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

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This work is encouraging. The authors situate the challenges of statistics education in the context of African contexts, but with consideration for the teaching and learning conditions that affect the outcomes related to this. This is skillfully executed with a good balance between international and context-specific literature and with a thorough examination of key factors (i.e., attitudes, competence, efforts in statistics, value of statistics, and difficulty in statistics), which are all related to this study. The proposed teaching, learning, and assessment framework also sets a good foundation for advancing statistics education. However, there is a need in this work to elaborate on the qualitative data (focus groups and informant interviews), which is mentioned but not represented as part of the analysis. While the extraction of the SATS 36 constructs provides a detailed analysis of each variable, it also does not provide an immediate understanding of the associations and predictions that have emerged within this analysis. This can be shortened and succinctly interpreted to provide clearer understandings of the findings and significance of these for the broader objectives of this work. The discussion also can further outline the conceptual, empirical, and practical implications of the work.