
ENHANCING EXPERIENTIAL LEARNING IN THE PREPARATION OF BUSINESS EDUCATION STUDENTS IN UNIVERSITIES IN ENUGU STATE FOR ECONOMIC UNCERTAIN FUTURES

Anthonia Uju Uzuagu,¹ Edionsenyene Akpan Ekanem,²
& Olaide David Adeleye³

^{1,2,3}Department of Business Education,
University of Nigeria, Nsukka, Nigeria

Correspondence: ekanemedionsenyene@gmail.com

Abstract

This study investigated the integration and effectiveness of experiential learning in preparing business education students in universities in Enugu State for uncertain economic futures. The study was guided by three research questions and three null hypotheses. For this study, a descriptive survey research design was adopted. A population of 79 students was used for the study. There was no sampling because the population was manageable. A 30-item questionnaire titled “Enhancing Experiential Learning Questionnaire” (EELQ) was used as instrument for data collection. Cronbach Alpha reliability test was used to determine the internal consistency of the instrument, which yielded reliability coefficients of 0.92, 0.93, and 0.87 for clusters A, B, and C, respectively. To address the research questions, the obtained data were analysed using descriptive statistics of mean and standard deviation, and t-test was used to test null hypotheses at the 0.05 level of significance. The findings revealed that experiential learning is moderately integrated and effective in developing critical skills such as problem-solving, decision-making, and risk management. The study also identified several strategies for enhancing experiential learning, including increasing collaborations with local businesses, incorporating more real-world projects into coursework, and regularly updating the curriculum to reflect current industry practices. The implication of these findings is that targeted efforts to enhance experiential learning could significantly improve the preparedness of business education students for the challenges of an unpredictable economic environment. The study concludes with recommendations for educational institutions and policymakers to prioritise experiential learning methods to foster a more adaptable and skilled workforce.

Keywords: *Experiential Learning, Business Education, Economic Uncertainty, Practical Skills, Integration, Strategies.*

Introduction

In recent decades, the global business environment has undergone significant transformations, driven by technological advancements, economic globalisation, and shifting market dynamics. These changes have created a situation of increasing complexity and uncertainty, demanding a new set of skills and competencies from business professionals. As a result of these uncertainties, there is a growing need for business education programmes to adapt and equip students with the skills and knowledge necessary to thrive in an unpredictable economic environment (Dishon & Gilead, 2021).

Economic uncertainty, which refers to the unpredictability and volatility in economic conditions, market trends, and business environments, is characterised by rapid changes in technology, shifting consumer behaviours, global economic fluctuations, and unforeseen events that can significantly impact business operations and strategies (Iriani *et al.*, 2024). Preparing students for economic uncertainty involves developing their adaptability, critical thinking, and decision-making skills under conditions of ambiguity and change (Seow *et al.*, 2019). It also

includes fostering an understanding of risk management, scenario planning, and strategic flexibility.

Business education students in universities in Enugu State, Nigeria, face challenges where the need for practical, hands-on learning experiences that extend beyond traditional classroom instruction is increasingly evident. Business education refers to the teaching of skills and knowledge related to business operations, management, finance, marketing, and entrepreneurship (Ezeani & Ogundola, 2018). It aims to prepare students for careers in various business fields and to develop their understanding of economic systems and organisational dynamics. The importance of business education for economic development cannot be overstated. As a key driver of entrepreneurship and professional management, effective business education has the potential to stimulate economic growth, reduce unemployment and foster innovation in both the public and private sectors (Kurotimi *et al.*, 2017). It aims to equip students with fundamental business knowledge and skills. However, the rapidly changing global economy and local economic challenges have highlighted the need for more dynamic and practical approaches to business education.

Experiential learning, according to Omelianenko and Artyukhova (2024), has emerged as a vital educational approach to bridge the gap between theoretical knowledge and practical application, thereby better preparing students for the complexities of the modern economy. Rooted in the works of educational theorists such as John Dewey (1938) and David Kolb (1984), experiential learning emphasises the importance of direct experience and reflective observation in the learning process. Kolb (1984) defines it as "the process whereby knowledge is created through the transformation of experience." It is the process of individuals learning by experience ('learning by doing') and the act of reflecting on authentic hands-on experiences to maximise and deepen the learning from that experience (Kolb *et al.*, 2014). The experiential learning approach posits that individuals learn best by engaging in concrete experiences, reflecting on these experiences, conceptualising new ideas based on their reflections, and actively experimenting with these ideas.

In the context of business education, experiential learning can take various forms, including internships, case studies, field projects, simulations, project-based learning, collaborative projects, mentorship programmes, and service-learning opportunities. Internships are a cornerstone of experiential learning in business education, offering students the opportunity to gain hands-on experience in a professional environment (Aithal & Mishra, 2024). By working directly with businesses, students are exposed to the realities of the workplace, where they can apply theoretical knowledge, develop practical skills, and build professional networks. Internships help students understand market dynamics, adapt to changing conditions, and learn from experienced professionals. They provide an invaluable platform for learning and development, bridging the gap between academic study and employment. Another essential component of experiential learning is field projects.

Field projects allow students to engage in practical problem-solving activities that are often aligned with real-world business challenges (Kricsfalussy *et al.*, 2018). These projects require students to conduct research, analyse data, and develop actionable solutions to problems faced by businesses or communities. Through field projects, business education students can gain insights into local economic conditions, understand the impact of global trends on local businesses, and develop strategies for navigating uncertainty. Simulations and role-playing exercises, on the other hand, are designed to mimic real-life business scenarios, providing students with a safe environment to practice decision-making and strategic thinking (Ferrero *et al.*, 2018). These activities help students understand complex business processes, develop leadership and communication skills, and learn to manage risk and uncertainty.

Case studies are a widely used experiential learning method that involves the detailed examination of real-life business scenarios (Martin *et al.*, 2021). Through the analysis of case studies, students learn to identify key issues, evaluate alternative solutions, and make informed

decisions. This method promotes critical thinking and analytical skills, enabling students to understand the multifaceted nature of business problems and the importance of considering multiple perspectives. Collaborative projects involve students working together in teams to solve business-related problems or complete tasks (Ferreira-Lopes & Van Rompay-Bartels 2020). These projects encourage teamwork, communication, and the sharing of diverse perspectives. Furthermore, mentorship programmes connect students with experienced professionals who provide guidance, support, and insights into the business world. It provides an opportunity for students to learn from experienced professionals, gain insights into the realities of the business world, and build relationships that can support their career growth (Wang *et al.*, 2023). Mentorship not only enhances learning but also helps students build confidence and resilience in the face of economic challenges.

Despite the recognised benefits of experiential learning, there are significant challenges to its effective integration into business education programmes. These challenges include limited access to internship opportunities, insufficient funding for field projects, inadequate infrastructure for simulations, and a lack of trained educators to facilitate experiential learning activities (Ibrahim *et al.*, 2024; Obi *et al.*, 2022; Stofer *et al.*, 2021). Additionally, there is a need for stronger partnerships between educational institutions and industry to provide students with more comprehensive learning experiences.

Given these challenges, this study sought to assess the extent of experiential learning integration in business education programmes in universities in Enugu State, evaluate its effectiveness in preparing students for economic uncertainty, and propose strategies for enhancement. By focusing on key experiential learning methods such as internships, field projects, simulations, case studies, collaborative projects, and mentorship programmes, the study aims to provide a comprehensive understanding of the current state of experiential learning and identify practical steps for improvement. The ultimate goal is to enhance the preparedness of business education students for the uncertainties of the economic future, ensuring they are equipped with the skills and knowledge needed to succeed in a dynamic and unpredictable world.

Research Questions

The study was guided by the following research questions:

1. To what extent has experiential learning been integrated into business education programmes in universities in Enugu State?
2. What is the level of effectiveness of experiential learning in preparing business education students for economic uncertain futures in Enugu State?
3. What strategies are to be implemented to enhance the integration and effectiveness of experiential learning in business education programmes in Enugu State?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

- Ho₁ There is no significant difference between the mean responses of male and female respondents on the extent of integration of experiential learning in business education programmes in universities in Enugu State.
- Ho₂ There is no significant difference between the mean responses of male and female respondents on the level of effectiveness of experiential learning in preparing students for economic uncertainty in Enugu State.
- Ho₃ There is no significant difference between the mean responses of male and female respondents on the strategies for enhancing experiential learning in business education programmes in Enugu State.

Methodology

The study employed a descriptive survey research design. The study was conducted in Enugu State. The population for the study comprised fourth-year students of business education in universities in Enugu State. The universities selected were the University of Nigeria, Nsukka, and Enugu State University of Technology. The population was made up of 42 students from the University of Nigeria, Nsukka, and 37 students from Enugu State University of Technology. Due to its manageable size, the entire population was used for the study.

The instrument for data collection was a 30-item structured questionnaire developed by the researchers titled “Enhancing Experiential Learning Questionnaire” (EELQ). It was divided into two parts, 1 and 2. Part 1 contained items on the respondents’ personal data, while Part 2 was divided into three clusters, A, B, and C, containing items that measured the extent of integration, effectiveness, and strategies for enhancing experiential learning, respectively. The questionnaire items were structured in a 4-point response scale of Great Extent (GE), Moderate Extent (ME), Small Extent (SE), and No Extent (NE) for cluster A; Highly Effective (HE), Moderately Effective (ME), Slightly Effective (SE), and Not Effective (NE) for cluster B; and Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD) for cluster C, with the corresponding values of 4, 3, 2, and 1 respectively for all clusters.

The questionnaire was validated by three experts from the Department of Business Education, University of Nigeria, Nsukka. The Cronbach Alpha reliability test was used to determine the internal consistency of the instrument, which yielded reliability coefficients of 0.92, 0.93, and 0.87 for clusters A, B, and C, respectively. We distributed and collected 79 copies of the questionnaire, ensuring a 100% return rate. Data were analysed using mean to answer research questions and t-test to test the hypotheses at a 0.05 level of significance and with the appropriate degree of freedom.

Results

Research Questions 1

To what extent has experiential learning been integrated into business education programmes in universities in Enugu State?

Hypotheses One

There is no significant difference between the mean responses of male and female respondents on the extent of integration of experiential learning in business education programmes in universities in Enugu State.

Table 1: Mean, Standard Deviation and t-test Analysis of the Responses of Respondents on Extent of Integration of Experiential Learning in Business Education Programmes in Universities in Enugu State

		N = 79 (33 Males, 46 Females); Df = 77					
S/ N	ITEMS	Mean	SD	Rem	t-cal	p-val	Rem
	To what extent are:						
1.	Internship opportunities available to students in your business education programme?	2.94	1.04	ME	0.24	0.81	NS
2.	Field projects incorporated into the curriculum of your business education programme?	2.66	1.05	ME	-0.37	0.71	NS
3.	Simulations and role-playing exercises used in teaching and learning in your business education programme?	2.68	0.93	ME	-2.15	0.03	S
4.	Guest lectures and industry experts participating in your business education programme?	2.14	1.07	SE	-1.20	0.24	NS
5.	Case studies used as a teaching method in your business education programme?	2.67	1.11	ME	-1.48	0.14	NS
6.	Collaborative projects with local businesses included in your business education programme?	2.41	1.08	SE	-1.35	0.18	NS
7.	Real-world business problems used in assignments and projects in your business education programme?	2.81	1.03	ME	-1.74	0.09	NS
8.	Business simulation software utilized in your business education programme?	2.29	1.12	SE	-1.35	0.18	NS
9.	Mentorship programmes available to students in your business education programme?	2.56	1.05	ME	-1.40	0.17	NS
10.	Students assessed through practical work (e.g., projects, presentations) in your business education programme?	3.37	1.06	ME	-1.99	0.05	NS
	Overall	2.65	0.68	ME	-1.99	0.05	NS

Key: SD = Standard Deviation; Rem. = Remark; ME = Moderate Extent; SE = Small Extent; N = Number of Respondents; Df = Degree of Freedom; p-val = probability value; S = Significant; NS = Not Significant.

The results in Table 1 show the mean and standard deviation of the responses of respondents on the extent of integration of experiential learning in business education programmes in Enugu State. Out of the 10 items, seven had means ranging from 2.56 to 3.37, which are within the class boundary of moderate extent, while the remaining three items had means ranging from 2.14 to 2.29, which are within the class boundary of small extent. The cluster mean of 2.65 indicates that experiential learning to a moderate extent is being integrated into the business education programmes in Enugu State.

The results in Table 1 also shows the t-test analysis of the mean responses of male and female respondents on the extent of integration of experiential learning in business education programmes in Enugu State. The result shows a cluster t-cal value of -1.99 at 77 degrees of

freedom on a p-value of 0.05. Since the p-value is equal to 0.05 set as the level of significance, it means that the result is not significant. The null hypothesis is therefore not rejected.

Research Questions 2

What is the level of effectiveness of experiential learning in preparing business education students for economic uncertain futures in Enugu State?

Hypotheses Two

There is no significant difference between the mean responses of male and female respondents on the level of effectiveness of experiential learning in preparing students for economic uncertainty in Enugu State.

Table 2: Mean, Standard Deviation and t-test Analysis of the Responses of Respondents on Level of Effectiveness of Experiential Learning in Preparing Business Education Students for Economic Uncertain Futures in Enugu State.

N = 79 (33 Males, 46 Females); Df = 77							
S/N	ITEMS	Mean	SD	Re m	t-cal	p-val	Rem
	Experiential learning is effective in:						
11	Developing problem-solving skills necessary to handle economic uncertainties?	3.32	0.76	ME	3.37	0.00	S
12	Fostering adaptability to economic changes and uncertainties?	3.04	0.78	ME	2.02	0.05	NS
13	Enhancing students' critical thinking abilities in the face of economic uncertainties?	3.41	0.78	ME	1.67	0.10	NS
14	Improving decision-making skills in uncertain economic conditions?	3.28	0.80	ME	2.29	0.03	S
15	Enabling students to apply theoretical knowledge to real-world economic situations?	3.32	0.90	ME	2.23	0.03	S
16	Building students' confidence to face economic challenges and uncertainties?	3.30	0.76	ME	-0.61	0.55	NS
17	Developing entrepreneurial skills to cope with economic uncertainties?	3.33	0.75	ME	1.57	0.12	NS
18	Enhancing teamwork and collaboration skills in uncertain economic environments?	3.29	0.74	ME	2.02	0.05	NS
19	Teaching risk management strategies for dealing with economic uncertainties?	3.23	0.83	ME	1.23	0.22	NS
20	Promoting innovative thinking to address economic uncertainties?	3.24	0.80	ME	0.87	0.39	NS
	Overall	3.28	0.52	ME	2.58	0.01	S

Key: SD = Standard Deviation; Rem. = Remark; ME = Moderately Effective; SE = Slightly Effective; N = Number of Respondent; Df = Degree of Freedom; p-val = probability value; S = Significant; NS = Not Significant.

The results in in Table 2 show the mean and standard deviation of respondents' responses on the level of effectiveness of experiential learning in preparing business education students for uncertain economic futures in Enugu State. All 10 items on the table had means ranging from 3.04 to 3.41, which are within the class boundary of moderate extent. Similarly, the cluster mean of 3.28 indicated that experiential learning is moderately effective in preparing business education students for an uncertain economic future in Enugu State.

The results in Table 2 also shows the t-test analysis of the mean responses of male and female respondents on the effectiveness of experiential learning in preparing students for economic uncertainty in Enugu State. The result shows a cluster t-cal value of 2.58 at 77 degrees

of freedom on a p-value of 0.01. Since the p-value is less than 0.05 set as the level of significance, it means that the result is significant. The null hypothesis is therefore rejected.

Research Questions 3

What strategies are to be implemented to enhance the integration and effectiveness of experiential learning in business education programmes in Enugu State?

Hypotheses Three

There is no significant difference between the mean responses of male and female respondents on the strategies for enhancing experiential learning in business education programmes in Enugu State.

Table 3: Mean, Standard Deviation and t-test Analysis of the Responses of Respondents on Strategies for Enhancing Experiential Learning in Business Education Programmes in Enugu State.

N = 79 (33 Males, 46 Females); Df = 77							
S/N	ITEMS	Mean	SD	Re m	t-cal	p-val	Rem
21	Collaborating with local businesses and industries will enhance the effectiveness of experiential learning in business education programmes.	3.67	0.61	SA	1.83	0.07	NS
22	Increasing the availability of internships for students will improve the integration of experiential learning in business education programmes.	3.67	0.57	SA	-0.06	0.96	NS
23	Implementing business simulation software in the curriculum will enhance experiential learning and prepare students better for economic uncertainties.	3.59	0.59	SA	0.14	0.89	NS
24	Regular involvement of guest lecturers and industry experts will strengthen the practical learning experience of students.	3.34	0.75	A	1.14	0.26	NS
25	Assigning real-world projects as part of the coursework will enhance the effectiveness of experiential learning.	3.48	0.68	A	-0.29	0.77	NS
26	Organizing more field trips and site visits to businesses and industries will improve the experiential learning experience.	3.48	0.73	A	1.29	0.20	NS
27	Establishing mentorship programmes with industry professionals will greatly enhance the practical skills and preparedness of students.	3.52	0.68	SA	-0.04	0.97	NS
28	Incorporating problem-based learning strategies will enhance the critical thinking and problem-solving skills of students.	3.56	0.66	SA	0.21	0.84	NS
29	Providing more workshops and seminars focused on current industry practices will enhance experiential learning in business education programmes.	3.67	0.52	SA	-0.49	0.62	NS

30	Regular review of curriculum to include the latest trends and practices in experiential learning will improve its effectiveness.	3.82	0.62	SA	0.31	0.76	NS
Overall		3.58	0.40	SA	0.70	0.49	NS

Key: SD = Standard Deviation; Rem. = Remark; SA = Strongly Agreed; A = Agreed; N = Number of Respondents; N = Number of Respondent; Df = Degree of Freedom; p-val = probability value; S = Significant; NS = Not Significant.

The results in Table 3 show the mean and standard deviation of the responses of respondents on the strategies for enhancing experiential learning in business education programmes in Enugu State. Out of the 10 items, seven items had means ranging from 3.52 to 3.82, which are within the class boundary of strongly agreed, while the remaining three items had means ranging from 3.34 to 3.48, which are within the class boundary of agreed. The cluster mean of 3.58 indicates that the respondents strongly agreed to strategies for enhancing experiential learning in business education programmes in Enugu State.

The results in Table 3 also shows the t-test analysis of the mean responses of male and female respondents on the strategies for enhancing experiential learning in business education programmes in Enugu State. The result shows a cluster t-cal value of 0.70 at 77 degrees of freedom on a p-value of 0.49. Since the p-value is greater than 0.05 set as the level of significance, it means that the result is not significant. The null hypothesis is therefore not rejected.

Discussion of Findings

The findings of the study from research question one revealed that experiential learning has been integrated into business education programmes in universities in Enugu State. The following were integrated into the business education programmes: internship opportunities available to students, field projects incorporated into the curriculum, simulations and role-playing exercises used in teaching and learning, real-world business problems used in assignments and projects, case studies used as a teaching method, mentorship programmes available to students, students assessed through practical work, among others. Furthermore, the first hypothesis test revealed no significant difference in the average responses from male and female participants regarding the level of experiential learning integration in business education programmes in Enugu State.

The findings are in line with the findings of Ogundele (2022), who carried out research on the influence of teaching practice and students industrial work experience schemes on business education students' employability skills and found that experiential learning methods are moderately integrated into Nigerian business education programmes, though the full potential of these methods has yet to be realized. These underscore the need for more comprehensive and consistent application of experiential learning strategies across business education programmes to maximise their effectiveness.

The findings of the study with regards to research question two revealed that experiential learning is effective in preparing business education students for an uncertain economic future in Enugu State. The following were effective in preparing business education students for uncertain economic futures: developing problem-solving skills, enhancing students' critical thinking abilities, improving decision-making skills, developing entrepreneurial skills, enhancing teamwork and collaboration skills, teaching risk management strategies, and promoting innovative thinking, among others. The test of hypothesis two showed a significant difference between the mean responses of male and female respondents on the effectiveness of experiential learning in preparing business education students for uncertain economic futures in Enugu State.

The results are consistent with those of Edokpolor and Adeniyi (2019), who carried out a study titled: experiential and vicarious learning approaches in developing higher-order thinking skills among business education undergraduates in federal universities and found that experiential

learning significantly contributes to the development of critical thinking, problem-solving, and decision-making skills among business students in Nigeria. Additionally, Bell and Bell (2020), who carried out a study titled Applying educational theory to develop a framework to support the delivery of experiential entrepreneurship education, reported that experiential learning enhances entrepreneurial skills and innovative thinking, which are crucial for navigating economic uncertainties. However, their study also highlighted gender differences in perceived effectiveness, with female students expressing greater benefit from experiential learning activities, aligning with the gender-based differences observed in the current study. These findings suggest that while experiential learning is effective, it may impact students differently based on gender, pointing to the need for more tailored educational strategies.

The findings of the study with regards to research question three revealed that the respondents agreed to the strategies for enhancing experiential learning in business education programmes in Enugu State. The following were strategies for enhancing experiential learning: collaborating with local businesses and industries, increasing the availability of internships for students, implementing business simulation software in the curriculum, assigning real-world projects as part of the coursework, incorporating problem-based learning strategies, providing more workshops and seminars focused on current industry practices, and regular review of the curriculum to include the latest trends and practices in experiential learning, among others. The test of hypothesis three showed no significant difference between the mean responses of male and female respondents on the strategies for enhancing experiential learning in business education programmes in Enugu State.

The results of the study were supported by Brundiers *et al.* (2010), who carried out a study on real-world learning opportunities in sustainability. The study emphasised the importance of industry collaboration and real-world projects in enhancing experiential learning within Nigerian business education programmes. Similarly, Darton (2021) conducted a study on business collaboration and job readiness and found that stronger partnerships with local businesses and the integration of business simulation software significantly improved students' readiness for professional challenges.

Conclusion

The purpose of the study was to assess the extent of experiential learning integration in business education programmes in Enugu State, evaluate the level of effectiveness of experiential learning in preparing students for economic uncertainty, and propose strategies for enhancement. The findings of the study indicate that while experiential learning is moderately integrated and effective in business education programmes in Enugu State, there is significant potential for enhancement through targeted strategies such as increased industry collaboration, expanded internship opportunities, and the incorporation of innovative teaching methods. The implication of these findings is that enhancing experiential learning can better prepare business education students for the complexities of an uncertain economic future by equipping them with critical skills such as problem-solving, decision-making, and adaptability, which are essential for navigating dynamic business environments. Therefore, educational stakeholders must prioritise these strategies to ensure that business education graduates are adequately prepared to meet future economic challenges.

Recommendations

Based on the findings of the study, the following recommendations are proposed:

1. Educational institutions should strengthen collaborations with businesses and industries to provide more internship opportunities and real-world project experiences for students. These partnerships can offer students exposure to practical business environments,

- enhance their employability skills, and provide opportunities for applying theoretical knowledge in real-world settings.
2. To ensure that the curriculum remains relevant and aligns with industry needs, there should be a regular review and update process. This review should consider the latest trends and practices in experiential learning, ensuring that students are equipped with up-to-date skills and knowledge to face future economic uncertainties.
 3. Institutions should place more emphasis on practical assessments, such as projects, case studies, and practical work, rather than solely relying on traditional exams. Workshops and seminars focused on current industry practices should be regularly organized to provide students with hands-on experience and exposure to the latest business trends and technologies.
 4. Educators should be trained in experiential learning methodologies to effectively integrate these practices into their teaching. Professional development programmes, workshops, and training sessions should be provided to equip faculty with the necessary skills and knowledge to facilitate effective experiential learning.

References

- Aithal, P. S., & Mishra, N. (2024). Integrated Framework for Experiential Learning: Approaches & Impacts. *International Journal of Case Studies in Business, IT and Education (IJCSBE)*, 8(1), 145-173.
- Bell, R., & Bell, H. (2020). Applying educational theory to develop a framework to support the delivery of experiential entrepreneurship education. *Journal of Small Business and Enterprise Development*, 27(6), 987-1004.
- Brundiers, K., Wiek, A., & Redman, C. L. (2010). Real-world learning opportunities in sustainability: from classroom into the real world. *International Journal of Sustainability in Higher Education*, 11(4), 308-324.
- Dewey. J. (1938). *Experience and education*. New York: MacMillan
- Dishon, G., & Gilead, T. (2021). Adaptability and its discontents: 21st-century skills and the preparation for an unpredictable future. *British Journal of Educational Studies*, 69(4), 393-413.
- Edokpolor, J. E., & Adeniyi, I. N. (2019). Experiential and vicarious learning approaches in developing higher-order thinking skills among business education undergraduates in federal universities. *International Journal of Educational Research*, 6(1), 1-9.
- Ezeani, S. N., & Ogundola, M. C. (2018). Business education programme in Nigeria: Past, present and future in the 21st century. *Nigerian Journal of Business Education (NIGJBED)*, 3(1), 17-35.
- Ferreira-Lopes, L., & Van Rompay-Bartels, I. (2020). Preparing future business professionals for a globalized workplace through intercultural virtual collaboration. *Development and Learning in Organizations: An International Journal*, 34(2), 21-24.
- Ferrero, G., Bichai, F., & Rusca, M. (2018). Experiential learning through role-playing: Enhancing stakeholder collaboration in water safety plans. *Water*, 10(2), 227.
- Ibrahim, K., Adebawale, O. J., Dodo, M., Zailani, B. M., Lukman, O., & Kajimo-Shakantu, K. (2024). Challenges and coping strategies of built environment students during students industrial work experience scheme (SIWES): perspective from Nigeria. *International Journal of Construction Education and Research*, 20(2), 157-176.
- Iriani, N., Agustianti, A., Sucianti, R., Rahman, A., & Putera, W. (2024). Understanding risk and uncertainty management: a qualitative inquiry into developing business strategies amidst global economic shifts, government policies, and market Volatility. *Golden Ratio of Finance Management*, 4(2), 62-77.

- Kolb, D. A. (1984). *Experiential learning: experience as the source of learning and development*. Englewood Cliffs, New Jersey: Prentice-Hall
- Kolb, D. A., Boyatzis, R. E., & Mainemelis, C. (2014). Experiential learning theory: PREVIOUS research and new directions. In *Perspectives on thinking, learning, and cognitive styles* (pp. 227-247). Routledge.
- Kricsfalussy, V., George, C., & Reed, M. G. (2018). Integrating problem-and project-based learning opportunities: Assessing outcomes of a field course in environment and sustainability. *Environmental education research*, 24(4), 593-610.
- Kurotimi, M. F., Franklin, A., Aladei, G., & Helen, O. (2017). Entrepreneurship education as a 21st century strategy for economic growth and sustainable development. *International Journal of Mechanical and Industrial Engineering*, 11(9), 2242-2253.
- Martin, D. A., Conlon, E., & Bowe, B. (2021). Using case studies in engineering ethics education: The case for immersive scenarios through stakeholder engagement and real life data. *Australasian Journal of Engineering Education*, 26(1), 47-63.
- Obi, B. I. N., Eze, T. I., & Chibuzo, N. F. (2022). Experiential learning activities in business education for developing 21st century competencies. *Journal of Education for business*, 97(1), 36-42.
- Ogundele, I. S. (2022). *Influence of Teaching Practice and Students Industrial Work Experience Scheme on Business Education Students' Employability Skills*. Kwara State University (Nigeria).
- Omelianenko, O., & Artyukhova, N. (2024). Project-based learning: theoretical overview and practical implications for local innovation-based development. *Economics & Education*, 9(1), 35-41.
- Seow, P. S., Pan, G., & Koh, G. (2019). Examining an experiential learning approach to prepare students for the volatile, uncertain, complex and ambiguous (VUCA) work environment. *The International Journal of Management Education*, 17(1), 62-76.
- Stofer, K. A., Chandler, J. W., Insalaco, S., Matyas, C., Lannon, H. J., Judge, J., ... & Norton, H. (2021). Two-year college students report multiple benefits from participation in an integrated geoscience research, coursework, and outreach internship programme. *Community College Review*, 49(4), 457-482.
- Wang, J., Gill, C., & Lee, K. H. (2023). Effective mentoring in a work-integrated learning (WIL) programme. *Journal of Teaching in Travel & Tourism*, 23(1), 20-38.