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School-related stress by intellectually gifted adolescents

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Introduction

- Why should we deal with this question?
- Have intellectually gifted adolescents stress in school? (Pilot study in 2010)...YES!
- The aim of this presentation is to point at presence of school stress and occurrence of stressors in intellectually gifted adolescents and their influence on school achievement and motivation.

1) Intellectually gifted adolescents (IGA)

- **Specifics of gifted students**
 - Higher IQ, Creativity
 - Originality of thinking (Lazníbatová, 2001)
 - Interest in an activity in which they excel
 - Good results in school doesn't have to be connected (not conditionally) with giftedness

4) Stressors

- **Specifics of adolescents**
 - Interest in an activity that they enjoy
 - Strong influence of peers
 - Volatility of self confidence
 - Self-criticism
 - Non-Acceptance of authority
 - Looking for self-identity

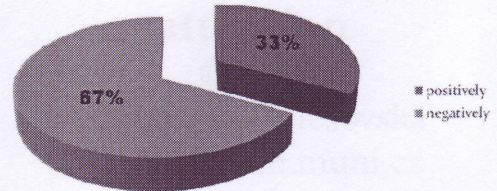
5) Implications

- **IGA in school**
 - Relationship with peers: Friend vs. Rival (friend as a motivational factor)
- **Potential problems in working with IGA (Webb, 1993)**
 - School is boring
 - Peers („poor“ group)
 - Acceptance of Authority
 - Cooperation
 - Refuse to drill

2) Stress, Academic stress

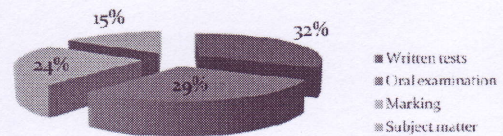
- School environment is typical for stressful situations
 - Everyone sees the stressful situation differently
 - Everyone copes with stress differently
 - Stress influences school achievement and motivation to learn
- 1) Positively
 - 2) negatively

3) Influence of school stress on achievement

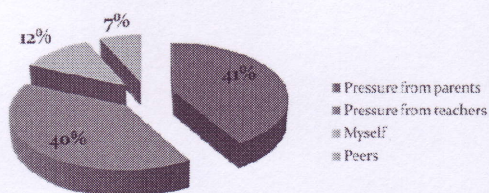


- Stress in school can be associated with
- 1) Teaching (testing, assessment...)
 - 2) Social environment in school
 - 3) Social environment outside school (family, friends)
 - 4) Financial situation, social neglect, disharmonic environment (divorce, quarrel...), status of family in society, illness or death in family, asocial environment...etc.
 - 5) Personality of individual

Stressors



Stressors



5) Implications

- Work with IGA is needed
- IGA need help to cope with stress
- IGA want to work if they are motivated
- IGA are most vulnerable group in terms of developing their giftedness (talent)
- Adolescence is a period when an individual may cease to be interested (for any reason) in the activity in which excelled. (Dočkal, 2005)

6) Completion of the research

- Pilot study 2010
- Study – stress, stressors 2011
- Study- correlation of individual personality characteristics and coping strategies
- Design subsequent interventions for teachers

**Thank you for your
attention**



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