# ASSESSMENT OF TRAINING STRATEGIES FOR SUSTAINABLE SKILL ACQUISITION AMON YOUTHS IN SELECTED LOCAL GOVERNMENT AREAS OF KADUNA STATE

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***Abstract***
*Preparing youth to acquire skills is very important because it leads to a meaningful and long lasting skill in oneself. This research investigates the Assessment of the Training Strategies for Sustainable Skill Acquisition among youths in selected Local Government Areas of Kaduna State. The specific objectives of this study are to assess the effect of self-assessment survey, simulation, and peer evaluation on sustainable skill acquisition among youth in Chikun, Kaduna North and Kaduna South local government areas of Kaduna state. The study adopted survey research design, where structured and self-administered questionnaires were used to collect the data. The data collected was analysed using SPSS and Partial Least Squares -Structural Equation Modelling, because it is a robust tool for analysing data derived from variable that are multivariate in nature. Findings showed that, the effects is positive and significant, given SAS ($\beta = 0.191$, $t= 4.216$, $p < 0.001$), S ( $\beta = 0.307$, $t= 3.693$, $p < 0.001$) and PE ($\beta = 0.195$, $t=2.419$, $p < 0.005$) The study also recommends that; government at the state and local, should establish skills acquisition/entrepreneurial training centers and workshops in various strategic areas in the local governments, where prospective entrepreneurs can be taken for pra ctical simulations to consolidate what they have learnt theoretically.*

**Keywords:** Self-assessment, Peer evaluations, Simulation, Sustainable, and skill acquisition.

## 1.0 Introduction

The development of sustainable skills and competencies is vital for national prosperity, involving the integration of theoretical and practical knowledge to improve task performance. Skills are understood as abilities enabling individuals to support sustainable development by incorporating environmental, social, and economic concerns into their actions. Importantly, sustainable skills extend beyond technical expertise to include soft skills such as collaboration, creativity, resilience, and lifelong learning, essential for addressing complex sustainability challenges (Fleacă et al., 2023; Frontiers in Sustainability, 2024).

The Global Skills Report (2023) highlights Europe's dominance in global skill rankings, especially in business skills, with Indonesia and Japan completing the top ten. Latin America and the Caribbean lead in technology and data science. There is growing demand for Professional Certificates worldwide, notably in Sub-Saharan Africa (80%), Asia Pacific (69%), and North America (53%), with the US, India, and Nigeria leading in enrolments.

Soto *et al*. (2020) emphasize that Nigeria's socioeconomic improvement relies on continual human capital investment through education and training, but many Nigerians lack access to quality sustainable skills training due to poor strategies and financial barriers. The youth demographic is particularly vulnerable, with the NEET rate rising from 13.7% in late 2023 to 14.4% in early 2024 (NBS, 2024; NLFS, 2024). The challenges at state and local government levels mirror national trends, with ineffective training strategies and an overemphasis on theoretical instruction limiting sustainable skill acquisition among youths in areas like Chikun, Kaduna South, and Kaduna South (Ojomu *et al*., 2023; Waleola *et al*., 2023; Myjobmag, 2025; Godwin, 2025; Auwalu, 2025; Gambo, 2025).

Skill development is a key driver of socioeconomic progress, supporting entrepreneurs to adapt and contribute to community growth and sustainability (Worldbank, 2025; Bodisere, 2017). It improves productivity, business viability, working conditions, and job prospects (Okeke-Ezeanyanwu, 2021).
However, inadequate training can cause a gap between skill acquisition and long-term retention. Sustainable training techniques are therefore critical, focusing on efficient resource use to preserve them for future generations. This aligns with sustainable development's three pillars: economic, social, and ecological (Kuhlman & Farrington, 2010; Eizaguirre *et al*., 2019; Xu *et al.,* 2020).Sustainable strategies such as self-assessment surveys, case studies, simulations, and peer and mentor evaluations are also critical.

Platania et al. (2023) highlight self-assessment's role in fostering readiness and openness to mindset change. Case studies and simulations replicate real-world environments, improving skill mastery (Chernikova *et al.,* 2020; Liu and McFarland, 2021). Peer and mentor evaluations involve experienced mentors providing support and supervision to mentees, enhancing skill development through guidance and consistent feedback (García-Ros *et al.,* 2018).

Since no studies have yet evaluated sustainable skill acquisition strategies such as self-assessment surveys, case studies, simulations, and peer/mentor evaluations in training, this study seeks to assess these approaches for youth sustainable skill acquisition.

### 1.1 Statement of Problem

Extensive research in developed economies reveals that classroom and on-the-job training often have limited short-term effectiveness, with acquired skills frequently misaligned with labor market needs due to rigid curricula and inadequate training resources, contributing to higher youth disengagement (Card *et al.,* 2010; Okadi *et al.,* 2021). In Nigeria, the education system emphasizes general education over skills training and lacks hands-on, competence-based methods and ongoing learning strategies crucial for effective skill development (Okadi *et al.,* 2021). Addressing these gaps, this study assesses training strategies for sustainable skill acquisition among youth in selected Local Government Areas of Kaduna State.

The main objective of the study is to assess the training strategies for sustainable skill acquisition among youths in selected Local Government Areas of Kaduna State. The specific objectives are to; determine the effect of self-assessment survey on sustainable skill acquisition among youth in Chikun, Kaduna North and Kaduna South local government areas of Kaduna state,assess the extent to which case study and simulation affect sustainable skill acquisition among youth in Chikun, Kaduna North and Kaduna South local government areas of Kaduna state; and evaluate the extent to which peer and mentor evaluation affect skill acquisition among youth in Chikun, Kaduna North and Kaduna South local government areas of Kaduna state.

### 1.3 Hypotheses

The following hypotheses for this study have been formulated in the null form as seen below;

**$H_{01}$**: Self- assessment survey has no significant effect on skill acquisition among youth in Chikun, Kaduna North and Kaduna South local government areas of Kaduna state.

**$H_{02}$**: Simulation have no significant effect on skill acquisition among the youth in Chikun, Kaduna North and Kaduna South local government areas of Kaduna state.

**$H_{03}$**: Peer evaluation have no significant effect on skill acquisition among youth in Chikun, Kaduna North and Kaduna South local government areas of Kaduna state.

### 1.4 Significance of the study

This study will be of great significance because; it will benefit regulatory bodies, trainers and trainees, Policy makers, it will also enrich the literature. The findings of this study will assist the regulatory bodies in terms of formulating regulations for skill acquisition programs. They will now know what is expected of them as they engaged in training the trainees and the trainees in turn will know what is expected of them as

well. The policy makers will formulate skill acquisition policy with ease after drawing from the study. Most importantly, the literature will be enriched.

## 2.0 LITERATURE REVIEW

### 2.1 Conceptual Review

*2.1.1The concept of Skill acquisition*

Skills are a core element of human capital development and serve as indicators of current and future earning potential (Woessmann, 2024; Mbah & Elobuike, 2016), skills are seen as the capability to perform intentional actions to excel in specific tasks, skills can be enhanced through education, training, and practical experience (Palma, 2021). Skill development involves applying practical knowledge to new situations, with proficiency increasing over time until task execution becomes routine (Victor *et al.,* 2022).

Skill acquisition promotes self-reliance, job-seeking ability, and poverty alleviation by enhancing youth employability (Garba, 2021). It entails learning new techniques or practices that positively change knowledge, attitudes, and competencies, thereby improving earning capacity and social status. Skills, gained through formal, informal, or workplace education and training, enable individuals to participate effectively across economic sectors and adapt to labor market changes. Skill acquisition is also pivotal for entrepreneurial growth (Victor *et al.,* 2022).

According to Ogundele, Akingbade, and Akinlabi (2012), and Ekong (2016), implementing skill development programs at grassroots and state levels can reduce unemployment, empower youth, and strengthen social welfare. Thus, this study defines skills acquisition as the process by which individuals develop essential abilities to enhance their quality of life.

*2.1.2 Sustainable Skill Acquisition*

Sustainability is a multifaceted concept, with the widely cited UN World Commission on Environment and Development (WCED) definition emphasizing the need for skills to be enduring and long-lasting. Sustainable skill acquisition involves the balanced, steady, and efficient use of human skills, materials, and capital to achieve a nation's total economic independence without compromising future generations (Okoye, 2023). It focuses on developing abilities that ensure long-term relevance, adaptability, and well-being, moving beyond short-term learning to build capabilities that evolve with technological and societal changes (Deloitte, 2023). Given that skills in tech-driven fields have a half-life of just 2.5 years (Deloitte, 2023), and 44% of workers experience skill-building burnout due to poorly paced programs (Gallup, 2023).

### 2.2 Training Strategies

A training strategy encompasses the instructional materials and methodologies employed by educators to facilitate learners' understanding of course content (Garba,

2021). Common approaches include self-assessment exercises, simulation-based learning, and evaluations conducted by peers and mentors.

*2.2.1 Self- Assessment Survay*

Self-assessment is commonly utilized by individuals to recognize their achievements and areas needing improvement. In elementary-level educational settings, it aids in deepening students' understanding of difficulties. It also promotes independent learning by encouraging active participation in one's educational development (Yamamoto, 2019). A self -assessment tool was designed to assist experimental group students in reassessing their grasp of the material presented in the passage. This tool demonstrated how students could evaluate their comprehension of a text, including factual details, methodologies, processes, and underlying reasoning (Leddo, 2024). Furthermore, Prakash (2025) and Chen (2008) emphasized that self-assessment questionnaires not only help learners pinpoint their proficiencies and shortcomings but also enable them to adopt a proactive stance, directly engaging in their learning journey to cultivate self-directed learning capabilities.

*2.2.2 Simulation*

Simulated environments serve as critical instruments for studying and understanding complex systems, processes, and phenomena in disciplines like engineering, healthcare, economics, and ecology. These digital models of real -world systems allow researchers, professionals, and policymakers to explore system dynamics under varied conditions, circumventing the costs, time limitations, and hazards of physical experiments (Frank et al., 2024). Likewise, simulation is acknowledged as a versatile tool in education, healthcare, and operations management, facilitating the recreation of real-life situations for enhancing skills, improving decision-making, and optimizing workflows (Kasperski, 2025).

A persistent challenge in education is insufficient financial investment, which hampers the establishment of simulation-based learning environments, resulting in inadequate training tools, infrastructure, and educator competency. This shortfall often leaves graduates without the competencies required for the job market, worsening the skills mismatch (Okadi, 2021). Moreover, many training institutions struggle with deficient, malfunctioning, or obsolete equipment, rendering graduates ill-prepared to handle fundamental machinery in their future workplaces and further widening the skills gap.

*2.2.3 Peer Evaluation*

Peer mentoring serves as an impactful pedagogical support approach, often favoured over conventional training programs due to its personalized, interactive nature, which enhances mentees' competencies while offering mentors valuable learning experiences and professional recognition (Nation et al., 2020). It provides

psychological support to students and strengthens their ability to comprehend complex concepts and adapt to institutional norms (Mullen & Klimaitis, 2021). Such programs have been widely adopted in diverse contexts to assist newcomers in acclimating to unfamiliar settings (Kalpazidou & Faber, 2016).

Weak collaborations between educational institutions and industry stakeholders have led to disconnect between graduates' skills and workplace demands. This misalignment substantially contributes to unemployment, as the challenge often stems not from a shortage of jobs but from graduates lacking the specific competencies required to meet existing labour market needs (Okadi, 2021).

The Nigerian educational system faces a deficit of sufficiently skilled professionals in nearly all vocational domains. Even within informal training settings, critical instruction is largely provided by private-sector experts whose high service fees often exceed the financial capacity of many training institutions

**2.3 Empirical Review**

Okadi et al. (2021) argued that skill acquisition is crucial for reducing poverty in Nigeria, where 62.6% of the population lives in poverty despite abundant natural resources. Using a qualitative conceptual review, they link persistent poverty to corruption and a skills deficit, which fuels social problems like terrorism and prostitution. They recommend integrating skills training into poverty reduction programs via skills centers and revitalized vocational education but note the need for empirical evidence and attention to demographic-specific needs and program sustainability.

Garba (2021) studied teaching strategies for skill acquisition among Office Technology and Management students in Kano State Polytechnic. With 23 lecturers surveyed, the study found student-centered teaching methods more effective than teacher-centered ones for developing skills. However, the small sample size may limit generalizability.

Al-Abbadi (2021) investigated sustainable training and performance in manufacturing firms, identifying three training types: Strategic, Social, and Green. Strategic training had the strongest positive effect on sustainable performance, followed by Green and Social training. The study emphasizes that economically focused training often drives sustainability more than purely environmental efforts, and calls for broader research beyond manufacturing and with varied methods.

Barinua and Olarewaju (2022) reviewed literature on skill acquisition's role in entrepreneurial development, stressing practical skills as key for new business success

and sustainability. They recommend government support, accessible loans, and corporate social responsibility initiatives to aid entrepreneurs. However, the absence of original empirical data and detailed, actionable strategies limits the applicability of their conclusions.

2.4 Theoretical Framework

Numerous theories exist to explain training strategies and sustainable skill acquisition, and the following would be used to underpin the study;

***2.4.1 Constructivist Theory***, developed by Jean Piaget and Lev Vygotsky in 1972, posits that individuals actively build knowledge through experiences and reflective thinking rather than passively receiving information. It advocates for educational methods that use active learning strategies like experiential activities, collaborative projects, and opportunities for learner reflection.

***2.4.2 Experiential Learning Theory,*** proposed by David Kolb in 1984, describes learning as a cyclical process involving four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Effective learning occurs through engaging in experiences, reflecting on them, forming concepts, and experimenting with applications. Training programs should use simulations, role-playing, and real-world tasks to help learners actively apply skills and reinforce knowledge across these stages.

## 3.0 Methodology

### 3.1 Research Design

The study adopts a descriptive survey design, where questionnaire items were carefully drawn and distributed to collect factual information from the respondents concerning the issue at hand. Emphasis was given to the quantitative approach using the close ended format of questions because it eliminates interpretation bias and allows direct comparison across groups or time periods (Fowler, 2014). Also, cross sectional technique as against longitudinal was adopted to collect data necessary for the study at a particular point in time because the study allows for a short period of time.

### 3.2 Population of the Study

The population of the study comprises the three Community Skills Development Centers (COSDEC) in Chikun (BATC, Kakau), Kaduna North (COSDEC, Mando) and Kaduna South (COSDEC, Ung/ Muazu). It also covers both the trainers and the learners or participants of the various skill acquisition programmes at the centres. The total number of participants include; 178 trainees in Kaduna North Local Government Area, 144 in Kaduna South Local Government Area and 81 in Chikun

Local Government Area of Kaduna State totaling 403. The figure was obtained from the Director of Innovation and Skills Development, Ministry of Business, Innovation and Technology (MBIT) Kaduna State, Nigeria in 2024.

## 4.0 Data presentation and Analysis

### 4.1 Sampling Technique and Sample Size

The sampling technique is census technique, where all data is collected from all the respondents are used. The census approach is choosing because of the restriction or limited number of the respondents.

### 4.2 Technique of Data Collection

Data was collected using structured, self-administered questionnaires distributed to participants in skill acquisition programs across three Local Government Area centers, with assistance from a research aide.

### 4.3 Method of Data Analysis

A descriptive statistic was used to analayse the demographic characteristics of the respondents while the data of the study will be analysed using Partial Least Squares – Structural Equation Modelling (PLS-SEM) with the aid of Smart PLS. The PLS path-modelling will be considered as the most suitable technique in this study for some reasons: PLS path-modelling is similar to conventional regression technique, and also has the advantage of estimating the relationships between constructs (structural model) and relationships between indicators and their corresponding latent constructs (measurement model) simultaneously.

#### *4.3.1 Data Analysis*

This section presents the preliminary data analysis, measurement model, structural models, and findings discussion based on data from 403 participants in the community and Skills Development centers (COSDEC), Kaduna State, Nigeria. After preliminary checks, 385 valid responses were used. Analysis began with SPSS version 27 for data coding and initial processing, followed by measurement and structural model assessment using PLS-SEM in Smart PLS 4.0.9, employing PLS algorithm and bootstrapping for parameter estimation (Henseler, 2012). Eighteen disengaged cases were removed, and missing values were replaced via mean substitution. Tests for outliers using Mahalanobis distance was done, normality, and multicollinearity (VIF $< 3$) confirmed no significant issues, with data normally distributed and free of univariate and multivariate outliers.

#### *4.3.2 Hypothesis Testing using PLS SEM*

The PLS-SEM path model consists of two models - the measurement model and structural model (Hair, *et al.,* 2014). The measurement model assesses the internal

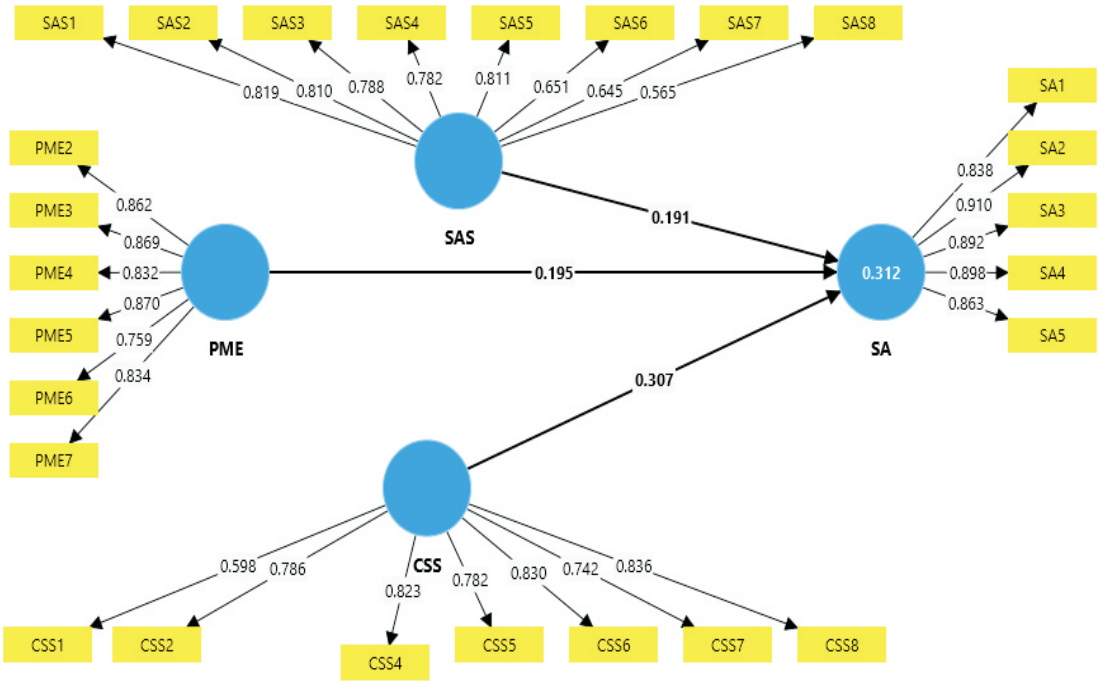
consistency and reliability, convergent validity and discriminant validity for all the indicators (Hair, *et al*., 2014) while structural model visualises the variables and hypothetical relationships between the variables (Hair *et al*., 2011).

*4.3.3 The Assessment of Measurement Model*

The evaluation of the Measurement Model consists of establishing the indicator reliability, internal consistency reliability, convergent validity, and discriminant validity of the research variables (Hair, *et al* 2021).

*4.3.4 Indicator reliability and internal consistency*

Indicator reliability refers to the degree to which a measurement instrument consistently and accurately assesses the construct it is intended to measure (Hair et al., 2021). Cronbach's alpha and Composite Reliability (CR) are used as a measure of internal consistency reliability. Cronbach's alpha evaluates the degree of correlation among items within a construct while CR considers both the loadings of items on the construct and the variance explained by measurement errors (Hair et al., 2014). To ensure the reliability of constructs, indicator loadings, Cronbach's alpha, and CR should exceed 0.70 (Ringle, Sarstedt, Sinkovics, & Sinkovics, 2023). Loading below 0.7 should be deleted. However, indicators with loadings below 0.70 and above 0.50 should not be deleted only if it will improve the Average Variance E xtracted (AVE) and/or the CR of the measurement model (Hair et al., 2017; Ringle et al., 2023).




Source: PLS SEM Algorithm output, 2024

Table 4.3.1: *Item Loadings, Internal Consistency, and Average Variance Extracted*

| Constructs | Items | Loadings | Cronbach's alpha | Composite reliability (CR) | Average variance extracted (AVE) |
|---|---|---|---|---|---|
| | **CSS1** | 0.598 | 0.887 | 0.893 | 0.600 |
| | **CSS2** | 0.786 | | | |
| | **CSS4** | 0.823 | | | |
| | **CSS5** | 0.782 | | | |
| | **CSS6** | 0.830 | | | |
| | **CSS7** | 0.742 | | | |
| | **CSS8** | 0.836 | | | |
| | **PME2** | 0.862 | 0.915 | 0.918 | 0.703 |
| | **PME3** | 0.869 | | | |
| | **PME4** | 0.832 | | | |
| | **PME5** | 0.870 | | | |
| | **PME6** | 0.759 | | | |
| | **PME7** | 0.834 | | | |
| | **SA1** | 0.838 | 0.927 | 0.928 | 0.775 |
| | **SA2** | 0.910 | | | |
| | **SA3** | 0.892 | | | |
| | **SA4** | 0.898 | | | |
| | **SA5** | 0.863 | | | |
| | **SAS1** | 0.819 | 0.879 | 0.878 | 0.547 |
| | **SAS2** | 0.810 | | | |
| | **SAS3** | 0.788 | | | |
| | **SAS4** | 0.782 | | | |
| | **SAS5** | 0.811 | | | |
| | **SAS6** | 0.651 | | | |
| | **SAS7** | 0.645 | | | |
| | **SAS8** | 0.565 | | | |

Items loading: internal consistency, and average variance extracted, output, 2024

Table 4.1 provides information about the constructs, indicator loadings, Cronbach's alpha, composite reliability, and average variance extracted (AVE) for each construct. Items PME1 and CSS3 were delated from the model as they loaded

below 0.5. Though CSS1 and SAS6, SAS7 and SAS8 loaded below 0.07, they were not deleted from the model as its deletion could no longer improve the model. Therefore, reliability of the constructs is established as Cronbach's alpha and composite reliability met the required threshold of over 0.70 as recommended by Ringle, *et al* (2023). Furthermore, Convergent validity was assessed using AVE for all items on each construct. When the AVE value is greater than or equal 0.50, it is said the items converge to measure the underlying constructs and hence convergent validity is established (Fornell & Larcker, 1981; Hair *et al*., 2016). From Table 4.1, based on the recommendation of Ringle, *et al,* (2023); the threshold value of 0.50 or more for AVE is met showing that all the constructs' convergent validity have been established.

Discriminant validity is the extent to which the items in a construct are different from items in other constructs (Hair *et al.,* 2021) and was assessed using heterotrait–monotrait (HTMT). From Table 4.2, discriminant validity is met based on the recommendation of Kline, (2011).

Table 4.3.2*: Discriminant Validity – Heterotrait-Monotrait (HTMT) Ratio*

| | CSS | PME | SA | SAS |
|---|---|---|---|---|
| **CSS** | | | | |
| **PME** | 0.875 | | | |
| **SA** | 0.564 | 0.517 | | |
| **SAS** | 0.306 | 0.258 | 0.343 | |

Discriminant validity output 2024

*4.3.5 The Assessment of the Structural Model*

This section presents the structural equation model of the data analysis for the test of hypotheses. Specifically, standard bootstrapping procedure was employed using 5000 bootstrap samples for 385 cases to assess the significance of the path coefficients of the relationship (Henseler *et al.,* 2009; Hair *et al*., 2014;).

The structural model was used to assess the hypotheses. All the hypotheses were stated in null form.

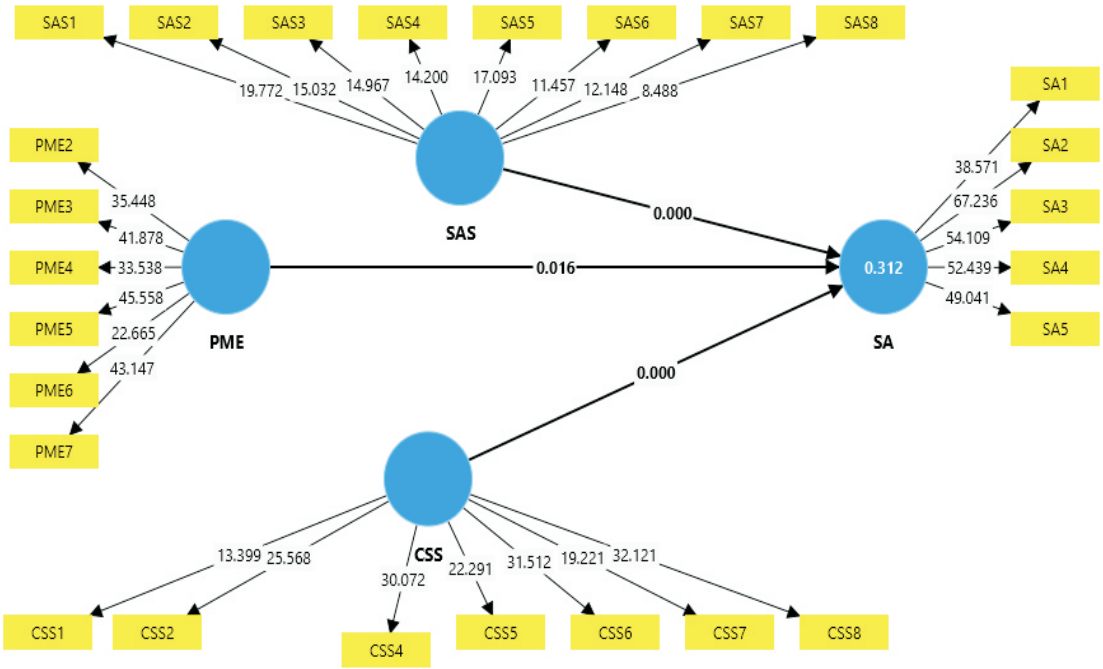
**$H_{0i}$**: Self- assessment survey has no significant effect on skill acquisition among youth in Chikun, Kaduna North and Kaduna South local government areas of Kaduna state.

**$H_{0ii}$**: Simulation have on significant effect on skill acquisition among the youth in Chikun, Kaduna North and Kaduna South local government areas of Kaduna state.

**H0iii**: Peer evaluation have no significant effect on skill acquisition among youth in Chikun, Kaduna North and Kaduna South local government areas of Kaduna state.

The result from the structural model assessment shows the relationship between self-assessment survey, case study and simulation; and peer and mentor evaluation on skill acquisition as presented in Figure 4.2 and Table 4.4

Figure 4.3.2: Bootstrapping




Source:Bootstrappingoutput,2024

*Table 4.3.3: Test of Hypotheses*

| | Original sample (O) | Sample mean (M) | Standard deviation (STDEV) | T statistics (\|O/STDEV\|) | P values | Decision |
|---|---|---|---|---|---|---|
| **SAS -> SA** | 0.191 | 0.199 | 0.045 | 4.216 | 0.000 | Rejected |
| **S -> SA** | 0.307 | 0.304 | 0.083 | 3.693 | 0.000 | Rejected |
| **PE -> SA** | 0.195 | 0.197 | 0.081 | 2.419 | 0.016 | Rejected |

Hypotheses testing output,2024

The results from Table 4.4 are interpreted using the beta coefficients of the path relationship, t-value and p-value at 5% level of significance (Hair, *et al*., 2019). From Table 4.4, firstly, t he relationship between Self-Assessment Surveys (SAS) and Skill Acquisition (SA) is positive and significant ($\beta = 0.191$, $t= 4.216$, $p < 0.001$). The positive beta coefficient indicates that as self-assessment activities increase, skill acquisition improves. This positive and significant relationship implies that incorporating self-assessment tools into educational and training programs can effectively enhance learners' skills. This finding suggests that when individuals evaluate their own performance and identify areas for improvement, they are more likely to develop their skills. Educational institutions and training programs should consider integrating regular self-assessment activities to promote active learning and self-directed improvement among learners.

Secondly, the relationship between Simulations (S) and Skill Acquisition is positive and significant ($\beta = 0.307$, $t= 3.693$, $p < 0.001$). The beta coefficient (0.307) indicates that case study simulations have a stronger positive impact on skill acquisition compared to self-assessment surveys. This suggests that engaging students in practical, scenario-based simulations significantly enhances their ability to acquire and apply new skills thereby highlighting the importance of practical, real-world simulations in skill development. This suggests that learners gain a deeper understanding and more effectively acquire skills when they engage in hands-on, scenario-based learning experiences. The larger beta coefficient indicates that case study simulations have a substantial impact on skill acquisition, more so than self-assessment surveys. As a result, educators and trainers should prioritise the use of case study simulations to provide learners with practical, applied learning opportunities that reinforce theoretical knowledge and foster skill acquisition.

Thirdly, the relationship between Peer Evaluations (PE) and Skill Acquisition is positive and significant ($\beta = 0.195$, $t=2.419$, $p < 0.005$) suggesting that feedback from peers and mentors is beneficial for skill development. While the impact is not as strong as that of self-assessment surveys or case study simulations, it remains a valuable component of the learning process. The feedback provided by peers and mentors can offer different perspectives and constructive criticism, helping learners to identify and address their weaknesses. Educational and training programs should encourage the inclusion of peer and mentor evaluations to complement other learning activities and support continuous improvement in skill acquisition.

Table 4.3.4: *Coefficient of Determination ($R^2$)*

| | R-square | R-square adjusted |
|---|---|---|
| **SA** | 0.312 | 0.306 |

Coefficient of determinant output 2024

Table 4.5 indicates that approximately 31.2% of the variance in skill acquisition can be explained by the model's independent variables (self-assessment surveys, simulations, and peer evaluations). In other words, the model accounts for about a third of the variability in skill acquisition outcomes, suggesting a moderate level of explanatory power.

*4.3.6 Implications of the findings*

The findings suggest that instructors should adopt self-assessment surveys, simulations, and peer evaluations to improve skill acquisition. Policymakers need to fund and support curricula that emphasize practical, reflective, and collaborative learning. Governments are urged to invest in skills acquisition centers and entrepreneurial training workshops, promoting hands-on experience and collaboration with mentors and industry experts to enhance training relevance and effectiveness.

## 5.0 CONCLUSION AND RECOMMENDATION

This study demonstrates that self-assessment surveys, simulations, and peer evaluations each have a significant positive impact on skill acquisition. Self-assessment promotes self-reflection, enabling learners to identify strengths and weaknesses and manage their learning independently. Simulations provide practical, hands-on experiences that deepen understanding and skill application in real-world contexts. Peer evaluations support collaborative learning and offer expert guidance, helping learners align skills with industry standards and expectations.

### 5.1 Recommendations

Based on the findings, the following recommendations are made:

The management of the skill acquisition centres should make it a policy which will compel trainees to undertake compulsory self-assessment exercise using a well-designed form for that purpose, under the guide of expert throughout the session, this enabling learners to reflect on their readiness, capacity and manage their learning effectively.

Similarly, trainers in the skill acquisition center should increase simulations sessions, this can enhance practical learning by immersing students in realistic scenarios that bridge theory and practice to develop problem-solving skills.

Promoting peer evaluation supports collaborative learning and provides expert guidance, helping learners align skills with industry standards and receive comprehensive feedback for professional growth. To that effect, experts in the various skills should be saddle with the responsibilities of mentoring the graduates

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