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Profiles of school burnout and engagement among French high school students: links with study intentions and school performance.

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Context

School burnout and engagement significantly impact students' **well-being** and **academic trajectories** (Bask & Salmela-Aro, 2013; Korhonen et al., 2014; Salmela-Aro et al., 2017).

Academic aspirations can vary along with school burnout and engagement levels (Vasalampi et al., 2009; Widlund et al., 2021). However, research on this subject is scarce.

A first study identified profiles of school burnout (exhaustion and mental distance), and engagement among 540 French high school students (10th to 12th) in diverse tracks (Vansoeterstede et al., 2024).

Aims

The current focus is on examining **how academic track students** (11th and 12th grades) **differ by profile in their academic aspirations, academic optimism, GPA, and intention to drop out.**

Methods

Study approved by the Research Ethics Committee of Université Paris Cité (IRB No: 00012020-99)

Recruitment

- High schools in mainland France, parent associations, and social media
- Online participation

Inclusion criteria

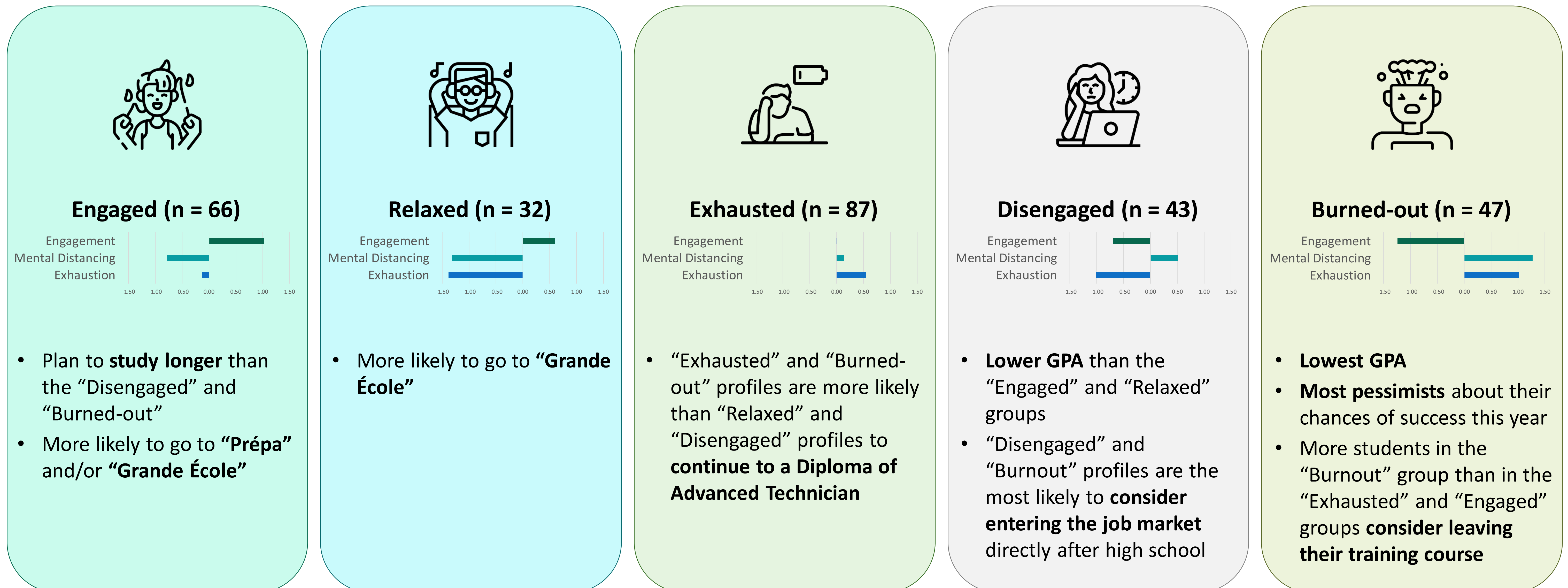
- Be enrolled in a high school in mainland France
- In a program leading to the French high school Baccalauréat

Variables and Questionnaires

- School burnout : SBI-fr (Meylan et al., 2015)
- Schoolwork engagement : EDA-fr (Meylan et al., 2021)
- Ad-hoc questionnaires assessing post-graduation intentions, final education level goal, certainty about career and study choices, drop-out intentions, and GPA

Results

Group comparison using Chi2, ANOVA and Kruskal-Wallis tests showed differences between profiles regarding all the variables **except for orientation certainty.**



¹ The French “Prépa” or “Classe Préparatoire aux Grandes Écoles” are intensive two-year post-secondary courses designed to prepare the best students for entry into the “Grandes Écoles”.

² The “Grandes Écoles” in France are extremely selective higher education establishments which admits students based on competitive exams.

³ The Diploma of Advanced Technician, named “Brevet de Technicien Supérieur” (BTS) in French, is a two-year post-secondary national professional degree.

Discussion

- ❖ Students displaying high mental distance combined with low engagement scores consider shorter programs or quitting education, even in the absence of exhaustion.
- ❖ “Burned-out” students exhibit stronger dropout risk, lower grades and greater pessimism about their chance of success.
- ❖ Students displaying high engagement and low exhaustion are more ambitious, favoring longer studies and more demanding academic programs.
 - These results underline **the importance of considering burnout and engagement in students' school guidance**, suggesting the need for prevention and early intervention strategies to promote their well-being and academic success.

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