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## ► To cite this version:

Aline Vansoeterstede, Émilie Cappe, Emilie Boujut. Profiles of school burnout and engagement among French high school students: links with study intentions and school performance. IAEVG International Conference, Nov 2024, Jyväskylä, Finland. 2024. hal-04760526

**HAL Id: hal-04760526**

**<https://hal.science/hal-04760526v1>**

Submitted on 30 Oct 2024

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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 (10<sup>th</sup> to 12<sup>th</sup>) in diverse tracks (Vansoeterstede et al., 2024).

## Aims

The current focus is on examining **how academic track students** (11<sup>th</sup> and 12<sup>th</sup> 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

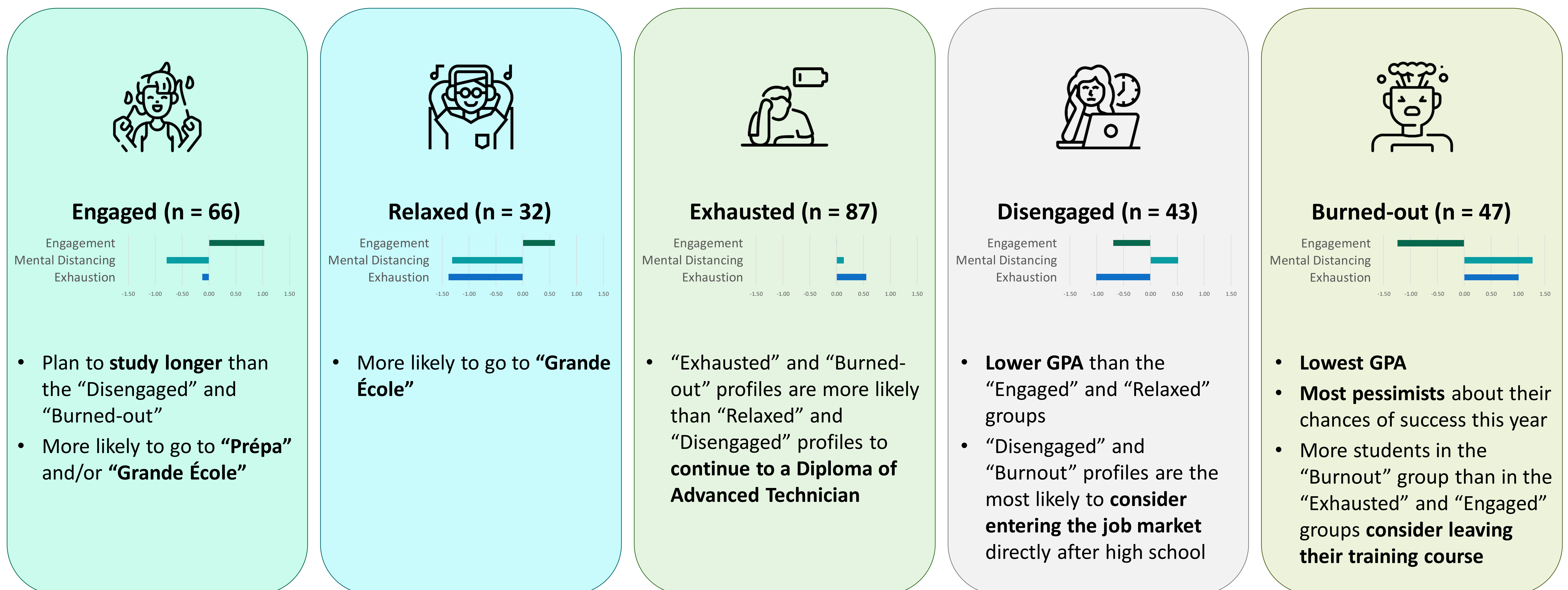
- Be enrolled in a high school in mainland France
- In a program leading to the French high school Baccalauréat

### 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.**



<sup>1</sup> 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”.

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

<sup>3</sup> 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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