

Title: Most Likely (Not) to Succeed: An Examination of Cognitive Processes Leading to College Student Burnout

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Burnout's key aspects conceptualized in previous research are depleted emotional capacity, depersonalization, and personal accomplishment (Maslach & Jackson, 1981), including restraint to cognitive processes implying negative changes to the brain's function (Deligkaris et al., 2014), seemingly understanding for interpersonal communication skills and appreciation relevant to further cognitive constructs (Carducci, 1999; Dweck, 2008; Tucker, 2007). This study's purpose was to compare, thus far uninitiated comparisons the quality and strength of the relationships of shyness dependent interpersonal communication skills, and appreciation along other psychological measures. The intersect of shyness dependent interpersonal communication skills, and appreciation both indicated a strong relationship with awe, personality, and psychological well-being. Nonetheless, in college students communication skills, compared to appreciation, was expected a stronger correlation once involving academic betterment via cognitive-based processes (e.g., grit, motivation, and academic self-efficacy); opposite a weaker relationship was expected when comparing the involvement of processes based on emotions (e.g., happiness, gratitude, and depression). Lastly, levels of shyness related to interpersonal communication, compared to levels of appreciation, was expected to show stronger relationships with constructs representative of one's true self-identity (e.g., self-esteem, college campus connectedness, and self-acceptance). Seventy-eight Psychology students from a California college received course credit for completing an online questionnaire. Results showed support for these hypotheses, though offering the existence of synergy between shyness level dependent interpersonal communication skills, and personal relevant appreciation, individually these showed a multitude

of relationships reliant on the associating psychological variables, thus allowing further access in understanding college student burnout.

References

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