

## **A PARADIGM SHIFT IN ENTREPRENEURSHIP EDUCATION PEDAGOGY IN NIGERIA: ISSUES THAT MUST BE CONFRONTED TO EVOLVE BEST PRACTICE**

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### **ABSTRACT**

Increasing research evidence signals existence of entrepreneurship–economic growth nexus. Governments world over then resorted to pro–entrepreneurship polices, leading to the teaching entrepreneurship education (EEd) to all undergraduate in Nigerian universities. That EEd can make one entrepreneurial, promotes the belief that, by a plethora of universities offering EEd, graduates will become entrepreneurial. This study investigated the veracity of this assumption, using descriptive survey and quasi experimental research designs, 252 students, randomly selected from seven universities in Nigeria. For data collection, EEd best practice pedagogy questionnaire (EEBPPQ), a focus group discussion guide and

Entrepreneurship skill development test questionnaire (ESDT) were used. Means ( $\bar{x}$ ) and standard deviation (si) were used for data analysis. Chi square (x) was used to test the hypothesis at .05 probability level. It was found that only BPC – Business Plan Competition, corresponded with that used in best practice universities and it did not impact significantly on students’ entrepreneurial skills. It was recommended that a mix of the best practice pedagogies should be used in teaching EEd, as it appears one alone cannot give the necessary impact on students’ entrepreneurial skills.

**KEYWORDS:** Paradigm Shift, Entrepreneurship Education (EEd), Pedagogy, Best Practice, Light and Heavy Pedagogies