

## Abstract

Because of the growing concern for the identification of the gifted in Hong Kong, the present study aimed to measure how giftedness is defined by Hong Kong students and teachers in general, through with the use of cross-culturally validated pentagonal implicit theory of giftedness together with indigenous factors in the Chinese Culture, including the “self confidence”, “parental accomplishment” and “training”. Moreover, the relationship between the discrepancy between their definitions towards giftedness and students’ learning was also investigated in the current study. Results showed that the way Hong Kong students define giftedness is different from their teachers. Besides, the differences in giftedness’ definition between students and teachers were found to be negatively correlated with students’ learning outcome. Results were explained in term of the unique Hong Kong educational system. Implications of the identification process of gifted program and ways to maximize students’ learning outcome and the suggestions for future study were also discussed.