

Institutional Strategies for Empowering Students in Secondary Schools in Akwa Ibom State for National Transformation

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Abstract

The paper examined institutional strategies for empowering students in secondary schools in Akwa Ibom state for national transformation. Descriptive survey research design was used, three objectives, three research questions and three hypotheses guided the study, with a population 3,165 lecturers in 3 public universities in Rivers State. The sample size of 397 respondents representing 10% of the entire population was drawn for the study using stratified random sampling technique. Questionnaire was the instrument used for the study and it was titled: Institutional Strategies for Empowering Students in Secondary Schools in Akwa Ibom State for National Transformation Scale (ISESSAISNTS). The instrument items were designed and validated by the researcher, and a reliability index of 0.89 was computed using Cronbach alpha. Mean and Standard Deviation statistics were used to answer the questions, while z-test was used to test the two null hypotheses. The findings of the study revealed that teaching methods adopted by educators of entrepreneurship and adequacy of physical facilities available for entrepreneurship development in universities in Rivers State to a low extent enhance sustainable national transformation. Based on these findings, it was recommended that secondary schools management should partner with communities, NGOs and the government in coming with effective strategies that can empower the students to contribute towards sustainable national transformation than relying on their own strategies. Also, government and secondary school authorities should fashion out ways to address the constraints that is hindering the implementation of strategies for empowering students in secondary school in Akwa Ibom State for national transformation.

Keywords: Institutional Strategies, Empowering Students, Sustainable National Transformation

Introduction

Nigeria is one of the developing countries that is making every effort to provide young people with the opportunity to acquire knowledge, skills, attitudes and values that will enable them to live a meaningful and productive life and contribute towards national transformation. Having realized the usefulness of education as a tool for national growth and transformation, the educational philosophy and methodology has been adjusted to match the ideals and challenges of the changing economic and social structure of the present day society. The Federal Republic of Nigeria (2014) in her National Policy on Education stated that one of its educational philosophies is the acquisition of appropriate skills and the development of mental, physical

and social abilities and competencies as equipment for the individual to live in and contribute to sustainable transformation of the society.

Consequently, the idea of sustainable national transformation also referred as sustainable national development is defined as the development that meets the needs of the present without compromising the ability of the future generations to meet their own needs (Bruntland Commission as cited in Abubakar, 2021). To Munasinghe (2021), it has to do with the process of improving the range of opportunities that will enable individual humans and communities to achieve their aspirations and full potential over a sustained period of time while maintaining the resilience of economic, social and environmental systems. Age (2019), identified some objectives which sustainable national transformation is expected to realize: increase capital income and employment, promoting human welfare satisfying basic needs; protecting the environment.

Considering the above definitions of sustainable national transformation, there are common phenomena which they all shared; that is prioritizing the development of the present generation without compromising the future generation. Thus, to achieve this lofty idea, there is need for institutions like the secondary schools to contribute their own quota by coming with strategies on how to do so, and this can be by empowering the students to be self-reliant and employers of labour.

Secondary education is the education that is required after primary school and before tertiary education. The broad aims of secondary education in Nigeria are to prepare the individual for useful living within the society and higher education (FRN, 2014). Thus useful living in this context entails self-reliance. In line with these broad educational aims, one of the specific objectives of secondary education in Nigeria is to provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development. However, several years after adoption of this laudable initiative, the need to prepare individuals for useful living within the society, seems neglected as majority of Nigerian youths are idle while some are involved in various vices due to unemployment. A good number of students who have completed their secondary education, but failed to secure admission into institutions of higher learning are in a dilemma. This is because they are not equipped with the requisite skills for self or paid employment (Igwe, as cited in Oludi, 2021).

Institution refers to an organization established for social, educational or other related reasons (Hodgson, 2022). Educational institutions are organizations created for the purpose of developing individuals by providing people with knowledge, skills, attitudes and values that

are necessary to make them useful or functional citizens. Secondary schools are therefore institutional settings that prepare students to be productive members of the society. In developed countries, secondary schools are seen as the gateway to providing not only an educated citizenry but also a capable workforce; hence, secondary education is crucial for economic growth and sustainable national transformation. Secondary education therefore provides countries with the skills and knowledge needed for economic growth, including furthering learning and training of professionals such as technicians, scientists and entrepreneurs, among others.

To achieve the goal of secondary education as stated in the National Policy on Education, strategies are needed. Strategies refer to plans of action designed to achieve a long-term or overall aim. Strategies also connote ways or approaches for achieving specific goals or solving problems. A strategy describes how the ends (goals) will be achieved by the means (resources). It can be intended or can emerge as a pattern of activity as the organization adapts to its environment. Strategy involves activities such as strategic planning and strategic thinking. It is a careful plan or method for achieving a particular goal usually over a long period of time. In fact, strategy is the skill of making or carrying out plans to achieve a goal. Strategies offer a framework within which an organization defines possible means of achieving its goals and objectives. The objective of every strategy is to put the organization in a position to carry out its mission effectively and efficiently. School administrators ought to develop and implement strategies to improve on the educational programmes. One of such educational programmes borders on empowering students to be employable, self-reliant and employer of labour after secondary education (Asiyai, 2013).

Empowerment is defined as procedures and processes put in place to promote independence and autonomy in individuals, communities and groups in the society, as well as to enable them represent their welfare in a responsible and meaningful manner (Canadian Labour Force Development Board, 2014). It is the ability of individuals and groups in the society to effectively maintain a good locus of control on issues relating to their welfare and maximization of their quality of lives. Empowerment is a deliberate and continuous process targeted at developing people to live productive lives. It is a concept that is applied in virtually all aspects of human endeavours including educational institutions. Students, school administrators, teaching and non-teaching staff also need one form of empowerment or the other. Nigeria presently faces unemployment problem and it has increased emphasis on empowering students to be self-reliant and employable in the job workforce. This is why the

government is pressuring institutions of learning, even at secondary level to focus more on developing and empowering students in order to contribute towards sustainable national transformation. It is against this backdrop that this paper investigated institutional strategies for empowering students in secondary schools in Akwa Ibom state for national transformation.

Statement of the Problem

The issues of unemployment and sustainable economic transformation are becoming too worrisome in Nigeria particularly in Akwa Ibom State. These issues have compelled the educational stakeholders and educational planners to introduce a new subject, vocational education into the secondary education curriculum. This they believe will address the issues and help realize one of the broad educational goals, preparing students for useful living within the society for sustainable national transformation. However, the Akwa State Government has been making a lot of efforts to ensure that the secondary schools achieve this aim. The efforts range from recruitment of more teachers to building skills acquisition workshops, provision of physical facilities to enable teachers deliver impactful instruction that will equip the students and many more. Regrettably, the outcomes of these secondary schools are still far-fetched from societal expectations. Most of the secondary school graduates appear to be roaming the street, some seem to have been involved in one non-profit activities or the other among other social vices. The researcher is bothered about different atrocities that are perpetrated by these young ones. Could it be that these young ones are not empowered with meaningful skills? This unanswered question underscored the problem of this study.

Aim and Objectives of the Study

The aim of this study was to investigate the institutional strategies for empowering students in secondary schools in Akwa Ibom state for national transformation. Specifically, the study sought to:

- identify the various institutional strategies that secondary schools empower students in Akwa Ibom State for national transformation.
- ascertain the constraints to the implementation of strategies for empowering students in secondary school in Akwa Ibom State for national transformation.
- determine the strategies that are adopted for empowering students in secondary schools in Akwa Ibom State for national transformation.

Research Questions

The following research questions guided the study:

1. What are the various institutional strategies for secondary schools students empowerment for national transformation in Akwa Ibom State?
2. What are the constraints to the implementation of strategies for empowering students in secondary schools for national transformation in Akwa Ibom State?
3. What are the strategies adopted for empowering students in secondary schools in Akwa Ibom State for national transformation?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of teachers and students on the various institutional strategies for secondary school students' empowerment in Akwa Ibom State for national transformation.
2. There is no significant difference in the mean ratings of teachers and students on the constraints to the implementation of strategies for empowering students in secondary school in Akwa Ibom State for national transformation.
3. There is no significant difference in the mean ratings of teachers and students on the strategies that are adopted for empowering students in secondary schools in Akwa Ibom State for national transformation.

Methodology

This study adopted a descriptive survey design. The descriptive survey design was considered appropriate for investigating an existing phenomenon in order to explain the situation in its real form. The population of the study consisted of two hundred and thirty one (231) public senior secondary schools in Akwa Ibom State, Nigeria. Specifically, 7,026 teachers (3,082 male and 3,944 female) and 46,251 (21,844 male and 24,407 female) SS III students which totaled 53,277. Source: Akwa Ibom State Secondary School Board, Uyo, 2023. The sample size of 397 respondents which were drawn using Taro Yamane formula. The sampling technique was for the study was a stratified random sampling technique. The research instrument for this study was a questionnaire titled: Institutional Strategies for Empowering Students in Secondary Schools in Akwa Ibom State for National Transformation Scale (ISESSSAISNTS). The instrument has two sections (A and B). Section A elicited demographic information from the respondents, while section B prompted items on research question one to three. The items of the instrument are responded on a 4-point Likert scale of Strongly Agree (SA), Agree (A),

Disagree (D), and Strongly Disagree (SD). Data used for this study were sourced primarily by the researcher and with the help of two research assistants. 397 questionnaires were administered to the respondents, after which 388 copies were retrieved and found suitable for analysis resulting in 97% response rate. The internal consistency method using Cronbach Alpha reliability statistics was used to calculate the reliability coefficients of instrument, which yielded an index of 0.89. The data generated were organized, analyze and presented in tables. Mean and Standard Deviation scores was used as the statistical tools to answer the research questions, while z-test statistics was used to test the null hypotheses at 0.05 levels of significance. For the purpose of data analysis, numerical values were assigned to each of the response scale. Based on this, a criterion mean of 2.50 was calculated to ascertain the mean response of the respondents. Thus, $\frac{4+3+2+1}{4} = \frac{10}{4} = 2.50$. Any item with a mean score of 2.50 and above was accepted, while any item with a mean below the criterion mean of 2.50 was rejected.

Results

Research Question One: What are the various institutional strategies for secondary school students' empowerment for national transformation in Akwa Ibom State?

Table 1: Weighted Mean and Rank Order Scores of Teachers and Students of the Various Institutional Strategies that Secondary School Students are empowered in Akwa Ibom State for National Transformation.

S/N	Items	Teachers (n=143)		Students (n=245)		Mean Set ($\bar{x}_1\bar{x}_2$)	Rank Order	Remark
		$\bar{X}_1$	SD ₁	$\bar{X}_2$	SD ₂			
1	Organizational skill	3.22	0.50	2.75	1.05	2.99	4 th	Agreed
2	Communication skill	3.46	0.98	3.22	1.11	3.34	1 st	Agreed
3	Interpersonal relationship skill	3.34	0.49	2.78	0.89	3.06	2 nd	Agreed
4	Office practices and procedures skill	2.62	0.96	2.63	0.90	2.63	5 th	Agreed
5	Problem solving skill	3.07	0.73	2.58	1.08	2.62	6 th	Agreed
6	Managerial/ leadership skill	2.46	1.20	2.16	0.97	2.31	7 th	Disagreed
7	Creativity	3.21	0.83	2.84	1.11	3.03	3 rd	Agreed
Aggregate Mean/ Standard Deviation		21.38	5.69	18.96	7.11	20.17		
Average Mean/ Standard Deviation		3.05	0.81	2.71	1.02	2.88		

Table 1 shows the weighted mean and rank order scores of teachers and students on the various institutional strategies that secondary schools students are empowered in Akwa Ibom State for national transformation. Seven questionnaire items addressed research question 1 which item 1, 2, 3, 4, 5 and 7 were accepted by the respondents as various institutional strategies that secondary schools students are empowered in Akwa Ibom State for national transformation as they had mean scores greater than the criterion mean of 2.50. However, item 6 was rejected as not part of the various institutional strategies that secondary school students are empowered because its mean score is lower than the criterion mean of 2.50.

On the ranking of the strategies, communication skill ranked first, followed by interpersonal relationship skill, creativity, organizational skill, office practices and procedures skill, problem solving skill and managerial/leadership skill with mean scores of 3.34, 3.06, 3.03, 2.99, 2.63, 2.62 and 2.31 respectively. Hence, the various institutional strategies that secondary schools students empowered in Akwa Ibom State for national transformation include: communication skill, interpersonal relationship skill, creativity, organizational skill, office practices and procedures skill, and problem solving skill.

Research Question Two: What are the constraints to the implementation of strategies for empowering students in secondary schools in Akwa Ibom State for national transformation?

Table 2: Weighted Mean and Rank Order Scores of Teachers and Students on the Constraints to the Implementation of Strategies for Empowering Students in Secondary Schools in Akwa Ibom State for National Transformation

S/N	Items	Teachers (n=143)		Students (n=245)		Mean Set ($\bar{x}_1\bar{x}_2$)	Rank Order	Remark
		$\bar{X}_1$	SD ₁	$\bar{X}_2$	SD ₂			
8	Students' unawareness of the importance of vocational skills	3.17	0.70	2.82	0.87	3.00	7 th	Agreed
9	The feeling by some students that employability skill training is meant only for students of technical and vocational education	3.43	0.96	2.95	0.90	3.19	4 th	Agreed
10	Fear of practical work among students	3.00	0.70	3.19	0.59	3.10	6 th	Agreed
11	Indifference of some teachers to skill training and development	3.30	1.12	2.95	0.47	3.13	5 th	Agreed
12	Inadequate teaching and learning facilities	3.36	0.87	3.39	0.53	3.38	2 nd	Agreed
13	Neglect of technical and hand-on education	3.22	0.71	3.42	0.74	3.32	3 rd	Agreed
14	Poor funding of secondary educational institutions	3.55	0.89	3.51	0.63	3.53	1 st	Agreed

Aggregate Mean/ Standard Deviation	23.03	5.95	22.23	4.73	22.63
Average Mean/ Standard Deviation	3.29	0.85	3.18	0.68	2.72

Table 2 reveals the weighted mean and rank order scores of teachers and students on the constraints to the implementation of strategies for empowering students in secondary school in Akwa Ibom State for national transformation. Seven questionnaire items addressed research question 2 which were all accepted as the constraints to the implementation of strategies for empowering students in secondary schools in Akwa Ibom State for national transformation, as they had mean scores greater than the criterion mean of 2.50.

On ranking of the constraints, poor funding of secondary educational institutions ranked first followed by inadequate teaching and learning facilities, neglect of technical and hand-on education, the feeling by some students that employability skill training is meant only for students of technical and vocational education, indifference of some teachers to skill training and development, fear of practical work among students and students' unawareness of the importance of vocational skills with mean scores of 3.53, 3.38, 3.32, 3.19, 3.13, 3.10 and 3.00 respectively.

Therefore, the constraints to the implementation of strategies for empowering students in secondary schools in Akwa Ibom State for national transformation include: poor funding of secondary educational institutions, inadequate teaching and learning facilities, neglect of technical and hand-on education, the feeling by some students that employability skill training is meant only for students of technical and vocational education, indifference of some teachers to skill training and development, fear of practical work among students and students' unawareness of the importance of vocational skills.

Research Question Three: What are the strategies adopted for empowering students in secondary schools in Akwa Ibom State for national transformation?

Table 3: Weighted Mean and Rank Order Scores of Teachers and Students on the Strategies Adopted for Empowering Students in Secondary Schools in Akwa Ibom State for National Transformation

S/N	Item	Teachers (n=143)		Students (n=245)		Mean Set ($\bar{x}_1\bar{x}_2$)	Rank Order	Remark
		$\bar{X}_1$	SD ₁	$\bar{X}_2$	SD ₂			
15	Exposure to craft and industrial activities	3.57	0.79	3.53	0.65	3.55	2 nd	Agreed
16	Encouraging internship among students	2.69	0.80	3.37	0.78	3.03	7 th	Agreed
17	Extracurricular activities	3.47	0.50	3.22	1.07	3.35	5 th	Agreed
18	Part-time work as a form of skill development activity	3.15	0.91	3.21	0.70	3.18	6 th	Agreed
19	School-community partnership in equipping students with employability skills	3.85	0.97	3.22	0.81	3.54	4 th	Agreed
20	Planning and implementation of entrepreneurship programme in secondary schools.	3.79	0.68	3.52	0.88	3.66	1 st	Agreed
21	Organizing of career guidance, counseling and development programmes in secondary schools	3.67	0.82	3.43	1.01	3.55	2 nd	Agreed
Aggregate Mean/ Standard Deviation		20.52	5.47	23.50	5.90	22.01		
Average Mean/ Standard Deviation		2.93	0.78	3.36	0.84	3.15		

Table 3 shows the weighted mean and rank order scores of teachers and students on the strategies adopted for empowering students in secondary schools in Akwa Ibom State for national transformation. Seven questionnaire items addressed research question 3 which were all accepted as the strategies adopted for empowering students in secondary schools in Akwa Ibom State for national transformation as they had mean scores greater than the criterion mean of 2.50. On ranking of the strategies adopted for empowering students, planning and implementation of entrepreneurship programme in secondary schools ranked first, followed by exposure to craft and industrial activities, organizing of career guidance, counseling and development programmes in secondary schools, school-community partnership in equipping students with employability skills, extracurricular activities, part-time work as a form of skill

development activity and encouraging internship among students with mean scores of 3.66, 3.55, 3.54, 3.35, 3.18 and 3.03.

Therefore, the strategies that can be adopted for empowering students in secondary schools in Akwa Ibom State for national transformation included planning and implementation of entrepreneurship programme in secondary schools, exposure to craft and industrial activities, organizing of career guidance, counseling and development programmes in secondary schools, school-community partnership in equipping students with skills, extracurricular activities, part-time work as a form of skill development activity and encouraging internship among students.

Test of Hypotheses

H₀₁: There is no significant difference in the mean ratings of teachers and students on the various institutional strategies that secondary schools students are empowered in Akwa Ibom State for national transformation.

Table 4: z-test Analysis on the Difference between the Mean Scores of Teachers and Students on the Various Institutional Strategies that Secondary School Students are empowered in Akwa Ibom State for National Transformation

	GROUP	N	Mean	Std. Deviation	Df	z-cal	z-crit	Sig. (2-tailed)	Level of Sig.	Decision
Various institutional strategies	Teachers	143	3.05	0.81	386	3.640	±1.960	0.290	0.05	H ₀₁ Rejected
	Students	45	2.71	1.02						

Table 4 showed that teachers have mean and standard deviation scores of 3.05 and 0.81 while students have mean and standard deviation scores of 2.71 and 1.02 respectively. With a degree of freedom of 386 at an alpha level of 0.05, the calculated z-value of 3.640 is greater than the critical z-value of 1.960. Therefore, the null hypothesis was rejected. By implications, there is a significant difference between the mean ratings of teachers and students on the various institutional strategies that secondary schools students empower in Akwa Ibom State for national transformation.

H₀₂: There is no significant difference in the mean ratings of teachers and students on the constraints to the implementation of strategies for empowering students in secondary school in Akwa Ibom State for national transformation.

Table 5: z-test Analysis on the Difference in the Mean Scores of Teachers and Students on the Constraints to the Implementation of Strategies for Empowering Students in Secondary Schools in Akwa Ibom State for National Transformation

	GROUP	N	Mean	Std. Deviation	Df	z-cal	z-crit	Sig. (2-tailed)	Level of Sig.	Decision
Constraints to the Implementation of Strategies for Empowering Students	Teachers	143	3.29	0.85	386	1.320	±1.960	0.290	0.05	H ₀₂ Accepted
	Students	245	3.18	0.68						

Table 5 showed that teachers have mean and standard deviation scores of 3.29 and 0.85 while students have mean and standard deviation scores of 3.18 and 0.68 respectively. With a degree of freedom of 386 at an alpha level of 0.05, the calculated z-value of 1.320 is less than the critical z-value of 1.960. Therefore, the null hypothesis was accepted. By implications, there is no significant difference between the mean ratings of teachers and students on the constraints to the implementation of strategies for empowering students in secondary schools in Akwa Ibom State for national transformation.

H₀₃: There is no significant difference in the mean ratings of teachers and students on the strategies adopted for empowering students in secondary schools in Akwa Ibom State for national transformation.

Table 6: z-test Analysis on the Difference in the Mean Scores of Teachers and Students on the Strategies Adopted for Empowering Students in Secondary Schools in Akwa Ibom State for National Transformation

	GROUP	N	Mean	Std. Deviation	Df	z-cal	z-crit	Sig. (2-tailed)	Level of Sig.	Decision
Strategies Adopted for Empowering Students	Teachers	143	2.93	0.78	386	-5.090	±1.960	0.290	0.05	H ₀₁ Accepted
	Students	45	3.36	0.84						

Table 6 showed that teachers have mean and standard deviation scores of 2.93 and 0.78 while students have mean and standard deviation scores of 3.36 and 0.84 respectively. With a degree of freedom of 386 at an alpha level of 0.05, the calculated z-value of -5.090 is lesser than the critical z-value of -1.960. Therefore, the null hypothesis was accepted. By implications, there is no significant difference between the mean ratings of teachers and students on the strategies adopted for empowering students in secondary schools in Akwa Ibom State for national transformation.

Discussion of Findings

The first finding of the study revealed that the various institutional strategies for secondary schools students empowerment in Akwa Ibom State for national transformation include: communication skill, interpersonal relationship skill, creativity, organizational skill, office practices and procedures skill, and problem solving skill. Also, the corresponding hypothesis tested establishes that there is a significant difference between the mean ratings of teachers and students on the various institutional strategies for secondary school students empowerment in Akwa Ibom State for national transformation. These results agree with the findings of a study conducted by Ofoha (2011) that the different strategies schools employ to empower students of secondary school students to contribute towards national transformation include interpersonal, creativity, work and skills. The result also agrees with the assertion of Audu, et al (2021) that the strategies for empowering students in secondary school for gainful employment in the labor market or be able to establish on their own and become self-reliant for sustainable national development include problem solving, leadership, relational and procedural/ job performance skills. The submission of Suobere (2022) that the skills crucial to empowering students include interpersonal and inter-professional communication as well as problem solving skills.

The second finding of the study revealed that the constraints to the implementation of strategies for empowering students in secondary school in Akwa Ibom State for national transformation include: poor funding of secondary educational institutions, inadequate teaching and learning facilities, neglect of technical and hand-on education, the feeling by some students that employability skill training is meant only for students of technical and vocational education, indifference of some teachers to skill training and development, fear of practical work among students and students' unawareness of the importance of vocational skills. Also, the corresponding hypothesis tested establishes that there is no significant difference between the mean ratings of teachers and students on the constraints to the implementation of strategies for

empowering students in secondary school in Akwa Ibom State for national transformation. These results are in consonance with the findings of a study conducted by Suobere (2022) which revealed that the constraints to the to the implementation of strategies for empowering students in secondary school for sustainable national transformation include students' unawareness of the importance of vocational skills, the feeling by some students that employability skill training is meant only for students of technical and vocational education, fear of practical work among students, fear of calculations associated with some employability educational activities. These results also agrees with the submission of Oresanya, et al (2014) that the major barriers to effective to the implementation of strategies for empowering students in schools for sustainable development include inadequate facilities, neglect of technical and hand-on education, poor funding of secondary educational institutions and indifference of teachers to skill training and development. The assertion of Mohammed and Ismail (2021) submitted that high ranking constraining factors to the to the implementation of strategies for empowering students in secondary schools for sustainable national transform include workshop, material and textbook factors, poor school administrative practices and negative teachers' and parental attitude towards skill training in schools

The third finding of the study revealed the strategies that can be adopted for empowering students in secondary schools in Akwa Ibom State for national transformation included planning and implementation of entrepreneurship programme in secondary schools, exposure to craft and industrial activities, organizing of career guidance, counseling and development programmes in secondary schools, school-community partnership in equipping students with skills, extracurricular activities, part-time work as a form of skill development activity and encouraging internship among students. Also, the corresponding hypothesis tested establishes that there is no significant difference between the mean ratings of teachers and students on the strategies that can be adopted for empowering students in secondary schools in Akwa Ibom State for national transformation. These results agree with the submission of Lorraine and Sewell (2007) that the major approaches that are adopted for encouraging and empowering students in schools to contribute to sustainable national transformation include organizing of career guidance, counseling and development programmes, institutions-corporate organizations' partnership, establishment of indigenous employment training scheme. The assertion of Mohammed and Ismail (2021) that students should be empowered to start early in skill training, participate in work experience, placement and internship, join extracurricular and co-curricular activities as well as develop a communicative mentoring relationship with

their teachers as a way of developing themselves to be gainfully employed in order to contribute to sustainable national transformation.

Conclusion

Based on findings, this study concludes that the various institutional strategies that secondary schools empower students with in Akwa Ibom State for national transformation include communication skill, interpersonal relationship skill, creativity, organizational skill, office practices/procedures skill and problem solving skill; and there are several constraints like inadequate teaching and learning facilities, poor funding of secondary educational institutions impeding the implementation of strategies for empowering students in secondary school in Akwa Ibom State for national transformation.

Recommendations

Based on the study findings, the following are hereby recommended:

1. Secondary schools management should partner with communities, NGOs and the government in coming with effective strategies that can empower the students to contribute towards sustainable national transformation than relying on their own strategies.
2. Government and the secondary school authorities should fashion out ways to address the constraints that is hindering the implementation of strategies for empowering students in secondary school in Akwa Ibom State for national transformation.
3. Schools and the government should adopt and implement the strategies for empowering students in secondary schools for national transformation as suggested or identified by this study.

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