

Review of: "Assessing students' attitudes and perceptions towards statistical literacy in a university system in a developing African country"

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Particularly interesting paper by Utete and coworkers on the students' attitudes and perceptions toward statistics education, influencing factors, and possible improvement of statistics education at a technology university in Zimbabwe, with the perspective of generalization to other African universities. The methodology is well carried out, and the results are shown and discussed progressively, accompanied by a rich bibliography. The results show a certain reluctance towards statistics, despite the need for their use in many academic disciplines. These observations are probably due to the fact that mathematics seems poorly developed in sub-Saharan Africa, often with the prejudice that African students are more literary than scientific. In my opinion, certain elements would make it possible to improve the manuscript.

1°. Many abbreviations are used throughout the manuscript; some are unusual; it would be important to summarize them clearly at the beginning of the manuscript and to make them written in extenso the first time they appear in the text (ICT, HEI, SATS, CUT, ECD, SP, etc.);

2°. The title seems much too vague: "...in a university system", "...in a developing African country" ; I would have rather suggested a title like the following: "Assessing students' attitudes and perceptions towards statistical literacy: A pilot study in Chinhoyi University of Technology in Zimbabwe, with further proposals for improving statistics education in developing African countries";

3°. A paragraph on the limitations of the study must be clearly presented, with the possibility of numerous sampling biases that do not allow the results to be generalized as easily to other university systems, to other African countries, etc.; the possibility of "cultural" biases must also be discussed. For example, teaching in French-speaking African countries is often very general, and the possible difficulties in statistics teaching or even the use of statistics, can be very different from those encountered in English-speaking African countries. Disciplines that use statistics very frequently, such as medicine, epidemiology, and biomedical research, may have their particularities or may be less affected;

4°. The fact that it is often accepted that the African public is more literary than scientific could be debated in relationship with statistics' attitudes, perception, use, and education. For example, African students are often very numerous in law and literature faculties, and fewer in scientific or technological faculties...

