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**CHALLENGES OF EXPERIENTIAL LEARNING FOR
ENHANCING SKILLS ACQUISITION
IN BUSINESS EDUCATION**

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Abstract

The study focused on the challenges of experiential learning for enhancing skills acquisition in business education. It examines two research questions relating to experiential learning techniques utilized by business education students for enhancing skills in business education and challenges of experiential learning for enhancing skills acquisition in business education. Descriptive survey design was adopted for the study. The study was conducted in Nnamdi Azikiwe University Awka, Anambra State, Nigeria. The population of the study consists of 102 full time business education students in Nnamdi Azikiwe University. The total number of registered students was 123 which consists of 53 students in 300 level and 70 students in 400 level of academic instructions respectively. The choice of these levels were informed because these students has experienced experiential learning at the different levels. A structured questionnaire of 35 items on gender and individual level of academic instruction and questions relating to the research questions was used for data collection. The instrument was validated by three experts in business education and the internal consistency determined using Cronbach's alpha reliability technique which yielded a coefficient of 0.88. The questionnaire was administered through online platforms. A total of 102 business education students corresponding to 83% rate

of return responded to all the questions and were used for data analysis. The data obtained were presented and analysed with the help of frequency tables, mean and standard deviations. T-test was used to test the hypothesis at 0.05 level of significance. The data was analysed using Statistical Package for the Social Science (SPSS). The decision rule for the research questions was that any item with a mean rating of 2.5 would be regarded as agreed while any mean below 2.5 would be regarded as disagreed. The hypothesis tested at 0.05 level of significance were accepted where $p > 0.05$ and rejected where $p < 0.05$. The findings revealed that experiential techniques adopted by business education students includes industrial training, discussion, role play, case study, simulation, brainstorming, group work for experiential learning and low participation of higher rank academics, low access to computer and internet at the laboratories and workshops among others are the challenges of experiential learning.

Keywords: Experiential learning, Skill Acquisition, Business education

Introduction

Higher education institutions are designed to develop employability skills in learners that would facilitate a smooth transition from graduation to obtaining a white collar job. This demand calls for dedicated pedagogical methods and instructional resources that would enhance the educational experience of students in and out of the classroom. Business education is aimed at creating autonomous learners, who are able to take responsibility of their learning and are capable of individualizing their experiences to obtain maximum benefit.

Obi and Arhueremu (2020) stressed that to achieve the objectives of business education which aims at eradicating skills deficiency among business education students. They must be exposed to experiential learning activities such as industrial work experience.¹Nwokocha cited in Eze, Ezenwafor and Igberaharha (2016) stressed that the aim of business education

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is the production of manpower that possesses the requisite knowledge, skill, and attitude for harnessing other resources and bringing them together into a cooperative relationship to yield goods and services demanded by the society for the satisfaction of their wants and needs.² Clark and White cited in Obi, Eze and Chibuzo (2021) emphasised that experiential learning has become more important especially in business education due to changing times and the increasing pressure to produce graduates with 21st century competencies.

Twenty-first century has placed increasing relevance on curriculum implementation that inculcate linking theory with practice that provides learner's skill acquisition and mastery of business education to make them as competent as graduates of other programmes (Ezeh, Obi & Ufondu, 2020). Experiential learning for skill acquisition involves all the activities which business educators perform to enhance business education students learning for skill acquisition. In a special way, to prosper grow and innovate in 21st century workplace, highly skilled business education graduates who recognize opportunities and prepare strategies that would help them embrace the increasingly sophisticated skills and digital competencies that lie ahead are needed and that would demand exposing business education students to experiential learning activities. This background underscores the need to conduct this study to identify the experiential learning techniques utilized by business education students for enhancing skills in business education as well as the challenges of experiential learning for enhancing skill acquisition in business education.

Statement of the Problem

The current work environment differs from the previous age which is characterized by change and increased competition for jobs. Researchers seem to be worried if business education students are taught to possess the relevant skills required in 21st century. Teaching should not just be about offering knowledge to students, but more importantly, about how to apply knowledge

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through learning activities that shape students' abilities to transform the process of learning into the process of developing creative thinking. One of the modern educational solutions that maximizes the capacity of learners is the organization of experiential activities in cognitive and practical situations. The questions are; has experiential learning been fully adopted in business education programme? What could be the constraints? Thus a study on the challenges of experiential learning for enhancing skill acquisition in business education becomes imperative.

Purpose of the Study

The purpose of the study is to determine the challenges of experiential learning for enhancing skill acquisition in business education. Specifically, the study proceeded to determine;

1. Experiential learning techniques utilized by business education students for enhancing skills in business education.
2. Challenges of experiential learning for enhancing skills acquisition in business education.

Hypothesis

1. There is no statistically significant difference in the experiential learning activities utilized by business education students for enhancing skills in business education across different gender.
2. There is no statistically significant difference in challenges of experiential learning for enhancing skills in business education across different level of instruction.

Review of Related Literature

Experiential Learning

According to John Dewey (1938)³, David Kolb⁴ (1984) and Simon Fraser University in their theories defined experiential learning as:

“the strategic, active engagement of students in opportunities to learn through doing, and reflection on those activities, which empowers them to apply their theoretical knowledge to practical endeavours in a multitude of settings inside and outside of the classroom”.

Experiential learning are the totality of opportunities that are expected to help business education students transform knowledge into true understanding which is lacking in the traditional classroom setting which offer students’ knowledge that comes from what others know. Consequently, Eze, Olumoko and Obi (2020)⁵ affirmed that the introduction of multimedia technology into the classroom has profound impact on the styles of teaching and learning, thus making the business education students to be motivated to learn. Obi, Eze and Chibuzo (2021) saw experiential learning as basically a dynamic view of learning based on a learning cycle driven by the resolution of the dual dialectics of action/reflection and experience/abstraction.

Skill Acquisition

Business education continues to adapt to universally recognize new expectations from technological development from business education students to equip them for the job market. According to Clark and White (2010), business education students need to build their skills through experiential learning.⁶ Obi (2018) maintained that business education students leave school without acquiring the prerequisite skills that foster individual, community or national development. Hence, the need to use experiential learning which is concerned with more concrete issues that are related to business education students and the learning context for the purpose of skill acquisition. According to Okoro and Ursula (2012), the first is the conditions which promote skill acquisition and the second is the change that will occur when the skill is acquired. However, when an individual set out to learn a

new skill, he usually starts with a communicable programme of instruction like experiential learning among others

Experiential Learning Theory

Experiential learning theory was propounded by David Kolb in 1984. Kolb's experiential model was a product that originated after extensive study of learning models proposed by Piaget, Lewin and Dewey. Learning is meant to provide learners with experience and it's the duty of the teacher to develop curriculum that has provided rich experiences to the learner. Experiential learning occurs when learner engage past experiences or related knowledge to enhance process of learning.

Experiential learning provides learners with knowledge created from experience which allows learners to adopt suitable learning styles, know areas of weakness and connect theories to real life situation. A working definition on the learning process coined by Kolb (1984) is the process whereby knowledge is created through the transformation of experiences. Kolb characterized learning as (i) a process (ii) a continuous process based on experience; (iii) a dialectic process; (iv) a holistic process of human adaptation; (v) a transaction between the individual and the environment; (vi) a process of creating knowledge.⁷ According to Kolb, learning is cyclical in nature. The four-component cyclical mode of learning is known as the 'Kolb Learning Cycle'. For successful learning, the learner should involve actively in all the four modes, i.e. Concrete Experience (CE), Reflective Observation (RO), Abstract Conceptualization (AC) and Active Experimentation (AE).

The first stage requires the learner to be open minded to gain knowledge from the experience. The second stage is reflective observation, the learner must reflect on the experience from various perspectives. This is followed by the abstract conceptualization stage where the knowledge gained from the two stages are integrated. In other words, integrate their observations with their past experience and create concepts. The last stage in

the experiential cycle is the active experimentation, in which the learner apply the new knowledge in making decisions and problem solving. According to Rubin (2007), learners reflect on previous experiences, then reviewing them, conceptualize them and trying to analyze ways on how to put into practice what they have learned.⁸Experiential learning enable learners select strategies suitable for specific tasks, allow learners take responsibility which facilitate autonomy in learning, provides flexibility for the teacher as well as the learner, independent in managing the learning process on their own.

Principles of Experiential Learning (EL)

The traditional classroom situations promotes competition among students thus makes students uninvolved or unmotivated, while in experiential learning students cooperate and learn from one another in a more semi-structured approach (Northern Illinois University Centre for Innovative Teaching and Learning, 2012). Instruction of experiential learning is designed to engage students in direct experiences which are tied to real problems and situations in which the instructor facilitates rather than directs student progress. (UC Davis, 2011). In experiential learning students are motivated to learn because they have a personal stake in the subjectmatter. The phases of experiential learning are experiencing (doing), reflection and applying or utilizing to solve present problems. In addition, “the stages of reflection and application are what make experiential learning different and more powerful than the models commonly referred to as ‘learn-by-doing’ or ‘hands-on-learning’ (UC Davis, 2011). Experiential learning principles as noted by the (Association for Experiential Education, 2011):

1. Experiential learning occurs when chosen experiences are supported by reflection, critical analysis and synthesis.
2. Student are required to take initiative, make decisions and be accountable for results to gain experience.
3. The student is actively engaged in posing questions, investigating, experimenting, being curious and solving

problems, assuming responsibility, being creative and constructing meaning.

4. Students are engaged intellectually, emotionally, socially, soulfully and/or physically. This involvement produces a perception that the learning task is authentic.
5. The results of the learning are personal and form the basis for future experience and learning.
6. Relationships are developed and nurtured: student to self, student to others and student to the world at large.
7. The outcomes of the experience cannot be predicted so the instructor and student may experience success, failure, adventure, risk-taking and uncertainty.
8. Opportunities are nurtured for students and instructors to explore and examine their own values.
9. The instructor's primary roles include setting suitable experiences, posing problems, setting boundaries, supporting students, insuring physical and emotional safety, and facilitating the learning process.
10. The instructor and student may experience success, failure, adventure, risk-taking and uncertainty, because the outcomes of the experience cannot totally be predicted.
11. The instructor recognizes and encourages spontaneous opportunities for learning.
12. Instructors strive to be aware of their biases, judgments and pre-conceptions, and how these influence the student.
13. The design of the learning experience includes the possibility to learn from natural consequences, mistakes and successes.

The Experiential Learning Process

Experiential learning involves a student getting involved, collaborating with other learners and reflecting on learning experience to learn new skills and knowledge (Haynes, 2007). Learning from the process is the goal of experiential learning. During each step of the experience, students will engage with the content, the instructor, each other as well as self-reflect and apply what they have learned in another situation. The following

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describes the steps that comprise experiential learning as noted by (Haynes, 2007; UC Davis, 2011) includes experiencing/ exploring, here students carry out task with little or no help from the instructor like making products or models, role-playing. Sharing/reflecting, at this point students will share the results, reactions, observations, discuss feelings generated by the experience with their peers. Processing/analysing, students will discuss, analyze and reflect upon the experience. This enable them relate their experiences to future learning experiences. Generalizing, Students will connect the experience with real world, identify “real life” principles that emerged. Then finally Application, students will apply what they learned in the experience to a similar or different situation.

Instructor Roles in Experiential Learning

In experiential learning, the instructor guides rather than directs the learning process where students are naturally interested in learning. The instructor assumes the role of facilitator and this process is guided by a number of steps crucial to experiential learning as noted by (Wurdinger & Carlson, 2010) the teacher playing a less teacher-centric role in the classroom, adopting a positive and non-dominating way in the learning process, identify an learning experience which students will be personally committed and interested to undertake the teacher is expected to explain the purpose of the experiential learning to the students, share your feelings and thoughts with your students, tie the course learning objectives to course activities and the teacher ensures the students know what they are supposed to do, provide relevant resources to help students succeed in the learning process, allow students to experiment and discover solutions on their own, strike a balance between the academic and nurturing aspects of teaching, clarify students’ and instructor roles.

Student Roles in Experiential Learning

A good experiential learning is one in which students decide to be personally involved and committed in the learning experience.

Students are actively participating in their own learning. The instructor assumes the role of guide, students are not completely left to teach themselves. The student roles in experiential learning adapted from (UC-Davis, 2011 and Wurdinger& Carlson, 2010) states that students are involved in practical experience to solve a social and personal problem. The students are giving freedom in the learning process as long as they make headway. They are involved with difficult and challenging situations to discover the core means of assessment. Also they will be self-evaluation which the students uses to monitor their own progression in the learning process, learning from the process as well as be open to change.

Studies Related to Experiential Learning

Antonio, Leal-Rodríguez and Gema Albort-Morant (2019) carried out a study on promoting innovative experiential learning practices to improve academic performance: Empirical evidence from a Spanish Business School. The study examine the impact exerted by an experiential learning based educational methodology on students' level of academic performance. This research was carried out within the specific context of a Spanish private business school, using a sample of students belonging to the Bachelor's Degree in Business Administration at a Spanish Business School. Pearson's correlation and structural equation modelling are applied to test the relationship hypothesized. Results derived from the analysis of an undergraduate business students sample suggest that getting involved in experience-based practices and managerial simulations constitutes an effective approach to develop their competencies. Thus, we may conclude that fostering experiential learning strategies favours the students' understanding of theoretical concepts and leads to the attainment of superior performance. This paper contributes to management education by empirically testing the value of innovative experiential learning based training.⁹

A similar study of Voukelatou (2014) investigated the Contribution of Experiential Learning to the Development of

Cognitive and Social Skills in Secondary Education: A Case Study. This paper is an attempt to approach the concept of experiential learning and describes the implementation of the project teaching method in a secondary school in Athens. In the framework of this study, qualitative research was carried out using the method of in-depth interview. The study aimed at recording the views, perceptions, feelings and attitudes of 20 students that participated in the project “Traditional dances from different parts of Greece.” The results showed the significant impact of experiential learning on acquiring knowledge and developing social skills and students’ attitudes, while contributing to the promotion of cultural heritage and the values of tradition. This is an original research study that depicts experiential learning in teaching as well as analyzing the teaching method of the project in combination with other different experiential/energetic educational techniques.¹⁰ In general, trainers and scientists of pedagogy and school psychology can use the results to design and implement educational programs in schools of all educational levels based on the experiential teaching method of learning.

Boggu and Sundarsingh (2016) examined the impact of experiential learning cycle on language learning strategies. The study examined the effectiveness of the experiential learning theory by David Kolb in enhancing language learning strategies in an EFL context. Kolb’s four-stage model enables the learner to learn by experiencing, reflecting, conceptualizing and experimenting. The experimental group were selected through purposive sampling technique and comprised of 60 Undergraduate students registered for a Business programme. A series of tasks were designed to facilitate the development of skills at each stage of the cycle. A pre and post strategy evaluation was done using the SILL (Strategy Inventory for Language Learning) devised by Rebecca Oxford (1990). In addition to the SILL, data were collected through semi-structured interviews and students reflections through reflective learning journals. Findings revealed that there was an extremely significant difference between the pre and post SILL survey results after the

period of intervention. It resulted in a rise in strategy use from medium to high. Implications for further research into innovative pedagogical approach that would develop high strategy users are discussed.

Kolb and Kolb (2009) provided a comprehensive review of studies that applied the experiential learning methods in various disciplines at the tertiary level. Cited in (A. Y. Kolb & Kolb, 2009), the 2008 Experiential Learning Theory Bibliographies (A. Kolb & Kolb, 2009,) include 2,453 entries” Practitioners evaluated, tested, adopted and measured the effectiveness of experiential learning method in an effort to enhance student learning. All in all, the studies conducted in the various disciplines is an evidence that experiential learning method is flexible and can be customized to different fields of education.¹¹ Laing (2009) studied the effect of an experiential learning activity on students understanding of concepts related to management accounting. For this purpose students were divided into focus group and treatment group. Data was analyzed based on the mid and the final exam tests, and the results were positive indicating a reasonable escalation in the performance of the treatment group. The study recommends incorporating experiential learning activity in accounting education since students are greatly involved in such activities and this facilitates better understanding of difficult concepts.¹²

Experiential learning model has also been employed by instructors to design online courses. One study by Ikuta (2008) examined the effect of Kolb’s learning style in designing online instruction. Kolb’s LSI was included to make the activity more learner centred. The findings revealed that creating an awareness among designers regarding their own learning styles, increased the use of learner centered activities in the online course which resulted in a rise in learner participation in the course.¹³ Lu, Clarke, and Gong (2007) trace the relationship between Kolb’s Learning styles and online learning behaviours and outcomes. Although KSLI was administered to 104 third year undergraduate students in the Department of Educational Technology at Shandong

Normal University in China, only 40 were selected based on their preferred learning styles for a better investigation into the relationship. The study revealed a significant effect of KSLI on the online behaviour, i.e. total reading and discussion time of the participants, however the effect was not significant between the KSLI and learning outcomes. The findings provide implications for instructors designing online learning modules for mixed ability students possessing varied learning styles. The current study differs from studies conducted previously on experiential learning. The present study provides insights into the potential of utilizing of instructional resources for experiential learning for enhancing skills acquisition in business education.¹⁴

Method

A descriptive survey design was adopted for the study. The study was conducted in Nnamdi Azikiwe University, Anambra State, Nigeria. The population of the study consists of 102 full time business education students in Nnamdi Azikiwe University. The total number of registered students was 123 which consists of 53 students in 300 and 70 students in 400 level of academic instruction respectively. The choice of these levels was because these students must have experienced experiential learning at the different level. A structured questionnaire was used for data collection of 35 items including questions about gender and individual level of academic instruction and questions relating to the research questions. The instrument employed a four-point rating scale of Strongly Agree (SA=4 points); Agree (A=3 points); Disagree (D=2 points) Strongly Disagree (SD=1 point). The instrument was validated by three experts in business education and the internal consistency determined using Cronbach's alpha reliability technique which yielded a coefficient of 0.88 for the reliability. The questionnaire was administered through online platform. A total of 102 business education students (Corresponding of 83 % rate of return) responded to all the questions and were used for data analysis. The data obtained from questionnaire were presented and analysed with the help of

frequency tables, mean and standard deviations. T-test was used to test the hypothesis at 0.05 level of significance. The data was analysed using Statistical Package for the Social Science (SPSS). The decision rule for the research questions was that any item with a mean rating of 2.5 would be regarded as agreed while any mean below 2.5 would be regarded as disagreed. The hypothesis tested at 0.05 level of significance were accepted where $p > 0.05$ and rejected where $p < 0.05$.

Results and Discussion

The survey involved 102 respondents from different genders and level of academic instruction

Table 1: Gender distribution of business education students across all levels of instruction

	Frequency	Percent	Valid Percent	Commulative Percent
Valid Male	27	26.5	26.5	26.5
Female	75	73.5	73.5	100
Total	102	100.0	100.0	

Table 1 shows a greater population of business education students are female which consisted of 73.5 while male consisted of 26.5

Table II: distribution across all levels of instruction

	Frequency	Percent	Valid Percent	Commulative Percent
Valid 400	60	58.8	41.2	58.8
300	42	41.2	100.0	100.0
Total	102	100.0		

Table 2 shows greater population of business education students are in 400 level which consist of 58.8 % while level 300 is 41.2 %.

Table III: Mean and standard deviation of the response on the experiential learning techniques utilized by business education students for enhancing skills in business education in Nnamdi Azikiwe University, Awka

SN	Experiential Learning Techniques	$\bar{x}$	SD	Decision
1	Students engaging in questioning and answers session	3.26	.74	Agreed
2	Students engaging in industrial training in companies	3.68	.48	Agreed
3	Students engaging in discussion to do assignment	3.70	.45	Agreed
4	Students learn through role play	3.70	.45	Agreed
5	Students participating in case study	3.95	.21	Agreed
6	Students learn through simulation to learn new content	3.79	.40	Agreed
7	Students learning through brainstorming	3.88	.32	Agreed\
8	Students interviewing experts	3.47	.50	Agreed
9	Students engaging in exercise	3.34	.95	Agreed
10	Students engaging in group work to acquire new knowledge	3.39	.61	Agreed
11	Students engaging in debate to learn	3.22	.79	Agreed
12	Students participated in field trip	3.33	.82	Agreed
Cluster Mean and Standard Deviation		3.56	.56	Agreed

The result of the analysis is presented in Table III above shows that majority of the respondents acknowledge that they utilize questioning and answers, industrial training programme, discussion, role play, case study, simulation, brainstorming, group work for experiential learning. The mean ratings of these adopted techniques ranged between 3.22 and 3.90. The standard deviations which were relatively low in most of the EL techniques listed, shows that the responses were homogenous. It is ranged from .45 to .95. This show the respondents were not wide apart in the mean rating. This result supported the notion that experiential learning is becoming widely used. This is in line with the findings of Silberman (2007) experiential learning activities are categorized into group of activities as such as watching movies, simulations, performances, practical objects, active learning comprises of group work, learning games, role play, and brainstorming which expose learners to real life experiences. In the same vein Sugerand and Kostoroski (2007) these activities

are organized inside and outside classroom, including practice at labs or Computer-Based Simulations; participate in creative competitions, student exchange programme, on the job training, internship and so on.

Table IV: Mean and standard deviation of the response on the challenges of experiential learning for enhancing skills in business education in Nnamdi Azikiwe University, Awka

SN	Challenges of Experiential Learning	$\bar{x}$	SD	Decision
13	Concentrating on passing courses than acquiring the necessary skills	3.22	.70	Agreed
14	Disproportion rate of the students and equipment	3.00	.28	Agreed
15	There is a limited content of learning skills	2.96	.39	Agreed
16	There is Low participation of higher rank academics	3.01	.19	Agreed
17	Low usage of complementary training materials	2.92	.21	Agreed
18	Lack of field trips	3.15	.48	Agreed
19	Obsolete equipment in the laboratories	2.98	.52	Agreed\
20	Not discussing learning outcomes after industrial training	3.00	.28	Agreed Agreed
21	Insufficient transportation facilities	3.03	.17	Agreed
22	Students from different majors attending same course affect comprehension	3.16	.19	Agreed Agreed
23	Insufficient skilled technicians for teaching practical skills	3.17	.38	Agreed
24	Students not motivated to learn because of low chances for employment after graduation	3.17	.82	Agreed
25	Low access to computer and Internet at the laboratories and workshops	3.16	.38	Agreed
26	Lecturers are not motivated to update their practical skills due to poor working conditions	3.17	.37	Agreed Agreed
27	Irrelevant course outlines affects learning	3.15	.39	Agreed
28	Low access to skilful technician for maintenance of equipment	3.11	.49	
29	Unavailability of organization facilities	2.99	.22	Agreed

	due to time constraints			
30	Overlapping skills and repeating same experiments by different lecturers	2.79	.49	Agreed
31	Low quality educational aids, materials to facilitate learning	3.0	.22	Agreed
32	Insufficient spaces for doing practical activities	3.10	.48	Agreed
33	Not having practical courses in flexible times	2.97	.96	Agreed
	Cluster Mean and Standard Deviation	2.92	.42	Agreed

The result of the analysis is presented in Table IV above shows disproportion rate of the students and equipment, limited content of learning skills, low participation of higher rank academics, low access to computer and Internet at the laboratories and workshops among others are the challenges of experiential learning. The standard deviation which were relatively homogenous. It ranged from .17 to .96. This shows that the respondents were not wide apart in the mean ratings. This is in line with the findings of Oloruntoba (2008) revealed that the challenges facing students involving in experiential learning includes insufficient access to farm inputs, proper technologies, well trained instructors, and proper learning environment, insufficient on the job training for instructors, the challenge of making proper relationship between the theoretical, practical and the farm content and skills. The integrated content with proper quality make a guideline for better education of the university under graduate students. In the same vein Arnold and et.al (2006) in a research have found some of the experiential challenges need to be solved. These challenges are: unawareness of the faculty members about the practical experiences, paying less attention, registering for the class, timing of practical activities, supervision on practical courses and managing the students' activities in the plans of experiential learning.

Table V: Summary of t-test analysis of mean ratings of respondents on experiential learning activities utilized by business education students for enhancing skills in business education across different gender

Gender	N	$\bar{x}$	SD	Df	t-cal	P-value	Decision
Male	27	3.26	.22	100	-7.8	.000	Significant
Female	75	3.66	.66				

Table V shows the mean ratings of male students (mean=3.26, SD= .22) and female students (mean= 3.66, SD= .30).t(-7.8), p-value (.000) this means that there is significant difference on experiential learning activities utilized by business education students for enhancing skills in business education across different gender(Male and Female). Therefore, the null hypothesis was rejected. Due to the varying features of the different gender, they opt for some experiential activities which the other gender might not opt for.

Table VI: Summary of t-test analysis of mean ratings of respondents on the challenges of experiential learning for enhancing skills in business education across different level of instruction.

Gender	N	$\bar{x}$	SD	Df	t-cal	P-value	Decision
Male	60	3.02	.89	100	-3.75	.000	Significant
Female	42	3.12	.181				

Table VI shows the mean ratings of male students (mean=3.02, SD= .089) and female students (mean= 3.12, SD= .181). t(-3.75), p-value (.000) this means that there is significant difference on challenges of experiential learning for enhancing skills in business education across different level of instruction. Therefore, the null hypothesis was rejected. The findings is consistent with business education curriculum at Nigeria universities where students engage some experiential learning activities like internship, industrial training among others. This result corroborates the

findings of Hien and Onah (2018) that the older the students the more experiential learning activities they engage in. So level 400 students in business education programme are most likely to experience challenges in experiential learning due to their level of exposure.¹⁵

Conclusion and Recommendations

Experiential learning is clearly defined by these well-known maxims: *I hear and I forget, I see and I remember, I do and I understand.* ~ Confucius, 450 BC. *There is an intimate and necessary relation between the process of actual experience and education.* ~ John Dewey, 1938. Experiential learning is a philosophy of learning through action, doing, experience, discovery and exploration. Instructors engage learners with real experiences with the soul aim of increasing their knowledge, developing their skills and competencies. Wurdinger and Carlson (2010) asserted that faculty should actively involve their students in the learning process through discussion, group work, hands-on participation, and applying information outside the classroom. Here students are involved in learning content in which they have a personal interest or need. Based on the analysis, it is concluded that business education students utilize experiential learning activities which includes group work, discussion case study, simulation, industrial training among others for skill acquisition. Some of the challenges faced for business education includes disproportion rate of the students and equipment, limited content of learning skills, low participation of higher rank academics, low access to computer and internet at the laboratories and workshops. The study has recommended that instructors in business education should adopt experiential learning in their instructional delivery. Synergy should be built with industries to ensure that business education students get experiences needed to be relevant at work place. Business education programs should continue instruction on the entire process of experiential learning to create concrete experience. Awareness of experiential

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learning as a process to provide learners with the opportunity to responsibility of the learning should be encouraged. Further research into how experiential learning can be aligned more in business education should be carried out.

Endnotes

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