



Age differences in the motivational potential for self-realisation among gifted young people

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Abstract. The study analysed age differences in the motivational potential for self-realisation among gifted young people. The sample consisted of respondents with a high level of giftedness who need targeted psychological support and stimulation of learning motivation, motivation to overcome difficulties and set goals. Motivational potential was considered as a resource for the development and realisation of abilities in various spheres of life. The aim of the study was to empirically identify and analyse age differences in the motivational potential for self-realisation among gifted young people. To achieve this goal, five psychodiagnostic methods were used: “Resources” by N. Vodopyanova, “Coping strategies” by D. Amirkhan, “Motivation for success and fear of failure” by A. Rean, the author’s questionnaire “Learning motivation”, and “SAT” by E. Shostrom. The results of the empirical study were presented in a table showing age differences according to the criteria of F. Fisher and T. Student, mean values and standard deviations, as well as an interpretation of the obtained indicators. It has been established that older school-age boys and girls had a higher level of motivational potential for self-realisation than adolescents. The older group was more characterised by such motivational tendencies as ideas about human nature, self-respect, behavioural flexibility, value orientations, time orientation, orientation towards professional realisation, academic success, motivation to avoid failure, creativity, cognitive needs and synergy. In adolescence, other motivational orientations dominate: motivation for prestige, social significance, external negative motivation, need for support, sensitivity, avoidance of problems, social support, lack of clear motivation, self-criticism, and motivation to achieve success. The practical significance of the results obtained lies in identifying age-related psychological barriers and obstacles that affect the self-realisation of gifted individuals, as well as in the possibility of using the data to develop programmes for counselling, therapy and training

Keywords: age range; differentiation; mean value; standard deviation; criteria of F. Fisher and T. Student

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Introduction

Gifted young people are considered an important resource for the development of the state and society, requiring the creation of conditions for the realisation of personal potential. The potential for self-realisation of gifted young people is a complex dynamic formation that determines the resource capabilities of the individual and manifests itself in various types of activity. For students, the dominant type is educational and professional activity. In this study, the concept of "potential for self-realisation" is considered as an intermediate category between the concepts of "self-realisation" and "self-actualisation". This was due to the fact that young men and women of student age do not yet have sufficient professional experience and competence for full self-realisation. The concept of "self-actualisation" in this context characterises internal resources and intense motivation, while self-realisation reflects external activity and extensive motivation in specific types of activity. One of the key components of self-actualisation potential is motivation. With low levels of motivation, gifted young people do not realise their personal potential, which could ensure high results in various fields of activity. Low academic motivation and insufficient stimulation of creative development lead to the emergence of psychological barriers that complicate the process of self-actualisation. This study is devoted to analysing age differences in the motivational potential for self-actualisation among gifted young people and identifying motivational trends characteristic of different age groups. The relevance of the study was determined by the need to study the motivational aspect of the potential for self-realisation of gifted young people, taking into account age and gender differences, as well as the influence of psychological barriers that can block the successful realisation of potential. The scientific novelty lies in the differentiation of these factors in the context of the motivational characteristics of gifted young people.

Well-known contemporary Ukrainian scientists have studied the self-realisation of gifted

students in modern living conditions. Y. Eremenko (2019) developed a typology of self-realisation risks and identified the structural components of student giftedness that influence the self-realisation of young people. In their study, K. Androsovych *et al.* (2021) presents the main results of research on the adaptation processes of gifted students at different age stages, develops a theoretical model of the organisation of socio-psychological adaptation in the educational environment, and develops socio-psychological training to overcome maladjustment in educational institutions with gifted students. According to the research of M. Sadova (2021), the factors that contribute to and hinder the realisation of the potential of gifted individuals have been substantiated and experimentally identified. An analysis of the factors that motivate and hinder the realisation of gifted young people in a psychological and pedagogical context has been carried out.

The component of motivation that is the focus of J. Laszczyk's (2023) research is goal setting. The author established a relationship between setting goals, the complexity of their implementation, and overcoming psychological barriers. In particular, using the interview method, the researcher substantiated the respondents' answers with the help of qualitative analysis. In the work of R. Cholankeril *et al.* (2023) on intellectual giftedness, factors that hinder its realisation at different ages are identified, among which desocialisation and perfectionism are the leading ones. In the case of academic giftedness, the factor of maladjustment is less common.

S. Olton-Weber *et al.* (2020) emphasise the role of academic success and increased motivation of gifted young people, taking into account age aspects. Practical experience shows that it is difficult to find an effective approach to gifted young people in adolescence and youth. When identified, it becomes an important external stimulus, or extensive motivation, which is consistent with the conclusions of H. Briddick & W. Briddick (2024). A typological approach to studying the potential for

self-realisation has made it possible to identify personality types of this phenomenon. In particular, M. Sadova's (2024) dissertation research identified theoretical and empirical typologies of the potential for self-realisation among students. Cluster analysis made it possible to identify four types: active, passive self-development, existential and social. Representatives of each type are capable of achieving their goals, but differ in the pace of realising their personal potential.

The aim of the study was to theoretically substantiate and empirically investigate age differences in the motivational potential for self-realisation among gifted adolescents and young adults.

Literature Review

The problem of the realisation potential of gifted young people has its roots in the humanistic approach to psychology. D. Winsor & C. Mueller (2020) consider self-actualisation to be a natural source of activity that motivates the development of one's own potential. The development of self-actualisation is facilitated by a safe and supportive environment and a positive perception of oneself as a person who can realise their own potential and who has the motivational power to achieve self-actualisation.

A. Novak *et al.* (2020) explore self-actualisation from the perspective of both an internal socio-ethical source of activity and an external one, through creativity, love, and an active life position. In particular, K. Barbier *et al.* (2019) examined self-actualisation from the perspective of individualisation and personal self-development. When a person realises their own potential, they undergo a process of individualisation, integrating conscious and unconscious aspects of their personality. H. Stoeger & M. Zeidner (2019) identified a connection between psychological and physical processes, linking self-actualisation with the harmonious development of the mind and body and the release of internal blocks and obstacles. The process of synergy is also revealed in this study. W. Fan & C. Williams (2018) consider self-actualisation of

the personality through the harmonious development of intellect, emotions and spirituality.

At the present stage, the problem is substantiated by analysing studies of the motivational aspects of the self-realisation potential of gifted young people over the last five years. H. Tiwen (2023) explores the problem of giftedness through the subjective prerequisites of psychological well-being in adolescents. The author confirms models of the influence of subjective factors on the psychological well-being of modern gifted adolescents. Yu. Stryzhak & M. Grynova (2022) experimentally studied the academic intrinsic motivation of intellectually gifted children of different age categories using the longitudinal method. M. Ecker-Lyster *et al.* (2021) investigate the sociocultural barriers that prevent gifted children from realising their potential. The authors shift the focus from diagnosing high abilities to creating conditions for the development of giftedness in real-life situations.

A study by E. Burns & A. Martin (2021) identified motivational problems in the education of gifted children: understanding the role of students' beliefs about attribution and control, self-esteem protection, and growth orientation. The authors explore vectors of giftedness and talent development in pedagogical and psychological contexts in children of different age groups in the Asia-Pacific region. The study shows that the motivational sphere has peak points of development: at a younger age, play and emotional motivation prevail, in adolescence – social and achievement motivation, and in youth – professional and self-actualisation motivation. S. Laujin (2021) emphasises the peculiarities of the transition from childhood giftedness to adolescent self-actualisation: support and expansion of educational opportunities are important.

Research over the last decade has focused on identifying the factors and components of motivation that shape the personal potential of gifted young people. For example, B. Abu-Hamour & H. Al-Hmouz (2013) described the components of extra- and intrapunitive motivation that contribute to the development of the potential of

gifted adolescents. S. Laujin (2021) analysed the positive and negative attribution of success and failure among gifted students. D. Siegle & D. McCoach (2018) investigated the factors contributing to the failure of gifted children from low-income families. E. Fiedler (1999), adjunct professor of school psychology at Pennsylvania State University, developed a battery of psychodiagnostic techniques for identifying intellectual giftedness in different age groups. P. Clivenbeard (2012), President of the National Association for Gifted Children and Director of the Minskoff Institute for Talent Development, as well as a Houston University lecturer, researched gifted pupils with disabilities and analysed the influence of inclusive education on the development of their potential.

R. Ryan *et al.* (2021) explore motivation as the most powerful current support in the development and realisation of oneself as a personality. Research in this area, self-determination theory, summarises evidence about basic needs (autonomy, competence, relatedness) in learning and outlines effective directions for implementation in educational policy and practice. Appropriate interventions can change attitudes, but rarely assessments without broader conditions (climate, support, level of teaching). For gifted students, the link between motivation and self-actualisation is stronger: skilful orientation better predicts self-regulation strategies in learning for them. Giftedness from the perspective of talent development models, identification, and well-being is considered by the talent development paradigm of R. Subotnik *et al.* (2020). Thus, at the empirical level, age differences in the motivational potential for self-actualisation among gifted young people have not been studied, which makes this study a significant contribution.

Materials and Methods

The initial stages of research focused on the theoretical substantiation of the problem concerning the self-realisation potential of gifted youth. To this end, theoretical methods were used: analysis of literary sources, systematisation and

classification. At the second stage of the research, psychodiagnostic methods were selected and developed: "Determination of personal resources" by N. Vodopyanova; "Indicator of coping strategies" by D. Amirkhan; "Motivation for success and fear of failure" by A. Rean; the test "Determination of self-actualisation of the personality" by E. Shostrom; author's questionnaires: "Identification of motivational tendencies towards learning activities of pupils/students" and "Setting goals".

Examples of questions from the author's questionnaire on goal setting: "What goals do you set for yourself for a month, a year, 5 years, and for your whole life?"; "What psychological barriers prevent you from setting and achieving your goals?" The subjects were given a recommendation guide for goal setting, which took into account the motivational blocks "want", "can", "must", and "decision making". Examples of tasks from the author's questionnaire for identifying motivational tendencies towards learning activities were presented to the subjects according to the following motivational blocks: motive of satisfaction, motive of professional fulfilment, social motive, identification of external positive motives, identification of external negative motives, identification of the social significance of the pupil (student), identification of prestige motivation, etc. The subjects gave each block a score of 0 to 4 points.

At the third stage, the questionnaires were compiled into Google forms and launched online in 2023 (initial control) for gifted young people. Prior to this, the subjects were contacted and asked to take part in the survey on a voluntary basis. During the initial control, the principle of confidentiality of each subject was taken into account, and the results were subsequently processed in the SPSS programme. The results of the initial control of the research were tested in the English-language monograph by M. Sadova (2024).

At the fourth stage, factor analysis of the data was used to identify the psychological components of the self-realisation potential of gifted young people: the goal component, the potential-motivational component, the

educational-motivational component, psychological barriers, and the personal-realisation component. At the fifth stage, the typology of self-realisation potential was determined using cluster analysis: motivated-realisation and unmotivated-realisation types. The sixth stage consisted of identifying the differentiation of the self-realisation potential of gifted young people according to age, gender and professional criteria using statistical tests for independent samples (F. Fischer, T. Student). At the final, seventh stage, a personal growth training programme was developed, aimed at overcoming psychological barriers in gifted young people.

Justification of the sample of respondents. The object of the study was gifted young people, whom the author has been researching for over 6 years in Ukraine, including 2.5 years on a grant in Slovakia (Bratislava) (Sadova, 2021). This category includes students and high school pupils characterised by a high level of intellectual giftedness, creative abilities and academic success. The subjects included: high school students from the Small Academy of Sciences of Ukraine; students from national universities in Kyiv and Odesa (National University of Life and Environmental Sciences of Ukraine, National University of "Kyiv-Mohyla Academy", Ukrainian Humanitarian Institute, Kyiv National Economic University named after V. Hetman, Odessa National University named after I. Mechnikov); students of the Pan-European University in Bratislava, Slovakia.

Gifted young men and women were identified based on academic achievements (high grades),

creative achievements (choreography, visual arts, vocalisation), and intellectually gifted students were selected based on the results of the Wechsler tests (adult version). Age range of the participants: 15-22 years. Gender: 382 boys, 387 girls. By specialisation: creative professions (designers, choreographers, actors, vocalists, artists) – 390 people; romance-germanic philology (French, German, Italian) – 379 people. Total number of participants: 769 people. The study was conducted in accordance with the ethical standards of the American Sociological Association's Code of Ethics (2018).

Results and Discussion

The application of mathematical statistics methods (Fischer's test and Student's test for independent samples) made it possible to identify significant age differences in the motivational potential for self-realisation among gifted young people. The analysis showed that the distribution of indicators on individual scales has statistically confirmed differences between age groups, which indicates the dynamics of motivational factors in the process of growing up.

Table 1 presents the results of the analysis of the equality of variances and mean values, reflecting the main trends in changes in the structure of motivational potential. In general, with age, the focus on internal motives for self-realisation increases, while some of the external determinants lose their decisive significance. Thus, the analysis confirms that the motivational potential for self-realisation varies with age and is shaped by both internal and external factors.

Table 1. Age differences in the motivational potential for self-realisation among gifted young people according to the criteria of F. Fischer and T. Student

Scale	Age	N	Average	Standard deviation	F	Significance according to F	T	Significance (2 nd degree) according to t
1. Motivation for professional fulfilment	Adolescents	172	.6628	.59453	76.017	.000 ***	-4.194	.000
	Young adults	597	.8342	.43075			-3.523	.001
2. Academic success	Adolescents	172	7.8384	2.16101	48.621	.000 ***	3.742	.000
	Young adults	597	7.0107	2.65737			4.190	.000
3. No motivation identified	Adolescents	172	13.0233	2.71869	.475	.491	2.927	.004
	Young adults	597	12.3417	2.68300			2.905	.004

Table 1. Continued

Scale	Age	N	Average	Standard deviation	F	Significance according to F	T	Significance (2nd degree) according to t
4. Self-criticism	Adolescents	172	10.4535	3.42217	5.129	.024 **	3.612	.000
	Young adults	597	9.4573	3.11636			3.430	.001
5. Motivation for success	Adolescents	172	13.0233	2.71869	.475	.491	2.927	.004
	Young adults	597	12.3417	2.68300			2.905	.004
6. Motivation for failure	Adolescents	172	12.3417	2.68300	.475	.491	2.927	.004
	Young adults	597	13.0233	2.71869			2.905	.004
7. Avoidance of problems	Adolescents	172	19.1106	7.01971	4.735	.030 **	-3.698	.001
	Young adults	597	17.1279	5.93591			-3.373	.000
8. Social support	Adolescents	172	23.0407	6.56711	19.993	.000 ***	.898	.369
	Young adults	597	22.3668	9.18113			1.076	.282
9. Creativity	Adolescents	172	25.3430	5.85136	.028	.866	-2.489	.013
	Young adults	597	26.2764	7.51636			-2.469	.014
10. Cognitive needs	Adolescents	172	6.8198	2.34136	7.706	.006 ***	3.825	.000
	Young adults	597	7.3183	2.30608			3.476	.001
11. Synergy	Adolescents	172	3.839	.99398	7.102	.008 ***	2.010	.045
	Young adults	597	4.0174	1.03347			2.054	.041
12. Perceptions of human nature	Adolescents	172	4.8811	1.39784	.783	.376	2.126	.034
	Young adults	597	5.1395	1.42790			2.101	.037
13. Self-respect	Adolescents	172	8.8576	2.70768	10.690	.001 ***	.212	.832
	Young adults	597	8.9128	3.08517			.228	.820
14. Sensitivity	Adolescents	172	6.8459	1.82354	.047	.828	-2.401	.017
	Young adults	597	6.4535	1.90717			-2.461	.014
15. Behavioural flexibility	Adolescents	172	12.5427	3.45988	.652	.420	3.272	.001
	Young adults	597	13.5000	3.35789			3.218	.001
16. Support	Adolescents	172	49.4360	8.63025	.002	.966	2.058	.040
	Young adults	597	47.8811	8.76047			2.075	.039
17. Value orientations	Adolescents	172	11.2010	3.05932	3.392	.066	2.062	.040
	Young adults	597	11.7907	3.37129			2.176	.030
18. Time orientation	Adolescents	172	7.2111	2.88484	11.414	.001 ***	1.761	.079
	Young adults	597	7.6047	2.48938			1.624	.106
19. Professional disciplines	Adolescents	172	.6683	.46370	43.437	.000 ***	3.514	.000
	Young adults	597	.8256	.53145			3.788	.000
20. Prestige motivation	Adolescents	172	1.6030	1.24689	7.543	.006 ***	-.182	.856
	Young adults	597	1.5814	1.41119			-.194	.846
21. Social significance of the pupil/student	Adolescents	172	1.0233	.87829	6.070	.014 **	.607	.544
	Young adults	597	.9715	1.01376			.657	.512
22. External negative motivation	Adolescents	172	.6744	.81566	14.822	.000 ***	2.071	.049
	Young adults	597	.5444	.69764			1.900	.059

Source: compiled by the author

Analysis of statistical data showed that out of 38 scales studied, 22 revealed significant age differences between adolescents (15-16 years old) and young adults (17-22 years old).

According to F. Fischer's criterion, 13 scales worked, of which 10 were at a 1% significance level ($p \leq 0.01$) (External negative motivation (.000); Prestige motivation (.006), Professional

disciplines (.000), Time orientation (.000), Self-esteem (.001), Synergy (.008), Cognitive needs (.006), Social support (.000), Success (.000), Professional fulfilment (.000), at the five percent level ($p \leq 0.05$) – 3 (Social significance of the student (.014), Avoidance of problems (.030), Self-acceptance (.024)); at the ten percent level ($p \leq 0.1$), the scales did not work.

According to another criterion, T. Student, 17 scales worked, of which at a one percent level of significance ($p \leq 0.01$) – 10 (Professional disciplines (.000) in adolescents and young men; Behavioural flexibility at 0.001 for adolescents and young adults, Cognitive needs (.000) in adolescents and young adults; Avoidance of problems (.000) – the same indicator across the age range; Motivation for failure (.004), the same indicator in adolescence and young adulthood; Motivation for success (.004) – the same; Self-acceptance (.000), the same; No motivation found (0.004) – the same indicator; Academic success (0.000) in both adolescents and young adults; Motivation for professional fulfilment (0.000) – the same); at the five percent level ($p \leq 0.05$) – 6 scales (Value orientations (.040) in adolescents and (.030) in young adults, respectively; Support – .040 for both age groups; Sensitivity (.017) in adolescents and (.014) in young adults; Perceptions of human nature (0.034) and (0.037) respectively, Synergy (0.045) and (0.041) respectively, Creativity (0.013) and (0.014) respectively for the specified categories); at the ten percent level ($p \leq 0.1$) – 1 scale (External negative motivation (.050) for adolescents and (.059) for young adults, respectively).

If to analyse the average values and standard deviation indicators for each of the scales in a more generalised way, the following should be noted: the scale of Professional realisation motivation, according to the results of the study, indicates that young people are motivated more stably and closer to the common level, their motivational structure is more formed and balanced. Thus, in the process of growing up (from adolescence to young adulthood), motivation for professional fulfilment becomes more stable and developed.

The results of the study on the Academic success scale describe confidence in academic achievement and increase with age. Young adults are better at navigating educational requirements and are able to realise their creative, intellectual and personal potential. On the No motivation scale, adolescents are more resistant to help, which may be a manifestation of their search for autonomy and personal freedom. Young adults are more flexible and may recognise the need for support.

The Self-criticism scale increases in adolescence, indicating crisis situations that complicate the adequate perception of one's own personality and, as a result, the further development of reflexivity, the ability to evaluate one's own actions, mistakes and responsibility in adolescence. The results on the Motivation for success scale are explained as follows: senior students lose motivation over time because they are involved in many areas of activity: intimate and personal, educational and professional, and social. Gifted young people face objective factors of reality that prevent them from fully realising their potential (war, unemployment, low wages, etc.), unlike adolescents, who, with their high ambitions, see a bright and happy future. The Failure motivation scale shows results that confirm the previous Motivation for success scale. In other words, young adults are more focused on failure due to encountering various problems and realising their potential in reality without the help of their parents.

The Avoidance of problems scale shows an unwillingness to overcome difficulties and obstacles in various areas of life. Adolescents more often demonstrate an attitude of avoiding difficulties, which may be a reaction to psychological discomfort, psychological immaturity, or adolescent crisis. Young adults are more inclined to overcome challenges, which indicates the formation of an active life position, adulthood, and independence in life. The Social support scale indicates the approval of others and the manifestation of empathetic tendencies towards loved ones and acquaintances. With regard to gifted young people, this need is more deficient in adolescence than

in youth. Therefore, peers and friends in this age group are particularly important for adolescents. The Creativity scale is the main one in the category of creatively gifted young men and women; it is the ability to solve various tasks in different ways and find a way out of difficult life situations. Thus, creativity, as a property of self-realisation potential, increases with age – thanks to the expansion of experience, awareness of one's own uniqueness and self-expression.

The Cognitive needs scale reveals the desire and aspiration to learn something new in various areas of activity and to realise one's own potential, to plan one's life. Interpretation: young people have a pronounced desire for knowledge and planning for the future, which indicates the formation of strategic thinking, professional self-determination, and adult identity. The Synergy scale is an important component of self-actualisation potential, which indicates the combination of different types of activities into a single balanced whole. Therefore, gifted young men and women can interact more successfully with others and with themselves, achieving more effective results in a collegial setting, as opposed to individual factors, which do not manifest themselves with such full force. Adolescents are prone to negative factors that affect their personality structure and lead to imbalance: lack of focus, irritability, uncontrolled aggression.

The scale of Perception of human nature describes the experience and objectivity of reality in which gifted young people find themselves. This scale is more pronounced in senior students than in high school students. The more mature gifted young people become on a personal, physical, and physiological level, the more objectively they can perceive the world, the meaning of life, human nature, the psyche in general, the laws of being, etc. The Self-esteem scale indicates a positive attitude towards oneself and others, the ability to set personal boundaries, and the ability to respect oneself. In young adulthood, unlike adolescence, the stage of growing up manifests itself at a high psychological level, because the

need for self-respect and the ability to respect oneself is at one of the highest levels on the path to professional and personal self-realisation. Adolescents are very vulnerable and, due to their lack of maturity, may not be able to adequately assess their abilities and actions, as evidenced by statistical data. The Sensitivity scale proved to be more significant in adolescents than in young adults. Adolescents are more vulnerable, sensitive, impulsive to criticism, and self-critical. All of these factors indicate an adolescent crisis and emotional and psychological immaturity, which generates a high level of anxiety. As for the category of creatively gifted individuals, this scale manifests itself quite well in young adults, indicating creative depth, empathy, and the ability to see what is invisible to others.

The Behavioural flexibility scale is based on social intelligence, the ability to find a way out of different situations, and the ability to adapt to new changes and decisions. Developing these skills requires experience and maturity, as indicated by research results for the adult category. The Support in permanent manifestation scale indicates the ability to help others, and in modern interpretations of self-actualisation tests, it is more focused on the need for social support. Therefore, it is adolescents who need this support from their loved ones and relatives the most: support in friendship, support in understanding their nature and rebellious character. And, of course, young people can provide more support to others as they reach a higher age range and self-development. The Value orientations scale describes the phenomena and needs that a person strives for and their orientation towards them. According to the results of the scale studied, students make more conscious choices about their profession and life partner, unlike adolescents, for whom parents usually decide where they should enrol. Adolescents are oriented towards friends, while young adults are oriented towards their profession. Taking into account the potential for self-realisation in the professional sphere, students are more professionally motivated than pupils.

The Time orientation scale describes the successful combination of the past, present and future in gifted young people. Young adults are better able to orient themselves in time and allocate time for their future, understanding that past actions can have consequences in the future and that negative or positive experiences are an integral part of the future. In adolescence, such skills are not yet fully developed. The Professional disciplines scale indicates the orientation towards a profession, the professional field in which gifted students are studying. The data from this scale show the reality of the situation, as students study both compulsory subjects and specialised professional disciplines of their own choice. In general education schools, professional disciplines are not always included for senior pupils – this is common in European countries, where pupils receive vocational and technical education at school.

The Prestige motivation scale is expressed in various areas of life according to the desires and preferences of gifted young people who seek recognition, respect, and higher status in a team or group. This desire for self-expression is more pronounced in adolescent children than in young men and women. And if the desire to be better at something does not work, then the adolescents try to follow the path of negative freedom and express themselves in conformity: smoking cigarettes, drinking alcohol and using profanity, as most adolescents do. In this regard, the author's research echoes T. Cash & T. Lin (2021) on negative personal freedom. Only a few adolescents are capable of self-expression and being unique and original in their creativity: competing for prizes in sports or creative activities, achieving high results in the development and realisation of their hobbies, which may later lead to their choice of profession. Therefore, the concept of creative potential by J. González-Cabrera *et al.* (2022) highlights the creative component and the path to its self-development as the main aspect.

The scale of Social significance of a pupil/student became clearly apparent in adolescence. For the category of both gifted adolescents and

young adults, it is important not to lose their sense of "self", but to reveal their personal potential in various spheres of life. This requires positive reinforcement and support, which is often lacking for gifted young people. Therefore, it is extremely important for psychologists, lecturers and teachers to notice even minor achievements of pupils and students so that they do not lose motivation in their activities. The External negative motivation scale is more pronounced in adolescents than in young adults, according to the research. Thus, external negative motivation can function as a motive through fear; results will be achieved, but the level of inner-personal conflict will increase, manifesting as depression, resentment, anxiety, and so on. Gifted youth, driven by this type of motivation to avoid unpleasant consequences, will engage in the corresponding activity but will derive no satisfaction from it. The more psychologically and age-mature the individual, the less susceptible they are to external negative motivation.

It has been found that indicators of motivational potential for self-realisation are formed gradually: in adolescence, they are more heterogeneous and unstable, while in young adults, a more stable and structured motivational system is observed. It has also been found that indicators of motivational potential for self-realisation develop gradually: in adolescence, they are more heterogeneous and unstable, while in young adults, a more stable and structured motivational system is observed. In particular, young adults show higher levels of professional fulfilment and academic achievement, which indicates the formation of clear guidelines in academic and professional activities. Adolescents, on the other hand, demonstrate more pronounced self-criticism, external negative motivation and a desire for prestige, which may reflect the processes of seeking autonomy and establishing personal identity. Adolescents also show a tendency towards social significance, i.e. the desire to be noticed and appreciated in a group. Other scales characterising time orientation, cognitive needs and behavioural flexibility show that young

adults are better able to plan and allocate their time and more effectively carry out educational and professional tasks, while adolescents have not yet fully mastered these skills. Standard deviation indicators show greater heterogeneity in motivational manifestations in adolescents compared to young adults.

The results obtained are consistent with current research. Thus, M. McGregor *et al.* (2025) found that high school students with high self-determination demonstrate significantly higher engagement in educational activities, which correlates with the research data on young adults. The study shows a slight increase in social orientation with age, which may reflect the specifics of the cultural environment. Research by M. Jurišević *et al.* (2024) showed that the motivational potential of gifted young people can change under the influence of external circumstances. The study data show more stable dynamics: a gradual transition from unstable and fragmented motivational orientations in adolescents to a more developed system in young adults.

In general, age differences in the motivational potential for self-realisation indicate a gradual shift from fragmented, unstable orientations in adolescents to more structured, internally determined motivations in young adults. The identified trends emphasise the importance of supporting and encouraging gifted young people at every stage of their development, and also provide a basis for formulating conclusions about the patterns of development of the motivational sphere of gifted individuals.

Conclusions

The motivational sphere is one of the key determinants of personal development and professional growth of gifted young people. As they grow up, the direction, intensity and stability of their motivation changes, which is particularly evident during the transition from adolescence to young adulthood. Gifted young men and women demonstrate a higher level of motivational potential for self-realisation compared to adolescents. They

have more pronounced motivational tendencies that contribute to the disclosure of their own potential and productive self-realisation, in particular: Motivation for professional fulfilment, Academic success, Motivation to succeed, Creativity, Cognitive needs, Synergy, Understanding of human nature, Self-respect, Behavioural flexibility, Value orientations, Time orientation, and Professional disciplines. In adolescence, gifted high school students are more vulnerable and prone to using defence mechanisms. They are not always able to adequately express themselves in order to realise their personal potential in various areas of activity. Accordingly, other motivational tendencies are more pronounced in adolescents: avoidance of problems, social support, lack of apparent motivation, self-criticism, motivation for success, motivation for prestige, social significance, external negative motivation, support, and sensitivity.

The identified age-related characteristics of motivational potential emphasise the need for a differentiated approach to supporting adolescents and young people in the development of their professional and creative abilities. Taking these characteristics into account allows for the creation of effective development programmes that promote not only academic achievement but also the formation of a stable and positive self-perception. Prospects for further research lie in studying the psychological barriers and mechanisms that limit the ability of gifted young people, especially adolescents, to realise their creative potential in activities that correspond to their own preferences rather than external expectations. It is planned to develop and test individual and group counselling programmes, as well as original projective technologies and socio-psychological training courses for personal development aimed at overcoming these barriers and supporting the full self-realisation of gifted young people.

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Conflict of Interest

None.

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Вікові відмінності мотиваційного потенціалу самореалізації обдарованої молоді

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Анотація. У дослідженні проаналізовано вікові відмінності мотиваційного потенціалу самореалізації обдарованої молоді. Вибірку склали респонденти з високим рівнем обдарованості, які потребували цілеспрямованої психологічної підтримки та стимулювання навчальної мотивації, мотивації до подолання труднощів і постановки цілей. Мотиваційний потенціал розглядався як ресурс розвитку та реалізації здібностей у різних сферах життєдіяльності. Метою дослідження було емпіричне виявлення та аналіз вікових відмінностей мотиваційного потенціалу самореалізації обдарованої молоді. Для досягнення мети було застосовано п'ять психодіагностичних методик: «Ресурси» Н. Водоп'янова, «Копінг-стратегії» Д. Амірхан, «Мотивація успіху та страху перед невдачами» А. Реан, авторську анкету «Навчальна мотивація», а також «САТ» Е. Шостром. Результати емпіричного дослідження подано у вигляді таблиці із зазначенням вікових відмінностей за критеріями Ф. Фішера та Т. Стьюдента, середніх значень і стандартних відхилень, а також з інтерпретацією отриманих показників. Встановлено, що у юнаків і дівчат старшого шкільного віку рівень мотиваційного потенціалу самореалізації є вищим, ніж у підлітків. Для старшої групи більш характерні такі мотиваційні тенденції, як уявлення про природу людини, самоповага, гнучкість поведінки, ціннісні орієнтації, часова орієнтація, орієнтація на професійну реалізацію, успішність у навчанні, мотивація на уникнення невдач, креативність, пізнавальні потреби та синергія. У підлітковому віці домінують інші мотиваційні орієнтації: мотивація престижу, соціальна значущість, зовнішня негативна мотивація, потреба у підтримці, сензитивність, уникнення проблем, соціальна підтримка, відсутність чіткої мотивації, самокритичність і мотивація досягнення успіху. Практичне значення отриманих результатів полягає у визначенні вікових психологічних бар'єрів та перешкод, що впливають на самореалізацію обдарованих, а також у можливості використання даних для розробки програм консультативно-терапевтичної та тренінгової роботи

Ключові слова: віковий діапазон; диференціація; середнє значення; стандартне відхилення; критерій Ф. Фішера та Т. Стьюдента