

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 article can be considered as a carefully prepared and systematically well-designed study in terms of examining the adaptation of gifted students to school. My suggestions for the article are listed below.

- In the introduction (second sentence) of the study, it is stated that gifted students have consistently received high grades in all their academic records over the years. However, there is not always a linear relationship between talent and success. Underachievement is a common problem in gifted students. This statement can be rearranged by examining current sources.
- There are many psychosocial factors that affect the adaptation of gifted students to school. Individual factors include many factors such as personality traits, self-efficacy perception, self-regulation skills, emotional intelligence and self-confidence. In addition, social factors affecting adaptation to school include family, friends and school climate (factors that facilitate and complicate adaptation within the school). However, within the scope of the research, friend commitment, emotional intelligence, self-efficacy and parental involvement were taken as variables. Within the scope of the research, only the reasons for considering these variables can be explained with justification.
- It can be explained what the basic characteristics that distinguish gifted students from their normally developing peers are. The references used within the scope of the research can be enriched with current sources explaining the characteristics of gifted students.
- The reasons why emotional intelligence is more effective than other variables in the adaptation of gifted students to school can be explained in detail in the discussion section.
- Many concepts (school adaptation, self-efficacy, friend commitment, emotional intelligence, parental involvement, etc.) are included in the introduction part of the research. It would be useful to give definitions of these concepts with reference to current literature. Additionally, explanatory information can be given about previous studies in the literature on the adaptation of gifted students to school.
- The recommendations section can be divided into two parts: suggestions for the research results and suggestions for future studies. Suggestions for new research on this subject can also be listed.