

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

Sara Germani¹

¹ Sapienza University of Rome

Potential competing interests: No potential competing interests to declare.

This study aimed to investigate the influence of peer-attachment, emotional intelligence, self-efficacy, and parental involvement on the school adjustment of high-ability secondary school students (H.A.S.S.S) in Oyo State, Nigeria. While the study provides valuable insights into the factors affecting the school adjustment of high-ability students, several aspects need further clarification and consideration for a more comprehensive understanding:

- Updated References: It would greatly benefit from incorporating more recent literature to reflect the current state of knowledge in the field.
- Definition of High-Ability Secondary School Students: The study could elaborate on what is meant by "high-ability secondary school students" for better clarity.
- Instrument Descriptions: The study briefly mentions the "Adjustment to School Questionnaire (ASQ)" and "The Parental Involvement Measuring Scale (PIMS)" but lacks detailed descriptions. To enhance the study's transparency and reproducibility, providing a thorough explanation of these instruments, and their development or adaptation, would be beneficial. Furthermore, "parental involvement" should be explicitly defined.
- Role of Teachers: While the study focuses on the influence of various factors on school adjustment, it does not consider the role of teachers in this process. Teachers play a crucial role in shaping the learning environment and supporting students' social and emotional development. Addressing how teachers can contribute to the school adjustment of H.A.S.S.S would provide a more comprehensive understanding of the subject.
- 99% of the variance calls for a critical evaluation to ensure there are no errors or issues in the data or statistical model.