

Review of: "Psycho-Social Factors as Elixir to the School Adjustment of High Ability Secondary School Students in Oyo State, Nigeria"

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Potential competing interests: No potential competing interests to declare.

This is a very interesting study. The influence of psychological factors in the school adjustment of HAS is an important topic because it can indicate what we need to do in schools to improve learning. However, the study has many areas that need clear improvement.

In paragraph 1, the statement about deficiencies shown by H.A.S.S.S. must be supported by citations. How do we know those deficiencies are real?

In paragraph 2, it needs to be clarified if the authors are investigating the problems H.A.S.S.S. experience in Secondary School or in their transition to the senior class (which also is a concept that needs to be explained).

In paragraph 3, the author says, "Patel (2013) submitted that high-ability students' failure to perform at a level commensurate with their previously documented abilities." This statement seems to be contradictory. Aren't H.A.S.S.S. by nature students who perform well in school? How can they be H.A.S.S.S. and fail to achieve in school? Are the authors trying to investigate students who are H.A. while in middle school and fail to continue to be H.A.S. when they go to high school? If that is the case, they should clarify it.

In the statement of the problem, the author says, "The adjustment of H.A.S.S.S. to the school environment is an important factor in academic success. However, H.A.S.S.S. who show academic promise sometimes fail to perform at a level commensurate with their previously documented abilities."

This statement does not make sense. If the student is High Achieving (H.A.S.S.S.) is already succeeding. If it is not succeeding because of the school environment, the student is not a H.A.S.S.S.

Again, does the author mean that middle school H.A.S.S.S. may fail to remain H.A.S.S.S. during high school? Or H.A.S.S.S. during the junior year of Secondary School fail to be H.A.S.S.S. during the senior year? If that is what he/she means, he/she must explain it clearly. Otherwise, a student cannot simultaneously be H.A.S.S.S. and failing in school.

In the methodology section, the author says, "Furthermore, the Slosson Intelligence test was used for the selection of the participants, and those students with an I.Q. level of 120-129 were purposively selected for this study." However, there is no justification for using this criterion for the study. If the author is interested in the problems that H.A.S.S.S. have in school, why limit the sample to students with an I.Q. between 120 and 129?

The way H.A.S.S.S. were selected contradicts the definition of H.A.S.S.S. given at the beginning of the article. In the first

paragraph, the author says that H.A.S.S.S. are students (who) consistently score high grades in all their academic records over the years. “ However, the author does not select his/her sample by looking at academic records. He/she selects students with high I.Q., then gives them math and science tests, and selects those who score more than 75%. Those students may or may not consistently score high grades in all their academic records. So are H.A.S.S.S. students who consistently score high in their schools or students who have a high I.Q. and score high in a series of tests given by the researcher?

Instruments;

If Oyundoyin (2003) revalidated the S.I.T., the author should give us the psychometric qualities of this instrument as reported by Oyundoyin, not only the reliability obtained with a small pilot sample.

In the second paragraph of this section, the author says, “Those with I.Q. levels of 120-129 were selected, taking into account their performance in cumulative record files. Students who consistently scored 75 and above in all their subjects were allowed to participate in this current study and were categorized as H.A.S.” This statement is contradictory to the statement in the Methodology section where he/she says, “Afterward, achievement tests in both English and Mathematics were administered to the students, and the researcher finally selected those who scored above the 75th percentile.” So what is it? Did the author select the students with cumulative high-grade records or those who obtained high grades in the tests he/she gave the students?

The author provides no information about the type of statements included in his/her School adjustment questionnaire. What does the author understand by School Adjustment? Which variables are included here? How do we know that his/her questionnaire has any validity? He/she provides information that demonstrates the instrument’s reliability but nothing about validity.

There is no explanation of who developed the “Parental Involvement Measuring Scale (P.I.M.S.).” There is no information about how many items compose this instrument, what items it uses, whether it contemplates any dimension of involvement, and, more importantly, its validity.

Results: Research question one:

There is no explanation of how this joint contribution of the different variables has been computed. Also, the results indicate that the School Adjustment scale is likely invalid. No group of variables can explain 95% of the variance in a dependent variable. When this occurs, it is a clear indication that the instrument used to measure the dependent variable measures, in fact, one of the predictors, not the variable that the instrument claims to measure.

When you see in Research question two, the exceptionally high correlation between E.I. and School Adjustment; this is another strong indication that the School adjustment scale the author created does not really measure school adjustment but primarily emotional intelligence.

Because of these cumulative errors in the definition of the subjects, the sampling, the instruments chosen, and the analysis performed, there is no need to analyze the conclusions.

The authors must use a recognized measure of school adjustment or at least show proof of the validity of their instrument before anything else has any meaning.

The author must also clarify who is a H.A.S.S.S. and who is not and how students can be H.A.S.S.S. and fail

simultaneously.