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## **PREDICTIVE POWER OF SOCIAL ENTREPRENEURSHIP AND THE MANAGEMENT OF DEPRESSION USING YOUTH ENTREPRENEURSHIP**

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### **ABSTRACT**

The study investigates predictive power of social entrepreneurship in the management of depression using youth entrepreneurship in Nembe LGA, Bayelsa State. The cross-sectional design was adopted with a sample size of 286 was determine using percentage method. From the copes of questionnaire distributed on 264 were analysed using Likelihood ratio in alignment with the Chi-Square. From the findings the predictive power of emotional social entrepreneurship in the management of depression using youth entrepreneurship. Also, predictive power of instrumental social entrepreneurship in the management of depression among in-youth entrepreneurship were positive. In conclusion, the social entrepreneurship mitigates depression and social cynicism. However, Parents, teachers, friends and other important persons should always encourage preventive measures and proactive approach with a broader focus on giving attention, help and support to the emotional and physical need of in-youth entrepreneurship in case of any subjected psychological problems and violent experience. Stakeholders should organize and sponsor seminars and workshops for students, parents and other stakeholders in skills, risk culture and education on the need to promote good values and acceptable behaviour in the communities with youth entrepreneurship.

**Keywords:** Social Entrepreneurship, Bullying, Youth Entrepreneurship, Depression, Anxiety, Trauma, Innovation Skills, Risk

### **Introduction**

Bullying youth on the issues and concern of incompetency, might be very disastrous. This might lead to injelitis, cynicism, trauma, depression, anxiety, bitterness and even mental illness. Rather is better to trace the untapped gift, resources, talent, innovation skills and creativity potential in



the youth. Youth will be able identify, pursuit and grab opportunities in the environment, which will boost its wellness, wellbeing and livelihood with the start-up. This ignites a predictive power concept known as youth entrepreneurship with social innovation approach (Ovharhe, 2025a)..

Youth entrepreneurship, youth start-up and MSMEs are the picture that gives competitive advantage to manufacturing oriented, service oriented. Sales and logistics-oriented enterprise the channel to lunch and dive into in-depth competitive parity to gain leadership of the market industry the enterprise is being classified. Youth entrepreneurship propels the enterprise from start-up into desirable dreams on the business. The adoption of youth entrepreneurship has led to dramatic dynamism, agility, adaptability, sustainability, survival and success. Youth entrepreneurship is a swift to cost minimization, speed, customer focus, respect for people, enhanced better performance of product and services. The entrepreneurship journey using youth as a strategy and tactics is anchor Youth continuous improvement, youth thinking and youth culture. The very essence of entrepreneurship is to innovate, create, fabricate, lubricate and invent the current and future needs to satisfied clients and depressed customer. Entrepreneurs have the capability to develop pulling string which has the tendencies to create value attachable to customer needs at the right timing, pricing, quality, logistics and specification. This is what youth entrepreneurship is about on value creation and wealth creation. This means a youth entrepreneur is an innovator, creator, fabricator, lubricant and inventor of anticipating customer needs with active feasibility. Youth entrepreneurship is totally in support of the youth methodology that click towards being customer focused of delivery value added virtue, waste banish of whatever that does not add value to the youth process with application of youth improvement. But, respect it a key factor to the customer value delivery. This enables the enterprise to match on continuous value creation and wealth creation. Youth entrepreneurship debunks unnecessary wastages, resources, manpower, cost, pilferage, obsolescence, demurrage, larceny and danger stock level. Youth entrepreneurship lubricates and crystallized dying business with illuminations being focused at the customer resuscitated the bleeding-edge enterprise resilience. Youth entrepreneurship is a therapy to business functions that cannot meet up its targeted profit. Youth entrepreneurship nurture enterprise from the start-up point to the top leadership position. Youth entrepreneurship is the brain box to achieve supply chain management, business creation, new venture creation, value creation, value capture and sustainable development goals (SDG).

A vital period in human growth and development of every learner is the stage of youth. Youth could be described as the period in human growth and development which happens after childhood and before adulthood from 10 to 19 years (Ovharhe & Woko, 2024a). At this stage of youth, a child not only passes into adulthood as normal human beings but manifest a lot of changes (Nwokocha & Olatunya, 2016). The changes could be biological, intellectual and psycho-social which usual determined by hormonal/hereditary and environmental factors which is heralded by puberty and ends at maturity (Nwokocha & Olatunya, 2016). These changes in adolescents could



be harnessed and sharpened for the benefits of mankind through the preparation of adolescents for adult roles while in school (Mayer, 2004). This preparation is so important because it is in the school that adolescents mostly acquire basic skills to survive in life. Adolescents in the school could be also referred to as in-youth entrepreneurship. In school adolescents could be seen as typical adolescents who are in school whether college or high school with intention to acquire necessary learning experiences to move into adulthood (Schneider, 1999).

According to Nwangwu, Adimora, Ukwueze and Ugwuezea (2017), in-youth entrepreneurship are students in tertiary school. While in school, most adolescents try to make frantic effort to gain some freedom away from their parents and teachers so as to build their own social life or circle and gain acknowledgement from peers in their group (Uba, 2014). At this stage, their emotions are high and could predispose them to crisis which may harm others around them. In Bayelsa State, most tertiary school students have been observed to engage in intimidating and harassing the perceived weaker ones by subjecting them into bullying.

Bullying is a form of violent behaviour against humanity which the societies across the world abhor. Studies revealed that bullying is considered as a horrible experience that confronts society at large including in-youth entrepreneurship on daily basis (Ovharhe & Okolo, 2022). On daily basis, (National Crime Prevention Council, 2013) reported that six (6) out of ten (10) children and in-youth entrepreneurship have terrifying experience of bullying.

Bullying is defined as multifaceted mistreatment mostly seen in schools and workplaces (WHO, 2010). Bullying could be also seen as aggressive behaviour in which individual or more in-youth entrepreneurship repeatedly and willingly harm other students or victims physically, psychologically or emotionally overtime because those victims involved are perceived as weakly and cannot defend themselves (Agulanna, 2014; King et al., 1996; Nansel, et al., 2001; & Olweus, 1993).

Similarly, bullying has been described as repeated negative experience which over time happened to individuals and which mostly carried out by one or several individuals who are stronger than the victims (Aluede, Adeleke, Omoike, and Afen-Akpaide, 2008; Ovharhe, Woko & Ezeocha, 2021).

Bullying among in- school adolescents is a horrible experience which may happen in various ways or forms. Many forms of bullying involve spreading rumors to possess the victim's belongings, name calling and physical violence (Ovharhe & Chukwuemeka, 2023). Others are physical and emotional aggression, including mockery, name-calling, teasing, threats, competition, rumor or social exclusion, taunting and harassment (WHO, 2010; Ovharhe & Igbokwe, 2021). In Nigeria, a study on bullying however highlighted that the most form of bullying as reported by half of the respondents (50%) was 'kicking and hitting' and followed by 'threats to beat you' (25%)

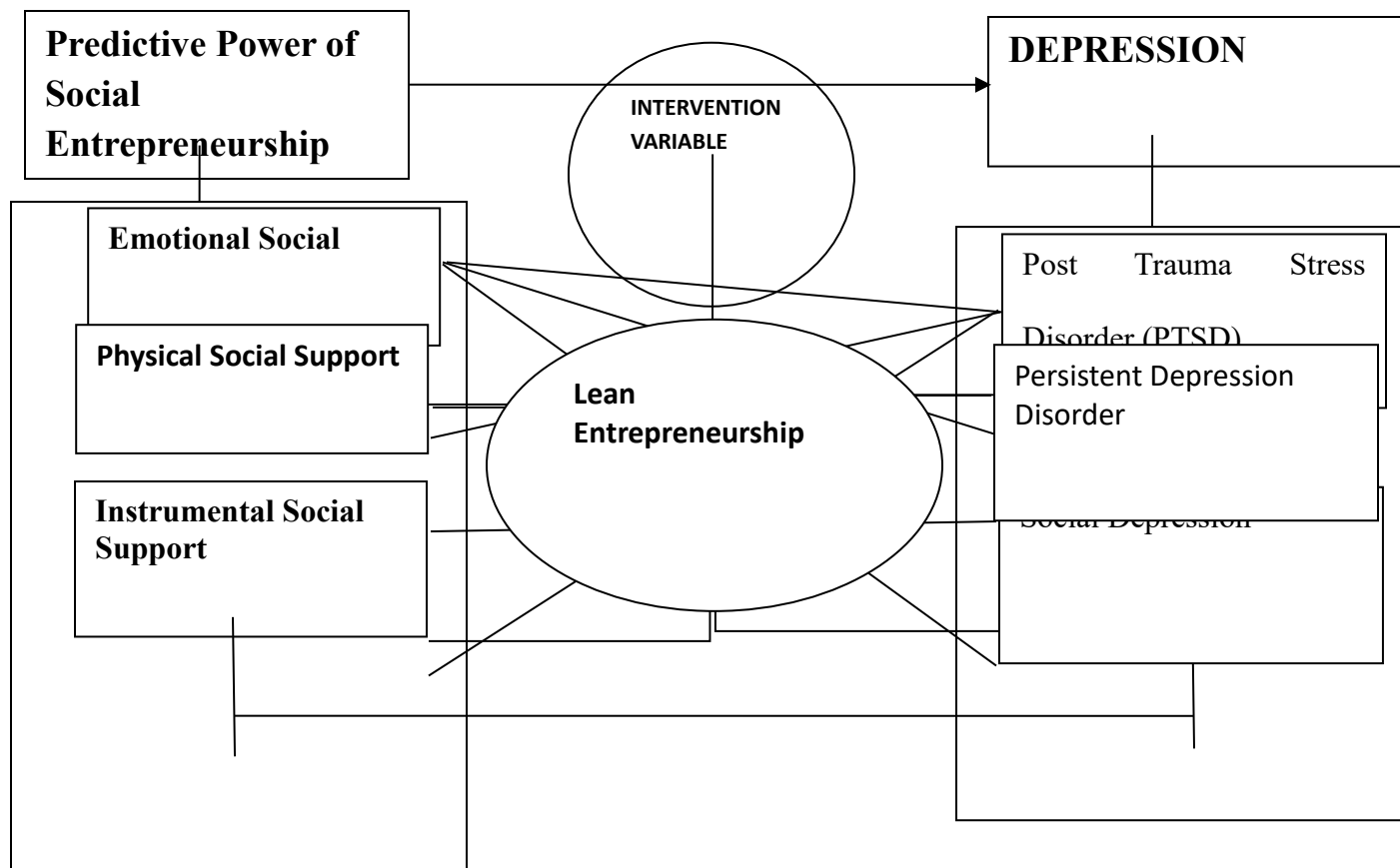


(Egbochuku, 2007). A lot of in-youth entrepreneurship in Bayelsa State have in one way or the other experience most of these forms of bullying which usually happen at school, outside school, anywhere, among others. Supporting this, studies have shown that bullying has capacity to occur in school of various categories (Ovharhe, 2022b; Egbochuku (2007).

It was observed that bullying occurs more often in the playground (40%), followed by classroom (25%) respectively. In this study, bullying is described as unwanted repeated behaviour among in-youth entrepreneurship that involves perceived power imbalance which makes them depressed. Bullying is something not good to experience. At school, many in-adolescents in Bayelsa State are confronted with all forms of psychological and physical harm on daily basis. This usually repeats itself over time and has been carried out by some students who perceived themselves as stronger than the others.

Some severe consequences of bullying experience among in-youth entrepreneurship have been observed accordingly. Studies revealed that students with bullying experience are often exhibit emotional and physical signs which among them are: complaining of headaches, loss of appetite, severe fear to attend school, poor interest in classroom activities, like spending time with family and friends (Cook, Williams, Guerra, Kim & Sadek, 2010). Cook, Williams, Guerra, Kim and Sadek added that in-school adolescents with bullying experience are likely to lack social skills, become aggressive, think negatively, encounter difficulties in solving social problems, abounded and isolated by peers. Bullying frustrates youth innovation skills (Ovharhe & Abada, 2024; Ovharhe & Chibuike, 2024). Boosting, technology innovation and creativity in youth energizes their talent (Ovharhe, 2025c). Creativity leads to innovativeness such as frugal (Ovcharhe, 2025a; Ovharhe, 2024).

## FRAMEWORK ON THE VARIABLES OF PREDICTIVE POWER OF SOCIAL ENTREPRENEURSHIP AND DEPRESSION



Eneremadu (2011)

### Hypotheses

To guide the study, two null hypotheses were formulated and tested at 0.05 levels of significance.

1. Emotional social entrepreneurship does not significantly predict the management of depression among youth entrepreneurs with bullying experience.
2. Instrumental social entrepreneurship does not significantly predict the management of depression among in-youth entrepreneurs with bullying experience.

### Conceptual Review

The word entrepreneurship is derived from a French word meaning Entre-pendun (Entre=Go; Pendun=Between). From the explanation, the word entrepreneurship simply means “Go-Between”. This crux of the meaning of entrepreneurship is go in between with enthusiasm, passion,



innovation-still, creativity, risk culture, youth culture, invent the future, satisfy client/customer, leadership ideas, brain storming, networking and branching network towards problem solving and strategizing possible remedies that brings solution to the enterprise, success, survival and sustainability (Ovharhe, 2025b). Entrepreneurship in essence is about consciousness, spirituality, dynamism, adaptability and consistency (Ovharhe, 2025d).

The term entrepreneurship is all about solving problem and satisfaction of human livelihood, but not limited to business entrepreneurship, it extends to the globe, nations, society, families and individual. Entrepreneurship also extends its solving social cultural problems, technological setbacks and economic challenges (Ovharhe & Abada, 2023).

## 2.1. The Five Pillars of Sustainability and Survival in Entrepreneurship

The five pillars of sustainability and survival are stronghold and strength to any enterprise which enable her to compete with rivals at any time. The pillars are the entrepreneur, entrepreneurship, entrepreneurial, entrepreneurial eco-system and enterprise (Ovharhe & Odepeli, 2024).

**A.The Entrepreneur:** This is a champion and playmaker in an enterprise, being seen as the champion-preneur (or champiopreneur) with charisma and capability to accomplished set goals. Champiopreneurs can adapt to the business environment. Hence, they can survive and sustained an enterprise climax in tough and turbulent times. This is anyone with potentials as idealist, visioner, missioner, dreamer, risk-taker, innovator, adaptor, organizer, learner, burden-bearer, convener, motivator and lot more. The entrepreneur has these features to function in any enterprise with the aid to convey her to the dream land. The entrepreneur is the actual individual that closes the gap. The entrepreneurs meet for the need of client. In doing this, the entrepreneur scan for opportunity in the environment and create a mindset to identity how to meet the opportunity. All an innovative and creative entrepreneurs' need is to identify an opportunity (Ovharhe, Woko & Ogolo, 2021).

An entrepreneur major aim is not to generate profit. The major aim is to identify an opportunity that will be sustainable, because if an enterprise has a sustainable opportunity, she will create and innovate sustainable product and brand to meet that need. In doing so, they will create sustainable streamline of income (Lathabhavan, 2021).

An entrepreneur is the light, wherever she goes its shines and illuminates the environment. Thus, he can see what others could not see with an imaginably vision. The sight enables her to break the long chain of poverty, setbacks, joblessness and disguised unemployment by just identifying opportunity in the environment (Sze, 2018).

The word entrepreneur is derived from a French word meaning go (entre) and between (preneur). Meaning entrepreneurs are champion (champiopreneur) that can survive and sustain any



circumstances in an enterprise because they are image custodian, bridge builder, pacesetters, role model, change agents, leaders, coach and mentors (Ovharhe, Okolo, Woko, & Igbokwe, 2022).

**B. Entrepreneurship:** This is the process for throughput mechanism that orchestrates all activities in the enterprise by the entrepreneur. The process whereby that initiates entrepreneur actions to accomplish task and responsibility is the entrepreneurship. It could be view as the process which the enterprise breaks-down and moves to amend certain situation that needs maintenance and repairs during threat, turbulence, catastrophe and pandemic. Hence, it is the process that transforms the input to output needs. But, it is the quality of momentum or strength of the entrepreneurship that propels the speed is the entrepreneurial function; which is perceived as the ingredients or recipe of the product quality (Ovharhe, Chibuike & Abada, 2023). The entrepreneurship process is what pivots the balancing of the enterprise. Without these balancing there will be a lot of problems and ambiguity in the system. Nevertheless, an entrepreneur identified client's need, pursuit it and transform it to consumable and beneficiary outcome for patronage. Whereas, entrepreneurship is the process of designing, structuring, establishing, prompting enterprise merchandizing function with aim of satisfying client demand and generating profit (Geoffrey, 2017; Ovharhe, Ahunanya & Woko, 2022).

**C. Entrepreneurial:** the recipe of the product determines the taste and quality. The entrepreneurial is the key driving code perceived as the recipe or ingredients being used by the entrepreneur in the enterprise to achieve its pre-defined purpose. Among these recipe and ingredient, includes; knowledge, learning, value, belief, skills, culture, behavior and attitude. Also in another view, the driver with the key code is perceived as the entrepreneur, while the enterprise is the motion object (i.e. vehicle), thus the activities being used to convene or propel the process in motion is the entrepreneurship.

The entrepreneurial is the brain box of the vehicle or recipe; knowledge, attitude, skills and behaviour of the entrepreneur. The current that facilitates the brain box is the entrepreneurship. The memory, storage and bank of idea, risk, vision, knowledge, attitude, skill and knowledge are the entrepreneurial. The entrepreneurial is the fashionable and quality material for design clothing, but the fashion designer (entrepreneur) depends on the entrepreneurial knowledge, skills, attitude to make the fashion more admirable to the client (Ahmad *et al.*, 2021). The process taken to put all these pleasantries to that taste of the client is regarded as entrepreneurship. Hence, the *entrepreneur* functions in an *enterprise* by the process of *entrepreneurship* with *entrepreneurial* tools (recipe) with consideration to the *entrepreneurial eco-system*.

This is necessary because it defines the actual term of entrepreneurial sustainability both long-term and short-term in the enterprise.



**D. Entrepreneurial Ecosystem:** The system that fashion an enterprise operation or its product sustainability are regulated by certain forces such as the legal, government, economy, completion, task forces, non-governmental organization, agencies and the society that determines the practices and standard of the direction of the enterprise.

An entrepreneurial ecosystem or entrepreneurship ecosystem is the socio-economic and legal framework design to address the conduct of the enterprise. Ecosystems are being factors of the stakeholders. Agencies, organization, government and society are entrepreneurship stakeholders in the ecosystem. Stakeholders are any entity that has interest, actually or potentially, in the enterprise and environment (Lathabhavan, 2021). Entrepreneurship stakeholders may include government, institutions, entrepreneurs, consumer advocate, trade union, students, lawyers, labour union, client, consumers, non-governmental organization, and international aid agencies.

**E. Enterprise:** An enterprise is a temple of solution and citadel of learning, re-learning and un-learning opportunities that transform a raw entity into a predictable product and services. The essence of setting an enterprise is to sort out possible remedies which transform problem to positive outcome or resultant effect. It is the institution that lubricates or fabricates the systematic changes process from input to desired output within a given period of time.

Enterprise is a place for inventor and creator of goods and services (Kemper *et al.*, 2019). Entrepreneurs view enterprise as a new venture creation that utilized available resources into pleasant and beneficial product and services that can positively impact the society, government and the economy (Ahmad *et al.*, 2021). Enterprise can be micro and macro. Micro enterprises are small firms that operations at low scale level. They need time, resource and strength to growth into a large venture. Unlike, the macro that is large firms with magnificent strength because of it leverage, manpower, asset, technology, experience, market share, net worth and firm size (Geoffrey, 2017). Entrepreneur need patient to build an enterprise from small scale to large scale with the synchronization of the five pillars of sustainability, survival and success in place functioning properly.

### Concept of Social Entrepreneurship and Depression

Hobbies (2016) noted that students with bullying experience are prevented from engaging effectively in learning activities; withdraw from their peers, decreases chances of participating in common community activities, places excessive demands upon teachers and makes future placement difficult. By implication, learning outcome of students could be jeopardized. In support of this, (Eneremadu, 2011) revealed that in-youth entrepreneurship with bullying experience usually perform poorly in academic tasks because of lack of concentration and fear of being bullied again. When in-school adolescents continue to perform poorly in academic tasks due to bullying experience, it may make them depressed. On this note, literature established that in-youth



entrepreneurship with bullying experience can suffer some social, physical and psychological problems, including depression (Agulanna, 2014; Alison, 2016). Depression is one of the psychological problems confronting human population across the world. Depression which is the most common form of emotional problem experienced during youth could be referred to as a state of experiencing low mood and aversion to activity with characteristics of confused thinking, regret, hopelessness and worthlessness to the affected individuals (Birmaher et al., 1996; Peterson, et al., 1993 & WHO, 2008). Depression affecting students is increasingly common in robust-resourced nations with estimated prevalence of 5.6% (Castello, Erkanli & Angold, 2006). In Nigeria, about 2.3%- 36.6% of in-youth entrepreneurship are reported to be depressed (Anjum, et al., 2019; Khasakhala et al., 2012; Bahls, 2002; Njoku & Obogo, 2017; Chinawa et al., 2015). However, in-school adolescents who are reported to be depressed is a condition that is so worrisome.

Being depressed mostly among in-youth entrepreneurship cannot just happen. Ordinarily, it could be that harmful experiences or some forms of violent/maltreatment such as bullying triggers it. Observably, many depressed in-youth entrepreneurship in Bayelsa State are victims of bullying. A study on bullying, suicidal behaviour and depression of in-youth entrepreneurship revealed a strong association between bullying and depression of students with further evidence that bullying triggers victims to behave negatively and thus make them depressed (Ping, 2013). Further studies revealed that in-youth entrepreneurship who are depressed have been associated with the bullying experiences (Wang, Lannotti, Luk, & Nansel, 2010; Roland, 2002; Agulanna, 2014).

In this study, depressed in-youth entrepreneurship are those tertiary school students who are battling with some forms of psychological problems in term of poor and confused reasoning, feeling of guilt or regret, hopelessness, worthlessness and have develop low mood towards activity or events of life, including classroom activities. One striking issue is that depressed in-youth entrepreneurship with bullying experience are likely to become afraid of attending to school regularly, feel helplessness and hopelessness and having over all sense of sadness especially when experiencing difficulties in solving social and other related learning problems. This however calls for the need to understand and employ protective approach that in turn tends to assist depressed in-youth entrepreneurship with bullying experience to promote their well-being through proper management approach using social entrepreneurship. In other words, proactive support from family, friends and other important persons may assist in-school adolescents when subjected to deleterious events, including bullying. This could be provided and achieved through the network base of social entrepreneurship.

Social entrepreneurship is another necessary construct which this study cannot be overlooked. It is a multi-faceted complex concept that has received increase research attention (Kim, Connolly & Tamm, 2014).



Social entrepreneurship is viewed as a basic human mental need for increasing the quality-of-life and for the reduction of mental health issues, including depression affecting the students (Alsubaie, Stain, Webster & Wadman, 2019). Social entrepreneurship also means having family, friends and other persons around to get help and youth on in times of challenges of life or experience of violent behaviour for a broader focus and strong self- image (Adimora, et al., 2021). In this study, social entrepreneurship could be referred to as an established protective factor and avenue of giving attention, help and support to the need of in-youth entrepreneurship especially at any moment of subjected violent behaviour and other experience of deleterious cases of bullying.

## Theoretical Review

### Evolutionary Psychology Theory

Theoretical explanations of bullying may be categorized under three general headings: (1) the nature of the beast, an idiom that conveys the inherent or essential quality or character of something, which cannot be changed and must be accepted (Anderson, 2022); (2) the nature of the environment, that is, the aggregate of external agents or conditions—physical, biological, social, and cultural—that influence the functions of an organism (APA, 2022); and (3) interaction between (1) and (2). Although different emphases may be placed on the “nature of the beast” and/or the nature of the environment in explaining bullying in schools, it is generally understood that a full explanation of bullying requires an examination of how each contributes and how the two interact with one another. According to a heuristic formula proposed by Lewin (1936),  $B = f(P, E)$ , where  $B$  is the behavior (in this case “bullying”) and  $P$  stands for person—that is, the “beast” in question—and  $E$  is the environment.

### Methodology

The study adopted a correlation design to investigate on predictive power of social entrepreneurship in the management of depression among in-youth entrepreneurship with bullying experience in Bayelsa State. The study was carried out in tertiary schools in Bayelsa State which is one of the states in the South Eastern region of Nigeria. Two research questions and two hypotheses guided the study. The population of this study comprised all the 120,882 in-youth entrepreneurs in 222 public tertiary schools in Bayelsa State. However, from the ministry of education web site, the documentary evidence stated that 4 tertiary institution college, university, polytechnic were targeted.

The researchers used simple random sampling to select 120 tertiary schools out of the 222 public tertiary schools in the area of the study with population of 120,882. Purposively, in-youth entrepreneurship in the selected 120 public tertiary schools were screened using the adapted personal experiences checklist with a 32- item self-report for measuring emotional and instrumental support experiences of children and adolescents (Hunt et al., 2012; Ngo et al., 2021).



In the checklist for bullying experience of adolescents, some self-reported questions were asked to the students which among them are to know if the in-youth entrepreneurship have ever been experienced physical violence (slapping, hitting, kicking or beating), threatened with weapons (e.g scissors, knife and even a gun), looked in the classroom, toilet or other rooms, robbed money or none of them. The other self-report captured whether someone ever disrespected and ignored to listen to the opinion of in-youth entrepreneurship, taken control by another person and force in-youth entrepreneurship to do something against their wish, pressurized in-youth entrepreneurship to engage in destructive behaviour or none of them. The last self-report questions have to do with looking down on the in-youth entrepreneurship by making fun, carried out some mimicked and imitated behaviour, insult others using fake information, rumors about other students, pulled/taken off student's school uniforms, touched a sensitive part of the body, indulge in forced immoral activities, among others. The researchers also used oral interviews to supplement the data obtained through the use of checklist. This standardized checklist used to identify in-youth entrepreneurship with bullying experience were reviewed and in-youth entrepreneurship identified with any options of the self-report questions above were regarded as those that had bullying experience. In-youth entrepreneurship that did not select any of the self-reported options thereby, selecting only none of them, were classified as those without bullying experience and for that, excluded from the sample for the study. The sample size of in-youth entrepreneurship identified with bullying experience was 286.

### **Inclusion and Exclusion Criteria**

The sample size of students identified with bullying experience was based on inclusion criteria. For the inclusion criteria, the students must be an adolescent at the tertiary school level, the in-youth entrepreneurship must be available for the study without interference. The in-school adolescents must have the necessary bullying experience as stated in the self-reported questions from the checklist for bullying which among them are to know if the in-youth entrepreneurship have ever been experienced physical violence (slapping, hitting, kicking or beating), threatened with weapons (e.g scissors, knife and even a gun), looked in the classroom, toilet or other rooms, robbed money or none of them. In-youth entrepreneurship without self-reported cases of bullying were excluded from participating in the study. Measures Social entrepreneurship Innovation. The researchers adopted social entrepreneurship Innovation by Ovharhe et al., (2024, 2025) for the study. Social entrepreneurship Inventory is a self-administered scale developed to measure perceived adequacy of social entrepreneurship and availability of types/ forms of social entrepreneurship. Innovation index consists of 20 items

Simple random sampling technique was applied to use distribute the questionnaire randomly to communities inclined to social entrepreneurship in the 5 clusters under study.

The formula is given as follow:



$$n = \frac{N}{1 + N(e)^2}$$

Thus:                      n = sample size

                                N =                      population size

                                e =                      level of significance

l =                              constant

With the total of 1000 and at 95% level of confidence (0.05), it will be determined as follows:

$$n = \frac{1000}{1 + 1000 (0.05)^2}$$

$$n = \frac{1000}{1 + 1000 (0.0025)}$$

$$n = \frac{1000}{1 + 2.5}$$

$$n = \frac{1000}{3.5}$$

$$n = 285.7$$

Sample size = 286 respondents in communities of social entrepreneurships.

The collected data will be grouped accordingly in a tabular form, to reflect the study's conceptual variables from the questionnaire. These data will be analyzed using descriptive and inferential statistics. Descriptive statistics is used in analyzing and understanding treatment of numerical data which does not involve in generalization. For inferential statistics, which generalizes, predicts and/or estimates about specific data, Likely Hood Ratio technique which studies the effect or association one variable have on another will be used, utilizing the Statistical Package for Social Sciences (IBM SPSS) computer software, version 25 to test the research hypothesis at 0.05 level of significance.

## Data Presentation, Analysis and Results

### Testing of Hypothesis

The hypotheses stated in chapter one of these studies was tested statistically in this section using Chi-square data analysis technique. The result of the statistical testing will be used to accept or reject the null hypothesis formulated at 0.05 level of significance.

**Rejection Rule:****P-value approach:** Reject  $H_0$  if  $p\text{-value} \leq \alpha$ Accept  $H_0$  if  $p\text{-value} \geq \alpha$ **H<sub>01</sub>** There is no significant relationship between social entrepreneurship and management.**Social entrepreneurship\* Management Cross tabulation**

|                         |              |             | Management |          |        |
|-------------------------|--------------|-------------|------------|----------|--------|
|                         |              |             | Credible   | Credible | Total  |
| Social entrepreneurship | Significance | Count       | 201        | 50       | 251    |
|                         |              | % within AC | 80.1%      | 19.9%    | 100.0% |
|                         |              | Count       | 1          | 12       | 13     |
|                         |              | % within AC | 7.7%       | 92.3%    | 100.0% |
| Total                   |              | Count       | 202        | 62       | 264    |
|                         |              | % within AC | 76.5%      | 23.5%    | 100.0% |

From the table above, there is 251(95.1%) and 13(4.9%) significance amongst social entrepreneurship in community while there is 202(76.5%) /62(23.5%) of significance. This shows that there is a great significance among the variables.

**Chi-Square Tests**

|                       | Value               | Df | Asymptotic Significance (2-sided) | Exact Sig. (2-sided) | Exact Sig. (1-sided) |
|-----------------------|---------------------|----|-----------------------------------|----------------------|----------------------|
| Pearson Chi-Square    | 36.042 <sup>a</sup> | 1  | .000                              |                      |                      |
| Continuity Correction | 32.126              | 1  | .000                              |                      |                      |
| Likelihood Ratio      | 30.099              | 1  | .000                              |                      |                      |
| Fisher's Exact Test   |                     |    |                                   | .000                 | .000                 |



|                              |        |   |      |  |  |
|------------------------------|--------|---|------|--|--|
| Linear-by-Linear Association | 35.905 | 1 | .000 |  |  |
| N of Valid Cases             | 264    |   |      |  |  |

a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 3.05.

b. Computed only for a 2x2 table

From the table above, the p-value is 0.000. This is less than 0.05 which is the value for acceptability; therefore the null hypotheses will be rejected while the alternate will be accepted. This shows that there is a significant correlation among the variable.

**H<sub>02</sub>** There is no significant relationship between social entrepreneurship and depression.

#### Social entrepreneurship\* depression Cross tabulation

|                         |                           |             | Depression   |              | Total  |
|-------------------------|---------------------------|-------------|--------------|--------------|--------|
|                         |                           |             | significance | Significance |        |
| Social entrepreneurship | Moderate entrepreneurship | socialCount | 199          | 41           | 240    |
|                         |                           | % within BC | 82.9%        | 17.1%        | 100.0% |
|                         | Moderate entrepreneurship | socialCount | 3            | 21           | 24     |
|                         |                           | % within BC | 12.5%        | 87.5%        | 100.0% |
| Total                   |                           | Count       | 202          | 62           | 264    |
|                         |                           | % within BC | 76.5%        | 23.5%        | 100.0% |

From the table above, there is 202(76.5%) of social entrepreneurship in community 62(23.5%) of significance while there is high social entrepreneurship 240(90.9%) and 24(9.1%) of low social entrepreneurship amongst student from social entrepreneurship in community. This is to portray that there should be adopted of the alternate hypotheses.



## Chi-Square Tests

|                                 | Value               | Df | Asymptotic<br>Significance<br>(2-sided) | Exact Sig. (2-sided) | Exact Sig.<br>(1-sided) |
|---------------------------------|---------------------|----|-----------------------------------------|----------------------|-------------------------|
| Pearson Chi-Square              | 60.205 <sup>a</sup> | 1  | .000                                    |                      |                         |
| Continuity Correction           | 56.350              | 1  | .000                                    |                      |                         |
| Likelihood Ratio                | 50.253              | 1  | .000                                    |                      |                         |
| Fisher's Exact Test             |                     |    |                                         | .000                 | .000                    |
| Linear-by-Linear<br>Association | 59.977              | 1  | .000                                    |                      |                         |
| N of Valid Cases                | 264                 |    |                                         |                      |                         |

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.64.

b. Computed only for a 2x2 table

From the table above, the p-value is 0.000. This is less than 0.05 which is the value for acceptability; therefore the null hypotheses will be rejected while the alternate will be accepted. This shows that there is a significant association between social entrepreneurship and degradation in community.

## Conclusions, Recommendations, Contribution to Scholarship

### Conclusions

Based on the findings of this study, it was concluded that social entrepreneurship significantly predicts the management of depression among in-youth entrepreneurship with bullying experience to a high extent.

Specifically, it was concluded that with emphasis on emotional and instrumental social entrepreneurship dependently and significantly predict the management of depression among in-youth entrepreneurship with bullying experience to a high extent.



## Recommendations

Based on the findings of the study, it was recommended that:

1. Stakeholders should be active and supportive in providing essential materials and required information through an established platform targeted to curb the new wave of bullying behaviour making in-youth entrepreneurship depressed.
2. NGOs and other important persons should always encourage preventive measures and proactive approach with a broader focus on giving attention, help and support to the emotional and physical need of in-youth entrepreneurship in case of any subjected psychological problems and violent experience.
3. Ministries of Education especially should organize and sponsor seminars and workshops for students, parents and other stakeholders in education on the need to promote good values and acceptable behaviour in tertiary schools in Nigeria.
4. Establishing war against bullying clubs in every tertiary school being supported by UNESCO is necessary and should be made compulsory to educate students on the dangers of bullying and its consequences such as depression.

## Contribution to Scholarship

In considering the decision-making process whereby youth takes action to bully someone, attention is directed towards the means by which moral disengagement can be discouraged among students through counselling.

Youth entrepreneurship is an instrument of managing depression.

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