

Abstract

The bachelor thesis deals with the impact of giftedness on identity development. Using a qualitative research design, it describes the construct of giftedness as a dynamically experienced phenomenon and explores the integration of this construct within the process of individual identity development. The aim of the thesis is to understand the significance of the phenomenon under investigation. The theoretical part of the thesis describes giftedness as a multidimensional construct, presents giftedness in the broader context of the most recent research, and approaches identity development as a dynamic process that can be reconstructed in a subjective narrative. The empirical part of the thesis presents an interpretive phenomenological analysis as a means to achieve deeper insights in the field.

The results arising from the research suggest that individuals who have graduated from a school for exceptionally gifted children explain the concept of 'giftedness' in terms of cognitive characteristics also linking this construct to an interest in the world. They integrated this construct within the development of their identity based on the feedback they received from their environment and in conjunction with the educational institution they attended. At the same time, they do not attach much importance to this construct in the narrative of their lives. The way the narrative was constructed from a formal point of view contained elements of humour, self-reflexive insight and the words used in the narratives could be classified in a higher lexical stratum.

In conclusion, the research opens up further avenues of investigation in terms of developmental and educational psychology.

Key words: giftedness; identity; development