Introduction

Why this question?
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.

Stressful situations in school

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

Specifics of intellectually gifted

Higher IQ, Creativity
Originality of thinking (Laznibatová, 2001)
Interest in an activity in which they excel
Good results in school doesn’t have to be connected (not conditionally) with giftedness

Specifics of adolescents

Changes in emotional and social area
Interest in an activity that they enjoy
Flexibility of thinking reaches a maximum (no experience)
Strong influence of peers
Search for identity
IGA in school and potential problems in working with them

- Relationship with friends: Friend as Rival (New motivation factor)
- School is boring
- Cooperation
- Peers
- Refuse of drill
- Acceptance of authority

Methodology

- Research sample: BIGY, GYBY Brno 11/12, 15/16
- Questionnaire
- Interview
- Content analysis of text
- (Big Five, Raven, SVF 78)

Results

Stressors

- Writing tests: 15%
- Oral examination: 27%
- Marking: 24%
- Subject matter: 34%

Stressors

- Pressure from parents: 21%
- Pressure from teachers: 7%
- Myself: 35%
- Peers: 12%

Results

Influence of school stress on school performance

- Positively: 67%
- Negatively: 33%

Results

What motivates you to perform in school?

- Teacher: 22%
- Friends: 25%
- Parents: 19%
- Myself: 21%
- Other: 13%
Implications

- Work with IGA is needed
- IGA want to work if they are motivated
- IGA are most vulnerable group in terms of developing their giftedness. (Portešová, 2009)
- Adolescence is a period when an individual may cease to be interested (for any reason) in the activity in which excelled. (Dočkal, 2005)