

CONFERENCE PROCEEDING

Social Anxiety Level Among Gifted and Talented Students

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ABSTRACT

Gifted children certainly have special psychological challenges, but they are unrelated to their giftedness. Rather, giftedness appears to bring complexity to an individual, which, depending on a variety of conditions, can either improve or impede with successful adjustment. The objective of the current research is to identify the level of social anxiety among gifted and talented student. The questionnaire for measuring social anxiety used in this study is the Social Anxiety Scale for Adolescent (SAS-A) by La Greca and Lopez (1998). The results of this study revealed that the respondents had a significantly high level of social anxiety. The researcher suggests that a motivational module be developed to help students comprehend and adapt to the uniqueness of this socioemotional issue of social anxiety among gifted and talented students at the conclusion of this study.

Keywords: *Social anxiety, socio emotional, gifted and talented*

INTRODUCTION

Students' intelligence leads to two sorts of individual abilities, namely inherent abilities and skills that may be deliberately developed, according to François Gagné (2015). These abilities are known as inventiveness and talent. The Differentiating Model of Giftedness and Talent describes and explains both talents (DMGT). As a result, these gifted and talented children are frequently referred to as students with strong problem-solving abilities. However, the abilities they possess are dependent on their natural potential as individuals, as well as the environment and resources available to them.

According to Rorlinda *et al.*, (2016), socioemotional refers to a person's ability to adapt to others as part of the socialisation and emotional management process. Following a requirement analysis, the socioemotional concerns studied in this study are reduced to three key issues: perfectionism, social anxiety, and unusual excitement in the student population. Socioemotions are defined by Daniel Goleman as diverse feelings and thoughts that occur under psychological and biological settings, as well as different tendencies-different ways of acting. According to Feldman (1990), those who have social anxiety problems have no trouble connecting with other people. But when they are required to do a task at the presence of other individuals, their level of anxiety will peak and mind they focus on the possibility of committing an offense that will embarrass themselves. Some individuals who face this problem will face difficulties and feel so embarrassed and afraid to interact with other individuals that they cannot follow the conversation perfectly. According to Versteynen (2013), this group of smart and talented students always struggle internally and externally to make adjustments in terms of peer acceptance, environment, self-interest, motivation and so on as a result of the conflict of cognitive maturity they have.

According to Imam Ghazali, "Each everyone has their own intelligence. The intelligence that is in it is like a seed in the sand; if the seed is watered and carefully cared for, it will grow productive; if not, the seed will die.

METHODOLOGY

There are three stages in conducting the research. The first stage is by using the Adolescent Social Anxiety Scale Instrument taken from the Adolescence Social Anxiety Scale (SAS-A): La Greca and Lopez (1998). Next, by using a quantitative study design to obtain data on social anxiety among gifted and talented students in Negeri Sembilan. The final stage is to analyse the data in this study using the Statistical Package for the Social Sciences (SPSS23) to describe the level of social anxiety among gifted and talented students by using minimum, maximum, mean and standard values.

RESULTS AND DISCUSSION

Table 1. Level of social anxiety

N	Minimum	Maximum	Mean	Standard Values	Level
252	1.00	3.00	2.9405	.25322	High

Based on Table 1 indicate that the level of social anxiety these gifted and talented students were at a high level (min = 2.94). According to the findings of this study, these gifted and talented students have a significant level of social anxiety. The findings of this study back up prior research, such as (Goetz, Preckel, Zeidner, & Schleyer, 2008), which found that gifted and talented kids have a high level of anxiety and require assistance. According to Bakar & Ishak (2014), Henderson *et al.* (2014), and Talib *et al.* (2014), there is a need to further understand and investigate the issue of social anxiety faced by these students. To assist pupils with their social anxiety issues, further intervention is required.

CONCLUSION

The findings of this study suggest that students require assistance in determining their level of social anxiety. Teachers, personnel who work with children, and community members all play a part in recognising and assisting these individuals in adjusting to their socioemotional experiences. This study primarily attempts to discover definitive indicators of social anxiety in the early stages; if the problem worsens, the student may seek further referral or treatment from various parties, such as referral to get professional counselling, referral to a hospital psychiatrist and so on.

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