

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.

The topic is of great interest and it has the potential to have an impact in the field of high ability students' education.

I make comments and suggestions to help improve the document.

Abstract: suggestion: to inform about the exact number of students that participated in the study.

Introduction:

The author gives several definitions such as: "School Adjustment is the degree of adaptation required by high-ability students to conform to the norms, values, and regulations of the school setting".

"Psycho-social factors are characteristics or facets that influence an individual psychologically and socially; such factors can describe an individual in relation to their social environment and how these affect physical and mental health".

Self efficacy: This is the belief in a person's ability to learn or perform at a given level.

The author should cite the reference for these definitions and it would be good to use the original authors, for instance, when talking about self-efficacy, Bandura should be cited.

The author indicates that the transition from childhood to adolescence happens around 15 years. The transition usually happens before that, although some authors have identified different stages in adolescence. Perhaps the author may refer to some of these stages indicating that from 15 and over some peculiarities of adolescence at that stage concur with the requirements to decide their future.

The references should be organized alphabetically

(Roy & Mitra, 2012; Mistry, 2014; Ogoemeka, 2015).

Review references as in some cases the author uses a semicolon (Tsinidou; 2006) in other cases the author does not put anything (Grabill & Kerms 2015) while in other cases the author does as it should be (Ogoemeka, 2015).

The author says: Peer-attachment is an emotional bond between a child and the rest of the school environment.

This definition should refer to children who are the same age, not the whole school environment, if not the author may be referring to belonging or other related variables.

If the author says:

Many researchers revealed how peer-attachment is linked to young people's school adaptation and wellbeing.

The author should indicate who these researchers are.

The author mention other authors that indicate that emotional intelligence refer to "three types of adaptive abilities: creative thinking, reorienting attention, and motivation". This does not

seem to have to do with emotional intelligence: why is creative thinking an ability of emotional intelligence?

The author says: and this necessitated the need for this study I suggest: It should be this justified the need for the study.

Which model of parental involvement do the author use. Does involvement just refer to parents providing for material elements to their children?

Statement of the problem

The author says:

As a result of this, it has been resulting in behavioural problems, including depression, bullying, rebellion, anxiety, cybercrime, drop-out from school, academic underachievement, personality disorder, general anxiety disorder, and social and maladjusted behaviour.

There should be references when saying this.

Why is that the author says: Educators need to know what they can do to help these students cope effectively with the challenges of the school environment.

But the author studies dimensions about which the educators are not directly involved. Should not the author study dimensions that refer to teachers' relationships with these High ability students, for instance?

Research questions:

1. What is the joint contribution of independent variables (peer-attachment, emotional intelligence, self-efficacy, and parental involvement) to the dependent variable (school adjustment of H.A.S.S.S)?
2. What is the relative contribution of the independent variables (peer-attachment, emotional intelligence, self-efficacy, and parental involvement) to the dependent variable (school adjustment of H.A.S.S.S)?

The research question may be just one: the relationships between the independent variables (peer-attachment, emotional intelligence, self-efficacy, and parental involvement) with the dependent variable (school adjustment of HASSS).

Methodology: the author should inform about at least basic sociodemographics of the participants such as: gender, age range, mean age and standard deviation. This information is not part of the results but of the description of the participants.

Author should give an example of the items that comprise the School Adjustment Questionnaire and indicate what dimensions of school adjustment they refer to.

The author says:

To measure emotional intelligence, the 33 emotional intelligence scales developed by Schutte, Maluff, Haggerty, Cooper, Golden, and Dornheim (1998) were used. The author of the instrument conducted various studies to establish a scale for the 33 projects. The scale contains a 5-point scale, with a high score indicating a significant level of emotional knowledge.

It is weird that 33 emotional intelligence scales were used. I do not understand the information about establishing a scale for the 33 projects. And I do not understand that the scale contains a 5 point scale in which we do not know about the values of the scale and their meanings. The author should explain this instrument better indicating how many items the instrument has, the values and meanings of the values of the 5 point Likert-type scale and examples of items so we can understand what the instrument evaluates because it seems to evaluate emotional knowledge, and emotional intelligence is more than emotional awareness. As it is not clear the model of emotional intelligence that this instrument follows and the author follows, and it is not easy to see if there is agreement between instrument and author's theory of emotional intelligence.

Why the author informs about internal consistency in this case using Cronbach's alpha while this has not been used with the other instruments? Why test-retest reliability was not used here? This should be informed.

On the other hand, I would suggest not to talk about a reliability factor but about internal consistency or reliability of

The author says:

The parental involvement instrument was structured with a modified Likert scale, consisting of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The scoring pattern of the instrument was assigned as follows: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. The Parental Involvement Measuring Scale (PIMS) assessed the subject's relationship with the mother, father, and the family using a 4-point scale, which was dichotomised into positive and negative choices. A reliability coefficient of 0.81 was obtained using Cronbach Alpha.

This instrument should be informed considering the items that it has, examples of items, who are the authors of the instrument and how it was changed because I do not understand how it was dichotomized into positive and negative choices. How positive and negative choices were defined and based on what this was done? How is that parental involvement just refers to relationships with mother, father and the family? Parental involvement may refer to what parents do related to the school and not have directly to do with their child (for instance: attending school conferences, talking with their child's teacher, etc). There is a clear need of a definition (in the introduction and here) about what the author considers that parental involvement is.

Results:

I suggest the author to undertake a step-wise multiple regression analysis so the relevant models are identified. It does

not seem appropriate that the author indicates that peer attachment is more relevant than parental involvement when β for peer attachment is 0.04. Parental involvement has a negative correlation with students' adjustment. It is crucial to have defined parental involvement to understand this relationship. When parental involvement has to do with negative comments, pressure and control it does have a negative impact on students' performance and this could be the case in students' school adjustment.

I have not considered discussion and conclusions because there is a clear need to clarify the results before going any further.