

TESTS OR OPINIONS? A PROBLEM OF IDENTIFICATION OF GIFTEDNESS

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The central issue of the current study is to compare peers', teachers', and the persons' opinions who are in the focus of identification of giftedness with each other and with the results of more objective instruments of measurement. Our aim is furthermore to gain experience about the inter-test reliability between opinion- and test-results, about the reliability of equivalent forms between opinions from different sources, and about what kind of affect the type of opinions, measured personality-variables, sex, and age have on the results. Finally, the aim of our research is to disclose and compare the organization of cognitive and non-cognitive personality-variables in relation to the results stemming from different persons' opinions and methods of measurements.

Keywords: giftedness; talent identification; reliability; abilities; implicit personality-theory

Identification and differentiated care of gifted students is one of the most important questions of today's education (Balogh, 2004; Balogh and Tóth, 2001). Although identification and care of giftedness in school have a considerable tradition worldwide scale, this question has been still open nowadays. Whatever happens in the pedagogical programs of educational institutes in Hungary there occurs the motive of caring for gifted students in an emphasized way. When exploring its causal background we can emphasize four factors. The first factor is the possibility given by the educational law. The second one can be the professional calling. The third factor can be the advertisements campaign carried out in the terms of fascination of care of "giftedness". This campaign may result in success in "the battle for the souls who need to start being educated". This battle can be observed between schools year by year. The fourth factor can be the fact that the care of giftedness is a good investment for schools, especially when the efficiency of a given institute is measured by the prominent achievements of gifted students - either at national or at international level. Such a school can acquire "name", acknowledgement, and even financial advantages. Whatever motives may lie in the background the educational institutes undertaking the care of giftedness in school have to face the problems of identification of giftedness (Mező, 2004).

When planning and executing the identification of giftedness we have to form our opinions in several questions. What are these questions and opinions? For example, what does "giftedness" mean in our opinion? Terman (1925), Scheifele (1953), Otto (1957), Marland (1972), Renzulli (1979),

Mönks and Renzulli (see: Mönks and Mason, 2000), Gagné (1985), Czeizel (see: Czeizel and Erős, 1995), Heller (1990), Ziegler and Perleth (1997), Ogilvie (1973), and many other authors have tried to answer the previous question (see: Balogh, 2004; Mezö, 2004). Their answers, however, are often in contradiction with each other. Some other questions, which arise often, too are: What components does the concept of giftedness have? Which method is the best one to measure whether somebody is gifted or not? What is the most appropriate procedure to identify gifted students: using school-marks, psychological tests, the results of competitions, opinions from teachers/students? Alternatively: if I decide to use psychological measurements and I have to take into account general intelligence, which is the most rational intelligence test among the many? Retaining the same example, if we use a given intelligence test for identifying giftedness, where do we have to set "the limit of giftedness": at the IQ-score of 115 or 130, or should we regard the upper 5-10% as gifted? One group of these questions applies to the wider sets of problems of identification of giftedness (these problems can be discussed also independently of the identification); the other group of the questions aims at the problematic fields of practical, technical aspects of the concrete identification of giftedness.

What kind of possibilities does a school have, if it would like to identify gifted students attending its institute? The potential ways of identification of giftedness in school are organized between the two extremes of the subjective and objective methods. Do these procedures lead to the same results? Are the same students selected into a program for the gifted no matter whether we collect opinions or if we apply psychological methods? Can these methods substitute each other? When we form questions like these, it has a practical significance. If it turns out that, test-results and opinions have a strong correlation with each other, then, on the one hand, those can be substituted with each other; on the other hand, it is redundant to apply them parallel, since they would lead to the same result. If the contrary proves to be right, then we have to acknowledge that the decision over the method of identification determines the end result of the identification of giftedness; whereas if we apply these methods combined with each other we can get a more precise, more detailed picture of a given student.

Another very interesting question is how human features are organized in students' and educators' implicit personality-theories? Do we think in the same way or do we think differently if we as students form opinions about ourselves, or about our classmates. The teachers' opinions as a school factor cannot be forgotten. Does the implicit personality-theory behind the teachers' opinions correspond to the one of the students, or do the both differ? The question here is of practical significance from two points of view: 1) if we would like to execute the identification of giftedness in school by collecting opinions, it is worth to know what kind of personality-theories can be found behind the ways how each person in school form their opinions? What kind of rules organizes/distorts their opinions? 2) the properties of opinions regarding personality-traits accompanying each other and their consequences in behaviour are determinative in the case of human relationships in everyday life (for example, teacher-student, student-student), or in the case of school-carrier, and in the case of how one feels too. What we experience is also important if we compare these implicit personality-theories with the results of the objective methods of measurement.

The central issue of the current study is to compare peers', teachers', and the persons' opinions who are in the focus of identification of giftedness with each other and with the results of more objective instruments of measurement. Our aim is furthermore to gain experience about the inter-test

reliability between opinion- and test-results, about the reliability of equivalent forms between opinions from different sources, and about what kind of affect the type of opinions, measured personality-variables, sex, and age have on the results. Finally, the aim of our research is to disclose and compare the organization of cognitive and non-cognitive personality-variables in relation to the results stemming from different persons' opinions and methods of measurements.

Hypotheses

1. There is a quite weak correlation between opinions and test-results regarding all the examined personality-variables and all sub-samples. The literature on this topic tells us that correlation between objective and subjective methods of identification of giftedness is not convincing.

2. Different opinions concerning the same personality-variable show a quite differing correlation with test-results. For example, teachers' opinions have a better correlation with test-results rather than students' opinions. This supposition is based on the advantage resulting from teachers' qualification, professional and life-experience. We reckon on a better correlation also in the case of objective self-concept, rather than in the case of self-concept based opinions.

3. In the case of some personality-variables, correlation between opinions and tests is better than in the case of other variables. It is a commonplace in literature that creativity stays in background in school in comparison with intelligence. We can reckon on that opinions about intelligence have a better correlation with test-results, rather than opinions about creativity. Similarly, non-cognitive personality-variables can be different from each other regarding the correlation between subjective and objective methods of identification.

4. Sex and age expressed in grades (5th and 8th grade) do not have a considerable impact on correlations between opinions and tests regarding none of the personality-variables. Whether there is a significant difference between the means of opinions/test-results stemming from the sub-samples formed according to the sex and grade; or whether there does not exist such a difference, it has no considerable impact on the correlation between opinions and test-results.

5. Different opinions concerning a given personality-variable do not show stronger correlation with each other either. It is to be expected that subjective opinions are often contradictory to each other.

6. Structures of implicit personality-theories suggested by opinions are similar. If we compare quantitatively and qualitatively the implicit personality-theories concerning the fact that the examined cognitive and non-cognitive personality-variables accompany each other, there evolves a relatively unified "personality-concept".

7. Structures of implicit personality theories suggested by opinions are different from the structures characteristic of test-results. If we compare quantitatively and qualitatively the implicit personality-theories concerning the fact that the examined cognitive and non-cognitive personality-variables accompany each other, and the correlations observed in the case of test-results, we can expect that the pattern of correlations of the personality-variables according to subjective and objective methods is different.

Applied methods

Before our study, we carried out a pre-study in 2001. The main aim of the pre-study was to try out and refine the instruments of measurement and to determine the time needed for data collecting. In the pre-study some students and educators of the Zsigmond Móricz Primary School in Mátészalka (Hungary) took part. The experience gained here helped us to prepare the final form of our study.

The real study had three separable steps. The first step is: asking students and their teachers to express their opinions about intelligence, creativity (fluency, originality, and flexibility), psychoticism, extroversion, neuroticism, and conformity on a five-point scale. It is obvious that we cannot expect a teenager to be aware of the meaning of terms like fluency or extroversion, so we decided to paraphrase these expressions in short, brief, expressive words.

After collecting opinions, we went further collecting data carrying out psychological measurements.

The third step was to compare opinions being collected and test-results in the case of (Spearman's) correlations, in the case of differences between sub-groups based on sex and age (variance-analysis), and in the case of implicit personality-theories regarding features accompanying each other (Spearman's correlation, cluster-analysis). Statistics were carried out with SPSS for Windows version 9.0.

Sample of the study

In our research students of 5th and 8th grade (n=536) and their teachers (n=39; 23 of them were form masters for students of 5th grade and 16 were form masters for students of 8th grade) from 10 primary schools in the county Szabolcs-Szatmár-Bereg. 270 of all students were boys, 266 were girls. At the time of the study - school year 2001/2002 - 146 of the boys were of 5th grade, 124 were of 8th grade. 138 of the girls were of 5th grade, 128 were of 8th grade. If we have a look at the grades, we can see that 284 students were of 5th grade and 252 were of 8th grade. Our decision about examining the presented grades is many-sided: on the one hand, we applied experience of national and international researches; on the other hand, we wanted to examine the "input" senior classes and the "output" senior classes of primary school.

Variables

1. Personality-variables:
 - Cognitive variables usually examined when identifying giftedness in school:
intelligence, fluency, originality, flexibility
 - Non-cognitive variables, which are considered as mediating factors in this study:
psychoticism, extroversion, neuroticism, conformity
2. Method- and instrument-variables:
 - Procedures applied for measuring intelligence:
 - OTISZ-I test: the OTISZ-I intelligence test is a system of simple tasks, which does not need a certain qualification and is appropriate for measurements in groups. In the first line, it measures verbal and counting abilities, which are needed for

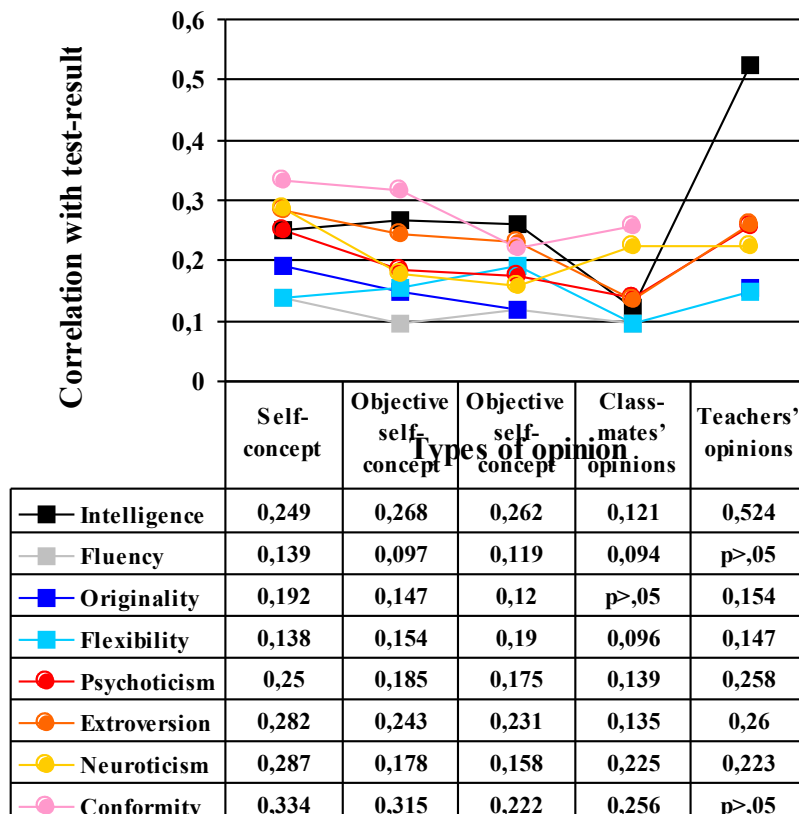
- successful learning. With this method, we can get information about the level of intelligence of a group fast (max. 30 minutes).
- Collecting opinions about the expression "rational, logical thinking".
 - Instruments applied for measuring fluency, originality, and flexibility:
 - The Test of Circles of Creativity by Torrance: the Test of Circles is one of the sub-tests in the Creativity Test by Torrance. In this sub-test the task is to make as many and as original drawings as possible, whereby examinees have to use the circles drawn on the paper beforehand, and these circles are of the same size. It is important to know that artistic design and aesthetic qualities are not estimated - the test does not measure "the know how to draw", and does not measure "the beauty of the drawing" either. It measures creativity. When estimating the results of the Test of Circles we scored fluency (the reaches of ideas), originality (original thinking), and flexibility (flexible thinking and being able to think in many points of view). We based the way of estimating on Kálmánchey's (1979, 1981) professional suggestions, so tests were judged by two independent persons.
 - Collecting opinions about the expressions "having many ideas", "having original ideas", and "thinking in a flexible way".
 - Instruments applied for measuring psychoticism, extroversion, neuroticism, and conformity:
 - HJEPQ: the Hungarian Junior Eysenck Personality Questionnaire (HJEPQ) is a version of EPQ developed by H.J. Eysenck, adapted for Hungarian children (Kálmánchey and Kozéki, 1988). The questionnaire consists of 86 yes-no questions, which measure the previous four personality-dimensions.
 - Collecting opinions about the expressions "having a hostile, violent temperament", "a person of open character, being able to make contact", "nervous, unbalanced", and "keeping the rules".
3. Types of opinion (examinees had to express their opinions in a 5—point scale):
- Self-concept (the students' opinions about themselves): "how do I estimate myself along the given personality-variables?"
 - Objective self-concept relating to the classmates: "what do my classmates think of me along the given personality-variables?"
 - Objective self-concept relating to the educators: "what do my teachers think of me along the given personality-variables?"
 - The class-mates' opinions
 - The teachers' opinions
4. Sample-variables:
- Sex: boy, girl
 - Age (expressed in grades): 5th, 8th grade
 - Role: teacher, student

Results

The Relation between Opinions and Test-Results

Our first hypothesis - which claims, "There is a quite weak correlation between opinions and test-results regarding all he examined personality-variables and all sub-samples" - has proved to be right. In most cases correlation $r < ,5$ was found between opinions and test-results (Figure 1). Its practical consequence is that the two methods cannot substitute each other.

Figure 1: Correlations of tests and opinions



If we still decide to use the methods of collecting opinions and of using psychological tests as methods substituting each other (it can happen because of one's conviction, or because circumstances force one to do so), then we have to count with four consequences of general nature. The first consequence is the following: if we rely on opinions we do not have much chance to find all the students whom are found as gifted by the tests. The second one is: if we rely on opinions maybe, we select many students into the program for the gifted who would never get into it on the pure grounds of their test-results. The third consequence is: if we rely on tests, we do not have much chance to find all the students whom are regarded as gifted in the students' and/or teachers' opinions. Finally, the fourth consequence is: if we rely on test-results, we have the chance to identify students, whom we would never select on the grounds of the opinions.

Knowing the results, we can decide to apply the methods of collecting opinions and psychological measurements parallel, in this case two aims of identifying giftedness can guide us. One of these aims can be that we are looking for "gifted" persons according to both methods. In this case, we can

expect quite few "hits". Based on the chronology and/or hierarchy two possibilities arise:

- 1) we would like to get reinforcement for the test-results by collecting opinions;
- 2) we would like to get reinforcement for the results of collecting opinions by applying tests.

The second possible aim is: we are looking for persons who are found to be "gifted" only according to one of the methods. Presumably, we are going to find more persons, than in the first case. In this case, there arise two possibilities too:

- 1) searching for students who are "gifted" according to test-results but not according to opinions;
- 2) searching for students who are "non-gifted" according to test-results but gifted in opinions.

Impact of Opinion-Types on the Opinion-Test Relation

Our second hypothesis - which claims that "different opinions concerning the same personality-variable show a quite differing correlation with test-results" - has proved only partly to be right (only in the context of teachers' opinions about intelligence). Teachers' opinions are better only in the case of intelligence ($r=.524$) than students' opinions; in other cases teachers' opinions' correlation is under 0,3, similarly to those of children (Figure 1). Summarized: the advantages resulting from the educators' age, qualification, and experience have not really predominated in the case of the examined personality-variables when educators' opinions about person-perception and the correlations of test-results were compared to the students' opinion-test correlations. This has its consequence on the identification of giftedness: it seems to be unfounded to prefer teachers' opinions to students' opinions when the identification of gifted students is based on estimation of abstract personality-variables. Its significance becomes clear if we take into account how important teachers' opinions can be in identification of giftedness. For example, in well-known longitudinal studies with sample of many participants like the one of Lewis M. Terman in the 1920s (Terman, 1925), or the one of Kurt A. Heller nowadays (1990), the educators' opinions are very determinative, since the very first element of identification of giftedness in multiple steps has been based on their opinions. The sample selected by teachers served as a base for further testing in identification of giftedness. Consequently, the samples of their studies were made up by the "school-house gifted", and students who could have been regarded as gifted according to test-results despite the fact that in the teachers' opinions they were not were not paid enough attention.

Objective self-concepts concerning the examined cognitive and non-cognitive personality-variables seem none the more objective than opinions of self-concept nature. Thus, correlation between opinions and test-results does not become better if students are asked to regard themselves from the others' points of view. Generally, students give a little bit lower answer than their own self-esteem when they are asked to express their opinions of objective self-concept nature in point of cognitive personality-variables. Although it represents the students' beliefs that "my class-mates/teachers acknowledge my intelligence and creativity, but they underestimate me somewhat", the practical benefit of collecting opinions about objective self-concept in the process of the identification of giftedness is very slim.

Impact of Personality-Variables on the Opinion-Test Relation

Our third hypothesis - which claims, "in the case of some personality-variables correlation between opinions and tests is better than in case of other variables" - has proved to be right only in the case of teachers' opinions about intelligence. In other cases, it has not been affirmed. Students and teachers are more precise at judging intelligence than creativity, if we regard higher correlation with test-results as the criterion of precision (Figure 1). Nevertheless, students' opinions are less than 0,3 also in the case of judging intelligence. Compared to this correlation between teachers' opinions about intelligence and test-results with its 0,524 value is relatively high.

Opinions predict the test-results of creativity-variables with a quite low efficacy, almost randomly. Conversely, the results of creativity-test cannot predict how opinions define each student in point of creativity. The correlation between grade point average and the results of creativity-test is very low. This corresponds to the fact being formulated many times in the literature that creativity does not play an important role in school-achievement expressed in marks. We have to add to this that creativity does have significance in school-achievement (not expressed in marks). It is worth to notice, however, that teachers are able to judge the intelligence characterized with convergent thinking more precisely than creative abilities. It can be related to the fact that school-tasks show virtually negative discrimination against creativity (Mező and Mező, 2003). The majority of the tasks are of the type "absolute convergent task" for example. This means that the texts of the tasks ask students to give only one method and only one solution and in general, the key shows only one right solution and method. The resulting negative impact of the latent curriculum discriminates divergent thinking characterized with fluency negatively. Another example is: the texts of the tasks in most cases do not ask for original solutions and their keys do not score them either. Thus, these tasks do not measure, do not develop, and do not "show" the ability of original thinking. Similarly, flexible thinking, which is able to shift among points of view, is overshadowed in school-tasks. Some other creative abilities like the sensibility to problems, defining problems, or holist thinking have similar destiny. Students and teachers face in the first line achievements needing convergent thinking in school-context, and creative achievements are not in question. It is obvious that this process has its effect on the development of person-perception.

Correlations in the case of non-cognitive personality-variables are also around or under 0,3.

Differences of Sex and Age in the Opinion-Test Relation

Our fourth hypothesis - which claims "sex and age expresses in grades (5th and 8th grade) do not have a considerable impact on correlations between opinions and tests regarding none of the personality-variables" - has proved to be right. The sex and/or grade of students giving opinions of self-concept nature do not have a considerable effect either on the opinion-test correlation, or on the average results of self-esteem. The same is true for the objective self-concept regarding classmates and teachers. Although there is significant difference between the corresponding sub-samples, we cannot experience difference of remarkable extent. We cannot rely on that boys or girls, students of 5th or 8th grade, or their teachers give opinions with a radically different mean and that those opinions would show weaker or stronger correlations with test-results. Opinions from classmates and

teachers are not considerably influenced either by the fact whether the student who is going to be judged is a boy or a girl, or whether he or she is a student of 5th or 8th grade.

Relation between the Types of Opinions

Our fifth hypothesis - which claims that "different opinions concerning a given personality-variable do not show stronger correlation with each other either; it is to be expected that subjective opinions are often contradictory to each other" - has proved to be right. When we have a look at different opinions, we cannot speak about the reliability of equivalent forms. That is when using a given opinion concerning the examined personality-variables as a means of giftedness it might happen that we select other students than when using other types of opinions. We come to a very different result if we form our groups of gifted student when we rely on classmates' rather than on teachers' opinions.

We can experience the strongest relations between students' self-concepts and their objective self-concepts regarding their classmates and teachers (correlation can be found between the two extremes of $r=,413$ and $,753$). If we apply these three opinions separately when gaining experience for developing groups in a program for gifted students, the groups might overlap each other, it is, however, more probable that the result is three groups of totally different persons. When applying opinions parallel we can select those who have objective self-concepts adequately or not adequately detailed, and we can work with them in future relying on these facts.

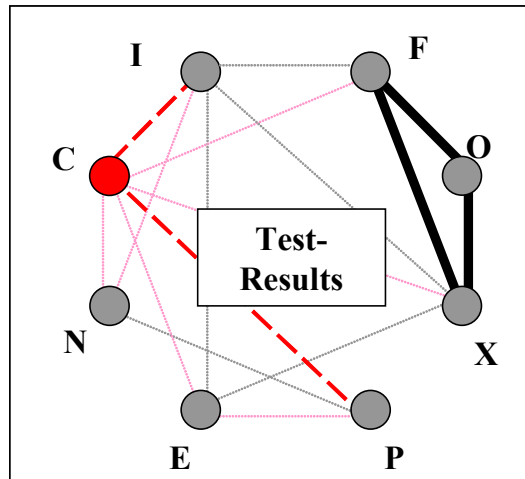
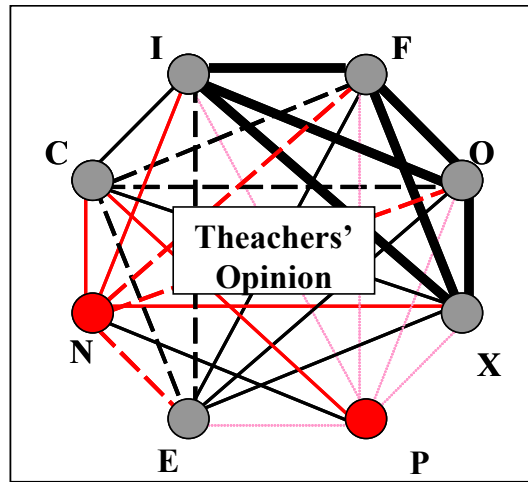
Correlations between classmates' putative or real opinions are between the extremes of $0,357$ and $0,472$. The intelligence is an exception, its correlation is even weaker ($r=,263$). It seems that students judge quite imprecisely how their teachers think about them (especially about their hostile and violent nature). The strongest correlation can be found in the case of intelligence, although it is only $0,494$ of intensity.

The weakest relations can be experienced between opinions from classmates and educators ($r=,1$ approximately). Here arise the possibility that the identification of giftedness based on teachers' and class-mates' opinions can result in groups of very different members, and it might happen that there will not exist even one student who would be selected no matter on which opinion the identification is based.

Results Regarding to Implicit Personality-Theories

Our sixth hypothesis - which claims, "Structures of implicit personality-theories suggested by opinions are similar" - and our seventh hypothesis - which claims "structures of implicit personality-theories suggested by opinions are different from structures characteristic of test-results" - have both proved to be right. Our results let us conclude that structures of implicit personality theories concerning the correlation of characteristics suggested by opinions are very similar to each other and at the same time they are strikingly different from structures standing out in test-results. Characteristically the implicit theory suggested by teachers' opinions happen to show the biggest different from the organization of test-results (Figure 2). Additionally it seems that opinions about certain non-cognitive personality-variables (for example about extroversion and conformity) have a significant effect on forming opinions about cognitive personality-variables.

Figure 2: Structures of implicit personality-theories suggested by teachers' opinions are different from structures characteristic of test-results. (I = intelligence; F = fluency; O = originality; X = flexibility; P = psychoticism, E = extroversion, N = neuroticism, C = conformity)

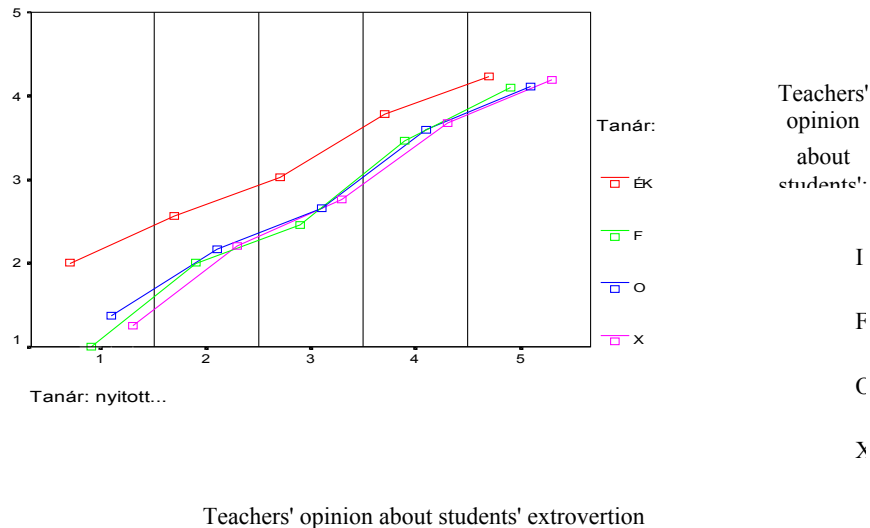


Line or color:	Meaning (r = Coefficient of Spearman's correlation):
Thick black line	$r \geq 0,7$
Medium black line	$0,5 \leq r \leq 0,699$
Dashed black line	$0,3 \leq r \leq 0,499$
Dotted black line	$r < 0,3$
No line	$r = 0$ and/or the correlation is not significant
Black line	The correlation is positive
Red line	The correlation is negative
Red disc	A lot of negative correlation

According to the results, people who are able to show themselves as extrovert are judged both by students and teachers as more intelligent and more creative, and persons who seem to be introvert are regarded as holding moderate cognitive characteristics (Figure 3). In the case of the tests, similar tendencies between the test-results of extroversion (HJEPQ-E scale) and of cognitive variables are less strong. The correlations of test-results between extroversion and intelligence ($r=,236$; $p=,000$), fluency ($r=,077$; not significant), originality ($r=,052$; not significant), flexibility ($r=,106$; $p=,014$) are less than in the case of teachers' opinions, where the correlations with

extroversion are: intelligence ($r=,493$; $p=,000$), fluency ($r=,634$; $p=,000$), originality ($r=,587$; $p=,000$), flexibility ($r=,578$; $p=,000$). Its consequence on identification of giftedness is: reserved students have a disadvantage against their mates of more open character.

Figure 3: The teachers' opinion about students' extroversion (as a non-cognitive personality-variable) has a significant effect on forming teachers' opinion about students' cognitive abilities as intelligence (=I), fluency (=F), originality (=O) and flexibility (=X).



It is characteristic of the self-concept of students who are the target-persons of identification of giftedness and of the teachers' opinions that they presume an inverse proportion between violent nature and cognitive abilities. Teachers' opinions also reveal that educators may consider students' cognitive abilities whose nature is perceived as hostile as better, rather than those students' ones who are of nature that is more peaceful. Objective self-concepts and classmates' opinions suggest that in the persons' implicit personality-theories who form opinions there is a tendency to relate relatively higher cognitive abilities to extremely violent or non-violent nature. Whereas test-results do not show significant correlation between cognitive variables and psychoticism.

In teachers' opinions, there is some inverse proportion between cognitive abilities and nervous, unbalanced nature. Teachers' experience is reinforced by test-results tendenciously. Its consequence on identification of giftedness is: teachers' opinions may be impressed by the extent to which students show themselves as balanced, self-possessed of nature. It can happen that there is a difference of two scores on a five-point scale focusing on cognitive personality-variables depending on to what extent educators hold students as nervous of nature. Students' opinions suppose higher achievements in intelligence and creativity at the extremes of neuroticism.

If we have a look at test-results, it is quite characteristic that the highest value of the measurement of intelligence is linked to the lowest value of the conformity scale in HJEPQ - and vice versa. According to opinions, however, if a student is characterized as socially conform he or she will be characterized as more intelligent and more creative too. Its consequence on identification of giftedness is: groups formed by reclining upon teachers' and students' opinions relating to intelligence and/or creativity can be

characterized by the fact that according to those who form their opinions students "who keep the rules" get into the groups, while if we recline upon test-results relating to cognitive abilities we can expect that non-conform students form the groups. In other words: students who are regarded as conform in the opinions have an advantage against those students who are regarded as non-conform, if the identification of giftedness is based on opinions. Non-conform students have a better chance to be selected into a group for the gifted if the process is based on tests of cognitive abilities. In connection with conformity, it is important to know that authors draw attention to non-conform behaviour when discussing creative giftedness in literature.

All in all it seems that introvert and/or non-conform students have a potential disadvantage when being identified based on opinions, because their cognitive abilities tend to be underestimated by students and teachers who form their opinions. Extrovert and/or conform students, however, have an advantage when being selected based on opinions, because their cognitive abilities are likely to be overestimated. Although in the case of neuroticism and psychoticism the effects are multiple, also these personality-variables can distort the estimation of cognitive abilities. The two types of groups of students may have equalized chances when more objective means of measurement are applied.

Summary

The results of our study allowed us to form numerous practical conclusions, suggestions. We have been able to answer questions, which can be seen as crucial points in research of giftedness. Typically both practical professionals, and university students who come into contact with identification of giftedness - whether being trained as regular or correspondent students - meet these questions, but they rarely find detailed, concrete instructions how to answer them. These instructions are presented in detail in the part about results.

Test-results and opinions have a quite weak correlation with each other and when we apply them separately, groups of different persons can be the result. Its practical conclusion is that they do not substitute each other. Pros and contras can be raised for and against both procedures. Tests are more objective for example than opinions are, but at the same time it might be difficult to get those tests, they need professionals to be carried out, they might be too expensive as well, and there might arise any other subjective and objective objections against their usage. Contrarily, it has in favour of opinions that achievement is not one-off like in the case of tests, but opinions are formed continually with time. Collecting opinions spares relatively much money and time; it is a quick method.

The parallel usage of tests and opinions seems to be the most acceptable way of identification and care of giftedness. This may be particularly sensible if our aim is to deal with children in a differentiated way who prove to be gifted a) according to both methods, b) according to only one method, c) according to none of the methods. The literature on giftedness generally suggests applying a combination of many methods, and then identifications should be carried out based on results, which show similar trends. This fact also advocates the parallel usage of tests and opinions. Nevertheless, it might have a negative consequence as well: students with contradictory results are often not selected into programs for the gifted; however, they are the persons who would really need special programs. Students who are found gifted with

the help of tests but not by opinions could be helped by providing them with the possibility of developing their self-knowledge and/or by improving their school-climate. As a result, opinions and test-results would be more coincident. Students who are not found gifted by using tests but are regarded gifted when looking at the opinions might be helped by developing their abilities and personalities.

The weak correlation between opinions and test-results and its result being outlined previously may rise the need for improving, making stronger this relation. For the sake of the cause, we can make arrangements both at the side of opinions and at the side of tests. When making arrangements at the side of opinions we can ask questions about concrete, observable behaviour instead of about abstract characteristics. It would be important from this point of view that it is advisable to emphasize the problems in person-perception in teacher training (and also in training students). In this frame, we can try to intervene in the structure of implicit personality-theories in a way that they become similar to the organization of personality-variables according to test-results. If we consider the problem from the point of view of test-results, we can suppose that we will get a stronger correlation if we apply tasks in tests, which are closer to situations, which are used as experience-base for forming opinions. We can see that the chance for improving correlation between opinions and test-results is theoretically given and further research is needed to prove (or to confute) possibilities suggested here. However, we have to add that the low inter-test reliability between opinions and test-results does not mean any tragedy regarding the identification of giftedness. What is more it can have special force to organize groups in some cases!

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