

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"

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Potential competing interests: No potential competing interests to declare.

This is an interesting idea for a paper. It is ambitious in scope and presents a methodologically eclectic approach to data capture and analysis. The breadth of the coverage of the paper is a strength, but because of its length (word count), it is inevitable that some of the key themes and issues are not developed as fully as they might have been.

I enjoyed discovering some of the features of the case study of technology and BTE in FCT's public secondary schools presented in this paper – for example:

- **Nigeria's Educational Policy, the Junior and Secondary School: Historical Development**

This section provides a clear and concise overview of the development of educational policy in Nigeria since before 1960.

- **Self-reliant Education**

This section synthesises some important contributions to our understanding of BTE education. However, the importance of self-reliant education for *any* nation is asserted but neither argued nor corroborated. This requires attention. The observation about the skills of self-reliance as part of BTE education is interesting, but it is not yet clear how that conclusion has been reached.

- **Methodology: Research Design**

The basis for the research design is explained and is consistent with the overall aim of the study. The choice of descriptive quantitative data is appropriate. This research could become the baseline against which progress might be measured in future studies.

- The first two research questions are clear, but they do not seem to be based on any of the literature that is summarised in previous sections. From where were they derived?

There are some other key aspects of the manuscript that would benefit from some elaboration:

- There is a fundamental point about the purpose of the study – i.e., to establish if Nigeria's capital is leading in imparting self-reliance education as stated in the National Policy on Education. This is a comparative analytical point that is explored through the proxy of SAGE competitions. There are inferences drawn from these data that require further explanation (e.g., performance in technology and BTE can be improved if 'properly educated'). It is also not clear how SAGE competitions are a valid and reliable measure.
- In the **Statement of the Problem**, there appears to be a step missing in the argument about the need for technology and BTE education. In particular, there seems to be some conflation of a societal concern (youth unemployment) and the effectiveness of BTE educational policy implementation. These need to be disentangled with a clear rationale for the present study. (The purpose section that follows makes this point, so I wonder if there is any need for a separate section at all.)
- There is a quotation from Jonah that enriches the discussion. More input of this kind would strengthen the paper, but it is not clear from where this came (was it part of the survey?)
- Research ethics has not been discussed in the paper – given the empirical nature of the study, this looks like an omission.
- The **Findings on the Public Secondary Schools** in the FCT describes a typology of schools, but there is no substantive analysis of what this means.

In terms of the presentation of the manuscript, it might also have a better flow if there were fewer short sections and sub-sections, some of which are very short.

There are also some specific suggestions:

- **Title**

For an international audience, it may help to make explicit that the study is set in Nigeria.

- **Abstract**

The opening sentence merely re-states the title. I recommend beginning the abstract with an account of the purpose/aim of the research.

It would be more in the spirit of collaborative research and the co-creation of knowledge if the abstract didn't refer to teachers being 'used'.

- **Introduction**

In what sense is the 6-5-4 system 'theoretical'? And how is it irrelevant to societal needs?

- The **Sample and Sampling Technique** sub-section may not be necessary in that form – there was no sampling done as part of the delimitations of the study. The response rate (68%) is, of course, important.

- A comment on the variability between areas (31% to 92%) would be interesting if there were any insight that could be shared.
- The **Recommendations** are presented, but it is not clear to which agencies they are addressed.
- **References**

The sources for Table 5 include the National Mirror Newspaper (2013). This is not included in the list of references.