Sapientia Global Journal of Arts, Humanities and Development Studies (SGOJAHDS), Vol.9 No.1 March, 2026; p.g. 177 – 184; ISSN: 2695-2319 (Print); ISSN: 2695-2327 (Online)

CURRICULUM DECOLONIZATION AND RECALIBRATION INFLUENCE ON BOOSTERISM OF ENTREPRENEURSHIP EDUCATION IN NIGERIAN UNIVERSITY IN 21ST CENTURY

ERINSAKIN, MARTINS OJO Ph.D
Department of Adult and Continuing Education
Faculty of Education
Adeyemi Federal University of Education
Ondo, Ondo State, Nigeria
erinsakinmartins@gmail.com
07055086325 & 08163285172

Abstract

This study was carried out to investigate curriculum decolonization and recalibration influence on boosterism of Entrepreneurship Education (EE) in Nigerian Universities in the 21st Century. Descriptive survey research design was used. The population of the study comprised, undergraduates in Nigerian Universities. The sample size of the study was Three hundred and sixty (360) respondents selected, through a multiple-stage sampling technique. Two research questions were raised .Data were, collected through a self-developed research instruments by the researcher, entitled, "Questionnaire on Curriculum Decolonization and Recalibration on Boosterism of Entrepreneurship Education in Nigerian Universities in the 21st Century (QCDRBEENUC)." It was fashioned on four likert rating scale; StronglyAgreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD), rated on 4, 3, 2 and 1, respectively. The research instruments were validated by two experts in Measurement and Evaluation. Its reliability was determined by through test-retest method at two weeks interval, and 60. Coefficient reliability was established. Descriptive statistics simple percentages, frequency counts and mean) was used to analyze data generated. Based on the results, conclusions were made that curriculum decolonization could positively influence resources mobilization towards EE, while students' (University undergraduates) perception was that EE had no impact on their venturing into entrepreneurship activities, enhancing their ability to generate incomes for enhanced quality of life, good standard of living ,poverty alleviation, joblessness reduction after graduating from University, and so on. Recommendations were made that the management of Universities in Nigeria should educate students on the benefits of EE to their economic status, employability status, after graduating from University, and so on. Besides, government should put in place pro-active strategies to ensure compliance by Universities on implementation of National University Commission (NUC), and government directive on EE implementation, and so on.

Keywords: **Curriculum, Decolonisation, Recalibration, Boosterism, Entrepreneurship Education.**

Background to the Study

In 1842 formal education started with the arrival of missionaries, who came for propagation of Christianity and trade missions. Their incursion to the country was to liberate Nigerians from adulatory and barbarism coupled with teaching activities (Aloy, 2021). Hence, schools

were established to trained clerks and interpreters to read and write, and also to enable them reach the natives. Some of the missionaries were; Wesleyan Methodist Christian, Roman Catholic Mission, Baptist Church, Anglican Church, and so on. However, there were many challenges facing the missionary schools then, in Nigeria. These included; resistance and hostility from the local communities, denominational clashes and conflicts among the various Christian groups, paucity of financial resources, lack of manpower, rarity of materials, unfriendly environment, and so on.

The above challenges hindered the missionaries in their evangelization mission and promotion of education (Oyekan, 2004). These challenges led to the incursion of British colonial masters into educational sector. The British colonial administration took over education from the missionaries in Nigeria, primarily to standardize curriculum, serve colonial economic and administrative interests, and control the quality of education through thorough regulations (Oyekan, 2004). Observably, the British colonial education in Nigeria was characterized by the following challenges; Eurocentric academic focused curriculum that were not relevant to local practical needs. This caused cultural alienation. The curriculum favoured British History, Literature and Geography at the expense of local languages, and literature. Further, the British curriculum promoted reliance on foreign technology. The teachers of science subjects (Physics, Biology and Chemistry) were not really stressed and emphasized. The curriculum lacks practicality and vocational skills, neglecting technical, agricultural and vocational training needed for self-reliance and national development. The curriculum absolutely failed to address the felt-needs of the local communities. English language was predominantly used as a medium of instructional delivery in schools, created a learning barrier that hampered comprehension and intellectual development (Sarumi, 2001). These challenges are still lingering on today because despite post-independent reforms, the core of the educational system had struggled to fully detach from its colonial educational foundations. By and large, colonial education curriculum was not aimed to fully develop Nigeria, technologically. Today, the rate and spate of industrialization, Information and Communication Technology (ICT) is discouraging. Nigerian tertiary education graduates' lack employability skills needed in the job markets, thus, accentuated the high rate of unemployment among University graduates who are majorly youths .The realization of the challenges of Nigerian curriculum as an extension of the British curriculum informed the directive of the National Universities Commission (NUC) that Entrepreneurship Education should be made mandatory in Nigerian Universities. According to Erinsakin (2014),

NUC mandated that all Nigerians Universities, both public and private must include Entrepreneurship as a General Studies (GST) course for all undergraduate students. The core goal is to shift and prime the mindset of graduates from being job seekers to becoming employers of labour, thus, promoting economic growth.

Today, not only in Nigerian Universities also, at other levels of education, polytechnics, Monotechnics, Colleges of Education, Entrepreneurship Education is a compulsory course to be offered by students. The resetting of curriculum in favour of Entrepreneurship Education (EE) has been a good topic to conduct researches by the academics. The researcher of this present study however, noted that several studies on EE had been self-reported by the researchers thus, empirical validation are few. Also, observed was that research had not been focused on curriculum decolonization influence on boosterism and recalibration of

Entrepreneurship Education (EE) in Nigerian Universities in the 21st Century. These identified gaps were the motivations that necessitated this study by the researcher.

Statement of the Problem

Formal education began with the activities of the Christian missionaries. The challenges in their education brought in the British colonial masters into provision of education in Nigeria. The curriculum by the British education did not meet the local communities' felt needs. The British curriculum was too bookish, and not promoting technological development. In a nutshell, the British curriculum on education has been identified as partly the factors why there is a high rate of unemployment among the Universities graduates. The curriculum did not promote entrepreneurial activities for job creation, self-reliance economically and national economic development. This resulted into making EE a mandatory course in university curriculum by National University Commission in 2007. This study was therefore carried out to investigate curriculum decolonization influence on boosterism and recalibration of entrepreneurship education in Nigerian Universities in the 21st Century.

Objectives of the Study

The specific objective of the study was on curriculum decolonization influence on boosterism and recalibration of Entrepreneurship Education in Nigerian University in the 21st Century. The specific objectives were to:

1. determine the extent to which resources were mobilized for the teaching of EE; and
2. investigate the perceived perception of students on curriculum reposition towards EE.

Research Questions

Two research questions were raised.

1. Does curriculum reposition have influence on resources mobilization towards teaching of EE in Nigerian Universities in the 21st Century?
2. What are the perceptions of students on curriculum reposition towards EE?

Methodology

Descriptive survey research design was used for the study. The population of the study comprised, undergraduates in Nigerian universities. The sample size of the study was Three hundred and sixty (360) respondents selected , through a multi-stage sampling technique. Nigeria was divided into six existing regions and a University was selected from each of the regions based on their years of establishments. The Universities were;

1. University of Maiduguri (1975), Borno State — North East
2. Ahmadu Bello University (1962), Kaduna State — North West
3. University of Jos (1971), Plateau State --- North Central
4. University of Nigeria, Nsukka (1960), Enugu State — South East
5. University of Ibadan (1962), Oyo State — South West
6. University of Benin (1970), Edo State — South-South

Two research questions were raised. Data were collected ,through a self-developed research instruments by the researcher, entitled," Questionnaire on Curriculum Decolonization Influence on Boosterism and Recalibration of Entrepreneurship Education in Nigerian University in the 21st Century (QCDIBREENUC)". It was fashioned on four likert rating scale; Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD), rated on four

points: 4, 3, 2 and 1, respectively. The research instruments were validated by two experts in Measurement and Evaluation. Its reliability was determined, through test-retest method at two weeks interval and, 60.9coefficient reliability was established. Descriptive statistics (simple percentages, frequency counts and mean) was used to analyze data generated for the study.

Presentation of Findings and Discussion of Results

Presentation of Findings

Research Question One: Does curriculum reposition has influence on resources mobilization towards EE in Nigerian Universities in the 21st Century?

Table 1: Showing simple percentages, frequency counts and mean ($\bar{x}$) on does curriculum reposition has influence on resources mobilization towards EE in Nigerian Universities in the 21st Century?

N = 360, C = 2.5

S/N	ITEMS	SA	A	D	SD	N	Mean ($\bar{x}$)	Decisions
1	There are adequate teaching and learning materials for EE implementation	301 83.61	29 8.05	21 5.83	9 2.5	360	**3.72**	**Accepted**
2	EE implementation is marred by inadequate teaching and learning materials.	9 2.5	24 6.66	36 10	291 80.83	360	**1.30**	**Rejected**
3	Since incorporation of EE to the existing courses there has been an increase in budget for it	311 86.38	33 9.16	14 3.88	2 0.55	360	**3.81**	**Accepted**
4	There is no enough financial commitment to EE implementation	11 3.05	13 3.61	31 8.61	305 84.72	360	**1.25**	**Rejected**
5	There are enough personnel for EE	333 92.5	9 2.5	17 4.72	1 0.27	360	**3.87**	**Accepted**
6	Personnel for EE are inadequate	10 2.77	19 5.27	34 9.44	297 82.5	360	**1.28**	**Rejected**
7	EE centre is well conducive for acquisition of skills in entrepreneurship	314 87.22	28 7.77	16 4.44	2 0.55	360	**3.81**	**Accepted**
8	Entrepreneurship skills acquisition centre is not conducive for the purpose.	5 1.38	5 1.38	39 10.83	311 86.38	360	**1.17**	**Rejected**
	TOTAL AVERAGE	**1,294 44.93**	**160 5.55**	**208 7.22**	**1,218 42.29**		**2.52**	**Accepted**

Source: Author's Compilation, 2026.

Keys:
N = Total Number of Respondents,
C = Cut-off point
SA = Strongly Agreed, **A** = Agreed,
D = Disagreed, **SD** = Strongly Disagreed
($\bar{x}$) = Mean

Table **1** above, presents the findings on research question one as follows: On item (1), 301 (83.61), 29 (8.05), 21 (5.83) and 9 (2.5) responses were obtained for strongly agreed, agreed, disagreed and strongly disagreed. On item (2), the following responses were got: 9 (2.5), 24 (6.66), 36 (10) and 291 (80.83) for strongly agreed, agreed, disagreed and strongly disagreed, respectively. On item (3), responses got indicated 311 (86.38), 33 (9.16), 14 (3.88) and 2 (0.55) for strongly agreed, agreed, disagreed and strongly disagreed.

On item (4), responses got also revealed 11 (3.05), 13 (3.61), 31 (8.61) and 305 (84.72). On item (5), the following responses were got: 333 (92.5), 9 (2.5), 17 (4.72) and 1 (0.27) for strongly agreed, agreed, disagreed and strongly disagreed, as well.

On item (6), responses obtained were 10 (0.27), 19 (5.27), 34 (9.44) and 297 (82.5) for strongly agreed, agreed, disagreed and strongly disagreed. On item (7), responses obtained revealed 314 (87.22), 28 (7.77), 16 (4.44) and 2 (0.55) for strongly agreed, agreed, disagreed and strongly disagreed. On item (8), the following were as responses: 5 (1.38), 5 (1.38), 39 (10.83) and 311 (86.38) for strongly agreed, agreed, disagreed and strongly disagreed, respectively.

The average weight of the result shows average rating scale of four ($\bar{x}$ = 2.5) is greater than the mean ($\bar{x}$) of average scale of four (($\bar{x}$ = 2.52), thus, indicates curriculum reposition has positive significant influence on resources mobilization towards in Nigerian Universities in the 21st century.

Research Question Two: What are the perceptions of students on curriculum repositioning towards EE?

Table 2: Showing simple percentages, frequency counts and simple percentages on what are the perceptions of students on curriculum reposition towards EE?

N = 360 , C = 2.5

S/N	ITEMS	SA (%)	A (%)	D (%)	SD (%)	N	MEAN ($\bar{x}$)	DECISIONS
9	EE can equip me with skills to embark on small scale business	296 82.22	32 8.88	12 3.33	20 5.55	360	**3.67**	**Accepted**
10	EE has no impact on my ability to embark on small scale business	2 0.55	9 2.5	32 8.88	317 88.05	360	**1.15**	**Rejected**
11	EE will make me to overcome the challenge of joblessness after my university education	299 83.05	33 9.16	24 6.66	4 1.11	360	**3.74**	**Accepted**

12	EE will not make me to overcome the challenge of unemployment after my university education	7 1.94	34 9.44	22 6.11	297 82.5	360	**1.30**	**Rejected**
13	EE will make me a successful entrepreneur after leaving university	301 83.61	24 6.66	16 4.44	19 5.27	360	**3.68**	**Accepted**
14	I can still become a successful entrepreneur without EE after my graduation from university	19 5.27	34 9.44	38 10.55	269 74.72	360	**1.45**	**Rejected**
15	EE will enhance my ability to generate incomes after my university education	298 82.77	31 5.27	21 5.83	10 2.77	360	**3.71**	**Accepted**
16	Without EE I will still be able to generate incomes after my university education	1 0.27	19 5.27	31 8.61	309 85.83	360	**1.2**	**Rejected**
	TOTAL AVERAGE	**1,223 42.46**	**216 7.5**	**196 6.80**	**1,245 43.22**		**2.48**	**Rejected**

Source: Author's Compilation, 2026.

Keys:
N = Total Number of Respondents, **C** = Cut-off point
SA = Strongly Agreed, **A** = Agreed, **D** = Disagreed,
SD = Strongly Disagreed
$\bar{x}$ = Mean

Table **2** above, presents the findings on research question two. On item (9), responses obtained were 296 (82.22), 32 (8.88), 12 (3.33) and 20 (5.55). On item (10), the following responses were also got: 2 (0.55), 9 (2.5), 32 (8.88) and 317 (88.05) for strongly agreed, agreed, disagreed and strongly disagreed. On item (11), responses obtained showed 299 (83.05), 33 (9.16), 24 (6.66) and 4 (1.11) for strongly agreed, agreed, disagreed and strongly disagreed. On item (12), responses got were 7 (1.94), 34 (9.44), 22 (6.11) and 297 (82.5) for strongly agreed, agreed, disagreed and strongly disagreed. On item (13), the following responses were obtained: 301 (83.61), 24 (6.66), 16 (4.44) and 19 (5.27). On item (14), responses got indicated 19 (5.27), 34 (9.44), 38 (10.55) and 269 (74.72) for strongly agreed, agreed, disagreed and strongly disagreed, respectively.

On item (15), the following responses were also obtained: 298 (82.77), 31 (5.27), 21 (5.83) and 10 (2.77) for strongly agreed, agreed, disagreed and strongly disagreed. On item (16), responses got showed 1 (0.27), 19 (5.27), 31 (8.61) and 309 (85.83) for strongly agreed, agreed, disagreed and strongly disagreed.

However, the average weight of the findings showed that the average rating scale of four (($\bar{x}$ = 2.5) was greater than the mean (($\bar{x}$) of average rating scale of four. Therefore, this shows that students' perceptions were that curriculum reposition could not make them to become

successful entrepreneurs, boost their ability to generate incomes, tackle the challenge of joblessness and so on after their university education.

Discussion of Results

The result on research question one reveals that curriculum decolonization has significant positive influence on resources mobilization towards EE in Nigerian Universities in the 21st century. The result aligns with the opinion of Oyekan (2004), that curriculum planning and development is not simply the case, rather putting in place strategies and resources for its effective implementation towards achieving its contents or goals.

Contrarily, the result on research question two reveals the perception of undergraduates on curriculum reposition, which negates the submission of Erinsakin (2014), Ogundele (2002) and Agagu (2007) ,that EE has benefits of enhanced incomes generation, priming one's mind towards entrepreneurial activities, offering vibrant and appropriate skills to become successful entrepreneurs, poverty alleviation, job creation, and so on.

Further, the results is also at variance with the opinion of Okojie (2008) and Osisanjo (2006) that through EE the problem of unemployment and crimes among Nigerian universities graduate would be meaningfully addressed in Nigeria.

Conclusion

Based on the results of the study, conclusions were made that curriculum decolonization and recalibration towards Entrepreneurship Education have effective implementation plan and strategy, hence, adequate resources (materials, human and financial) were mobilized for its effective implementation . However, students have contrary perception against the objectives of the course (EE) in terms of making them to become successful entrepreneur, reduce their inclement challenge after their University education , and so on

Recommendations

The following recommendations were made based on the findings of the study:

1. Governments and NUC should put in place monitoring teams to ensure that Nigerian universities both public and private comply with the directive of making EE as a compulsory course for all undergraduate students.
2. Government and management of Nigerian Universities should not relent on their efforts towards mobilization of resources to further boost and enhance entrepreneurship education practice, teaching and learning.
3. The Managements of Nigerian Universities should educate students on the relevance of EE to their socio-economic and psychological status after graduating from University.
4. Governments should be assisting graduates of Nigerian Universities on how to source for money in order to venture into entrepreneurial activities. This will motivate them to avail themselves with the opportunities of EE.It will enable them to overcome the challenges of sourcing capital from the conventional financial institutions in Nigeria
5. Entrepreneurship Education should not only be made compulsory at university level, , the curriculum of primary and secondary level of education should be, as well: restructured and reset towards EE.

References

Agagu, O. K. (2007). A speech presented at graduation ceremony, and presentation of certificate of proficiency and distribution of cheques to graduands of skill acquisition programmes in Ondo State on the 26th February, 2007.

Aloy, E. (2021). The advent of Western education in the development of education in Nigeria. Retrieved from https://kirusat.wordpress.com

Erinsakin, M. O. (2014). Evaluation of entrepreneurship and skill acquisition programmes in Ondo State, Nigeria (1999–2009).Unpublished Ph.D. Thesis, University of Ibadan, Ibadan, Oyo State, Nigeria.

Ogundele, O. J. K. (2007).Introduction to entrepreneurship development, corporate governance and small business management. Lagos: Molofin Nominees.

Osibanjo, O. (2006).Concept of entrepreneurship. A Paper Presented at the Workshop on Entrepreneurship and Innovation for 200-level Students in University of Ibadan.

Oyekan, S. O. (2004). Foundations of education. Okitipupa: Ebun-Ola Printers.

Sanni, A. A. (2001). Historical perspective of literacy education in Nigeria. Ibadan: University of Ibadan Printing Press.