

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.

Thank you for inviting me to review this paper, which is an interesting study. However, I have some suggestions for the authors that might help strengthen their manuscript.

In general, the paper has certain weaknesses in the theoretical frame and empirical support presented. For example, there are few current citations, except for one from 2020. In addition, long paragraphs are presented without citing a single study to support the claims, such as in the introduction or in the section called "Statement of the problem". It would be advisable to reinforce the work in this aspect.

In the following paragraph the way of presenting quotations is not appropriate, both in terms of wording and order (better alphabetically).

"More so, there are a lot of challenges as reported by (Roy & Mitra, 2012; Mistry, 2014; Ogoemeka, 2015) that have been hindering high-ability students' adjustment to the school environment, such as peer challenges, the influence of environmental factors, imposition of too many rules and regulations by the school authority, strictness in the school environment, lessons that are too dull, just to mention a few".

Some suggestions could be the following:

"More so, there are a lot of challenges that have been hindering high-ability students' adjustment to the school environment, such as peer challenges, the influence of environmental factors, imposition of too many rules and regulations by the school authority, strictness in the school environment, lessons that are too dull, just to mention a few (Mistry, 2014; Ogoemeka, 2015; Roy & Mitra, 2012)"

"More so, according to some authors (e.g. Mistry, 2014; Ogoemeka, 2015; Roy & Mitra, 2012), there are a lot of challenges that have been hindering high-ability students' adjustment to the school environment, such as peer challenges, the influence of environmental factors, imposition of too many rules and regulations by the school authority, strictness in the school environment, lessons that are too dull, just to mention a few"

The following paragraph could be controversial: *"Besides, the quality of any country depends on the educational development of its citizens, especially intellectuals"*, so I think it is better to withdraw it, since educational development has

a positive effect on the quality of countries, regardless of whether they are intellectual citizens or not. Education is important for all citizens.

In this paragraph: "*Aremu (2012); Ambedkar (2013); and Parade (2013), taking into account the teacher's variables (teacher's age, experience, education level)*". Place these quotations appropriately, it is not clear to which paragraph they correspond.

Correct this expression, it is unclear: "*The above claims can be seen from the literature review that many HASSS lack proper adjustments to the school environment, which Nagra (2016) considered that studies on school adjustment for highly skilled students are important*".

With regard to this statement: "*Bowlby (2014) reported that the attachment of high-ability students remains stable from childhood to adulthood, and this attachment is based on personal beliefs*", can you state with certainty that John Bowlby specifically studied attachment in high-ability students?

It is better to avoid expressions such as "this researcher observed, selected...", and use a more impersonal style such as "it was observed, it was selected...".

It would be advisable to structure the method part differently, for example:

Materials and Methods

Participants and Procedure

Measures and Instruments

Data Analysis

In the description of the sample it is better to use only numbers for the data, it is not necessary to duplicate them also in letters. In addition, the sample should be described in more detail, including gender distribution and mean age.

The parental involvement instrument should detail the author, source and how it was constructed.

In the data analysis it should be clarified which statistical program was used.

In the results, it would be advisable to present them without using the research questions as subtitles; perhaps an alternative would be to formulate them in an enunciative way.

In the discussion section, the following paragraph: "*The reason for this development could be attributed to the fact that psycho-social factors such as peer-attachment, emotional intelligence, self-efficacy, and parental involvement impact both positively and negatively on the school adjustment of H.A.S.S.*" It seems repetitive, it is not necessary to list again the variables mentioned above (peer-attachment, emotional intelligence, self-efficacy, and parental involvement).

The following paragraph: "*Parma (2014) negates the above assertion and submits that perfection is attainable and expected; it becomes the point at which self-efficacy suffers when the high-ability student cannot be satisfied with lesser*"

achievement. Since school is such a necessary piece of high-ability everyday life, understanding the unpredictable transaction of effort, challenge, explicit and merit acclaim, and the comfort of a strong situation is essential to the high-ability student's sense of worth". Is not well understood, it is necessary to explain and clarify it better.

Check this statement, it seems to contradict the context of the paragraph: *"This suggests that for high-ability understudies to be properly adjusted to the school environment, the role of their parents can't be over-assessed".*

It is recommended to add research limitations and future directions.