

## **Abstract**

This bachelor thesis focuses on and experiencing stress and coping with it among gifted individuals. It aims to identify the specifics of experiencing stressful situations in the gifted in emerging adulthood. The scope of the theoretical section is first to delineate key definitions and theories related to the concepts of intelligence, giftedness and exceptional performance. Subsequently, the paper focuses on defining the concepts of stress, strain and coping. It will sum up major current theories of stress management and their implications for gifted individuals.

The empirical part of the thesis was conducted using a qualitative research design. Its aim was to understand the stressors that gifted in emerging adulthood encounter, how they cope with these stressors and what role does perception of their giftedness play in these processes. Data were obtained through semi-structured interviews with six gifted male and female respondents. The data obtained were analysed using the principles of thematic analysis. The results of the analysis then provide insights into the themes of stress perception and coping in the gifted on three different levels: personal, social and meta-level. The personal level was defined by the themes of: intrinsic pressure to perform, awareness of one's abilities, awareness of one's own abilities and the ambivalence of routine. At the social level, the identified themes were: external pressure to perform, social support and being part of a group. At the meta-level, the identified themes were : rational analysis, overthinking and active prevention. At all levels, gifted individuals preferred problem-focused coping and perceived stress as primarily rational and analytical, and thus as a natural mechanism of the organism that is more likely to benefit them.