

EXPLORING THE FACTORS AND MOTIVATIONAL ELEMENTS SHAPING THE SELF-REALISATION POTENTIAL OF TALENTED YOUTH

*EXPLORAR OS FATORES E ELEMENTOS MOTIVACIONAIS QUE MOLDAM O
POTENCIAL DE AUTO-REALIZAÇÃO DOS JOVENS TALENTOSOS*

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ABSTRACT

The study's relevance is that self-realisation is one of the most important aspects of personality development, especially for gifted youth with the potential for significant achievements in various spheres of life. However, this potential often remains unrealised due to several psychological, social and motivational factors. In today's world, where rapid changes and high demands on young people are becoming the norm, research into these factors is particularly important to ensure adequate support and encouragement of gifted youth to achieve their personal and professional goals. The study focuses on gifted young people with the potential for significant achievements in scientific, creative, or professional activities. Particular emphasis is placed on this group's psychological characteristics, including their level of motivation, self-esteem, and stress resistance, as well as the role of external factors such as family support and social expectations. The study showed that most gifted young people have strong internal motivation, the primary driver of self-realisation. High self-esteem also contributes to self-confidence and the ability to overcome difficulties. However, some young people experience emotional pressure and high levels of stress due to social and internal expectations, which can prevent them from reaching their full potential. At the same time, family support is vital in reducing stressors and increasing psychological resilience.

Keywords: Educational Environment, Giftedness, Intrinsic Motivation, Motivation, Potential Development, Psychological Barriers, Self-Realisation.

RESUMO

A relevância do estudo reside no facto de a auto-realização ser um dos aspectos mais importantes do desenvolvimento da personalidade, especialmente para os jovens sobredotados com potencial para realizações significativas em várias esferas da vida. No entanto, este potencial fica muitas vezes por realizar devido a vários factores psicológicos, sociais e motivacionais. No mundo de hoje, em que as mudanças rápidas e as elevadas exigências impostas aos jovens se estão a tornar a norma, a investigação sobre estes factores é particularmente importante para garantir um apoio e um incentivo adequados aos jovens sobredotados para que atinjam os seus objectivos pessoais e profissionais. O estudo centra-se nos jovens sobredotados com potencial para realizações significativas em actividades científicas, criativas ou profissionais. É dada especial ênfase às características psicológicas deste grupo, incluindo o seu nível de motivação, autoestima e resistência ao stress, bem como ao papel de factores externos, como o apoio familiar e as expectativas sociais. O estudo revelou que a maioria dos jovens sobredotados tem uma forte motivação interna, que é o principal motor da auto-realização. Uma autoestima elevada também contribui para a auto-confiança e para a capacidade de ultrapassar as dificuldades. No entanto, alguns jovens sofrem pressões emocionais e níveis elevados de stress devido às expectativas sociais e internas, o que pode impedirlos de atingir o seu pleno potencial. Ao mesmo tempo, o apoio familiar é vital para reduzir os factores de stress e aumentar a resiliência psicológica.

Palavras-chave: Ambiente Educativo, Auto-Realização, Barreiras Psicológicas, Desenvolvimento Do Potencial, Motivação, Motivação Intrínseca, Sobredotação.

Introduction

The individual development of gifted children is one of the top vital issues of modern psychological and educational discourses. In the turbulence of social and technological activity, more and more society leans on the creativity and intelligence of youth, which looks for different solutions in the decision of problems and creation of new things. However, it is unfathomable for talent alone to work without the requisites of support from social, educational and psychological systems. In this regard, one must talk about factors and motivational components that determine the potential and effectiveness of young people in the process of self-actualisation (Radchenko, 2019).

Current scholarly work regarding giftedness and its conceptualisation comprises, as stated above, a multi-faceted phenomenon not restricted to high intelligence or ability in a specific domain. Howard (2006) points out that giftedness is a multi-faceted construct encompassing human cognitive, emotional, and motivational aspects. Likewise, it greatly depends on the environment in which a person grows up. Thus, the critical research question is to understand how the external environment influences the gifted youth's development by focusing on the family environment, social interactions, and education conditions. This process also involves internal conditions, incentives, individual beliefs the adult learner embraces, and psychological impediments that hinder learning (Gagne, 2004).

Motivation factor is, therefore, a core area of study in self-realisation. This paper argues that motivation is not merely a go-stimulating factor but also a condition that defines strategies for goal attainment. Motivation is an essential aspect for gifted students because it defines the direction of activity; it assists in overcoming the challenges that young people experience when moving towards their goals. This is why one of the most crucial factors for understanding the processes of self-realisation distinctions is extrinsic/intrinsic motivation. Intrinsic motivation preaching personal interest, desire to gain satisfaction from achievements, or desire to gain self-satisfaction is far more robust and profound than extrinsic motivation preaching peer pressure or desire for potency incentives

such as bonuses or other rewards. At the same time, contingent regulative reasons are also in force; intrinsic and extrinsic motivation can also be contingent and entirely social, leading to the enhancement or restriction of development in social and educational contexts (Heller & Ziegler, 2007; Sternberg, 2004; Vorobiov, 2021).

It is impossible to mention the factors that determine the realisation of gifted young people without regard to educational conditions. Most of the time, school systems, universities, and other educational institutions are responsible for developing the youths' future capabilities (Chernenko, 2018). Schools and universities must ensure possibilities for forming critical thinking, innovation and creative problem-solving (Ivanchenko, 2021). However, in reality, gifted pupils and students experience considerable challenges resulting from approaches to learning that do not consider their needs. Lack of an individualised approach, psychological support, and an appropriate learning environment may cause gifted young participants not to engage their full abilities (Shevchenko, 2021).

The social factors also fall under the category of self-realisation research as well. This implies that family background and support from parents, friends, and mentors distinguish how young people can manage the challenges and barriers to success (Fedorenko, 2020). There are some specific issues that talented children have to struggle with, such as high societal expectations, pressure at the homestead, or loneliness for extraordinary ability. This can result in psychological factors common within organisational culture, including fear of failure, perfectionism, and even emotional burnout. Counselling in such situations is important because it caters to the depersonalised client's needs and decreases stress, thus building positive psychological regulatory practices (Melnyk, 2019).

Therefore, understanding the factors and motivation components of gifted youth self-realisation is crucial to comprehending the general identification mechanism better and developing gifted youth's potential (Bondarenko, 2020; Dubrovska, 2019; Renzulli & Reis, 2014). This topic is theoretical and practical, as studying this problem makes it possible to enhance the methods of caring for gifted young people in educational systems, social contacts, and psychological help (Morina & Schmittke, 2021). Developing favourable conditions for gifted young

individuals' spiritual and intellectual growth is seen as individual participation in personality formation and a social problem in shaping the country's innovativeness.

Literature review

In modern scientific literature, giftedness is seen as a multidimensional phenomenon that includes a high level of intelligence or talent in a particular area and emotional, social and motivational components that ensure the effective implementation of abilities (Savchuk, 2020).

Many studies are devoted to investigating the impact of the family environment on the further self-realisation of gifted youths. For instance, a study by Sydorenko (2018) compares the role of parenting practices in developing acknowledged self-esteem and approach to achievement in children with high-level giftedness. From the viewpoint of the presented work, the researchers claimed that family support and comprehension are the factors which prompt people to build self-confidence and a positive view of the future. However, it is critical to adjust reward levels because, in contrast to positive stimuli motivation, high pressure or too high expectations damage excessive levels and often contribute to young people's sharp nervousness and even decreased motivation levels (Pavlenko, 2020; Tarasova, 2021).

Many publications are earmarked to present the educational environment of gifted children's advancement. In her work, Dweck described models of education that help gifted youngsters and can foster creativity (Dweck, 2006). Such theories as the theory of multiple intelligences can be used to help better understand the multiple forms of giftedness and focus on an assortment of curricula for each learning subject. This way, it is possible to prevent 'one size fits all' assessments, which do not have to correspond to the young gifted's abilities and may cause demotivation in students learning (Howard, 2006).

Another critical issue is the potential of intrinsic motivation for the self-actualisation of gifted persons. Based on self-determination theory, Gagne and Ryan have spearheaded this justification of how intrinsic motivational resources that

include autonomy, competence and relatedness foster self-realisation or personal growth (Ryan & Deci, 2000). In giftedness, therefore, self-motivation is crucial. In this case, the gifted maintain a sustained interest in tasks even though sheer boredom or lack of incentives push them away from certain puzzles or challenges. However, at the same time, numerous studies also show that intrinsic motivation may be hindered by social and educational factors that reward/ expect gifted students to demonstrate need inappropriately, for instance, due to a lack of teacher support or ineffective instruction (Ryan & Deci, 2000).

Moreover, present-day investigations frequently speak about the problem of fascinating psychological barriers, which may influence the self-actualisation of gifted young people. The work of Simonton (1999) focused on the different forms of gifted students' perfectionism, primarily with fear of failure or social demand for high performance. The latter dramatically depends on such psychological factors as life satisfaction and personal fulfilment. Numerous researchers have underlined a need to provide teenagers with psychological and pedagogical assistance due to the problems related to gifted pupils' emotional exhaustion (Ryan & Deci, 2000).

Since self-realisation is considered to be a social process, scientific publications also discuss the influences of social networks and support groups on young, gifted persons. For this purpose, Rojas' studies in this field identify that gifted people should have 'positive models', which would mean mentors to learn from (Rojas, 2010). At the same time, Honcharuk's works are devoted to the shadow side of social pressure, like isolation or feeling that they are outsiders, which may appear because gifted kids have higher competence than their mates (Honcharuk, 2017). This can result in an emotional perception of restraint or even the exclusion of personal abilities due to the unwillingness 'to outshine' others.

In conclusion, it is necessary to note that the self-realisation of gifted youth remains an urgent issue, involving not only individual features focus but also the context of social and education layers (Baker & Roberts, 2021). In scientific literature, special attention is paid to family support, individual approaches in educational systems, and psychological comfort for gifted people (Oliinyk, 2021). The analysis of such factors contributes to the comprehensive understanding of

processes that grace the potential development of gifted children and adolescents while providing the necessary conditions for their successful future self-actualisation (Savchuk, 2020).

Research methods

The procedure for examining the factors and motivational aspects of gifted youth's potential for self-realisation depends on several approaches that consider various aspects of these individuals' psychological and pedagogical training. Moreover, several research methodologies are crucial to grasping this phenomenon because the self-actualisation of gifted youth presupposes the relationship between individual factors, social context, and interest (Baker & Roberts, 2021; Iermakova, 2020).

In assessing factors and motivational prerequisites of gifted youth's potential for self-realisation, integrated and multi-faceted approaches allowed for considering this phenomenon from the perspectives of psychology, social relations, and cognition. Due to the specificity of issues covered and their relations to multiple spheres of activity and development, applying various approaches enables achieving more profound results and recognising mechanisms impacting gifted young people's self-realisation. The research can employ questionnaires and surveys, psychodiagnostic techniques, document reviews, focus groups, observation, and methods of mathematical statistics.

The first and one of the main methods is a questionnaire, which allows for collecting quantitative data on the attitude of gifted young people toward self-realisation, their level of motivation, self-esteem, and the influence of external and internal factors. Questionnaires are effective because they allow us to reach many respondents and obtain representative data for further analysis. The questions in the questionnaire are designed to cover the main aspects that can influence the motivational components of self-realisation, such as the social environment, the level of family support, self-esteem, level of ambition and achievements in education or career.

The second important method is to use standardised instruments, such as psychological questionnaires, to study motivational characteristics and self-esteem. Psychological questionnaires, in particular techniques for determining intrinsic and extrinsic motivation, are vital in determining which factors significantly impact the self-realisation of gifted youth. One should also use tools for determining stress coping and change and challenging circumstance readiness, as these factors also define the level of self-realisation.

Focus groups alone are one of the most efficient and crucial methods. This method makes it possible to develop a clearer understanding of what young people consider the pursuit of their life's purpose, value priorities, and potential challenges. Compared to individual interviews, the focus groups allow for more in-depth emphasised data and observation of how the participants interact or express their response to the social or individual problem. Holding such groups assists in defining such social and psychological parameters, which sometimes cannot be described in tests or questionnaires.

The observation method is another technique that enables the researcher to learn more about youthful individuals' development conditions. For instance, observation may take place in educational or social facilities. The idea is to study how talented youths act in different situations, make choices, and behave in stressful or critical conditions. Video clips or researcher notes may be used to interpret behavioural reactions more fully.

Moreover, psychodiagnostic tests are crucial and valuable in evaluating cognitive performance, self-esteem, anxiety and emotional stability, and motivational aspects. For this reason, such tests facilitate the elaboration of an individual analysis of gifted youth and the identification of psychological factors that enhance or, conversely, hamper their self-actualisation.

It is also important to note that it is necessary to use different methods comprehensively to provide a complete analysis of gifted youth self-realisation. The identified lack of an integral and systematic approach to studying multiple factors is supplemented and compensated since the methods used in the proposed research framework make it possible to examine how various factors (psychological and

social) interconnect and interact to define young people's potential. This, in turn, allows not only to denote the present state of the problem but also to work out further steps on the solution of this problem and the definition of proposals for educational institutions, families and social institutions directing gifted youth on the path to self-realisation.

Results

The first method applied in this work is qualitative, which involves a detailed analysis of the experience of gifted individuals. Interviews and focus groups enable identifying the subjective aspect of self-realisation in gifted youths, as their experience can hardly be quantitatively researched. To an extent, special attention was paid to such aspects as how these people describe themselves as gifted, what triggers them to perform and what they think of their position in society (Kravchenko, 2020).

This study identified that the primary needs for advancing gifted youth include development, recognition, and self-actualisation. Respondents stated that family and educational institutions were primary agents contributing to forming a favourable background for further enhancing specific skills and abilities (Sydorenko, 2018). Interviews revealed that access to quality education, scientific competitions, and mentors are crucial prerequisites for young people to achieve their potential. Nevertheless, internal factors, including self-esteem and control of emotions, were also mentioned during the focus group discussions. Participants with confident attitudes towards their capabilities, including positive self-esteem, were found to have higher levels of achievement motivation than the less specific youths (Shevchenko, 2021).

Considering the focus group materials analysis, it is also necessary to point out that the youth has numerous limitations that do not let them become themselves. These barriers are social and psychological: absence of regional vacancies, scarcity of funds for learning or membership in international programmes and policies, and the risk of rejection or adverse remarks. However,

the interviews revealed that youths can cope with such challenges with proper social support and influential role models. Notably, the study participants indicated a significant conflict between the need to fulfil a self-actualisation potential and the need to remain mentally healthy. More specifically, stress resulting from the expectations crossed with higher societal pressures leads to demotivation and [burnout], thus threatening self-realisation (Andreieva, 2019).

According to the findings, internal motivational attitudes determine the self-realisation of gifted youth and external supporting factors necessary for self-realisation. Applying the Web-Based Psychosocial Support Program for the gifted youth, it is also crucial to provide children with the proper support necessary for self-regulation and the development of meaningful initiatives that allow consideration of the potential for their further maximisation (Ustymenko, 2019).

Furthermore, the members completed the graduated motivation scale, the intrinsic motivation scale, the extrinsic motivation scale, the need for achievement scale and the self-esteem scale (Lapina, 2018).

Table 1 – Study of Motivational Components and Factors Influencing the Self-Realisation of Gifted Youth

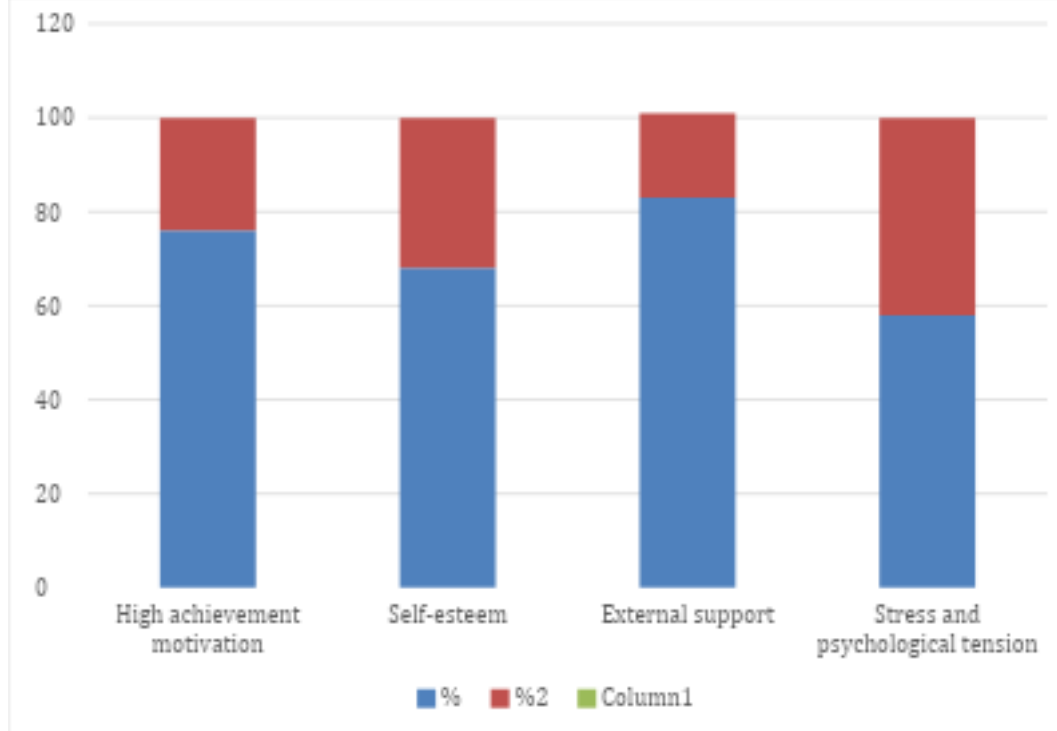
Factor/Component	Percentage ratio (%)
Intrinsic motivation	78%
Clearly defined goals and plans for the future	65%
High self-esteem	72%
Low or insecure self-esteem	28%
Pressure from society and one's expectations	83%
Increased stress levels	54%
High psychological stability	70%
Low psychological stability (problems with overcoming stress)	30%

Source: compiled by the authors based on (Dubrovskaya, 2019).

The study showed that 78% of respondents have intrinsic solid motivation, which is crucial in achieving their goals. These young people do not depend on external rewards but focus on their improvement and development. At the same time, 65% of respondents said that clearly defined goals and plans for the future were necessary for their self-realisation (Table 1). About 72% of respondents indicated high or very high self-esteem, which positively correlates with their self-realisation ability. However, 28% expressed a lack of confidence in their abilities, indicating specific psychological barriers that may limit their potential. It is important to note that 83% of respondents feel some pressure due to high expectations from both society and themselves. This factor often leads to an increased level of stress, which was confirmed by 54% of respondents who face emotional difficulties on their way to self-realisation. Regarding psychological resilience, 70% of the study participants demonstrated a high ability to adapt to difficulties and challenges, while 30% reported problems with overcoming stress and difficult situations.

Thus, the study's results indicate that gifted youth have significant potential for self-realisation but need additional support in strengthening psychological resilience and overcoming emotional obstacles. Maintaining high self-esteem and developing intrinsic motivation are key factors contributing to the successful self-realisation of this group of young people.

Figure 1 – Factors and Motivational Components of Gifted Youth Self-Realisation



Source: systematised based on our questionnaire survey, Appendix 1.

In addition to psychological tests, questionnaires and surveys were used to study the impact of external factors on self-realisation (Appendix 1). According to the data collected, 76% of respondents demonstrate high achievement motivation, indicating their commitment and desire for personal development. At the same time, 24% have a moderate or low level of motivation, indicating a need for additional support and stimulation to achieve full self-realisation. Regarding self-esteem, 68% of participants expressed high self-confidence, which correlates with overcoming obstacles and achieving their goals. However, 32% of young people expressed doubts about their capabilities, which indicates the need to work on their psychological well-being. The factor of external support plays a vital role in self-realisation: 82% of respondents emphasised the importance of family support. In comparison, 18% believe that their path to success depends mainly on internal resources and motivation. Stress and psychological tension proved to be significant barriers for some gifted youth: 58 per cent of respondents reported difficulties in

dealing with stressful situations arising from high demands on themselves, while 42 per cent claimed to be able to manage their emotional state (Figure 1) effectively.

Thus, the survey results indicate that the main factors of successful self-realisation are internal motivation, high self-esteem and external support, particularly from the family. However, some gifted young people need additional resources to overcome psychological difficulties and improve their emotional well-being, which can help them reach their full potential. The data was analysed using various statistical methods to identify the relationship between variables, such as the level of independence, the need for achievement, and support from family or teachers. Using correlation analysis, the factors that characterised the significance of the self-realisation of gifted young people were determined, and the critical conditions for successful potential development were concluded (Kogan, 2004).

In conclusion, the need to develop theoretical and methodological approaches to analysing gifted youth's self-realisation is best met through a mixed-methods approach. Based on our research, interviews, psychological tests, questionnaires, and statistical analysis allow us to understand how different factors contribute to developing gifted children's potential. It will be seen that only by employing a combination of these approaches can an insight into the nature of self-realisation be gained, which incorporates facets that are personal, social, and educational.

Discussion

Some central concerns that emerge in the work process are the conflict between intrinsic and extrinsic forms of motivation, the impact of the social context, and unique psychological predispositions. Consequently, this discussion explores how these aspects affect the prospect of actualising giftedness.

First, everybody should identify how the motivation feature is both potential and problematic in how young people realise themselves. The gifted students in this study were intrinsically motivated by self-actualisation and tendencies to produce good-quality work. However, this internal stimulus may sometimes prove

deleterious, exerting abnormally undesired pressure, thus resulting in either emotional carry-offs or dissatisfaction with achievements. The question of the capacity to compete and fail within the self emerges after self-actualisation.

Intrinsic rewards are also essential, including social recognition and support, which are extrinsic motives. However, the effects of such a transition can be positive, depending on the situation. Concertedly, perceptions from society, teachers or parents could motivate the young people to achieve further accomplishments. At the same time, expectations coming from outside could be laden with certain pressure, which might influence the anxiety and response of youths and positively or negatively impact the achievement of compelling aspirations or potentials. Such duality emphasises the need to pay sufficient attention to gifted people and their support to prevent external high expectations from turning to the limitations of freedom and personalities.

This is why social aspects are also significant in the way towards self-realisation. This study establishes that gifted young people are products of their social context; this context either fosters talent development for the realisation of talent or constrains it. This would mainly be so within the school or university setting when coming into contact with other gifted persons that you are in a position of competition, which is not always healthy. It is even more complex if this picture adds equivalence, which is the source of strife on many levels, notably for people who over-stress to live up to others' expectations.

The same can be said about the problem of psychological support. For instance, talented youth adopt high standards expected of them by society or those they expect from them, and as a result, develop the impostor syndrome as a form of incompetence. This problem can turn into a failure factor in self-realisation processes. In such cases, not only family or an educational background should be a problem but also professional support that would help young people take the achievements without overwhelming criticism.

In addition, concerning motivational components, we were left with a few questions, one of which is the question of short-term versus long-term motivations. Those people need a variety of work of high quality, efficacy, and instant results,

which will give them positive emotions and satisfaction with the work done. On the one hand, self-realisation undertaken as a long-term aspiration is gradual and may need some planning and a constant learning process. This can be a problem for those who want results quickly, and, on the other hand, demotivate in case of a long absence of such achievements. In this connection, it is essential to design the curricula for gifted youth with the practical goal of attaining realistic and, at the same time, not very high goals.

In conclusion, the self-actualisation of gifted youths is a multi-faceted process considering several aspects. Desire is at the centre of this process. However, all these factors cannot be viewed separately from other components, including the social environment, emotional assistance, and realistic and optimisable goals. Non-ableism should also consider the particular traits of youth as persons and their acts within society and the general environment.

Conclusion

The conclusions arising from the analysis of gift and motivation aspects of youth self-realisation tend to disclose the fragmentation and versatility of this process. The study's main conclusions prove that the multifactorial character of gifted people's potential determines the impact of numerous intertwined factors, including external motivation, conditions, and psychological support.

Interest is an excellent example of the primary psychic needs of gifted young individuals who need to realise themselves as early as possible. However, an interest's high intensity may turn into an emotional problem. However, expectations that are exerted personally by other people become a stressor and an anxiety factor. Favourable conditions associated with family, educational service environment and society encourage the development of characteristics of self-realisation while adverse conditions put pressure on it. The help and contributions these constituents provide should also be proportioned correctly and own needs of the young person.

In general, additional information should be mentioned in connection with the study results; speaking about the process of self-organisation of gifted youth, it

is necessary to indicate that various factors affect it in different contexts. For instance, the opportunity to access resources in their daily life for gifted youth varies from that of urban youth. This will lead to a variance in the motivational strategies. Those in more affluent environments tend to have more choices in education and self-development, while in less resourceful environments, young people may face limitations, shaping their motivational behaviour. For gifted young people to be successful in their self-realisation, they must create conditions that allow them to combine their desire for high achievement with psychological comfort and a flexible approach to their development. Only then will the potential of gifted individuals be able to be fully revealed.

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Appendix 1

Questionnaire for studying the factors and motivational components of gifted youth self-realisation potential

This questionnaire aims to study the factors that influence the self-realisation of gifted young people and the motivational aspects that contribute to their personal and professional development. Your answers will help us better understand giftedness development mechanisms and support young people in realising their potential. The questionnaire is anonymous, so please answer sincerely. Thank you for your participation!

Instructions: Choose the answer that best reflects your opinion or fill in the open-ended questions.

1. Age:

- 15-18 years old
- 19-22 years old
- 23-26 years old
- 27 and older

2. Gender:

- Male
- Female

3. Do you consider yourself a gifted person?

- Yes
- No
- Hard to answer

4. What are the main factors that influenced the development of your talent? (you can choose several options)

- Family support
- Educational institutions (school, university)
- Own efforts and motivation

- Additional classes, courses
 - Other (specify) _____
5. How would you rate your internal motivation to achieve your goals?
- Very high
 - High
 - Medium
 - Low
 - Hard to answer
6. How significant are external rewards (praise, awards, material incentives) to you in self-realisation?
- Very important
 - Important
 - Not very important
 - Not important at all
7. Have you set clear goals and plans for the future?
- Yes, I have clear goals
 - Yes, but my plans are not final yet
 - No, I have not decided yet
8. How do you assess your self-esteem?
- Very high
 - High
 - Medium
 - Low
 - Very low
9. Do you feel pressure from your environment (family, society) to meet expectations for your achievements?
- Yes, significantly
 - Yes, but it doesn't have much of an impact
 - No, I don't feel any pressure

10. Do you face difficulties due to stress or emotional exhaustion in achieving your goals?

- Yes, all the time
- Sometimes
- Rarely
- Never

11. What psychological resilience do you have when faced with difficulties?

- Very high
- High
- Medium
- Low

12. How would you rate your family's support level in self-realisation?

- Very high
- High
- Medium
- Low
- I do not receive support

13. Do you receive support from educational institutions (school, university) to develop your skills?

- Yes, I get full support
- Yes, partial
- No, I do not receive support

14. Are additional classes, courses or training important for developing your potential?

- Yes, very important
- Important, but not a priority
- Unimportant

15. What are the main obstacles that, in your opinion, prevent you from self-realisation? (You can choose several options)

- Lack of time

- Stress and psychological difficulties
- Lack of support from the environment
- Lack of motivation
- Other (specify) _____

16. What motivates you the most on your way to self-realisation?

- Personal development
- Success and recognition in society
- Material rewards
- Other (specify) _____

17. What changes or support would help you achieve maximum self-fulfilment?

18. What, in your opinion, is the most essential thing for achieving success in your self-realisation?
