

Review of: "Recrafting Self-Reliance Policy Through Technology and Business/Trade/Entrepreneurship Education: A Study of the Federal Capital Territory's (FCT's) Public Secondary Schools"

Reniko Gondo

Potential competing interests: No potential competing interests to declare.

Title of the Manuscript: Recrafting Self-Reliance Policy Through Technology and Business/Trade/Entrepreneurship Education: A Study of the Federal Capital Territory's (FCT's) Public Secondary Schools

ABSTRACT

While the abstract provides an overview of the research and its findings, there are a few areas of concern, and these:

Lack of Methodological Details:

The abstract lacks details about the research methodology used in the study. It would be beneficial to include information about the sampling method, data collection techniques, and analysis procedures to enhance the credibility and replicability of the study.

Insufficient Background Information

The abstract does not provide sufficient background information about the existing self-reliance policy or the current state of technology and business/trade/entrepreneurship education in Nigeria. A brief (of about one sentence) contextualization would help readers understand the significance of the study within the broader educational landscape.

Ambiguity in Results:

The statement that FCT is leading in implementing a self-reliant policy is based on the schools' participation and success in international competitions. However, the abstract does not provide specific details or metrics to support this claim. Including more concrete evidence of success or specific achievements would strengthen the argument.

INTRODUCTION

The introduction discusses the importance of education for the development of nations, particularly in the context of Nigeria. It highlights the belief that education is an instrument for national development and social change. The 1969 National Curriculum Conference aimed to align education with the needs of society, emphasizing self-reliance for the

youth. The introduction mentions the evolution of Nigeria's National Policy on Education, emphasizing the priority given to Technology and Business/Trade/Entrepreneurship (BTE) education for self-reliance. The study focuses on evaluating the implementation of these policies in the Federal Capital Territory (FCT) and raises three research questions.

ISSUES THAT NEED CLARITY

Lack of Clear Thesis Statement:

The introduction lacks a clear and concise thesis statement that explicitly outlines the main focus and objectives of the study. A well-defined thesis statement helps readers understand the purpose of the research.

Inconsistency in Terminology: There is inconsistency in the use of terminology, such as the interchange between "self-reliance" and "entrepreneurship." Clarifying and maintaining consistent terminology would enhance the precision of the introduction.

Limited Contextualization: The introduction briefly mentions the 1969 National Curriculum Conference and the evolution of the National Policy on Education, but it lacks a comprehensive historical or contextual background that would provide a more thorough understanding of the issues discussed.

Missing Literature Review: The introduction lacks a review of relevant literature, which is crucial for situating the study within the existing body of knowledge. Incorporating key scholarly works and theories related to the topic would strengthen the theoretical foundation of the research.

STATEMENT OF THE PROBLEM

The statement of the problem underscores the significance of a well-rounded education that includes practical skills and entrepreneurial knowledge to empower students for future job creation. The study seeks to evaluate the current state of technology and BTE education in FCT public secondary schools, aiming to address any shortcomings and contribute to the development of effective strategies for integrating youths into job creation.

Weaknesses

While the statement of the problem provides a comprehensive overview of the issues it aims to address, there are a few potential weaknesses:

Lack of Specificity in the Problem Definition

- The statement broadly mentions that technology and Business/Trade/Entrepreneurship (BTE) education need improvement in FCT public secondary schools. However, it lacks specific details on the nature of these issues. Without a clear delineation of the problems, it may be challenging to develop targeted solutions.

Limited Evidence or Data Support

- The statement mentions the prevalence of unemployed youths in Nigeria, engaging in street hawking, but does not

provide specific data or evidence to support this claim. Including relevant statistics or case studies could strengthen the argument and provide a more solid foundation for the study.

Assumption about Causation

- The statement implies a direct connection between technology and BTE education and youth employment and entrepreneurship. While the link may exist, it is important to avoid assuming a straightforward cause-and-effect relationship without supporting evidence. The study should explore the nuanced factors influencing youth employment and entrepreneurship.

Addressing these weaknesses could enhance the clarity, credibility, and depth of the research. Adding specific details, providing supporting evidence, and avoiding unwarranted assumptions will contribute to a more robust problem statement.

METHODOLOGY

While the described methodology is generally sound for descriptive research, there are a couple of weaknesses that could be considered:

Sampling Bias

- The methodology mentions that all 88 public secondary schools in FCT were given a chance to be part of the sample by receiving the checklist. However, only 60 schools returned the checklist and were used as samples. The response rate of 68% is not bad, but there might be a bias in the sample if the schools that chose not to participate are systematically different from those that participated. For instance, if schools with certain characteristics (either positive or negative) were more or less likely to respond, it could affect the generalizability of the findings to the entire population of public secondary schools in FCT. Therefore, the author needs to ponder over this issue.

Reliance on Self-Reported Data

- The data collection method involves the use of a checklist, which may rely on self-reported information from the schools. Depending solely on self-reporting introduces the possibility of response bias. Schools might overstate or understate the availability of infrastructure and teachers for technology and BTE education. This could be due to factors such as a desire to present a positive image, lack of awareness, or misinterpretation of the criteria in the checklist. The accuracy of the information collected depends on the honesty and understanding of the respondents, which may introduce some level of subjectivity and potential inaccuracies in the data. Addressing these weaknesses could involve additional steps, such as analyzing non-response bias if possible, and considering supplementary data sources or validation methods to cross-verify the self-reported information.

CONCLUSION

The section you provided doesn't explicitly present findings from the research; rather, it concludes with the researcher's reflections and opinions. Nonetheless, here are some potential weaknesses:

Lack of Empirical Data or Statistical Analysis:

- The section seems to lack empirical data or statistical analysis based on the methodology described earlier. It primarily provides information about the structure of public senior secondary schools in the FCT and the admission criteria without presenting quantitative data or statistical findings to support the claims. The absence of concrete data may weaken the persuasiveness and credibility of the conclusions.

Subjectivity and Generalization

- The section appears to be more reflective and opinion-based rather than relying on objective data. The researcher concludes the prospects of recrafting a self-reliance policy based on personal opinions and observations. Such subjective conclusions might not be universally applicable, and the lack of specific evidence or examples could undermine the generalization of the conclusions to a broader context.

Insufficient Detail on Research Findings

- The section does not provide specific details or findings from the research process, such as the outcomes of the survey or the results obtained from the checklist. Without concrete findings, readers may find it challenging to assess the robustness of the conclusions and the extent to which they are grounded in the actual data collected.

Limited Methodological Connection:

- The section does not explicitly connect back to the methodology outlined earlier in the paper. A strong research paper typically maintains a clear connection between the methodology, data collection, and the subsequent interpretation of findings. The lack of a direct link between the methodology and the reflective conclusions weakens the research's overall coherence.

To strengthen this section, the researcher could consider incorporating specific findings, statistics, or data visualizations derived from the survey or checklist. Additionally, it may be beneficial to clearly articulate how the conclusions align with or diverge from the research questions and objectives outlined in the earlier sections of the paper.