

UNEMPLOYMENT CURRICULUM OUTCOMES, PSYCHO-SOCIAL CHARACTERISTICS AND ENTREPRENEURIAL ABILITIES OF THEOLOGICAL SEMINARY GRADUATES

Abam Arikpo

Department of Curriculum/Teaching, University of Calabar, Calabar

Aquah, Patricia A.

Department of Vocational & Special Education,
University of Calabar, Calabar

Abstract

The purpose of this study was to ascertain the relationship of curriculum outcomes, personality trait, gender role stereotype, and common small scale business practices to entrepreneurial abilities of theological seminary graduates. Forty five (45) theological seminary graduates in the denominations of the unemployed, the self employed, the private sector employed and government employed were purposively drawn for the study. Three research questions guided the study. Five questionnaires were used in data collection. The data were analysed using Multiple Regression. The result indicated that of the independent variables considered only the effect of cognitive curriculum outcomes was significant on the entrepreneurial abilities of theologies seminary graduates ($p < 0.05$).

Keywords: Unemployment, Entrepreneurship

Introduction

In Nigeria today many churches abound. Many of these remain overseen by men and women who are their presidents and founders (Douglas, 2001). Hence, they feature a day-to-day management done usually by their founders; though in larger congregations, some element of delegation is done. In few of such cases their founders may delegate their management entirely, but retaining overall control of policy. Consequently, finance often remains provided entirely by the founder, but with part of it often in form of borrowed funds. The business of a church overseer is therefore, usually small; hence, the features of a sole proprietor remain ever apparent (Pitfield, 1977):

1. Decision making is effected quickly because it often remains not necessary to consult anyone else, apart from God and the Bible.
2. Consequences of decisions are the sole responsibility of the founder.
3. The personality of the founder is often inprinted on the business of the church through his policies.
4. It is usually a unit small enough to make small-scale management possible.
5. Difficulties of management often met in larger organizations are often avoided.
6. The media of banners, handbills, and posters is a potent and necessary vehicle for publicity or propaganda (Pitfield, 1977; Donglas, 2001).
7. Capital required for starting and running the business of the church is provided by the founder.
8. The risk of the church business and it success and otherwise is undertaken alone by the founder and largely so according to his entrepreneurial abilities.
9. It liabilities are not limited. Its failure could lead to the sale of the founder's private assets.
10. The business of the church is not a separate legal personality; the founder is not distinguished from the business of the church (Anyanwuocha, 2003).

From the foregoing, the business of the church overseer calls for a great sense of devotion to duty and personal commitment. It requires him to have a natural spiritual disposition, be naturally patient, understanding, sensitive, discrete, sincere, warm, friendly and intelligent. It requires him to have a sense of humour and basic interest in the well-being of mankind (Makinde and Alao, 1987).

The purpose of this study is, therefore, to investigate the relationship of curriculum outcomes, gender role-stereotypes, personality traits, and common business practices to the entrepreneurial skills of Theological Seminary graduates. This intention is most apparent, because in Nigeria today while graduates of the tertiary institution go without work, job opportunities are additionally created for clergymen here and there. New churches spring up at fairly rapid rates in different parts of the country. Equally, already existing churches expand, thus creating ever increasing need for trained clergymen. This is outside the want of their labour or services by orphanages, religious publishing houses, homes of the aged and the infirmed and chaplainry (Makinde, & Alao, 1987).

Statement of the problem

In view of the foregoing, the study attempted to assess the current disposition of curriculum outcomes, gender role stereotypes, personality traits, and common business practices on the entrepreneurial skills of Theological Seminary graduates. Ultimately, the study was to come up with inferences on curriculum outcomes, gender role stereotypes, personality traits, and common business practices for Theological Seminary graduates to either enhance or undermine their entrepreneurial skills. Hence, the present study was ex post facto and committed to investigating the current level of theological seminary graduates' curriculum outcomes, personality traits, gender role stereotypes, and common business practices and their disposition towards their entrepreneurial skills in South-South Nigeria.

Research Question

This study specifically attempted to answer the following questions:

- (1) What is the composite effect of curriculum outcomes, personality traits, gender role stereotypes and common business practices on entrepreneurial skills of Theological Seminary graduates?
- (2) What is the relative effect of each of the independent variables on entrepreneurial skills of theological summary graduates?
- (3) Which of the independent variables would predict entrepreneurial skills of theological seminary graduates?

Target population and sample

All Theological Seminary graduates in South-South Nigeria were targetted for the study. Of these, 45 were purposively selected for the study. These were in the denominations of those unemployed 5 (11.36%); those self employed 13 (29.54%); those organized private sector employed 19 (43.18%); and those government employed 8(18.18%). In all 10 (22.73%) of the sampled Theological Seminary graduates were females; while 35 (79.54%) were males.

Research instrument

The main instruments for the study were the Self Employment Characteristics Rating Questionnaires (SECRQ); the Common Small Scale Business Practice Questionnaire (CSBPQ); the Personality Job Creation Behaviour Inventory (PJCBI); the Gender Rolestereotype Job Creation Inventory (GSJCI); the C-O Job Behaviour Inventory (COJBI). Each of the instruments is a 20-itemed questionnaire. They are modifications of those developed by the National Directorate of Employment (NDE) (1989); Hitchin (1996); Akinboye (2001) and Alexander (1996).

Validity and reliability

These questionnaires were given to five experts in the Teacher Education Department, University of Ibadan for review. Some comments about their wordings, arrangement of items and rating scale were made and incorporated into the final edition of the instruments. Cronbach Alpha was then used to determine their reliability coefficient. These respectively stood at 0.83, 0.81, 0.91, 0.92, 0.93, and 0.91.

Procedure for data collection

The investigators visited the Cross River State Ministry of Commerce and Industry: the National Directorate of Employment, Federal Secretariat Complex, Calabar; homes, Full Gospel Business Men Fellowship; Graduate Fellowship, Secondary schools, and business premises. This enabled them to obtain permission from leaders of the organisations to rationally select and use their members for the study. At the grant of the permission, members were selected and served the five questionnaires to complete. Twelve (12) research assistants were employed to help administer and retrieve the questionnaires. The exercise lasted for 3 months.

Data analysis and result

Data collected with the questionnaires were pooled and analysed through Multiple Regression statistic at 0.05 level of significance. Table 1 and 2 show summary of the findings of data collected with the instruments and analysed through the Multiple Regression Statistic.

RQ1: What is the composite effect of curriculum outcomes, personality traits, gender role stereotypes, and common business practices on entrepreneurial skills of Theological Seminary graduates.

Table 1 Composite Relationship of the independent variables to the dependent variable

Multiple R = 0.378
Multiple R² = 0.143
Multiple R² (Adjusted) = 0.058
Standard Error of Estimate = 9.530

Sources of variation	Df	SS	MS	F-ratio	Sig.F
Regression	4	606.990	151.746	1.671	0.176
Residual	40	3632.121	90.803		
Total	44	4239.111			

*Significant at P>0.05

Table 1, shows the independent variables together correlate 0.378 with the dependent variable. The correlation is weak and negative. It also shows the independent variables account for only 14.3% of variance in the dependent variable (R² = 0.143; p>0.05). 85.7% of the variance is

attributable to residuals, error and other factors not investigated in the study. In all, the total model is not significant $F = 0.176$; $R^2 = 0.058$). This result answers questions 1.

RQ2: What is the relative effect of each of the independent variables on entrepreneurial skills of Theological Seminary graduates?

Table 2 Relative relationship of the independent variables to the dependent variable

Variable	un-standardised		Standardised Coefficient	T-ratio	Sig t	Rank
	B	S.E.B	Beta (β)			
Masculine gender rolestereotype	-5.280	0.167	-0.001	-0.003	0.998	9 th
Feminine gender rolestereotype	3.328	0.133	0.061	0.251	0.803	8 th
Introvert personality trait	-5.538	0.166	-0.191	-0.334	0.740	6 th
Extrovert personality trait	-0.152	0.130	0.197	-0.167	0.251	5 th
Common business practices	0.192	0.197	0.323	-0.977	0.333	2 nd
Cognitive curriculum outcomes	0.248	0.111	0.520	2.243	0.031*	1 st
Affective curriculum outcomes	-0.132	0.113	-0.319	-0.168	0.251	3 rd
Psycho-motor curriculum outcomes	-7.708	0.095	-0.189	-0.815	0.421	7 th
Field experience curriculum outcomes	-8.383	0.125	0.199	-0.668	0.508	4 th
(Constant)	77.694	7.911		9.821	0.000*	

*Significant at $p < 0.05$

Table 2 shows significant independent variables in the model to retrogressively include cognitive curriculum outcomes ($\beta=0.520$; $p > 0.05$); common business practices ($\beta=0.323$; $p > 0.05$); Affective curriculum outcomes ($\beta=-0.319$; $p > 0.05$); Field experience curriculum outcomes ($\beta=0.199$; $p > 0.05$); Extrovert personality trait ($\beta=0.197$; $p > 0.05$); Introvert personality traits ($\beta=-0.191$; $p > 0.05$); Psycho-motor curriculum outcomes ($\beta=-0.189$; $p > 0.05$); Feminine gender rolestereotype ($\beta=0.061$; $p > 0.05$); and Masculine gender rolestereotype ($\beta=-0.001$). This result answers question 2.

RQ3: Which of the independent variables would predict entrepreneurial skills of theological seminary graduates?

Only cognitive curriculum outcomes make significant prediction of the independent variable ($B=0.248$; $t=2.243$; $p < 0.05$). In this case, only cognitive curriculum outcomes will be entered into the prediction equation. Probability is below 0.05; and it is the only independent variable with a significant t-ratio. The equation for the reaction will be as follows:

$$Y^1 = 77.694 + 0.248x$$

Where Y^1 = Entrepreneurial skills of Theological Seminary graduates

X = Cognitive curriculum outcomes.

Masculine gender role stereotype (B=5.280; t=-0.001; p>0.05); feminine gender role stereotype (B=3.328; t=0.251; p>0.05); introvert personality traits (B=-5.538; t=-0.334; p>0.05); extrovert personality traits (B=-0.157; t=-0.167; p>0.05); common business practices (B=0.192; t=0.977; p>0.05); affective curriculum outcomes (B=-0.132; t=-0.168; p>0.05); Psycho-motor curriculum outcomes (B=-7.708; t=-0.815; p>0.05); and field experience curriculum (B=-8.383; t=-0.668; p>0.05) will not be entered into the prediction equation. Their probabilities exceed 0.05; and their t-values are not significant. These results answer question 3.

Discussion

This study has revealed that the independent variables taken together correlate negatively with the dependent variable; and the correlation is weak. It also has shown that majority of the independent variables do not predict or contribute to the dependent variable. Only cognitive curriculum outcomes do. This finding is in line with the position of Alexander (1996) and Obe and Asiedu (1988). To the former cognitive curriculum outcomes are job related, because they warrant the process of logical thoughts and interpretations which relate events into meaningful patterns. The latter sees cognitive curriculum outcomes as not only enigmatic of internal thought processes: but rational decisions of what to do relative to likely outcome. To further support this position is Oyedeji (1988). He portrays curriculum outcomes as a type of intelligence which features the ability to shift thinking from one approach or procedure to another. This type of cognitive outcome he sees as constant throughout life.

Arising from the foregoing the following recommendations are made. First, designers, planners and developers of the Theological Seminary curriculum should make its content and context cognitive outcome compliant. They should also organise workshops, conferences, talk-shops, seminars on the place of cognitive curriculum outcomes in the entrepreneurial development of Theological Seminary graduates. Researchers on entrepreneurial development should as well intensify efforts to document and publicise the prevalent state of entrepreneurship among Theological Seminary graduates as a way of creating greater awareness, knowledge and application of routine and non-routine tasks not only within the educational sector, but also in the larger society. Finally, further investigation into knowledge and practices of entrepreneurship among theological seminary graduates may be conducted to either support or reject some of the findings of this small scale study. Such additional investigation

may need to consider several other discussions like actual classroom situations and lecturer qualifications which were not taken into consideration in the present study.

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