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**ASSESSMENT OF 21<sup>ST</sup> CENTURY CRITICAL SKILLS ON  
TECHNOPRENEURIAL PROPENSITY AMONG NATIONAL YOUTH  
SERVICE CORPS IN OYO STATE, NIGERIA**

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**Abstract**

This paper assessed the influence of 21st century critical skills on technopreneurial propensity of the unemployed youths. The study specifically determined the level of awareness of 21st century critical skills among the youth corps in Oyo State, Nigeria. A snow-ball sampling technique was adopted to administer a well-structured questionnaire on four hundred (400) youth corps in Oyo State, Nigeria. Three hundred and thirty-eight (338) copies of the questionnaire were returned, filled and used for the study with a record of 84.5% response rate. A multiple of analytical methods were employed for data analysis. These include descriptive and inferential statistics. The descriptive statistics include frequency counts and percentages; the inferential statistics were regression, correlation and analysis of variance analyses. The critical skills that some of the respondents acquired are critical thinking and problem solving; creativity and innovation; computer and information skills; verbal and written communication; self-efficacy; collaboration; motivation among others. The youth corps were engaged in technological-based enterprises such as Graphic Design, Software Development, Engineering Fabrication, Food Manufacturing, Leather/Footwear, AutoCAD Design; and 3D-Printing Services among others. This study concludes that the 21st century critical skills are tools to develop entrepreneurial skills; encourage a more favorable culture and attitudes towards innovation; and create new firms by the Nigerian youths. Also the acquisition of 21st century critical skills influenced the technopreneurial propensity of the youth corps in Oyo State. The study recommends that entrepreneurship education be made compulsory at all levels in tertiary institutions of learning to expose the youths to entrepreneurship; create more positive perception and increase the creation of new enterprises by the Nigerian youths after their graduation. Nigerian government and private organizations should also support and encourage the youths to acquire necessary skills needed for their entrepreneurial development.

**Keywords:** Critical Skills, Technopreneurial, Youth Corps, Propensity, Culture, Attitudes

**1.0 INTRODUCTION**

The current knowledge economy recognized the critical skills as intellectual capital that is so valuable for entrepreneurial and innovative performances of individuals for competitive advantage in any business organizations (Puccio and Cabra, 2012). The 21st century critical skills are critical thinking and problem solving, creativity and innovation, collaboration, motivation, self-efficacy, diligence and perseverance. The 21st century critical skills are critical

thinking and problem solving, creativity and innovation, collaboration, motivation, self- efficacy, diligence and perseverance. Nigeria is faced with myriad of challenges among which are graduate unemployment, poverty, crime, and other social vices which call for urgent attention. There is no doubt that lack of entrepreneurial skills can be a major contributing factor to the problem of unemployment for youths and Nigerian graduates (Adebisi and Oni, 2012). There is a consensus among scholars, business practitioners as well as policy makers that technopreneurial and innovative skills among youths are germane to technopreneurship growth and sustainable development of nations as antidote to economic challenges. Silva (2009) referred to partnership in 21st century skills (P21) as a combination of contented knowledge, precise abilities, expertise, and literacies needed to succeed in work and life. Paige (2009) concludes that 21st Century Skills are more than technological literacy; instead they include proficiency in critical thinking, problem solving, communication, and collaboration. The skills have been identified as requisites for success in 21st century society and workplaces by educators, business leaders as well as youth (Silva, 2009; Bellanca, 2010; Dada, 2019). This part of a growing international movement focusing on the skills required for students to master in preparation for success in a rapidly changing, digital society. The 21st century critical skills could help develop youths and unemployed graduates to acquire new skills and opportunity that would help them to create jobs and be self-reliant. The youths get involved in enterprises in order to succeed in their future careers though their personal activities by involving in training and Skills Acquisition Centres, African Youth Entrepreneurship Programme, Exhibitions and Trade Fairs. The youths' attitude and ambition in creating new business can be through adventure or experience gotten when involves in a journey. The level of interest of the youths to start and own their businesses may be high because of the tendency for independence and self-reliance among the youths which is one of the traits of entrepreneurs. The economic success in the 21st century requires creativity, innovation, communication, critical thinking, digital citizenship, information fluency and other importance of 21st century skills (Geisinger, 2016). The 21st century skills are a set of abilities that students need to develop in order to succeed in the information age. The 21st century critical skills are required for ability to access, synthesise and communicate information; for collaborative work to solve complex problems; and to create new knowledge through the innovative use of multiple technologies (Ledward & Hirata, 2011; Lamb, et al., 2017; Dada, 2019). The 21st century skills refer to content knowledge, abilities, literacies, competencies and skills that prepare the young graduates to meet the challenges and opportunities of today's world because they need to collaborate by working together in achieving a common goal in an organization, whether the graduates realise how important this skill is or not, they will probably work with other people in their workplace for the rest of their lives. As the world is changing rapidly towards 21st century digital era; several researches are conducted on what knowledge and skills needed for society especially young generations of the 21st century. The concept of "21st century skills" is a term that has gained currency among many education reformers over the past few years. In general, when education reformers talk about "21st century skills" and related concepts, they are referring to the essential skills that youths need to succeed as an entrepreneurs. A variety of these critical skills are regularly considered as vital for entrepreneurial and innovative attitudes in the 21st century. Such innovative behaviours are facilitators of entrepreneurship and a way of empowering people to take charge of their lives and economic

prosperity. For instance, Entrepreneurship typically focuses on identifying new opportunities for creating value for customers or users and making use of those opportunities to establish and be successful in business (Shane, 2012; Tang et al., 2012; Brazdauskas, 2015; Ma & Huang, 2016). The 21st century critical skills could help develop youths and unemployed graduates to acquire new skills and opportunity that would help them to create jobs and be self-reliant. In Nigeria, despite the increasing recognitions of the importance of the 21st century critical skills on both individuals and organisation performances, limited attentions have been devoted to research on using entrepreneurial skills to enhance workplace productivity and career options by youth in the country. Therefore, the study assessed the awareness of 21st century critical skills on technopreneurial propensity among national youth service corps in Oyo State, Nigeria.

## **2.0 LITERATURE REVIEW**

Globally, entrepreneurial training and education has been recognised as strategy for deepening entrepreneurship knowledge towards sustainable economic development of nations. The concept of entrepreneurship education is the training or learning acquired by the students to assist them develop positive attitudes, innovation and skills for self-reliance, rather than depending on the government for employment. This will produce graduates with self-confidence and capacities for independent thinking to discover new information leading to sustainable economic development. Entrepreneurship education is designed to change the orientation and attitude of the recipients to provide prospective entrepreneurs with abilities, skills and knowledge to assist students to develop positive approaches, innovation and skills for self-reliance to enable them start and manage their businesses. Agu (2006) established that entrepreneurship education intends to increase the basic entrepreneurial skills, attitudes, proficiencies, and disposition to influence the youths to be motivating entrepreneurs in managing their enterprises. On the other hand, entrepreneurship education focuses on developing understanding and ability to acquire entrepreneurial behaviours, skills and attitudes in a broad and diverse ways. This type of education is open to all and not exclusively the domain of some self - acclaimed business experts. Apparently, it is more important for students to be exposed to entrepreneurship training in order to learn, develop and perform entrepreneurial actions. Enu (2012) confirmed that entrepreneurship education gives information to students on the abilities and ideas to access and convert different opportunities to business creation. Emeraton (2008) observes basic attitudes and skills essential for the youths to communicate and relate in their environments to start, maintain and effectively manage their business enterprises.

### **Conceptual Review**

Entrepreneurial skills are the knowledge and abilities to identify customers' needs, technical or market opportunities and exploit opportunities (Chells, 2013; Hayton, 2015; Dada, 2019). Research has highlighted the importance of entrepreneurial skills to business performance. Entrepreneurial skills have been recognised as one of the crucial factors that help youths to understand and foster entrepreneurial attitude (Kourilsky & Walstad, 1998; Wang & Wong, 2004). According to Osuagwu (2002); Muogbo & John-Akamelu (2018), entrepreneurial skills include inner control (discipline), risk-taking, innovativeness, change-oriented, persistence; and being visionary. These skills brings together creative and innovative ideas with management and organizational skill for wealth creation. The skills help the youths to keep up with the lightning-

pace of modern markets. Odia and Odia (2013) believed that when youths obtain training from various avenues, these would help them acquire necessary skills to be self-employed and self-reliant. Ogundele et al., (2012), cited Mullins (2010), that training is the process of systematically acquiring job related knowledge, skill and attitude in order to perform with effectiveness and efficiency specific tasks in an organization. However, entrepreneurial intent is a state of mind that directs and guides the actions of an entrepreneur in development and implementation of new business concepts (Bird, 1998). Entrepreneurial intentions of a person is a mental orientation such as desire, wish and hope influencing his or her choice of entrepreneurship (Peng, 2012).

### **Theoretical Review Entrepreneurial Event Model**

Entrepreneurial Event Model was developed by Shapero and Sokol (1982) in order to define the interaction of cultural and social factors that can lead to a firm creation by influencing individual perceptions. The model considered entrepreneurship as an option that takes place as a result of an external change. Shapero & Sokol (1982) theory of entrepreneurial event is one of the two fundamental intention-based models aiming to explain entrepreneurial intentions and better understand subsequent behaviour. The intentions to start a new venture requires two things. Firstly, entrepreneurs should perceive that starting a business is credible; that is, they have intentions towards entrepreneurship and it must be a believable opportunity. Secondly, new venture initiation requires some kind of displacing event. However, credibility requires at least a threshold level of perceptions of feasibility and desirability plus some propensity to act upon the opportunity. Shapero & Sokol (1982) suggest that the process of developing intentions to start a business may prove complex. The Propensity to Act (PTA) is the personal disposition to act on one's decision, reflecting volitional entrepreneurship of intentions. The model defines two basic kinds of perceptions. They are as follows: Perceived Desirability (PD) is the product of individual entrepreneurship affected to a personal attitudes, values and feelings. It is also the degree to which one feels personally capable of starting a business.

### **Psychological Economic Model**

The psychological school and economic emphasized the role of specific human attributes, and assumed that the entrepreneur is economically rational. Within these school, there is a focus on the traits or personally characteristics of individuals as the factors that influence the decision to engage in entrepreneurship (McClelland, 1961. Schumpeter, McClelland, Hagen and Kunkel belongs to psychological school of thought. The "Atavistic" will to achieve power, according to Schumpeter, and not social, cultural or religious factors, is what motivates individuals to become entrepreneurs. McClelland, 1961 in his book titled "The Achieving Society" argues that the drive towards achievement is the basis of activity for most entrepreneurs. Hagen views an entrepreneur as a creative problem solver who is characterized by a high need for achievement, law, order and autonomy; and is interested in solving practical value that exists in the environment or society which determines the types of entrepreneurial skill. Several psychological variables are crucial and relevant to understand entrepreneurship and entrepreneurial behaviour. Entrepreneurial intent and success have been linked to social competence, motivation, self-efficacy (Zhao et al., 2005).

### **Empirical Review**

Olorundare and Kayode (2014), examined the nature and concept of entrepreneurship education and its application on graduates of Nigerian universities. The researchers observed that Nigeria is faced with myriad of challenges among which are graduate unemployment, poverty, crime, and other social vices begetting as a result of economic meltdown or unsustainable development in the country which needs urgent attention. They enumerated that the challenges of entrepreneurship education among others include curriculum development and implementation. The study recommended training on a regular basis for all lecturers on entrepreneurship education, provisions of access to adequate resources including capital to graduating students to enable them start their own business, Non-Governmental Organisations or banks should give soft loans or grants to entrepreneurship educators to establish and run their own businesses, in this technological era, students should be taught how to troubleshoot, service, maintain computer and other related office equipment. They should also be provided with adequate information about starting a new business and its trends in order to minimise future risks and maximise success rates. The study concluded that entrepreneurship education should mandatorily be established in Nigerian universities. Undergraduate students should go for internship with a successful entrepreneur for at least a period of two months. Provision of appropriate instruction materials and local infrastructure and support services to ensure relevance to the Nigerian situation.

Ayatse (2013) described the issues and challenges driving entrepreneurship education among the youths especially students of tertiary institutions in Nigeria. The researcher affirmed that entrepreneurship education is vital in the real sector and the sustenance of economic development. Owusu-Dankwa (2013) examined the effort by which some selected private higher educational institutions in Ghana contribute towards unearthing and developing potential entrepreneurs. The researcher investigated the model of entrepreneurship education being employed. Data were gathered from sampled private higher educational institutions which were randomly selected and administered a questionnaire to each institution. Students have been the targeted group of entrepreneurial education but this is a marginal number compared to the rest of the population. The study recommended that entrepreneurship education attains the ultimate objective of empowering individuals to stimulate both personal and national economic growth.

Isaacs et al., (2007) assessed the levels of entrepreneurship education and training in South African. They concluded that better entrepreneurship education could make a significant contribution to job creation and ultimately to poverty alleviation. North (2002) also examined a decade of entrepreneurship education. The researcher asserted that the entrepreneurial energies of all citizens in South Africa should be harnessed to ensure that the country's full potential for economic growth is unleashed. The study described the initiative taken by role- players in both private and educational sectors to engage in entrepreneurship education in the country over the past 10 years. The researcher recommended that a well-planned and effective team is required to put the country's economic growth and the creation of wealth for the country will only be achieved by the citizens.

Adewusi and Adisa (2018) examined the micro agency factors affecting the participation of corps in the Skill Acquisition and Entrepreneurship Development Programme (SAED) in



Nigeria. The study was a qualitative one in which they conducted 45 comprehensive interviews among corps who were purposively selected in Ibadan, Oyo State. Thus, the study established that the participation of corps in the programme is affected by their place of primary assignment, instructors, career choice, and most especially, their egocentric reasoning that the SAED programme are meant for certain categories of youth corps. In addition, the macro constraints and micro factors also constitute some of the factors responsible for the declining and or non-participation of the educated youths in entrepreneurship development programme in Nigeria. As a result of this, the study recommended that tertiary institutions and the management of NYSC should orientate prospective graduates and corps respectively towards taking entrepreneurship serious and as a major career option in developing the country.

### **3.0 METHODOLOGY**

This study was carried out in Oyo State among the youth corps. Ibadan (capital of Oyo State) is located in the Southwestern region of Nigeria. It is one of the oldest race of Yoruba kingdoms. It is rated the third most populous city in Nigeria and the second most populous in Africa (Fowotade, 2017). This study employed survey technique with two research instruments. These are questionnaire and interview. A set of well-structured questionnaire was constructed and administered on four hundred (400) youth corps with a record of 84.5% response rate. A snow-ball sampling technique was adopted to reach the respondents for convenience sake and administered the questionnaire on youth corps who are already involved in at least one form of technological and innovative enterprises. The questionnaire covered issues such as critical skills acquired by the respondents, creativity and innovation, self- efficacy, global relevance and sustainability, critical thinking and problem solving, motivation, computer and information skills, collaboration, perseverance, analytical and investigative abilities, verbal and written communication, conscientiousness. Descriptive and inferential statistics were employed for data analysis. Results: The mean age of the sample was calculated using the common formula as:

$$\text{Mean} = \frac{\sum mF}{N}$$

N

Where: m = mid class, F = frequency, and N = Total number of the respondents.

The mean age is 25.7 years. Standard Deviation is calculated using  $\sqrt{\text{variance}}$  i.e. (SD = 3.544). Study participants were 338 out of youth corps that are currently observing their national service year in Oyo State.

### **4.0 RESULTS AND FINDINGS**

The questionnaires were administered on youth corps in Oyo state, Nigeria. Four hundred (400) questionnaires were distributed to the respondents and only 338 were retrieved, properly filled and found useful for this study.

**Demographic and Socio-Economic Characteristics of the Respondent****Table 1: Age, Sex and Marital Status of the Respondents**

		Frequency	Percent	Cumulative Percent
	19-21	18	5.3	5.3
	22-24	144	42.6	47.9
Age	25-27	126	37.3	85.2
	28-30	50	14.8	100.0
	<b>Total</b>	<b>338</b>	<b>100.0</b>	
	Female	180	53.3	53.3
Sex	Male	158	46.7	100.0
	<b>Total</b>	<b>338</b>	<b>100.0</b>	
	Divorced	1	.3	.3
	Married	35	10.4	10.7
Marital Status	Single	300	88.8	99.4
	Separated	1	.3	99.7
	Widowed/widower	1	.3	100.0
	<b>Total</b>	<b>338</b>	<b>100.0</b>	

The demographic and socio-economic characteristic of respondents in Table 1 shows that 18 (5.3%) of the respondents are within the age range of 19-21 years; 144 (42.6%), of the respondents are within the age range of 22-24 years; 126 (37.3%) of the respondents are within the age range of 25-27 – while 50 (14.8%) of the respondents are within the age range of 28- 30 years. The table further shows that 180 (53.3%) of the respondents are female Corps while 158 (46.7%) of the respondents are Male Corps. Table 1 also shows that out of the 338 respondents, 1 (0.3%) of the respondents is divorced, 35 (10.4%) of the respondents are married, 300 (88.8%) of the respondents are single, while separated and widowed/widower respondents are 1 (0.3%) each.

The study covered all the major ethnic group in Nigeria, as shown in Table 2, however Yoruba respondents were 62.4%, while Igbo, Hausa and other tribe were 21.0%, 3.6% and 13.0% respectively. The Yoruba shows the highest percentage because the study was carried out in South-west, where there are more Yoruba corps.

**Table 2: Ethnic Origin of respondents**

	Frequency	Percent	Cumulative Percent
Hausa	12	3.6	3.6
Igbo	71	21.0	24.6
Others	44	13.0	37.6
Yoruba	211	62.4	100.0
<b>Total</b>	<b>338</b>	<b>100.0</b>	

The highest percentage of the respondents teach in their National service which amounts to 181 (53.6%). This is followed by those involving in administrative duties for their National Service, about 79 (23.4%) of the respondents are involved in administrative duties. About 35 (10.4%) of

the respondents are engaged in the industry, 26 (7.7%) of the respondents work in the agricultural sector, 10 (3.0%) work in the health sector, while 7 (2.1%) of the respondents are involved in other activities. Other nature of responsibility handles by Corps, as pointed out in the questionnaire include Research, retail, content developing and editing, technology, etc.

**Table 3: Awareness of the 21st Century Critical Skills**

	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
No	58	17.2	17.2
Yes	246	72.8	89.9
Not Sure	34	10.1	100.0
<b>Total</b>	<b>338</b>	<b>100.0</b>	

On the awareness of the respondent’s knowledge of the 21st century critical skill required for entrepreneurial intentions. Some of the respondents (29.6%) have a fairly high knowledge of the 21st century critical skills while 27.2% of the respondents claimed that they have high level of knowledge about indispensable critical skills of the 21st century. However, 26 (7.7%) of the respondents have a low level of knowledge of the 21st century critical skills while 16 (14.7%) of the respondents claimed that their level of knowledge of critical skill is very low. It can be inferred that above average of the respondents (56.8%) are knowledgeable about the 21st century critical skills while others (20.19%) are either not aware, or they have below the average knowledge of the 21st century critical skills.

**Table 4: Types of 21st Century Critical Skills possessed by respondents**

<b>Types of 21<sup>st</sup> Century Skills</b>	<b>N</b>	<b>Frequency</b>	<b>Percent</b>	<b>Mean</b>	<b>Std. Deviation</b>
Critical Thinking and Problem Solving	338	111	32.8	.33	.470
Creativity and Innovation	338	109	32.2	.32	.468
Collaboration	338	58	17.2	.17	.378
Analytical and Investigative Abilities	338	50	14.8	.15	.356
Self-efficacy	338	69	20.4	.20	.404
Perseverance	338	35	10.4	.10	.305
Verbal and Written Communication	338	84	24.9	.25	.433
Conscientiousness	338	15	4.4	.04	.206
Motivation	338	55	16.3	.16	.370
Computer and Information Skill	338	100	29.6	.30	.457
Global Relevance and Sustainability	338	38	11.2	.11	.316
Others	338	2	0.6	.01	.077

Table 4 shows the types of 21st century critical skills, the frequency of the respondent having the critical skills, the mean and standard deviation for each mentioned critical skills.



Many (32.8%) of the respondents possess critical and problem solving skills while about 109 (32.2%) possess creativity and innovation. Also, 58 (17.2%) possess collaboration skill, 50 (14.8%) possess analytical and investigative skills, while 69 (20.4%) possess self-efficacy skills. Furthermore, 35 (10.4%), 84 (24.9%), 15 (4.4%), 55 (16.3%), 100 (29.6%), and 38 (11.2%) possess perseverance, verbal and written communication, conscientiousness, motivation, computer and information skill. Global relevance and sustainability and others respectively. Also, there are cases where a respondent possesses more than one of the critical skills. Apart from the listed critical skills, about 2 of the respondents claimed that they possess other critical skills, not included in the questionnaire used for the study which include project and facility management.

Further, it can be inferred from the above responses that less than half of the respondents possess each highlighted critical skills. The implication of this is that, the youth corps have the necessary skills to survive as the technopreneurs are below average. It can also be observed from table 3 that conscientiousness is least possessed by some respondents while most of the respondents possess critical and problem solving skills, and creativity and innovation skills.

**Table 5: Sources of 21st century critical skills**

Sources of 21 <sup>st</sup> Century Critical Skills	N	Frequency	Percent	Mean	Standard Deviation
Seminars and Workshop	338	93	27.5	.28	.447
Skill Acquisition/Entrepreneurship Prog.	338	118	34.9	.35	.478
Entrepreneurial Business Knowledge	338	58	17.2	.17	.378
Voc. Training & Skills Acquisition Center	338	59	17.5	.17	.380
Entrepreneurship Mentorship Programme	338	23	6.8	.07	.252
African Youth Entrepreneurship Prog.	338	17	5	.05	.219
Family Business Experience	338	24	7.1	.07	.257
Business Innovation Competitions	338	11	3.3	.03	.178
Personal Exploit	338	77	22.8	.23	.420
Exhibition and Trade Fairs	338	29	8.6	.09	.280
Youth Entrepreneurship Empowerment Prog.	338	22	6.5	.07	.247
Foundations e.g Tony Elumelu	338	13	3.8	.04	.193
Campus Entrepreneurial Activities	338	28	8.3	.08	.276
Innovation Challenges Programme	338	14	4.1	.04	.200
Empowerment Trust Fund	338	12	3.6	.04	.185
Industrial Work Experience	338	47	13.9	.14	.347
Others	338	2	0.6	.01	.077

Table 5 shows the sources of 21st century critical skills among corps using their frequencies, percentage, means and standard deviations.

The table reveals that less than half of the respondents gained their critical skills from all the 16 sources of 21st century critical skills stated in the questionnaire. Many (34.9%) of the respondent gained their critical skills from skill acquisition/Entrepreneurship programmes. This represents the source of 21st century critical skills with the highest affirmative response and it is closely followed by seminars and workshop with 93 (27.5%) of the respondents. Few of the respondents (22.8%) acknowledged that personal exploit is instrumental in learning 21st century critical skills. Further, Personal exploit is followed by vocational training and skills acquisition centers with 17.5% of the respondents, entrepreneurial and business knowledge with 17.2 %, industrial work experience with 13.9%, exhibition and trade fairs with 8.6%, campus entrepreneurial activities with 8.3%, family business experience with 7.1%, entrepreneurship mentorship programme with 6.8%, youth entrepreneurship empowerment programme with 6.5%, Africa Youth entrepreneurship programme with 5%, innovation challenges programme with 4.1% and Foundations with 3.8%. However, two (0.6%) of the respondents got their critical skills from other sources.

This result clearly shows that many of the respondents are not aware of the various sources of 21st century skill, which is very crucial in learning critical skills that are indispensable for optimum operation of business enterprise in the 21st century.

Ho The awareness of 21st century critical skills have no significant effect on the technopreneurial propensity of youth corps in Oyo State, Nigeria.

Table 6: Pearson Chi-Square Test showing significant effect of technopreneurial propensity of youth cops in Oyo State, Nigeria.

**Table 6: Effect on the technopreneurial propensity of the youth corps**

		<b>Types of technological enterprise currently engaged with</b>
<b>Types of the 21st Century Critical Skills</b>	Chi-square	763.136
	Df	204
	Sig.	.000

Table 6 shows the Pearson chi-square test between types of 21st century skills and type of Technological enterprise that youth corps in Oyo state are engaged in. This is needed in other to verify the hypothesis, ‘The 21st century critical skills have no significant effect on the technopreneurial propensity of youth corps in Oyo State, Nigeria’. Types of critical skills, as highlighted by respondents include: critical thinking and problem solving, creativity and innovation, collaboration, analytical and investigative abilities, etc. Also, respondents also identified some technological enterprise they are currently engaged which include graphics design, software development, engineering fabrication, digital printing/multimedia, Photoshop services, etc.

The result of the hypothetical testing (Ho), as it can be seen from the table 6 shows that the chi-square is 761.136 and the degree of freedom (df) is 204. Also the Pearson value could be seen to be less than 0.05 i.e. (P<0.05). Therefore, the null hypothesis ((Ho) is rejected. To this end, it can

be concluded that the 21st century skills have significant effect on the technopreneurial propensity of youth corps in Oyo state, Nigeria. From the foregoing, it can be seen that, engagement of respondents in technological enterprise such as Photoshop services, graphics design, food manufacturing depends on their awareness of the 21st century skills such as collaboration, critical thinking, computer and information skills, etc. This agrees with the work of Batool et al., (2005), who confirmed that attitude, personal control, self-efficacy and innovativeness have positive relationship with entrepreneurial intention.

## **5.0 CONCLUSION**

This study concludes that the 21st century critical skills are tools to develop entrepreneurial skills; encourage a more favourable culture and attitudes towards innovation; and create new employment opportunities for the Nigerian youths. Also the acquisition of 21st century critical skills influenced the technopreneurial propensity of the youth corps in Oyo State.

## **6.0 RECOMMENDATION**

The study recommends that entrepreneurship education be made compulsory at all levels in tertiary institutions of learning to expose the youths to entrepreneurship; create more positive perception and increase the creation of new enterprises by the Nigerian youths after their graduation.

Nigerian government and private organizations should support and encourage the youths to acquire necessary skills needed for their entrepreneurial development.

Government should fashion national policy on technology growth and creativity that can assist in the proper development programme for entrepreneurial actions.

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