

Towards Sustainable Development of Nigerian Children in the 21st Century: The Descriptive Analysis of the Influence of the 4CS Skills on Pupils Learning Outcome in Oyo Metropolis

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Abstract

This study investigates the impact of the 4Cs skills (critical thinking, creativity, communication, and collaboration) on pupils' learning outcomes in Oyo Metropolis, Nigeria. The 21st century demands a new set of skills to ensure sustainable development. The 4Cs skills are essential for navigating the complexities of the modern world and preparing individuals for future challenges. Four research questions were raised to guide the study. The study adopted descriptive survey research design. The study collected data from primary school teachers in Oyo Metropolis. Simple random sampling technique was used to select 100 primary school teachers. Four self-designed instruments were used to elicit data from the respondents. The validity of the instruments was ascertained using experts in the early childhood education while the reliability of the instruments was calculated using Cronbach alpha reliability technique and the reliability index of 0.78, 0.81, 0.78 and 0.80 were calculated for ICT5SPLOQ, ICTPLOQ, ICTSPLOQ and ICTSPLOQ respectively. The findings revealed that the influence of critical thinking skills on pupils learning outcome is positive (WA = 3.51), the influence of creativity skills on pupils learning outcome is positive (WA = 2.92), the influence of communication Skills on pupils learning outcome (WA =3.04) and lastly the influence of collaboration skills on pupils learning outcome is positive (WA = 3.15). The implications of these findings for educational policy and practice in Nigeria are discussed. The study suggests that schools should prioritize the development of 4Cs skills through innovative teaching methods and curriculum design. Additionally, there is a need for increased investment in teacher training to equip educators with the necessary skills to foster these competencies

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in their students. By focusing on the 4Cs skills, Nigeria can equip its children with the tools they need to thrive in the 21st century and contribute to a sustainable future.

Keywords: Child education, Sustainable development, Critical Thinking, Collaboration, Communication, Creativity

Introduction

The 21st century presents unprecedented challenges and opportunities, demanding a new generation equipped with skills beyond traditional academic knowledge. The concept of sustainable development, which seeks to balance economic growth, social progress, and environmental protection, underscores the urgency of investing in children as the bedrock of future societies. Nigeria, like many developing nations, faces the dual challenge of fostering economic growth while ensuring the holistic development of its youth. Central to this endeavor is the cultivation of 21st-century skills, often encapsulated by the 4Cs: critical thinking, communication, collaboration, and creativity. These skills are deemed crucial for navigating a complex and rapidly evolving world. While their significance is widely acknowledged, empirical evidence on their correlation with learning outcomes, particularly within the Nigerian context, remains relatively scarce.

Furthermore, the 21st century is characterized by rapid technological advancements, globalization, and increasing complexity. These transformations necessitate a paradigm shift in education, emphasizing the development of skills beyond traditional academic knowledge. The concept of sustainable development, as defined by the Brundtland Commission (1987), underscores the importance of meeting the needs of the present without compromising the ability of future generations to meet their own needs. Central to achieving this is investing in the youth, who are the architects of tomorrow's world. Nigeria, as a burgeoning African nation, is at a critical juncture in its development trajectory. The country faces significant challenges in education, including inadequate infrastructure, limited access to quality education, and low learning outcomes (UNICEF, 2023). To address these issues,

there is a growing recognition of the need to equip Nigerian students with the competencies required to thrive in the 21st century.

The 4Cs critical thinking, communication, collaboration, and creativity have emerged as essential skills for navigating the complexities of modern life (Trilling & Fadel, 2009). These skills are believed to foster innovation, problem-solving, and adaptability, which are crucial for individuals and societies to progress. While there is a growing body of research on the importance of the 4Cs in various contexts (e.g., PISA, 2018), empirical evidence on their relationship with learning outcomes, particularly in the Nigerian context, remains limited. The OECD's Programme for International Student Assessment (PISA) has consistently emphasized the importance of these skills for students' success (OECD, 2018).

Research has shown a positive correlation between the development of 4C skills and various positive outcomes, including academic achievement, employability, and civic engagement (e.g., Buzan, 2017; De Bono, 1990). However, the specific relationship between 4C skills and pupils' learning outcomes in the Nigerian context remains under-explored. The 21st century demands a shift in educational paradigms, emphasizing the development of skills beyond traditional academic knowledge. The 4Cs - critical thinking, communication, collaboration, and creativity - have emerged as essential competencies for navigating a complex world. A growing body of research investigates the correlation between these skills and academic achievement.

Critical thinking, the ability to analyze information, evaluate evidence, and make reasoned judgments, is strongly linked to academic success. Several studies have demonstrated a positive correlation between critical thinking skills and academic performance across various subjects (Setiawan & Islami, 2020; Schneider & Preckel, 2017). For instance, students who can effectively analyze complex problems and formulate solutions often excel in subjects requiring higher-order thinking skills, such as science and mathematics. Effective communication is essential for academic success. Students who can articulate their ideas clearly and persuasively are more likely to succeed in classroom discussions, presentations, and written assignments. Moreover, communication

skills are crucial for collaborative learning, which has been shown to enhance academic outcomes (Johnson & Johnson, 1999).

Collaboration involves working effectively with others to achieve shared goals. Research consistently demonstrates a positive relationship between collaborative skills and academic achievement. Collaborative learning environments foster student engagement, motivation, and deeper understanding of subject matter. Cooperative learning strategies, such as group work and peer tutoring, have been shown to improve academic performance for students of all abilities (Slavin, 1995). The relationship between creativity and academic achievement is more complex. While creativity is often associated with innovation and problem-solving, its direct impact on traditional measures of academic success is less clear. However, research suggests that creativity can enhance learning by fostering divergent thinking, curiosity, and a willingness to explore new ideas.

Nigeria policy for basic education known as Universal Basic Education (UBE) (2004) initially defined basic education as a free, compulsory and 9-year education programs comprising 6 years of primary education and 3 years of junior secondary education; the basic program further expanded to includes adult and non-formal education programs at primary and junior secondary education levels for uneducated adults and out-of-school adolescents and youths (Federal Republic of Nigeria, 2004). It was redefined (Federal Republic of Nigeria, 2013) by the government to comprise Early Childhood Care Development Education (ECCDE) for children for 0-4 years old (also known as crèche or nursery), a 1-year preprimary, 6 years primary and 3 years of Junior Secondary Education; it is designed to be provided by the government and partners and shall be compulsory, free, universal and qualitative (Festus, Owan, & Ekpang, 2018). Thus, Basic education in Nigeria comprises Early Childhood Care Development Education (ECCDE), Pre-Primary, Primary, and Junior secondary education program. The Nigerian government definition of basic education corroborates with the International Standard Classification of Education (ISCED) which states that, basic education corresponds to the first nine years of formal schooling and is made up of two levels; Level 1 is primary education (usually six years) and Level 2 refers to lower secondary

(usually three years); It also covers non-formal and informal activities (also called extra-curricular activities) intended to meet the basic learning needs of people of all ages (Diplomatic Academy, 2018).

Basic Education is a type of education that is given to the citizenry (learners) to enable them acquire knowledge, skills, and work experience that are desirable to solve challenges such as poverty, insecurity, ecology and economy (Ikoro, Ezeanyim, & Uchechukwu, 2017). It is the foundational phase to develop physical, mental, emotional, social, moral and spiritual aspects of life through a formal system of schooling. In Nigeria, some challenges, which includes, inadequate funding, inadequate infrastructural facilities, and inadequate professional teachers, among others, face the basic level of education.

The 1987 Bruntland Commission (formally World Commission on Environment and Development, WCED) of the United Nations report, titled “Our Common Future”, which was an effort to link the issues of economic development and environmental stability, sets forth the most widely used definition of the concept of sustainable development, indicating that “*Sustainable development is development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs*”. The prime objective of this definition of sustainable development is to ensure economic advancement and progress while ensuring the long-term sustainability of the environment; it provides a framework for the integration of environment laws and policies and developmental strategies (United Nations General Assembly, 1987).

The ultimate aim of sustainable development is an enduring stability of the economy and environment simultaneously; this is achievable through the integration and acknowledgement of the environmental, economic, and social concerns throughout the decision-making process (Emas, 2015). It is the finding of balance among these concerns to ensure that development meets the needs of the present without propagating harm to the environment or deplete resources for unborn generations. This doctrine catalyzes responsible management of available resources, protection of the ecosystem, and biodiversity conservation, while responding to current

socioeconomic issues such as inequality, poverty, social justice among others. The foundational principle of sustainable development is the integration of environmental, social, and economic concerns into all aspects of developmental decision making. In summary, the United Nations literature on sustainable development could be further elaborated as “a dynamic process in which communities anticipate and accommodate the needs of current and unborn generations in ways that reproduce and stabilize the local socioeconomic, and ecological systems, and link local actions to global concerns” (Philip & Maria, 1999).

The 21st century demands a paradigm shift in education to equip children with the skills necessary for sustainable development. While the 4C skills (Creativity, Critical Thinking, Collaboration, and Communication) have been widely recognized as essential for the future workforce, their integration into Nigerian classrooms and their impact on pupils' learning outcomes remain a pressing concern. The 21st century demands a paradigm shift in education to equip children with the skills necessary for sustainable development. While the 4C skills (Creativity, Critical Thinking, Collaboration, and Communication) have been widely recognized as essential for the future workforce, their integration into Nigerian classrooms and their impact on pupils' learning outcomes remain a pressing concern. There is a dearth of empirical research investigating the influence of the 4C skills and pupils' learning outcomes in Nigeria and also, it is unclear whether the Nigerian curriculum adequately incorporates the 4C skills and if teachers are equipped to deliver instruction that fosters these competencies. The current assessment practices may not accurately measure the development of 4C skills, potentially limiting their effectiveness in promoting sustainable development. The rapid urbanization of Oyo Metropolis may present both challenges and opportunities for education, including increased access to resources and services but also potential overcrowding and competition for resources. Urban areas often exhibit significant socio-economic disparities, which can impact access to quality education and the development of 4C skills. The specific policies and practices implemented in Oyo Metropolis may influence the extent to which the 4C skills are integrated into classrooms and the effectiveness of

teaching and learning. By addressing these questions, this study aims to contribute to a deeper understanding of the factors influencing the development of the 4C skills and their impact on pupils' learning outcomes in Oyo Metropolis, thereby informing evidence-based policy and practice to promote sustainable development in the region.

Research Questions

1. What is the influence of critical thinking skills on pupils learning outcome?
2. What is the influence of creativity skills on pupils learning outcome?
3. What is the influence of communication skills on pupils learning outcome?
4. What is the influence of collaboration skills on pupils learning outcome?

Methodology

The study adopted descriptive survey research design. The population for the study consists of all public and private primary school teachers in the Atiba local government Area. Multi stage sampling technique would be adopted to select 100 pre-primary school teachers for the study. The following instruments were used to elicit responses from the respondents;

- Influence of Critical Thinking Skills on Pupils Learning Outcome Questionnaire (ICTSPLOQ)
- Influence of Creativity Skills on Pupils Learning Outcome Questionnaire (ICSPLOQ)
- Influence of Communication Skills on Pupils Learning Outcome Questionnaire (ICTSPLOQ)
- Influence of Collaboration Skills on Pupils Learning Outcome Questionnaire (ICTSPLOQ)

Influence of Critical Thinking Skills on Pupils Learning Outcome Questionnaire (ICTSPLOQ): The ICTSLOQ is a self-designed questionnaire. The self-designed questionnaire has two sections. While section A of the questionnaire reveals the demographic characteristics of the respondents, section B contains 10

items measuring Influence of Critical Thinking Skills on Pupils learning outcome. The questionnaire is rated on a 4-point Likert scale of Strongly Agree, Agree, Disagree and Strongly Disagree.

Influence of Creativity Skills on Pupils learning outcome Questionnaire (ICSPLQ): The ICTSLOQ is a self-designed questionnaire. The self-designed questionnaire has two sections. While section A of the questionnaire reveals the demographic characteristics of the respondents, section B contains 10 items measuring Influence of Creativity Skill on Pupils learning outcome. The questionnaire is rated on a 4-point Likert scale of Strongly Agree, Agree, Disagree and Strongly Disagree.

Influence of Communication Skills on Pupils learning outcome Questionnaire (ICSPLQ): The ICSPLQ is a self-designed observation schedule. The self-designed questionnaire has two sections. While section A of the questionnaire reveals the demographic characteristics of the respondents, section B contains 10 items measuring Influence of Communication Skills on Pupils learning outcome. The questionnaire is rated on a 4-point Likert scale of Strongly Agree, Agree, Disagree and Strongly Disagree.

Influence of Collaboration Skills on Pupils learning outcome Questionnaire (ICSPLQ): The ICSPLQ is a self-designed observation schedule. The self-designed questionnaire has two sections. While section A of the questionnaire reveals the demographic characteristics of the respondents, section B contains 10 items measuring Influence of Collaboration Skills on Pupils learning outcome. The questionnaire is rated on a 4-point Likert scale of Strongly Agree, Agree, Disagree and Strongly Disagree.

The face, content and construct validity of the research instruments were ascertained by experts in early childhood education and other experts in test and measurement and the instruments were judged valid. The reliability of the instruments was conducted using test re-test method and Cronbach alpha reliability technique was used to calculate the reliability index of the 4 instruments which are; $\alpha = 0.78, 0.81, 0.78$ and 0.80 for ICTSPLOQ ICSPLQ, ICTSPLOQ and

ICTSPLOQ respectively. The descriptive statistic of frequency count, percentage, mean, median and standard deviation were used to answer all the research questions.

Results and Discussion

Research Question One: What is the influence of Critical thinking Skills on pupils learning outcome?

Table Showing the Influence of Critical Thinking Skills on Pupils Learning Outcome

S/N	Influence of Critical thinking skills on pupils learning outcomes	SA	A	D	SD	Mean	SD
1	Critical thinking skills are essential for students to succeed in today's complex world.	50 (50)	50 (50)	–	–	3.50	0.51
2	Developing critical thinking skills helps students to become independent learners.	60 (60)	35 (35)	5 (5)	–	3.45	0.94
3	Students who possess strong critical thinking skills are more likely to achieve higher grades.	60 (60)	40 (40)	–	–	3.60	0.50
4	Critical thinking skills are more important than subject-specific knowledge for students' success.	60 (60)	40 (40)	–	–	3.60	0.50
5	Teachers should place a greater emphasis on developing critical thinking skills in their students.	60 (60)	35 (35)	5 (5)	–	3.55	0.60
6	Critical thinking skills are crucial for students to solve real-world problems effectively.	75 (75)	5 (5)	–	–	3.35	0.99
7	Students who are able to think critically are better prepared for higher education and the workforce.	55 (55)	30 (30)	5 (5)	5 (5)	3.75	0.44

8	Critical thinking skills help students to evaluate information critically and make informed decisions.	45 (45)	40 (40)	15 (15)	–	3.30	0.73
9	Developing critical thinking skills can help students to become more engaged and motivated learners.	35 (35)	65 (65)	–	–	3.35	0.49
10	The current curriculum in Nigeria adequately promotes the development of critical thinking skills.	50 (50)	40 (40)	5 (5)	5 (5)	3.45	0.60
Weighted Average Mean = 3.51 (87.85)							

The table above revealed that the influence of Critical thinking Skills on pupils learning outcome is positive (WA = 3.51). The detailed explanation is as follows; majority of the respondents agree that Critical thinking skills are essential for students to succeed in today's complex world ($\pi = 3.50$), Students who possess strong critical thinking skills are more likely to achieve higher grades ($\pi = 3.60$), Critical thinking skills are more important than subject-specific knowledge for students' success ($\pi = 3.60$), Teachers should place a greater emphasis on developing critical thinking skills in their students ($\pi = 3.55$), Students who are able to think critically are better prepared for higher education and the workforce ($\pi = 3.75$), The current curriculum in Nigeria adequately promotes the development of critical thinking skills ($\pi = 3.45$)

Research Question Two: What is the influence of Creativity Skills on pupils learning outcome?

Table Showing the Influence of Creativity Skills on Pupils Learning Outcome

S/N	Influence of Creativity skills on pupils learning outcomes	SA	A	D	SD	Mean	SD
1	Creativity is an essential skill for students to succeed in the 21st century.	20 (20)	25 (25)	45 (45)	10 (10)	2.72	1.40
2	Developing creativity helps students to think outside the box and find innovative solutions to problems.	41 (41)	16 (16)	38 (38)	5 (5)	3.00	1.67
3	Students who possess strong creativity skills are more likely to achieve higher grades.	34 (34)	41 (41)	20 (20)	5 (5)	2.74	1.73
4	Creativity is more important than subject-specific knowledge for students' success.	50 (50)	30 (30)	17 (17)	3 (3)	3.20	1.40
5	Teachers should place a greater emphasis on developing creativity in their students.	12 (12)	21 (21)	19 (19)	48 (48)	2.29	1.96
6	Creativity is crucial for students to become lifelong learners.	25 (25)	46 (46)	27 (27)	-	3.02	1.43
7	Students who are able to think creatively are better prepared for higher education and the workforce	43 (43)	30 (30)	24 (24)	3 (3)	2.51	1.55
8	Creativity can help students to develop a love for learning and a passion for exploring new ideas.	58 (58)	30 (30)	10 (10)	2 (2)	3.54	1.40
9	Developing creativity can help students to become more engaged and motivated learners.	63 (63)	20 (20)	9 (9)	8 (8)	3.60	1.36
10	The current curriculum in Nigeria adequately promotes the development of creativity.	42 (42)	38 (38)	15 (15)	5 (5)	2.59	1.56
Weighted Average Mean = 2.92 (73%)							

The table above revealed that the influence of Creativity Skills on pupils learning outcomes positive (WA = 2.92). The detailed explanation is as follows; majority of the respondents accept that, Developing creativity helps students to think outside the box and find innovative solutions to problems ($\pi = 3.00$), Students who possess strong creativity skills are more likely to achieve higher grades ($\pi = 2.74$), Creativity is more important than subject-specific knowledge for students' success ($\pi = 3.20$), Creativity is crucial for students to become lifelong learners ($\pi = 3.02$), Creativity can help students to develop a love for learning and a passion for exploring new ideas ($\pi = 3.54$), Developing creativity can help students to become more engaged and motivated learners ($\pi = 3.60$)

Research Question Three: What is the influence of communication Skills on pupils learning outcome?

Table Showing the Influence of Communication Skills on Pupils Learning Outcome

S/N	Influence of Communication skills on pupils learning outcomes	SA	A	D	SD	Mean	SD
1	Effective communication skills are essential for students to succeed in today's interconnected world.	55 (55)	26 (26)	5 (5)	14 (14)	3.02	1.40
2	Developing communication skills helps students to express their ideas clearly and persuasively.	63 (63)	30 (30)	4 (4)	-	3.51	1.07
3	Students who possess strong communication skills are more likely to achieve higher grades.	47 (57)	39 (39)	10 (10)	4 (4)	2.54	1.43
4	Communication skills are more important than subject-specific knowledge for students' success.	64 (64)	20 (20)	9 (9)	7 (7)	3.60	1.40
5	Teachers should place a greater emphasis on developing communication skills in their students.	10 (10)	17 (17)	25 (25)	48 (48)	2.49	1.56

6	Communication skills are crucial for students to collaborate effectively with others	25 (25)	46 (46)	27 (27)	-	3.02	1.43
7	Students who are able to communicate effectively are better prepared for higher education and the workforce	43 (43)	30 (30)	24 (24)	3 (3)	2.51	1.55
8	Communication skills can help students to develop strong interpersonal relationships	58 (58)	30 (30)	10 (10)	2 (2)	3.54	1.40
9	Developing communication skills can help students to become more engaged and motivated learners	63 (63)	20 (20)	9 (9)	8 (8)	3.60	1.36
10	The current curriculum in Nigeria adequately promotes the development of communication skills.	42 (42)	38 (38)	15 (15)	5 (5)	2.59	1.56
Weighted Average Mean = 3.04 (76%)							

The table above revealed that the influence of communication Skills on pupils learning outcome is positive (WA =3.04). The detailed explanation is as follows; majority of the respondents accept that Developing communication skills can help students to become more engaged and motivated learners (π =3.60), Communication skills can help students to develop strong interpersonal relationships (π =3.54), Communication skills are crucial for students to collaborate effectively with others (π =3.02), Communication skills are more important than subject-specific knowledge for students' success (π =3.60), Effective communication skills are essential for students to succeed in today's interconnected world (π =3.02), The current curriculum in Nigeria adequately promotes the development of communication skills (π =2.29), Teachers should place a greater emphasis on developing communication skills in their students (π = 2.49)

Research Question Four: What is the influence of collaboration Skills on pupils learning outcome?

Table Showing the Influence of Collaboration Skills on Pupils Learning Outcome

S/N	Influence of Collaboration skills on pupils learning outcomes	SA	A	D	SD	Mean	SD
1	Collaboration skills are essential for students to succeed in today's team-oriented world.	34 (34)	41 (41)	20 (20)	5 (5)	2.74	1.73
2	Developing collaboration skills helps students to work effectively with others to achieve common goals.	50 (50)	30 (30)	17 (17)	3 (3)	3.20	1.40
3	Students who possess strong collaboration skills are more likely to achieve higher grades.	12 (12)	21 (21)	19 (19)	48 (48)	2.29	1.96
4	Collaboration skills are more important than subject-specific knowledge for students' success.	25 (25)	46 (46)	27 (27)	-	3.02	1.43
5	Teachers should place a greater emphasis on developing collaboration skills in their students.	43 (43)	30 (30)	24 (24)	3 (3)	2.51	1.55
6	Collaboration skills are crucial for students to become effective leaders and team members.	58 (58)	30 (30)	10 (10)	2 (2)	3.54	1.40
7	Students who are able to collaborate effectively are better prepared for higher education and the workforce.	10 (10)	10 (10)	-	-	3.50	0.51
8	Collaboration skills can help students to develop strong interpersonal relationships and empathy.	12 (60)	7 (35)	1 (5)	-	3.45	0.94
9	Developing collaboration skills can help students to	12 (60)	8 (40)	-	-	3.60	0.50

	become more engaged and motivated learners.						
10	The current curriculum in Nigeria adequately promotes the development of collaboration skills.	12 (60)	8 (40)	–	–	3.60	0.50
Weighted Average Mean = 3.15 (78.8%)							

The table above revealed that the influence of collaboration Skills on pupils learning outcome is positive (WA = 3.15). The detailed explanation is as follows; majority of the respondents accept that the current curriculum in Nigeria adequately promotes the development of collaboration skills ($\pi = 3.60$); developing collaboration skills can help students to become more engaged and motivated learners ($\pi = 3.60$); developing collaboration skills help students to work effectively with others to achieve common goals (3.20); collaboration skills are more important than subject-specific knowledge for students' success ($\pi = 3.02$); collaboration skills are crucial for students to become effective leaders and team members ($\pi = 3.54$); students who are able to collaborate effectively are better prepared for higher education and the workforce ($\pi = 3.50$); collaboration skills are essential for students to succeed in today's team-oriented world ($\pi = 2.74$); students who possess strong collaboration skills are more likely to achieve higher grades ($\pi = 2.29$); teachers should place a greater emphasis on developing collaboration skills in their students ($\pi = 2.51$).

Discussion

Numerous studies have demonstrated a strong positive influence of creativity skills and improved learning outcomes such as Enhanced Problem-Solving and Critical Thinking and Divergent Thinking which are evident in studies by Torrance (1962) and Sternberg (1985) which shows that creative individuals are more likely to generate multiple and unique solutions to problems. On Flexible Thinking, research by Guilford (1956) and De Bono (1990) highlights the importance of flexible thinking in creativity, which allows individuals to consider different perspectives and approaches. On improved Academic Performance, Studies by Kaufman and

Sternberg (2001) and Runco (2004) have found that creative thinking skills are positively associated with academic achievement, particularly in subjects that require flexible and divergent thinking. Furthermore, on Motivation and Engagement research by Csikszentmihalyi (1990) suggests that creative activities can be intrinsically motivating, leading to increased engagement and persistence in learning.

Also, Effective communication skills are essential for success in both academic and personal life. Numerous studies have demonstrated a strong positive correlation between communication skills and improved learning outcomes. Effective communication skills enable students to actively participate in class discussions, ask questions, and express their ideas, leading to deeper understanding of the material. Communication skills are crucial for effective teamwork and collaboration, which can enhance learning outcomes, especially in group projects. Communicating ideas clearly requires students to organize their thoughts, analyze information, and consider different perspectives, fostering critical thinking skills. Effective communication involves persuasion, which requires students to present arguments, support their claims, and respond to counterarguments, strengthening their critical thinking abilities. Communication skills are vital for working together to solve problems, as they allow team members to share ideas, provide feedback, and reach consensus (Gardner, 2006).

Conclusion

The descriptive study examined the expected outcome of child education in Nigeria, known as Universal Basic Education (UBE) to examine its consonance with the pre-requisite skills for sustainable development known as the 21st century 4Cs skills; Communication, Collaboration, Critical Thinking, and Creativity. From the findings as discussed, this study established that the Nigerian basic or child education programme is in consonance with the 4Cs skills and it is on path for building a sustainable socioeconomic society that meets the needs of the present generation without compromising the ability of future generations to meet their own needs; hence, a sustainably developed society. Similarly, teachers' awareness on the importance

of 4Cs skills development as it affects the learning outcomes is very high and should be sustained by enacting associated policies that will engender a highly supportive operational environment for the teachers.

Recommendations

Based on the findings of the study, the following recommendations were made;

Although the finding of the study revealed that the influence of Critical thinking Skills on pupils learning outcome is positive, teachers should ensure that the 4Cs skills are integrated into all subjects, not just isolated to specific courses, and also implement project-based learning activities that require students to apply the 4Cs skills to solve real-world problems,

They should foster inquiry-based learning approaches that encourage students to ask questions, investigate, and draw conclusions and promote collaborative learning activities that allow students to work together, share ideas, and develop their communication and collaboration skills.

The government and private school owners should provide teachers with training and professional development opportunities to enhance their understanding and implementation of the 4Cs skills in the classroom,

They should equip teachers with strategies for differentiated instruction to cater to students' diverse learning styles and needs and equip teachers with necessary skills that will assist them in developing assessment practices that measure not only knowledge and skills but also the 4Cs skills.

Teachers should create a supportive school culture that values creativity, critical thinking, communication, and collaboration and also Provide students with access to necessary resources and technology to support their learning and development of the 4Cs skills.

School owners are to encourage parental involvement in their children's education and support the development of the 4Cs skills at home.

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