

SOCIOLOGICAL IMPACT OF STUDENTS' INDUSTRIAL ATTACHMENT SKILL ACQUISITION ON THE ESTABLISHMENT OF SMALL-SCALE BUSINESSES IN CROSS RIVER STATE, NIGERIA. IMPLICATION FOR PEACE AND CONFLICT MANAGEMENT

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ABSTRACT

The study focused on the assessment of the sociological impact of students' industrial attachment skills acquisition on the establishment of small-scale businesses in Cross River State, Nigeria. Implication for Peace and Conflict Management. The study adopted the ex-post facto design. The target population of this study comprised 1,763 students who are into small-scale enterprises drawn from the ten (10) Local Government Areas in Cross River State, Nigeria. The study adopted stratified random sampling. The respondents were stratified based on gender (male and female) simple random sample was then used to select the respondent from the population. The sample of this study comprised 176 respondents drawn for the study. The instrument was a researcher's developed instrument titled: The Sociological Impact of Students Industrial Attachment Skills Acquisition Questionnaire (SISIASAQ). To ensure the face validity of the instrument, the Assessment of Students Industrial Attachment Skills Acquisition and Motivation to Small Scale Enterprises Questionnaire was validated by the researchers who submitted drafted copies of the instrument to three test experts in the Centre for General Studies and Measurement and Evaluation respectively in CRUTECH. The reliability of the instrument was determined using Cronbach alpha coefficient. This method is used because Cronbach's alpha provides the measure of the internal consistency among the items. Each sub-scale using Cronbach alpha approach yielded a reliability coefficient ranging from 0.66 to 0.77. The procedure for data analysis was descriptive (mean and standard deviation). Therefore, the data analysis was done per hypothesis by hypothesis, each of the hypotheses was broken down and the variables were identified including the statistical test and findings revealed that To a large extent industrial attachment skills influence students' motivation to establish small-scale businesses. To a large extent industrial attachment skills is relevant and motivation to the establishment of small scale business. There are problems associated with industrial attachment skills and motivation to establish a small-scale business. It was recommended that Government should encourage skills acquisition by graduates.

Keywords: *Sociological Impact, Industrial Attachment, Skill Acquisition, Small-Scale Businesses & Peace and Conflict Management*

INTRODUCTION

The establishment of an industrial training fund (ITF) came to the limelight in 1973 and launched the Students' industrial work experience scheme (SIWES). It is a skill training programme designed to expose students of post-secondary schools to the industrial work situation they are likely to meet after graduation. The need for the establishment of the scheme arose when there was a growing concern among industrialists that graduates of institutions of higher learning lack adequate practical and special skills required for employment in industries (Azuibike 2013). The main idea of the establishment of the Students' industrial work experience scheme (SIWES) is to expose and prepare students of Universities, polytechnics, Monotechnics, and colleges of Agriculture for the industrial work situation they are likely to face after graduation (Akerefolo 2007). The specific objectives of the students of April 1978 are as follows; to provide an avenue for students in colleges of education to acquire industrials and experience in their course of study. To expose students of any discipline of study to learn and experience the knowledge, which they require in industry where these are not taught in the lecture room. To apply the knowledge taught in a lecture room in a real industrial situation. To get a feel of the work environment. To use

the experience gained from the industrial training and discussions held in the lecture room. To gain experience in writing a report in any discipline of study. To expose students to employers as well as to introduce the industrial programme available within Nigeria Institutions. All these are embedded in skills acquisition.

Skill acquisition is seen as any form of training by individuals or groups of individuals that leads to the acquisition of knowledge for self-sustenance. It involves the training of people in different fields of trade under a legal agreement between the trainers and the trainees for a certain duration and under certain conditions. (Owulle 2010). According to Ochigha (1995) defined skill acquisition as the process of demonstrating the habit of active thinking or behaviour in a specific activity. He further stated that skill acquisition is seen as the ability to do or perform an activity that is related to some meaningful exercise, work, or job. He maintains that for skill to be acquired, appropriate knowledge, attitudes habits of thoughts and qualities of character are learned to enable the acquired developed intellectual, emotional and moral character which prepares him or her for a brighter future.

The purpose of the skill acquisition programme is to prepare and equip the students with appropriate skills that can be beneficial to them in the future. He maintained that ideal skill acquisition is capable of ensuring value re-orientation among the youths and transforming them into creators of wealth and employment instead of seekers of wealth and employment. Industrial training plays an important role in developing the skills of the students for a professional career. It is not enough to acquire theoretical knowledge, students should also know how to put it into use in the real world. During industrial training, they have an opportunity to put into practice what he or she has learned so far during their studies. According to Tuner (2007), industrial training enhances enthusiasm and commitment toward work. The I.T. student gets a lifelong learning experience and the opportunity to engage with the profession to which they aspire in a realistic work environment. He further stated that during industrial training they get a chance to understand the practical application of their academic programme, work with professionals and build networks with industry experts. He maintained that industrial training helps the students to adapt to changing industrial culture, new techniques, services, laws and regulations that are introduced. Practical work helps them to better adopt these changes.

Motivation is regarded as the inner state that energizes activities or actions and directs channel behaviour towards the goals. It can also be seen as a process that arouses action, sustains the activity in progress and regulates the pattern of activity. From the researcher's point of view small scale business view, a small-scale business is a business that functions in a minute form that is less capital intensive with limited capital development including reduced capital outlay in hiring advanced technology. Some common e.g of small-scale businesses include; Bakery, School stationaries, viewing centers, indoor gaming centers, and main street businesses. This includes the goals of small-scale business which are; flexibility, generally lean staffing, the ability to develop close relationships with the customer, to identify and solve problems using critical and creative thinking, and to organize and manage oneself and one's activities. To communicate and negotiate effectively.

Statement of problem

The problem of small-scale enterprise, particularly in selected Local Government areas of Cross River State, has been the course of concern in recent times. This is because most small-scale enterprise hardly strives for success. Personal observation and interaction with some owners of these enterprises lack the necessary skills (industrial attachment skills) that may make them survive with limited resources. It has also been a thing of concern that even when they survive they don't stand the test of time. Due to their poor skill management in terms of human and resource management, the government on its part has tried to motivate more small-scale enterprises in terms of limited capital, and a friendly environment. Couple with less taxation but quite unfortunately this effort has not yielded the desired result as they still linger issues of poor business skill management. To this end, the problem of this study put in a sentence is: What are the sociological impact of students' industrial attachment skill acquisition on the establishment of small-scale businesses in Cross River State, Nigeria? Implication for Peace and Conflict Management.

PURPOSE OF THE STUDY

The main purpose of this study was to determine the sociological impact of students' industrial attachment skill acquisition on the establishment of small-scale businesses in Cross River State, Nigeria. Implication for Peace and Conflict Management. Specifically, the study intends to;

- i. To find out the industrial skills and students' motivation for small-scale businesses.
- ii. To assess the relevance of industrial attachment skills and motivation to the establishment of small-scale businesses.
- iii. To ascertain the problems associated with industrial attachment skills and motivation to establish small-scale businesses.

RESEARCH QUESTIONS

- i. To what extent do industrial attachment skills influence students' motivation to establish a small-scale business?
- ii. What is the relevance of industrial attachment skills and motivation to the establishment of small-scale businesses?
- iii. What is the problem associated with industrial attachment skills and motivation to establish a small-scale business?

LITERATURE REVIEW

The conceptual and empirical review was carried out based on the sub-variables in the objectives as presented below: Industrial attachment skills and establishment of small-scale business, the relevance of industrial attachment skills and establishment of small-scale business, and issues associated with industrial attachment skills and establishment of small-scale business

Industrial attachment skills and small-scale business

Vocational and Technical Education students undergoing industrial attachment as a very vital part of the educational system in Nigeria. Various perceptions of these students towards industrial training are based on some motivational factors like remuneration, relationship with employers, and opportunities for practical amongst others. Turner (2007) noted that right commitment is impacted through adequate and proper orientation, whether materially or financially to his end, certain problems have emerged amongst vocational and Technical Education students undergoing industrial training, which calls for urgent attention from appropriate authorities. Amongst these attitudinal dispositions are non-punctual to work, respect of authorities, etc. these problems just as they remained persistent in industrial training. Students' poor attitude towards industrial attachment has solely affected their practical performances on industrial attachment. However, Aminu, 2013, in a finding observed that a lack of interest in the training on the part of the students is a result of the fact that industrial training is not examinable at the school certificate level. The students' industrial training programme was designed to familiarize trainees. This according to Mbolo (2000) is that the programme had gotten short of expectations as a result of the poor attitude of students towards industrial attachment training. Oftentimes, students involved in industrial attachment programmes feel discouraged and reluctant of visiting their place of attachment because their allowances are not regularly paid by ITF or by the companies to which they are attached. The underfunding of SIWES has led to a backlog in the payment of student allowances, extending as far back as 2005 and 2009 in some cases. This has resulted in a poor attitude toward the SIWES. Sometimes, violence by students for non-payment of their allowances creates problems and this act has had an image that is being created to the extreme among other undesirable impact (Olusegun 2006).

Inyoage (2005) Identified students' poor attitude toward SIWES. Accordingly, students' poor attitude to industrial training contributes greatly to their poor practice performance. Most student trainees have been known to display a negative attitude to industrial training, some are careless in the use of handling of equipment and facilities and above all, most of them feel very reluctant in complying with the work ethics peculiar to the training activities. The scarcity of functional industries in Nigeria also contributes to the development of the negative attitude of students towards the industrial training programme. Rejection of students from attachment places by the industry hampered their interest in the programme, thereby reducing their commitments. Most students feel discouraged and develop an unserious attitude towards the training and also the unwillingness of school base supervisors to

effectively supervise students assigned to them during industrial attachment training has limited funding interest of students for SIWES programme (Olayinka 2013).

Amoor (2001) in his contribution to students' commitment towards student industrial contributes immensely to poor practical performance of students as such, these students gain no practical skill knowledge and attitude which would aid them perform perfectly in the world of work they are likely to meet and hampered their ability to create something tangible for themselves.

The major benefits occurring to students who participate conscientiously in industrial training are the skills and experiences they acquire. These relevant productive skills remain a part of the recipients of industrial training as lifelong assets which cannot be taken away from them. This is because the knowledge and skills acquired through training are internalized and become relevant when required to perform a job or function, such as using the knowledge and skills gained to establish a small business for themselves.

Sociological relevance of industrial attachment skills and small-scale businesses.

Education is the most effective means available to society to challenge the future. This is because, the progress of any society depends on its capacities to research, innovate and of new generations. Without education, youth participation in rural and socio-economic life is impossible. Education will not solve all the problems that humanity faces today, but it is essential in the effort to connect the members of society, generate new relationships and respect environmental needs. School instruction, or formal education is not everything. Education also values the role of family and community and includes non-formal and informal sides. The immense community of educators is not being efficiently used to develop the entrepreneurial mindset for the younger generation, as they are a crucial human resource whose contribution can be useful in all local communities. Entrepreneurship education has become popular for many reasons (Bucovală, 2009). Learning about developing business plans and creating a company allows students to better understand and integrate finance, economics, accounting, marketing and other business disciplines, offering them an integrative and enriching educational experience. Entrepreneurship education encourages the founding of new businesses by students and alumni and equips them with critical decision-making skills that enhance the success of graduates in the job market. Furthermore, the entrepreneurial mindset increases the transfer of technology to the market, from the university, through the development of technology-based business plans and student involvement with technology licensing. Finally, entrepreneurship education creates links between academic and business communities. Education for entrepreneurship is considered a useful, applied approach to the study of business and the economy. All these reasons are solid arguments for established entrepreneurs to support and fund entrepreneurship programs in universities and to get involved in developing the entrepreneurial ecosystem in the community where they activate. Entrepreneurship offers also the possibility to experiment with pedagogy and curricula, as it is generally outside traditional discipline boundaries, allowing guest speakers and more practical and applied tasks.

Industrial training through its numerous inbuilt features of relevance has possible solutions to many of the problems of unemployment that may face both the graduates of polytechnics and universities. The need for a one-year or as the case may be industrial training is a sine qua-non since the present level of technology and the types of industries in Nigeria Vis-à-vis those in the more advanced counties and less Sophisticated and less functional.

It was observed by Okoye (1993) that proper training form will help to achieve self-employment goals as well as technological development in the country. Industrial training is a continuation of SIWES' abundant raw materials. It is evident that most of the raw materials (Agricultural products, steel, oil,) etc are available in the country today and need well-skilled manpower to utilize and manage them correctly. It is also believed that the cost of locally produced industrial products will be within the reach of the average Nigerian and this phenomenon can be realized through proper one-year or six-month industrial training. Not many Nigerians know that soap is made from palm oil and chocolate from cocoa.

An empirical study by Olorunfunmi (2019) assessed how entrepreneurial skills can help Business Education students in Rivers State curb unemployment. The population for the study comprises 4437 Business Education students in Rivers State and a sample size of 400 respondents. The research adopted a correlational design. The Instrument used for data collection was a structured questionnaire titled "Entrepreneurial Skills and Unemployment Assessment Questionnaire". A reliability coefficient of 0.87 was obtained using Cronbach Alpha. Two research questions and two hypotheses were posed to guide the study. The items were rated on four (4) a point

rating scales and the 400 copies questionnaire retrieved were analyzed using mean and standard deviation for the research questions and chi-square for the hypotheses tested at 0.05 probability level. The result revealed that unemployment is inversely related to innovative skills and self-motivation skills; which implied that the utilization of any of these entrepreneurial skills by business education students will decrease the level of unemployment. The study however recommends that Business education students should be equipped with pedagogical innovativeness for the discovery of economic opportunities through Seminars and conferences in the areas of entrepreneurial skills acquisition.

Issues associated with industrial attachment skills and motivation to establish a small-scale business

A business may never succeed until the students have the right perception of what needs it has been designed to satisfy. Every establishment that is organized has some rules and regulations that govern its existence and management. An industry with no defined set of guiding principles for its members is posed to organize principles for its members one that and ideals make up a code of ethics the issue of ethics in every organization cannot be overemphasized indeed, there will be chaos in the absence of work ethics, and no meaningful development can occur in an atmosphere of chaos. Nevertheless, it is rather unfortunate that many industrial trainees do not observe some basic ethics. It is an obvious fact that many students have a wrong mindset about what industrial training is all about. However, industrial training will enhance one's carrying potential depending so much on one's attitude and conception of the meaning of industrial training. Therefore, it is necessary to look at the various conceptions of the programme by students. Nevertheless, these conceptions are all enormous. Students are therefore encouraged to develop the right attitude towards the programme. The problem of inadequate orientation has led to the misconception of the aims of the scheme by such students. This has grossly affected the success of the scheme, for instance, many students have taken the time as a holiday period.

Aiden (2009) paid attention to the founding of the small-scale business in Nigeria. Whereas failure of the large-scale import department assembly to propel the country into a satisfactory course of industrialization necessitates the demagnification of strategy to embrace the promotion of small-scale enterprises achievement under the new strategy has not been adequate with expectations of the stated objectives which were economic growth and development through the mobilization of available local resources, employment generation and industrial dispersal as well as mitigation of rural-urban migration. Out of a population of eighty drawn from the selected bakeries, sixty-seven were selected as the sample size using statistical sample tools (Taro Yamani). A questionnaire was designed and distributed to elicit information from the sample population; also data was sourced through primary and secondary sources. The data collected were presented and analyzed using tables and percentages. The hypotheses adduced were tested using such tools as chi-square. It was observed that to achieve economic growth and development to use, such as increasing the availability of credit by raising interest rate ceiling and permitting a "spread" that makes it worthwhile for banks to lend to small-scale businesses or by increasing the number and range of investment, etc. problems of small-scale business will be a thing of the past.

Oghunbiyi (1999:10), also saw the key problem facing most small-business in Nigeria as that of lack of finance according to him, this lack is whether for the establishment of new industries or to carry out expansion plans. The inability to attract financial credit has stifled the growth of this sub-sector. In his view, commercial banks were expected to be the launch pad for the development of small-scale industries through the provision of loans to them. Stiff collateral security demanded by banks often means that small-scale industrialists are unable to meet these provisions, consequently losing the chance to obtain loans.

The problem related to management arises from the entrepreneur's limited education and training knowledge consisting of facts and theories that enable people to understand phenomena and solve problems. Another management problem is the refusal of these small-scale industrialists to team up and pool together available resources, the lack of honesty and desire to develop self rather than business and the import dependents nature of the business just as the large-scale enterprises while the technical ones are due to his limited knowhow in project planning and appraisal and little or no exposure to modern technology.

RESEARCH METHODS

This study adopted the ex-post facto design. Ex-post factor design is a method in which groups with quality that already exist are compared on some dependent variable. The research design consists of a pre-determined set of

questions that are given to a simple set of test traits under consideration. The target population of this study comprised 1763 students who are into small-scale enterprises drawn from the ten (10) Local Government Areas of Cross River State, Nigeria.

The study adopted stratified random sampling. The respondents were stratified based on gender (male and female) simple random sample was then used to select the respondent from the population. In doing this the hat and draw method was established to select the total number of respondents for the study. The sample of this study comprised 176 respondents drawn for the study. This was done using the hat and draw method, a total of 176 respondents in the study were selected from each school. The instrument was a researcher's developed instrument titled: The Sociological Impact of Students Industrial Attachment Skills Acquisition Questionnaire (SISIASAQ). The questionnaire was a structured questionnaire designed to measure the major variable of the study. The instrument has three sections A, B, and C). Section A covered the demographic information about the respondents. Such information as class and gender. Section B consisted of 15 questions (5 items each) for the sub-variables of the independent variable which were designed on a four-point scale with items ranging from, strongly agree, Agree, Disagree, and strongly disagree. To ensure the face validity of the instrument SISIASAQ was validated by the researcher who submitted drafted copies of the instrument to the three research experts in CRUTECH. The purpose is for these experts to scrutinize and edit the items in the questionnaire, thereby removing ambiguous and vague items. Such items were replaced with valid ones. With all these inputs made, a final draft was produced and presented to the supervisors, who then considered the items in the questionnaire as adequate, clear, and unambiguous. The instrument was thus considered useable in the study. The reliability of the instrument was determined using Cronbach alpha coefficient. This method is used because Cronbach's alpha provides the measure of the internal consistency among the items. Each sub-scale using the Cronbach alpha approach yielded a reliability coefficient ranging from 0.66 to 0.77. The procedure for data analysis was descriptive (mean and standard deviation). Therefore, the data analysis was done per hypothesis by hypothesis, each of the hypotheses was broken down and the variables were identified including the statistical test tool as presented below.

RESULTS OF THE STUDY

This section presents a general description of the research variables and the results of the data analyses in line with the three null hypotheses that were tested in the study. The results and discussions of findings are presented under the following subheadings: General Description of research variables, Presentation of Results, and Discussion of Findings

General Description of research variables

The major independent variable used in this study is the assessment of students' motivation to the establishment of small-scale businesses in the selected Local Government area of the state. The industrial attachment skills acquisition and the motivation to establish small-scale businesses were measured continuously measured.

Research question one

How industrial attachment skills has improves establish a small-scale business? To answer this research question, mean and standard deviation were employed. These results are presented in Table 1.

Table 1
The extent to which industrial attachment skills have improved
Establishment of small-scale business

s/n	Items	Improved	Not improved	Total	Mean	Sd	Decision
1	Good communication skills	110	66	176	12.00	3.00	Accept
2	Teamwork and ability to build positive relationships;	95	81	176	13.09	2.87	Accept
3	Effective teamwork	136	40	176	11.89	2.16	Accept
4	Self and time management	107	69	176	15.00	2.17	Accept
5	Ability to influence others and negotiate,	101	75	176	13.89	2.11	Accept

6	Problem-solving skills	120	56	176	12.77	2.84	Accept
7	Has improved my confidence	133	43	176	14.07	2.78	Accept
8	Promote business opportunities	122	54	176	13.45	2.68	Accept

Table 2 revealed the results on how industrial attachment skills have improved the establishment of small-scale businesses. To answer this research question, mean and standard deviation were employed. And all the means were greater than the cut point of 2.5. This implies that industrial attachment skills have improved

Research question two

What is the relevance of industrial attachment skills and the establishment of small-scale businesses? To answer this research question, mean and standard deviation were employed. These results are presented in Table 2.

Table 2: Relevance of industrial attachment skills and establishment of small-scale businesses

s/n	Items	Relevance	No relevance	Total	Mean	Sd	Decision
9	Exposing the student to the demand and challenges of the workplace.	112	64	176	11.09	1.98	Accept
9	Gaining practical experience.	88	88	176	12.96	2.78	Accept
10	Gaining of working ethics.	103	73	176	11.09	2.19	Accept
11	Helping the student acquire self-reliance skills.	90	86	176	13.07	2.88	Accept
12	Contribute to local industry.	109	67	176	14.98	2.76	Accept
13	Develop work-based skills.	115	61	176	11.09	2.99	Accept

Table 2 revealed the results on the relevance of industrial attachment skills and the establishment of small-scale businesses. To answer this research question, mean and standard deviation were employed. And all the means were greater than the cut point of 2.5. This implies that industrial attachment skills are relevant to respondents.

Research question three

What is the problem associated with industrial attachment skills and motivation to establish a small-scale business? To answer this research question, mean and standard deviation were employed. These results are presented in Table 3.

Table 3: The problem associated with industrial attachment skills and motivation to establish a small-scale business

s/n	Items	Yes	No	Total
	Poor funding	147 (83.52)	29(19.73)	176
	Lack of commitment	130(73.86)	46(26.13)	176
	Inadequate infrastructures	119(67.61)	57(32.38)	176
	Lack of trained personnel	156(88.63)	20(11.36)	176
	Students commitment	100(56.81)	76(43.18)	176
	Inadequate training	127(72.15)	49(27.84)	176
		779	277	

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Discussions of finding

The outstanding findings of the study are presented based on the research questions of the study

Industrial skills and students' establishment of small-scale Businesses.

From the analysis, the findings revealed that industrial skills motivation for small-scale businesses is high. This is because of motivation. The finding is supported by the study of Okoye (1993) that proper training form will help to achieve self-employment goals as well as technological development in the country. It is also believed that the cost of locally produced industrial products will be within the reach of the average Nigerian and this phenomenon can be realized through proper one-year or six-month industrial training. Not many Nigerians know that soap is made from palm oil and chocolate from cocoa. It was also found Ebukwujekwu (1991) emphasized that the government should use the scheme to advise how to minimize the effects of our natural attitude on regulated employment and production at the same time and avoid the destruction of our culture by organized labour.

Relevance of industrial attachment skills and establishment of small-scale businesses.

It was found that industrial attachment skills are relevance of industrial attachment skills and motivation to the establishment of small-scale businesses. The present findings agree with the study of an empirical study by Olorunfunmi (2019) result revealed that unemployment is inversely related to innovative skills and self-motivation skills; which implied that the utilization of any of these entrepreneurial skills by business education students will decrease the level of unemployment. The study however recommends that Business education students should be equipped with pedagogical innovativeness for the discovery of economic opportunities through Seminars and conferences in the area of entrepreneurial skills acquisition.

Summary of the Study

The study focused on assessing the student's industrial attachment, skill acquisition on the establishment of small-scale businesses in the Local Government Areas of Cross River State. This study adopted the ex-post facto design. Ex-post factor design is a method in which groups with quality that already exist are compared on some dependent variable. The research design consists of a pre-determined set of questions that are given to a simple set of test traits under consideration. The target population of this study comprised 1763 students who are into small-scale enterprises drawn from ten (10) Local Government Areas of Cross River State, Nigeria. The study adopted stratified random sampling. The respondents were stratified based on gender (male and female) simple random sample was then used to select the respondent from the population. In doing this the hat and draw method was established to select the total number of respondents for the study. The sample of this study comprised 176 respondents drawn from the study. This was done using the hat and draw method, a total of 176 respondents in the study were selected from each school. The instrument was a researcher's developed instrument titled: The Sociological Impact of Students Industrial Attachment Skills Acquisition Questionnaire (SISIASAQ). The questionnaire was a structured questionnaire designed to measure the major variable of the study. The instrument has three sections A, B, and C). Section A covered the demographic information about the respondents. Such information as class and gender. Section B consisted of 15 questions (5 items each) for the sub-variables of the independent variable which were designed on four-point scale items ranging from, strongly agree, Agree, Disagree, and strongly disagree and the instrument was validated by three test experts in CRUTECH. The purpose is for these experts to scrutinize and edit the items in the questionnaire, thereby removing ambiguous and vague items. Such items were replaced with valid ones. With all these inputs made, a final draft was produced and presented to the supervisors, who then considered the items in the questionnaire as adequate, clear and unambiguous. The instrument was thus considered useable in the study. The reliability of the instrument was determined using Cronbach alpha coefficient. This method is used because Cronbach alpha provides the measure of the internal consistency among the items. Each sub-scale using Cronbach alpha approach yielded a reliability coefficient ranging from 0.66 to 0.77. The procedure for data analysis was descriptive (mean and standard deviation). The findings revealed that:

1. To a large extent industrial attachment skills influence students' motivation to establish small-scale businesses.
2. To a large extent industrial attachment skills is relevant to the establishment of small-scale business.
3. The outlined factors contribute to the problem associated with industrial attachment skills and motivation to establish a small-scale business.

Implication for Peace and Conflict Management

Enhancing peace in any given society is paramount to every individual in the society. This is because of conflicts between teams as a result of disunity. Even though conflict is inevitable in society, its devastating effects are innumerable, conflict often leads to forced migration, long-term refugee problems, and the destruction of infrastructure. Social, political, and economic institutions can be permanently damaged. Where peace is lacking education and health structures break down and are crippled. Which can result in total failure in the social, economic, and political life of the individuals in the society. Harmonizing peace and resolving conflict in a society can trigger resources, both financial and human, that would otherwise be diverted to controlling (or creating) violence. If peace and conflict are adequately managed among schools in Nigeria, it will promote industrial attachment skill acquisition and establishment of small-scale businesses in Cross River State, Nigeria

Contribution of the Study on Sociologists and Other Stakeholders in Education

The study will contribute to knowledge advancement for the following stakeholders. Student teachers, school authorities, small & medium scale enterprises, and other research scholars. To students, it will be useful to the students as they will acquire more skills that will enable them to establish a business after graduation. To teachers, it will be of benefit to the lecturers as they will do more to relate their lectures to what the students will experience during industrial attachment. School authorities will dwell on the finding of this study as it will help them to build the school curriculum on the importance of entrepreneurial skills as it relates to an industrial attachment for enhanced small-scale enterprises. Small and medium-scale enterprises will also use the findings of this study to improve their businesses. Finally, the study will form a bulk of literature for sociologists and other scholars (researchers) who may want to dwell on the extensive literature review by the researcher.

Conclusion

In the business world entrepreneurship education has been observed here as a vehicle to ride off the endemic problem of poverty, hunger and youth empowerment. When the youths are provided with the right rain in practice, they explore opportunities in their immediate environment instead of chasing shadows in the cities. The development of Entrepreneurship education will go a long way in creating employment, giving young people the opportunity to develop their enterprising skills, and empowering the young to be job creators and not job seekers through the provision of necessary skills and knowledge to raise their output, income and wealth. Entrepreneurship education would also contribute to improving the image and highlighting the role of entrepreneurs in society. The current industrial decay and the subsequent unemployment crisis among Nigerian graduates have been traced to the theory-oriented university programmes and certificate frenzy compiled with the celestial mentality of the Golden Fleece.

Recommendations

The following recommendations, based on the findings of the study, are hereby made:

1. Graduate empowerment should be enhanced especially for young graduates in all tertiary institutions in the state.
2. The government and non-governmental organizations should collaborate in the creation of job employment opportunities to enhance graduates who are yet to be employed
3. Government should encourage skills acquisition among the unemployed in the state. This will help to reduce poverty and promote competition in the labour market.

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