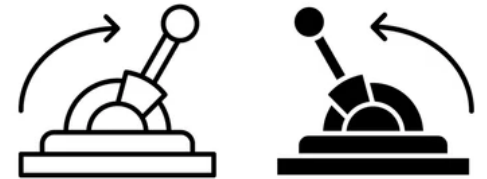
Support programs

(Pariat & Lafont, 2018)



Strategies not
implemented

(Bournaud & Pamphile, 2023)





See you
next Year

Thanks for your attention