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YLIOPPILAIDEN TERVEYDENHOITOSAATIO



THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE ■



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ACADEMIC ENGAGEMENT AND BURNOUT PROFILES AMONG FINNISH UNIVERSITY AND APPLIED- UNIVERSITY STUDENTS

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**STUDY ENGAGEMENT AND
BURNOUT AMONG STUDENTS**

ACADEMIC ENGAGEMENT AND BURNOUT

- **Study engagement:** positive, fulfilling study-related state of mind
- **Study burnout:** prolonged negative response to emotional and interpersonal stressor
 - e. g. ongoing difficulties in coping with the pressure to achieve with studies
- Multidimensional theory of engagement and burnout
- Demands-resources model
 - Study engagement and burnout are parallel processes
 - Demands – burnout – drop-out, lower well-being
 - Resources – engagement – study achievement, higher well-being

(Salmela-Aro, Kiuru, Leskinen, & Nurmi, 2009; Salmela-Aro & Upadyaya, 2012, 2013; Schaufeli, Martinez, Pinto, Salanova, & Bakker, 2002; Tuominen-Soini & Salmela-Aro, 2013; Maslach, Schaufeli & Leiter, 2001; Demerouti, Bakker, Nachreiner & Schaufeli, 2001).





STUDY ENGAGEMENT

- Three dimensions
 - **Energy:** high levels of vigor and energy while studying
 - **Dedication:**
 - Positive cognitive attitude toward studying in general
 - Perception of studying as meaningful
 - Sense of significance, enthusiasm, challenge, and inspiration
 - **Absorption:** being fully concentrated and happily engrossed in one's studying so that time passes quickly

(Salmela-Aro & Upadyaya, 2012)



STUDY BURNOUT

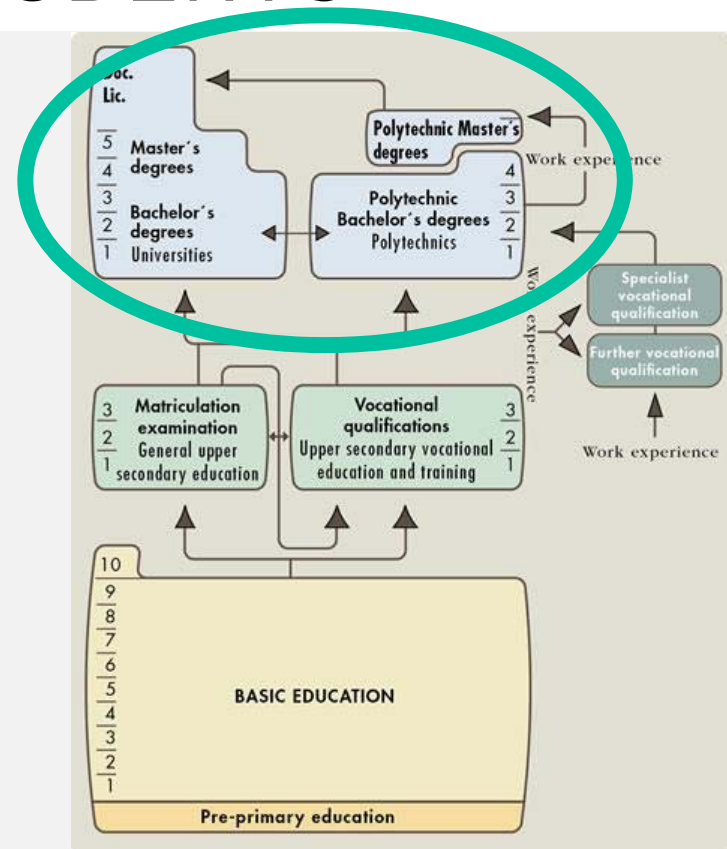
- Three dimensions
 - **Exhaustion:**
 - study related feelings of strain
 - chronic fatigue resulting from overtaxing work with studies
 - **Cynicism:**
 - indifferent or a distal attitude toward studying in general
 - Loss of interest in one's academic work, and not seeing it as meaningful
 - **Inadequacy / lack of study related efficacy:**
 - Diminished feelings of competence
 - Less successful achievement
 - Lack of accomplishment in studies



(Salmela-Aro, Kiuru, Leskinen, & Nurmi, 2009)

FINNISH UNIVERSITY AND APPLIED-UNIVERSITY STUDENTS

- Tertiary level education
- Straight after secondary level, only 30 % of young people continue at tertiary level
 - gap year(s)
- University entrance mainly after age 20
- Finnish Student Health Service
 - National Student Health Survey





RESEARCH QUESTION AND HYPOTHESIS

RESEARCH QUESTION AND HYPOTHESIS

1. What kinds of latent profiles of academic engagement and burnout can be identified among university and applied university students?
 - Expected to find similar profiles that have been found in previous research among students (Tuominen-Soini & Salmela-Aro, 2013)

METHODS, PARTICIPANTS

- National Student Health Survey 2008, 2012, 2016 (Finnish Student Health Service)
- E-mail and paper questionnaires
- Undergraduate students under age of 35 years

	2008	2012	2016
<i>n</i> (EDA & SBI)	5005 (50.2 %)	4324 (43.4 %)	3110 (31.1 %)
Gender (female)	63.5 %	63.0 %	65.4 %
Age (whole sample):			
Under 25 years	57.6 %	57.8 %	58.0 %
25-29 years	31.3 %	30.3 %	27.3 %
30-34 years	11.0 %	11.9 %	14.7 %



STUDY ENGAGEMENT INVENTORY (Salmela-Aro & Upadyaya, 2012)

9 items

- **Energy** *"When I study, I feel that I am bursting with energy"*
- **Dedication** *"I am enthusiastic about my studies"*
- **Absorption** *"Time flies when I'm studying"*

Range: 1 (completely disagree) – 6 (completely agree)

- One dimension of overall study engagement

Reliability	2008	2012	2016
Cronbach α	.92	.93	.94

STUDY BURNOUT INVENTORY

(Salmela-Aro, et al., 2009)

9 items

- **Exhaustion** with studies *“I feel overwhelmed by the work related to my studies”*
- **Cynicism** towards the meaning of studies *“I feel that I am losing interest in my studies”*
- **Sense of inadequacy** as a student *“I often have feelings of inadequacy in my studies”*
- Range: 1 (completely disagree) – 6 (completely agree)
- Three dimensions of study burnout

Reliability Cronbach α	2008	2012	2016
Exhaustion	.79	.79	.81
Cynicism	.86	.85	.86
Inadequacy	.72	.73	.74





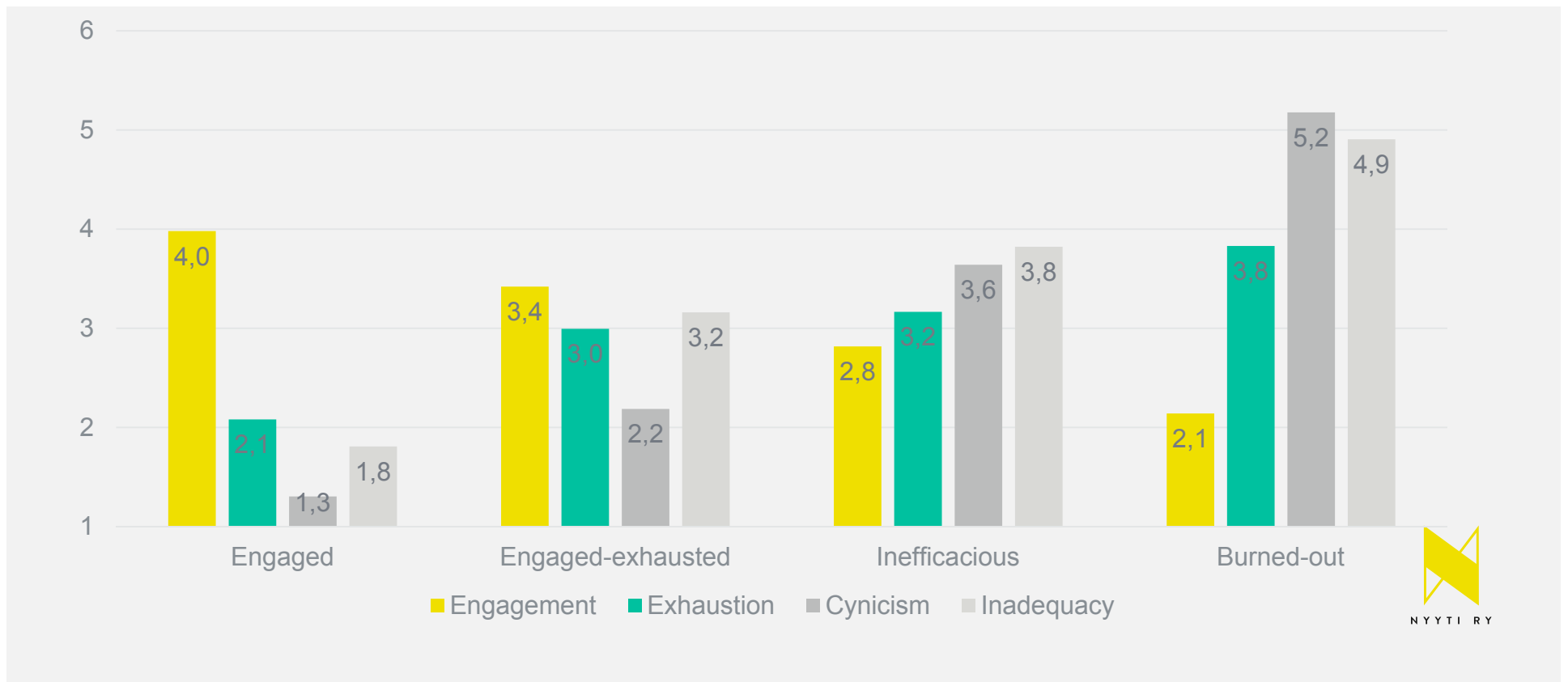
LATENT PROFILE ANALYSIS

- Person-oriented method
- Aims to recover hidden groups from observed data
- Model-based modification of cluster analysis

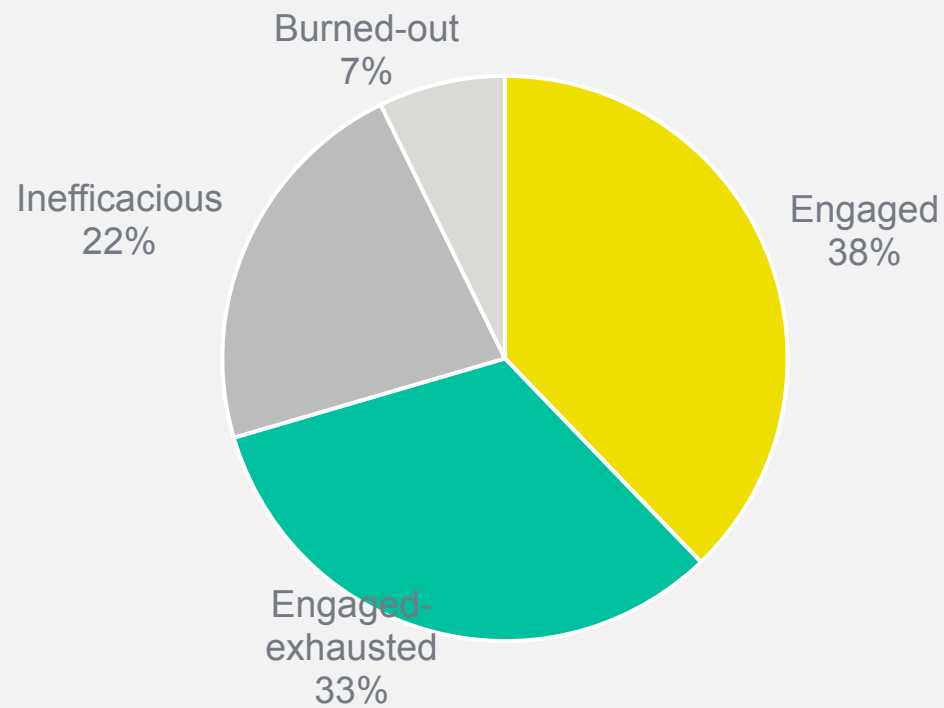
RESULTS



ENGAGEMENT AND BURNOUT PROFILES



SIZE OF THE PROFILE GROUPS





**PRACTICAL IMPLICATIONS
NEED OF TARGETED
INTERVENTIONS**



Engaged-
exhausted



Inefficacious



Burnout,
cynicism

DEMANDS

- **Workload** – too many demands exhaust
- Insufficient **control** over the resources
- Lack of intrinsic and extrinsic **reward**
- Loss of positive connections with others – lack of thriving **community**
- Conflicting **values**
- Lack of mutual respect and **fairness** between people



**CHANGE THE INDIVIDUAL OR
THE ORGANIZATION?**



Engaged-
exhausted

TARGETED INTERVENTION

- Change the individual
- It is possible to learn to cope with stress and reduce exhaustion



Inefficacious

- Individual interventions
- Self-compassion
- Depression prevention



Burnout,
cynicism

- Change the organization
- Promote meaning and purpose
- Promote engagement with studies
- Community and values
- High risk for drop-out

DISCUSSION

- Limitations
 - Skewed data
- But there is a need for targeted engagement promotion and burnout prevention interventions
- More research and development are needed on targeted interventions

The image features a soft-focus background of a branch with several small, round glass vials hanging from it. Each vial contains a single pink rose. The text 'THANK YOU' is overlaid in the center-left. In the top right corner, there is a yellow arrow icon pointing to the left.

THANK YOU

Contact me!
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**CHANGE THE INDIVIDUAL OR
THE ORGANIZATION?**



**PROMOTE ENGAGEMENT OR
PREVENT BURNOUT?**

PERSON-ORIENTED RESEARCH

- The main interest
 - meaningful groups of individuals
 - typical patterns that appear in subgroups of individuals
- The research paradigm
 - The individual is the focus
 - Seen as a functioning totality
- Room for different types of individuals rather than compressing everyone into one mean



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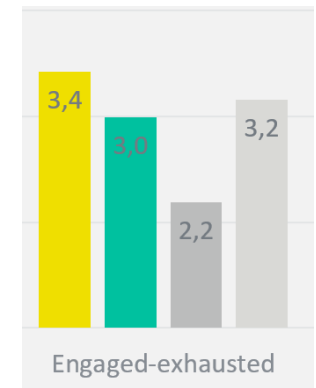
Bergman & El-Khoury, 2003; Muthén & Muthén, 2012; Von Eye & Bergman, 2003)





ENGAGED-EXHAUSTED

- Workload – too many demands exhaust
- ? Changing individual – it is possible to learn to cope with the demands and reduce exhaustion



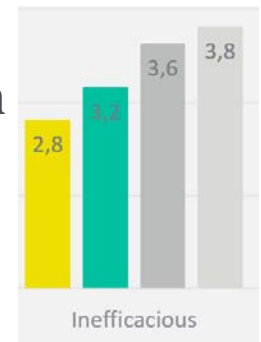


INEFFICACIOUS

- Insufficient control over the resources
- Lack of intrinsic and extrinsic reward

Individual interventions

- Self-compassion
- Depression prevention

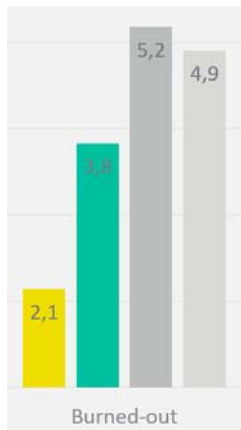


BURNED-OUT

- Loss of positive connections with others – lack of thriving community
- Conflicting values

CYNICAL

- Lack of mutual respect and fairness between people

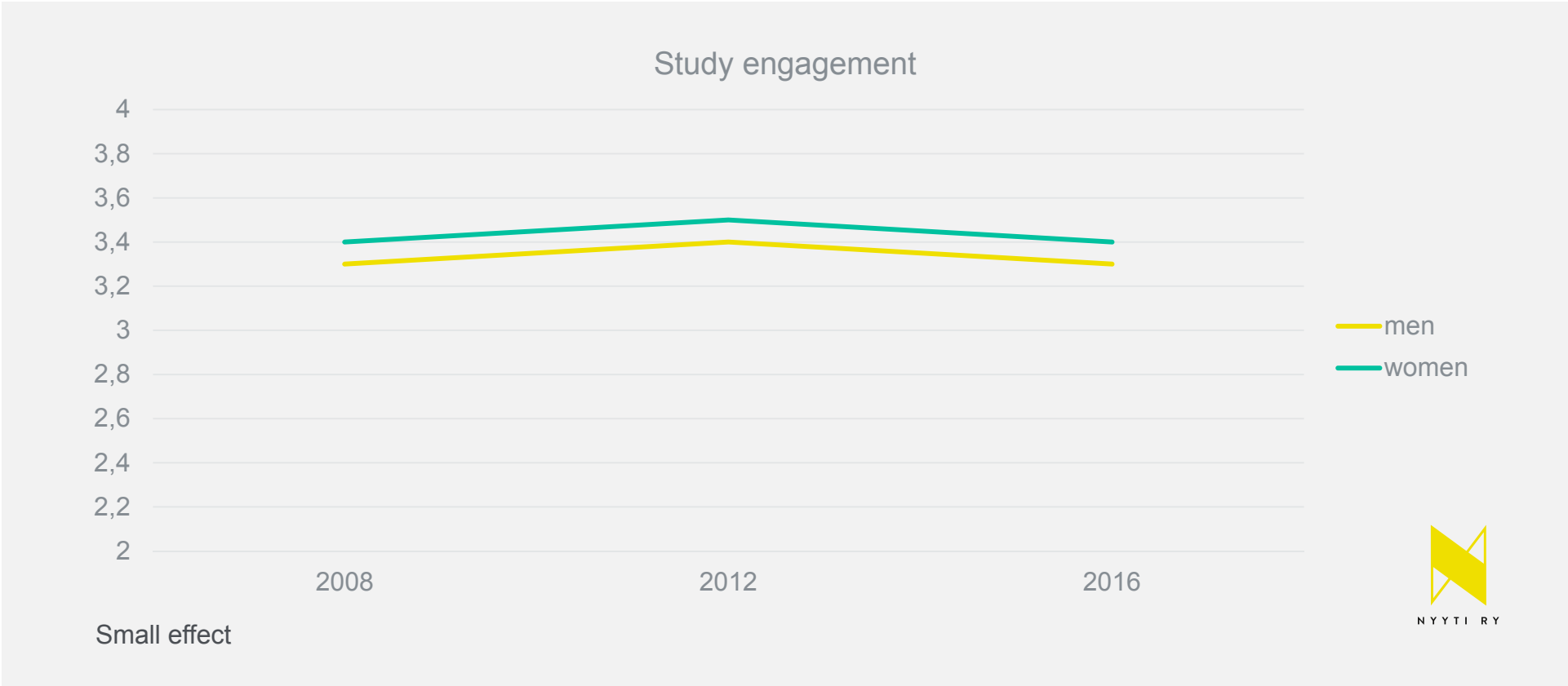




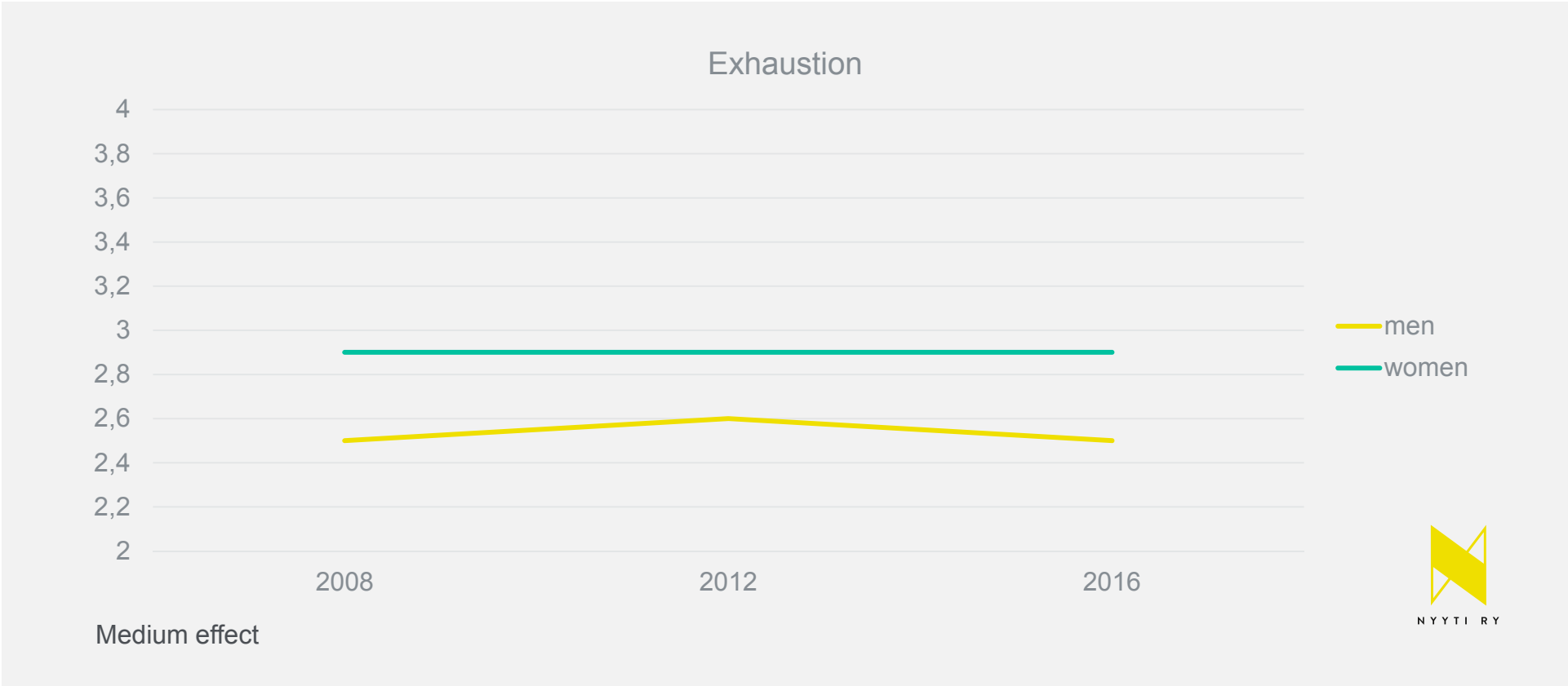
BURNED-OUT AND CYNICAL

- ? Changing the organization
- Promote meaning and purpose
- Promote engagement with studies
- Community and values
- High risk for drop-out

GENDER DIFFERENCES 2008, 2012, 2016

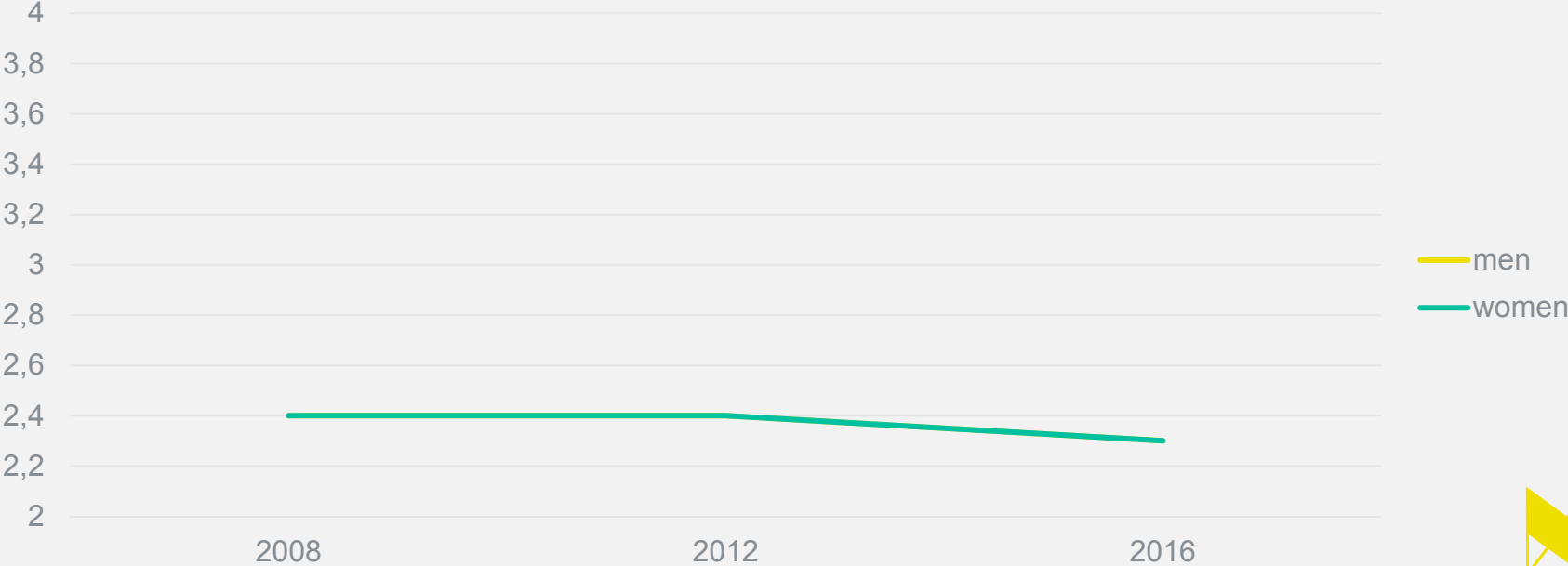


GENDER DIFFERENCES 2008, 2012, 2016



GENDER DIFFERENCES 2008, 2012, 2016

Cynicism



No effect



GENDER DIFFERENCES 2008, 2012, 2016

