



What did **University** mean to **you**?



# What did **University** mean to **you**?



- ▶ A waste of time
- ▶ Boredom
- ▶ A burden
- ▶ A formality
- ▶ A duty
- ▶ Loneliness
- ▶ Restrictions

# **Agentic**-Personality Aspects of Gifted Students' Adaptation to University

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# The hypotheses:

1. Gifted students may not reach their full potential due to their **poor adaptation** to the university.

2. The success of adaptation depends on **the level of agentic-personality characteristics** which gifted students possess.

# THEORETICAL BACKGROUND

**Giftedness** a complex of **aptitudes**, which enables an individual to achieve **higher results than others** in a particular activity, which is accompanied by the intense **feeling of satisfaction** due to being involved in this activity

# Gifted students



- ▶ Learning oriented
- ▶ Possess high **sensitivity** to particular aspects of reality
- ▶ Have **all-around interests**

# Gifted students' difficulties in adaptation



- ▶ Lack of individual approach
- ▶ Deficient conditions
- ▶ Stereotypes

## **RESULT IN**

- ▶ Setbacks
- ▶ Decrease of motivation
- ▶ Underachievement
- ▶ Dropout



Agentic-  
personality  
characteristics



**AGENCY**



# Agency

is an aptitude to **initiate** activity and to **internalize** self-acquired strategies of adaptation

# Agentic-personality characteristics



- ▶ Self-regulation
- ▶ Implicit theory of intellect and personality
- ▶ Locus of control
- ▶ Self-actualization

# Self-regulation is



setting **goals** and  
finding paths to  
achieving them

# Implicit theory of intellect and personality is



a belief in **the possibility** of achieving a certain goal

- ▶ **Fixed** implicit theory:  
“one can’t improve what’s given by nature”
- ▶ **Growth** implicit theory:  
“put effort and develop through effort”

# Locus of control is



attributing an achievement to oneself or the external forces

# Self-actualization is



is the feeling of being **content** with the **relation** between the **process** and the **result** of one's achievement



Agentic-personality  
characteristics



**Successful  
adaptation**

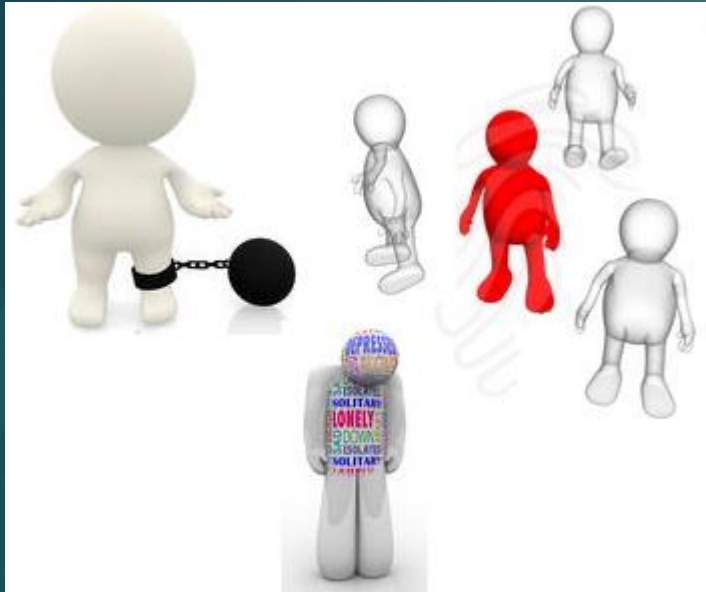


# Empirical Research

**WHAT DIFFICULTIES** in adaptation do gifted students experience?

Whether **AGENTIC-PERSONALITY CHARACTERISTICS** may help overcome the difficulties?

# Difficulties reported by gifted students



- ▶ **No** creativity
- ▶ **No** optional courses and subjects
- ▶ **No** like-minded friends
- ▶ **No** time and opportunity for communication with teachers
- ▶ **No** technical equipment
- ▶ **No** financial support
- ▶ **Too little** practice and research

# Self-criticism of gifted students



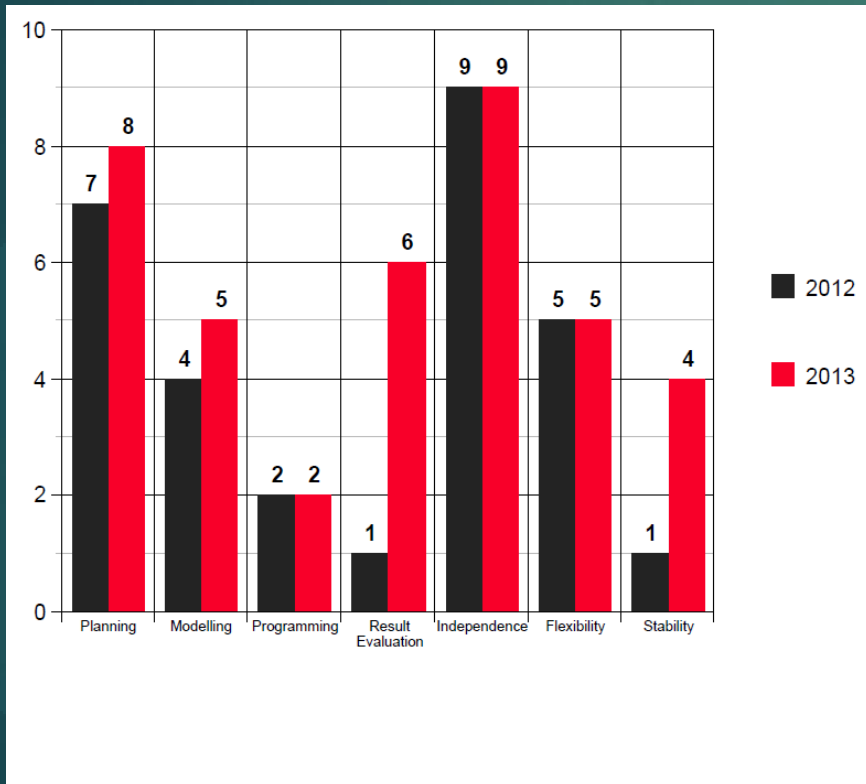
- ▶ **Low** self-regulatory skills
- ▶ **Low** self-confidence
- ▶ **Low** time-management skills

# Case studies

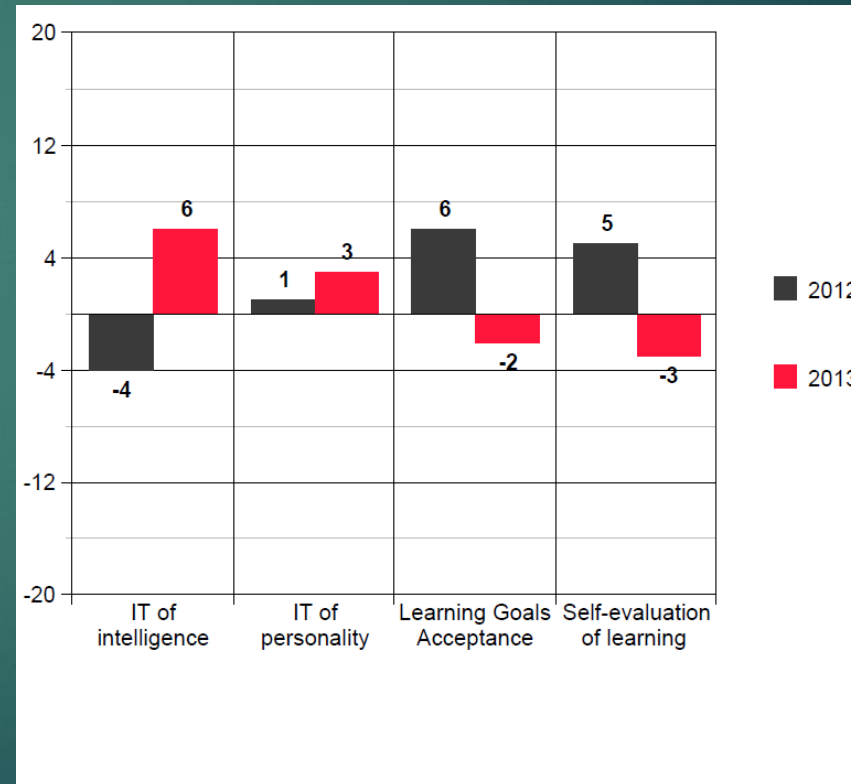


# Student 1

## Self-regulation

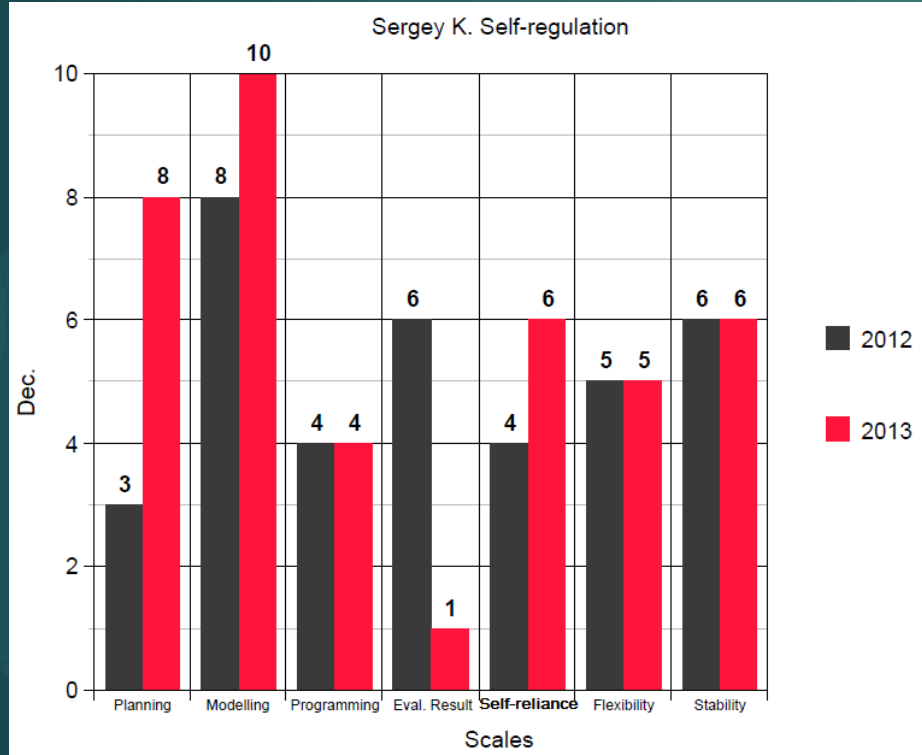


## Implicit theory of intellect and personality

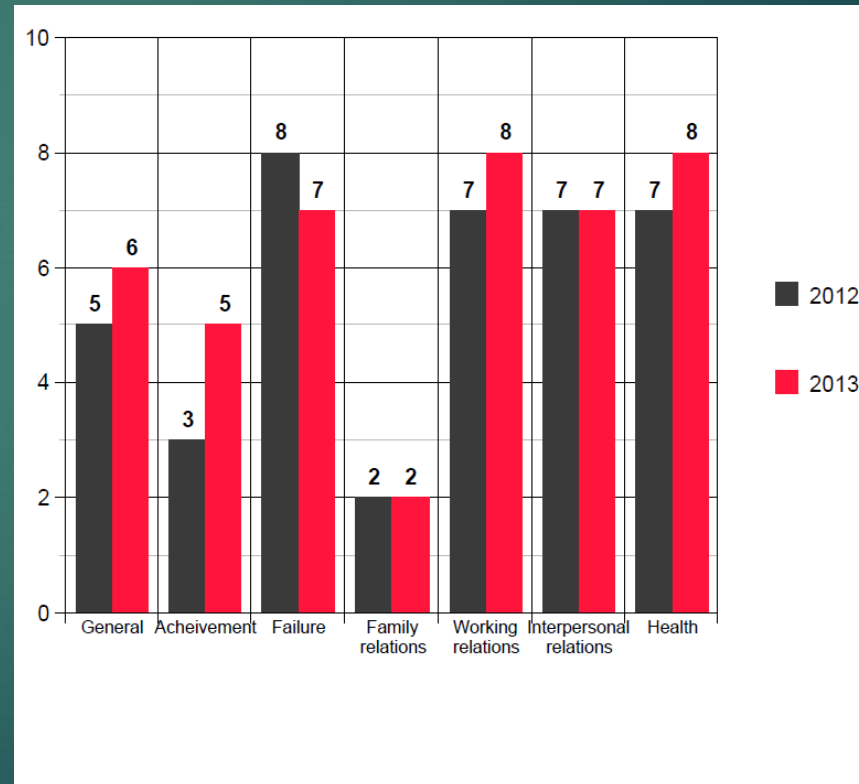


# Student 2

## Self-regulation



## Locus of control



# Emblem 1: **Nova**



# Emblem 2: **Imperfection**





# Emblem 3:

**Don't struggle with me, just cuddle me!**



# Emblem 4: **Do what you want!**

**Do  
What  
you want!**



*...and be happy!*

I really hate Vasiliy for his whiskers are so thin,

I hate the dumbest person ever and this is Konstantin,

I'm fed up with shopping with my Mom on Saturday,

And I despise with passion Saint Valentine's Day,

I hate people dressing up like Santa Claus,

I also hate when they get drunk and weep for their loss,

I hate it when a boy is dangling after his classmate,

Justin, dear Justin, we'll have a different fate...



# Burning questions



1. Components of agency?
2. The role of a university psychologist in gifted students' adaptation process: a mentor, a partner?
3. What is "successful adaptation"?



**THANK  
YOU!**