
PERSONALITY TRAITS AND STRESS AS PREDICTORS OF PSYCHOLOGICAL WELL-BEING AMONG STUDENTS IN SCHOOLS OF NURSING AND MIDWIFERY MAKURDI

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Abstract

This study investigated personality traits and stress as predictors of psychological well-being among students in schools of nursing and midwifery, Makurdi. The study employed the ex post facto research design. The Big Five Personality traits Scale, Perceived Stress Scale, and Ryff's Scale of psychological well-being were used to collect data from the participants. The participants constituted 25 (10.2%) males and 220 (89.8%) females with a mean age of 0.992. The study tested three hypotheses and each of the hypotheses tested six dimensions of Ryff's psychological well-being using simple linear regression and multiple linear regressions. Result in hypothesis (1a) showed a significant outcome for conscientiousness, openness and neuroticism on psychological well-being (autonomy) [$F(5,239) = 181.093, P < .001$]. Hypothesis (1b) likewise had a significant outcome for conscientiousness, openness and neuroticism on psychological well-being (environmental mastery) [$F(5,329) = 44.720, P < .001$]. Hypothesis (1c) was accepted for conscientiousness, neuroticism and openness on psychological well-being (personal growth) [$F(5, 237) = 71.964, P < .001$]. Hypothesis (1d) was confirmed for conscientiousness, neuroticism and openness on psychological well-being (positive relations with others) [$F(5,239) = 77.131, P < .001$]. Hypothesis (1e) was accepted for all except extraversion on psychological well-being (purpose in life) [$F(5,239) = 53.709, P < .001$]. Hypothesis (1f) was confirmed only for openness on psychological well-being (self-acceptance) [$F(2,237) = 28.625, P < .001$]. Hypotheses (2a) to (2f) rejected the postulation of stress on all the dimensions of psychological well-being. Likewise, hypotheses (3a) to (3f) also rejected the joint predictions of personality traits and stress on psychological well-being among students. In conclusion, Personality traits significantly predicted psychological well-being of students in schools of nursing and midwifery, Makurdi. Particularly, conscientiousness, neuroticism and openness personality traits found to influence psychological well-being while extraversion and agreeableness were the lowest personality traits influencing psychological well-being among students. In the contrary, stress rather positively predicted student's psychological well-being as against earlier postulation that stress will negatively and significantly influence psychological well-being among students. Based on the findings, that personality traits and stress did not jointly influence psychological well-being among students in schools of nursing and midwifery, Makurdi. It was recommended that, more empirical research be geared towards student nurses'/midwives' psychological well-being owning to their different personality traits in the course of their professional program. More so, research should be focused on Ryff's dimensions of psychological well-being since psychological well-being is not a single construct but multidimensional to assist student nurses/midwives gain optimal psychological well-being.

Keywords: Personality Traits, Stress, Psychological Well-being.

Introduction

Optimal Performance in clinical areas such as hospitals and academic life demands all aspects of well-being, those that include physical, social, emotional, spiritual, and psychological well-being (Crystal, Chen, Fuligni, Stevenson, Hsu, Ko, Kitamura, & Kimura, 2014). Students with high levels of well-being are considered to be more productive and are more likely to add value to their communities. Psychological well-being is indeed an important predictor that could contribute to high performance in clinical areas and academic achievement of students. Hence, it is very crucial to review and examine the psychological well-being of the students to helping them obtain optimal psychological well-being and examine the variables that may hinder optimal psychological well-being.

Psychological well-being is a dynamic concept that includes subjective, social, and psychological dimensions as well as health-related behaviors. Carol Ryff's model of Psychological Well-being differs from past models in one important way: psychological well-being is multidimensional, and not merely about happiness, or positive emotions. A good life is balanced and whole, engaging each of the different aspects of psychological well-being, instead of being narrowly focused. Ryff roots this principle in Aristotle's *Nicomachean Ethics*, where the goal of life isn't feeling good, but is instead about living virtuously.

Students in Nursing and Midwifery Schools, who are undergoing studies to become professional Nurses under the Nursing and Midwifery Council of Nigeria (NMCN), are faced with numerous challenges ranging from stress, depression, anxiety, clinical practice training, personal life challenges, academic workload, inadequate time for leisure, and time for holidays among others.

On observing this group of students for a period of five years as a tutor in the School, the researcher gained insight that, for students in Schools of Nursing and Midwifery to perform optimally in their career upon graduation and produce level in empathy, their psychological well-being needs to be optimally stable.

However, couple with different personality of students Nurses, who face these challenges, others may see it as normal while others may see it as stressful and demanding.

Ryff (2006) has conceptualized psychological well-being as consisting of 6 dimensions: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, self-acceptance. She has designed self-report scales to assess individual's well-being at a particular moment in time within each of these 6 dimensions. Three- to 12- items per scale validated versions exist of the measure for use in survey research or other data collection. Individuals respond to various statements and indicate on a 6-point Likert scale how true each statement is of them. Higher scores on each scale indicate greater well-being on that dimension.

According to psychological well-being theory, individual's psychological well-being depends on his positive functioning in certain aspects of his life. Individual should have in positive relationship with others; should be dominant over the environment; should accept himself and his past; should have a goal and meaning in his life; should have personal development and the ability to make his own decisions (Özen, 2012). Extensive analysis of psychological well-

being includes individual's relationship with life goals; if he is aware of his potential; the quality of his relationship with others; and what he feels about his own life (Ryff and Keyes, 1995).

Schools of nursing and midwifery environment appear to have both positive and negative impact on psychological well-being of students as right from day one of their admission to their last days in writing their professional council examinations.

Students who are physically and who have optimal psychologically well-being are expected to perform better compared to those who are not physically, mentally and psychologically fit. In other words, those who are experiencing psychological problems, such as stress, depression in relation with personality traits, may face problems in managing their psychological well-being thereby not excelling in their academic performance. Psychological well-being is indeed an important predictor that could contribute to psychological well-being and enhance professionalism. Hence, it is very much crucial to review and examine the psychological well-being of the students.

Psychological well-being is a vital part of students' overall well-being with students nurses not an exception. A student in positive well-being is more likely to effectively meet life's demands, including those associated with nursing education (Kucirka, 2013; Hawker, 2012).

Nursing education is a long process where students face multiple psychological well-being issues such as anxiety, depression, stress and so many health challenges as a result of academic overload, lack of leisure time, emotional pressure to maintain good grades, examinations, assignments, academic competition and performance evaluations in clinical settings while working concurrently with patients.

Many variables may be associated with psychological well-being. Among such factors are; personality traits, stress, depression, anxiety, demographic factors etc .However, the present study focus on examining how personality traits and stress may influence psychological well-being of students in schools of nursing and midwifery Makurdi.

Personality is that which makes us what we are and it makes us different from others. It is seen as a complex pattern of deeply embedded psychological characteristics that are expressed automatically in almost every area of psychological functioning. In the words of Ryckman (2004), personality is defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations and behaviors in various situations.

There are various models of personality such as biological, psycho-dynamic, interpersonal, cognitive, trait and factorial perspectives. Among which, the five factor model is the most prominent current model of personality which was derived from the analyses of various personality inventories, (Costa and McCrae, 1992). It postulates five largely independent and relatively broadly designed personality dimensions such as, Neuroticism (the tendency to exhibit poor emotional adjustment such as anxiety, impulsivity and fear), Extraversion (the tendency to be active, sociable, assertive and directive), Openness to Experience (the tendency to be creative, autonomous and curious), Agreeableness (the

tendency to be cheerful, likeable and cooperative) and Conscientiousness (the tendency to have a sense of achievement and dependability). Some researchers had observed that these five traits cover the broad domain of personality to a large extent and provide a good perspective for the description of personality.

Among the different models of personality, the Big Five Model is extensively researched with students (Rubinstein, 2005; Bidjerano *et al.*, 2007 & White *et al.*, 2009), and will be use in this context of research.

For instance McCrae and Costa (1992) indicated that neuroticism which they said relates to a tendency to experience dysphoric affect, sadness, hopelessness and guilt was linked to low self esteem, irrational beliefs and pessimistic attitude. Extraversion, however, which they said was related to a preference to companionship and social stimulation, was linked to social skills e.g. having many friends. Also, openness to experience which has to do with the need for variety, novelty and change was linked to having interest in travels, different hobbies and diverse vocational interests.

Agreeableness which has to do with willingness to defer to others during interpersonal conflicts was linked to having forgiving attitudes, beliefs in cooperation and having inoffensive language.

With regards to conscientiousness the researchers posited that this has to do with strong sense of purpose and high aspiration level and they linked it to having leadership skills, long term plans, organized support network and technical expertise.

It has been argued that our thinking, feelings and behavior as well as our unique individuality contribute a lot to our psychological well-being and that based on personality traits some people may be more prone to mental psychological problems than others.

Besides personality traits, another factor that is purported to moderate psychological well-being among students in schools of nursing and midwifery is stress.

Stress is the emotional and physical strain caused by our response to pressure from the outside world. Stress from a psychosocial perspective, results from one's perception of imbalance between one's demands and resources, or from pressure that exceeds one's perceived ability to cope (Lazarus & Folkman, 1984). Persistent stress that is not resolved through coping or adaptation leads to distress, which may translate into anxiety, pain, physical suffering, and withdrawal (Selye, 1975). It's almost impossible to live without some stress and most of us wouldn't want to, because it gives life some spice and excitement. But if stress gets out of control, it may harm health, your relationship and your enjoyment of life. Common stress reactions include tension, irritability, inability to concentrate and a variety of physical symptoms i.e. headache and fast heartbeat.

Stress can influence personal and social life and individual's psychological well-being. The importance of this issue is due to the fact that if we have stressed people, they cannot properly carry out their responsibilities, and they would be weak in the face of different life pressures. In addition, they cannot move toward their own goal so seriously and will feel disappointment in face of any obstacle, and perceived stress is referred to as

individuals' overall interpretation and understanding of the impact of stressors. Different people have different perceptions and interpretations of different stressors. There are a variety of factors that can play effective roles in the creation of stress and individual interpretation of the stress (Zibaei et al., 2012).

A dramatic increase in student stress is an alarming trend in college student health nationwide, as nearly 80% of students report being moderately stressed or burned out (Larson, 2006; Misra et al, 2000;). Since stress is known to have detrimental effects on the physical and mental well-being of students (Hall et al., 2006; Larson, 2006; Andrews & Wilding, 2004; Nonis et al., 1998; Shapiro et al., 1998; Cohen & Herbert, 1996; Van Eck et al., 1996), intervention is needed by assessing stress in college students and determining its impact on psychological well-being in order to establish ways to decrease the risk and increase the positive level of psychological well-being.

The two common types of stress frequently mentioned in the literature is a negative form known as distress, which causes the body to react in a negative way and can eventually lead the body to breakdown (Le Fevre et al., 2006; Suedfeld, 1997). However the other is considered to be positive, known as eustress. This form results from challenges and motivators in daily life and tends to encourage optimal performance which leads to success and positive self-esteem (Le Fevre et al., 2006; Suedfeld, 1997).

Students are subjected to different kinds of stressors such as the pressure of academics with an obligation to succeed, an uncertain future and difficulties of integrating into the system. The students also face social, emotional, physical and family problems which may affect their learning ability and academic performance. In recent years there is growing appreciation of stressors involved in nursing training College students, they are prone to stress due to the transitional nature of college life. Too much stress can cause physical and mental health problems, reduce self-esteem and may affect students academic achievement.

Lazarus (1966) believes that stress is based on individual characteristics, interactions with the environment as well as the personal cognitive representations.

Stress is a normal part of everyday living (Canadian Mental Health Association (2013) and is neither negative nor positive. It is peoples' perceptions of stressors and their perceived ability to cope that makes stress a positive or negative experience. At the right level, stress can heighten motivation and increase chances of success (Gibbins, 2010; Freeburn& Sinclair, 2009). Having said this, eustress, or positive stress, is less likely to predict positive psychological well-being or result in "mental lift" in comparison to stress that leads to mental distress (Gibbins, 2010). Research between eustress and students nurses psychological well-being is nearly nonexistent unlike negative stress (Gibbins, 2010). This is concerning, having an awareness of the factors that contribute to positive and negative perception of stress/stressors may give educators clues as to why some students excel under stressful conditions while others become overwhelmed.

To complicate matters, the perception of, and threshold at which stress goes from being motivating to overwhelming varies from person to person (Hoff, Hallisey& Hoff, 2009). A greater awareness of these factors may be the key to educators being able to better support

students as they navigate the many challenges associated with nursing and midwifery education.

Negatively perceived stress is the main factor negatively affecting student psychological well-being and a major academic performance concern (McGuinness & Ahern, 2009).

Stresses associated with nursing school students include caring for acutely ill patients, witnessing death, mentor-mentee relationships, and competency assessments (Timmins, Corroon, Byrne, and Mooney, 2011). Nursing and midwifery students may doubt their clinical competence and may experience interpersonal problems with patients and their families (Gibbins, Dempster, & Moutray, 2010). High workload, relationships with staff, lack of supervisory support, emotional needs of patients and their families, shift work, decision making, constantly changing conditions, and juggling patient and personal health needs are all nursing and midwifery student concerns (Reeve et al., 2013).

Students in schools of nursing and midwifery may be asked to carry out treatments patients do not agree with, understand, or fear, or cause unintentional pain during necessary treatment or procedures. Patients and their families may show signs of anger, depression, helplessness, and fear all of which can be mentally distressing to a student. Student's nurses have the added burden of knowing their actions, or lack of action, could harm or distress others as in administering the wrong medication or failing to recognize of a sign or symptom. All of these may be perceived negatively leading to the possibility of psychological distress and overall psychological well-being decline. Keeping these considerations in view, the current study is under taken to identify if personality traits and stress may predict psychological well-being among students in schools of nursing and midwifery Makurdi.

Statements of the problem

The psychological well-being of Students in schools of Nursing and Midwifery is a very important component in the training and development of Nurses. As pre-nursing program place challenges on Students and affect their psychological well-being.

Entrance into Nursing and Midwifery program marks a time of significant change in the life a young adult. For many Student Nurses/Midwives, Nursing/Midwifery School environment is a place where perfectionists are made, a place to make new friends, enjoy social life and social activities, fun and enjoyment of freedom. But on getting to School environment their perception about Nursing/Midwifery program changed as they are greeted with the adjustment problems leading to varieties of stress such academic and clinical stresses.

Nursing profession is stressful, and Student Nurses also have additional pressures and uncertainties in their academic activities. Stress from many sources has been reported time to time by student nurses.

Academic sources of stresses include examinations, long hours of study, assignments and grades, lack of free time, faculty response to student need and lack of timely feedback. (Kipping 2010, Howard 2011) and the timing of examinations has a particular impact on the psychological well-being of student nurses. Student nurses also experience longer hours of study and an associated lack of free time (Jones & Johnston 2012, Mahat 2010, Lo 2012). Stress experienced by student nurses is experienced by students generally.

Clinical sources of stress include working with dying patients, interpersonal conflict with other nurses, insecurity about personal clinical competence, fear of failure, interpersonal problems with patients, work overload and concerns about Nursing care given to patients.

Stress can lead to poor psychological well-being and several psychological disorders. Therefore, it is important for educators to know the prevalence of psychological distress in line with individual personalities as it affects psychological well-being of students. Psychological disorders are projected to be among the top fourth leading causes of disability in the future. By 2020 as indicated by the World Health Organization (2003b) 12% of global diseases (121 million people will suffer from depression, 70 million from alcoholism, 24 million from schizophrenia and 37 experiences dementia) which is nearly 15% of the population.

Counseling services is normally offered for psychological cases to tackle psychological distress. Maximizing, preventing and maintaining the health and psychological well-being should be priority for education providers, practitioners and students themselves instead of treating psychological distress when it is not timely identify.

Despite the available coping strategies, students still experience stress and low psychological well-being. Could this be as a result of sex difference in stress that could influences psychological well-being? Or age difference and socioeconomic status?

Therefore, this study on influence of personality traits and stress on psychological well-being among students in schools of Nursing and Midwifery, Makurdi will pave way in understanding and managing the phenomena under study.

Purpose of the study

The purpose of this research is to determine personality traits and stress on psychological well-being among students in Schools of Nursing and Midwifery, Makurdi. Specifically, the study will examine if:

- 1) Personality traits (openness, conscientiousness, extraversion, agreeableness, neuroticism) will predict (autonomy, environmental mastery, personal growth,

positive relations with others, purpose in life, self acceptance) psychological well-being of students in schools of nursing and midwifery, Makurdi.

- 2) Stress can influence (autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, self acceptance) psychological well-being of students in schools of nursing and midwifery, Makurdi.
- 3) Personality traits and stress can jointly affect psychological well-being of students in schools of nursing and midwifery, Makurdi.

Research questions

In order to achieve the goals of this study, the present research seeks to answer the following questions:

- 1) To what extent does personality traits (openness, conscientiousness, extraversion, agreeableness, neuroticism) predict (autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, self acceptance) psychological well-being of students in schools of nursing and midwifery, Makurdi?
- 2) What is the extent that stress influence (autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, self acceptance) psychological well-being of students in schools of nursing and midwifery, Makurdi?
- 3) What is the extent of the joint impact of Personality traits and stress in predicting psychological well-being of students in schools of nursing and midwifery, Makurdi?

Hypotheses

The following hypotheses were formulated for the study:

- 1) Personality trait (openness, conscientiousness, extraversion, agreeableness, neuroticism) will influence (autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, self acceptance) psychological well-being among students in Schools of Nursing and Midwifery, Makurdi.
- 2) Stress will negatively influence (autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, self acceptance) psychological well-being among students in Schools of Nursing and Midwifery, Makurdi.
- 3) Personality traits and stress will jointly influence psychological well-being among students in Schools of Nursing and Midwifery, Makurdi.

Methodology

This study employed the Ex Post Facto research design. The method showed relationships amongst the variables in the study. It implies that none of the variables in the study were manipulated. The predictor variables are personality traits subdivided into extraversion, agreeableness, neuroticism, conscientiousness, and openness to experience and stress items designed to tap how unpredictable, uncontrollable, and overloaded respondents find their lives. The criterion variable was psychological well-being which is measured as a single or composite construct and also as a multivariate construct.

In Ex Post Facto research design, the investigator cannot directly manipulate the variables. In this design, the dependent variable (which in this study was psychological well-being) was observed, while the influence of the several independent variables (in this study are personality traits and stress) are examine. No artificial setting was created in Ex Post Facto research design.

This study was conducted in schools of nursing and midwifery, Makurdi, Benue State. Following the creation of Benue States out of the then, Benue-Plateau and Kwara States in 1976, Makurdi town was made the State Capital. Consequently, the need arose for the establishment of schools of nursing and midwifery in the headquarters (Makurdi). Hence, the schools of nursing and midwifery were fully established in 1978. The schools are situated in the heart of Makurdi boarding Saint Catherine's primary school in the north east of the school, Nativity nursery and primary school in the north, Bureau for local government and chieftaincy affairs and police headquarters in west, High court 9 and Magistrate court in the south.

Initially the schools were situated in the then, General Hospital, Makurdi until its permanent site was completed in 1979. It was a sub-division of the Nursing division of the State ministry of health.

The schools started with one-hundred and seventy-one (171) students; rose up to over seven hundred students until 2012 when it lost its accreditation from Nursing and Midwifery Council of Nigeria (NMCN) due to lack of staff strength and poor infrastructure. However, the schools regained its accreditation in 2016 after Governor Samuel Ortom in 2016 responded to all the challenges facing the school.

The schools currently have a total student's population of 250 and staff strength of 126 (48 academic and 78 non-academics).

The aim of the schools is to train professionally competent and versatile Nursing and Midwifery practitioners who, through initiative and self elevated learning are capable of providing high level care to individuals and expectant families in homes, communities, health centers, hospitals and clinics in the served and underserved areas of Benue State.

The schools has recently been renovated and up graded by the Benue State government.

The participants were comprised of 250 students in schools of nursing and midwifery, Makurdi. The researcher used the entire population for the study since they were of a manageable size. Respondents cut across male and female from year 1, 2, and 3, age between 16-25, 26 years and above. Also, students from different ethnic and religious affiliation were considered for the study.

The researcher did a pre-assessment survey in order to identify the population for the study. Since the population was of a manageable size as suggested by Nwana, (1990). No sampling was done.

In this study, questionnaires were utilized as the main data source for analysis. Therefore, instruments were formulated to integrate four parts.

Part 'A', consist of demographic variable, part 'B', encompasses measurement of personality domains (BFI) , part 'C', measures perceived stress and part 'D', measures psychological well-being on a six core dimensions.

The Big Five Inventory (BFI) was developed by John, Donahue and Kentle (1991). The inventory contains 44-items which assess personality from a five-dimensional perspective. The essence of the perspective is that personality characteristics can be classified into five broad dimensions which are distinct from one another. The dimensions or subscales of the BFI are:

Extraversion: High energy and activity level, dominance, sociability, expressiveness and positive emotions.

Agreeableness: Prosocial orientation, altruism, tender mindedness, trust and modesty.

Conscientiousness: Impulse control, task orientation and goal directedness.

Openness: it exemplifies the breadth, depth and complexity of an individual's mental and experiential life.

The scale asked participants to circle a response from a five-point Likert scale ranging from "Disagree strongly" to "Agree strongly" which corresponded best with the extent to which they agreed with the statement.

Scoring: To score the BFI, you will first need to reverse-score all negatively-keyed items. The negative items are 16 items cut across the five dimensions e.g.: **Extraversion:** 6, 21, 31; **Agreeableness:** 2, 12, 27, 37; **Conscientiousness:** 8, 18, 23, 43; **Neuroticism:** 9, 24, 34; **Openness:** 35, 41. To record these items, you should subtract your score for all reverse-scored items from 6. For example, if you gave yourself a 5, compute 6 minus 5 and your recoded score is 1. That is, a score of 1 becomes 5, 2 becomes 4, 3, remains 3, 4 remains 3, 4 becomes 2, and 5 becomes 1.

Next, you will create scale scores by averaging the following items for each B5 domain (where R indicates using the reverse-scored item).

Extraversion: 1, 6R, 11, 16, 21R, 26, 31R, 36; Agreeableness: 2R, 7, 12R, 17, 22, 27R, 32, 37R, 42; Conscientiousness: 3, 8R, 13, 18R, 23R, 28, 33, 38, 43R; Neuroticism: 4, 9R, 14, 19, 24R, 29, 34R, 39; Finally, Openness: 5, 10, 15, 20, 25, 30, 35R, 40, 41R, 44. (R=2, 6, 8, 9, 12, 18, 21, 23, 24, 27, 31, 34, 35, 37, 41, 43) i.e. anyone who select 1, you code 5, 2=4, 3=3, 4=2, 5=1.

John et al.(1991) provided the original psychometric properties of the scale for the American samples while Umeh (2004) provided the properties for Nigerian samples.

The reliability coefficient Cronbach alpha obtained by John *et al.* (1991) was .80 and a three month test re-tests reliability .85. The BFI was adapted for the use of professionals in Nigeria after several years of research at re-standardizing it in order to enhance its suitability and relevance for Nigerians. A pilot study to determine the reliability of this instrument for use in the present study yielded a cronbach's alpha of .720 for extraversion, .800 for agreeableness, .750 for conscientiousness, .900 for neuroticism and .880 for openness.

Perceived stress scale (PSS) developed by Cohen, Kamarck, & Mermelstein (1983) was used to measure respondents' stress. It is a 10-item 5-point likert type scale.

It measures the degree to which situations in one's life are appraised as stressful. Items were designed to tap how unpredictable, uncontrollable, and overloaded respondents find their lives.

The scale also includes a number of direct queries about current levels of experienced stress. The questions in the scale ask about feelings and thoughts during the last month. In each case, respondents were asked how often they felt a certain way.

There were 4 positive and 6 negative items in the scale. For the positive items respondents got '4' for never, '3' for almost never, '2' for sometimes, '1' for fairly often, '0' for very often responses.

For the negative items, scoring was in reverse order. The sum of scores of all items was the total score of the scale with a range of 0 to 40 for an individual. The higher the score, the higher is the perceived stress.

Items 4, 5, 7, 8 are in a reverse scores. Total Perceived Stress: Sum items: 1, 2, 3, 4R, 5R, 6, 7R, 8R, 9, & 10.

PSS-10 scores are obtained by reversing the scores on the four positive items, e.g., 0=4, 1=3, 2=2, 3=1, 4=0 and then summing across all 10 items. Items 4, 5, 7, and 8 are the positively stated items.

Reliability reported Cronbach's α between .84-.86 for the PSS. Validity correlation of the PSS to other measures of similar symptoms ranges between .52-.76 (Cohen, et al, 1983). Some Nigerian researchers have also found sufficient evidence for the reliability of the PSS with Nigerian subjects (Azeez & Adenuga, 2012). In their study, a Cronbach's alpha of 0.72 and a Guttman Split-half reliability coefficient of 0.77 were reported for the scale. A pilot study to determine the reliability of this instrument for use in the present study yielded a cronbach's alpha of .740

Ryff Scales of Psychological Well-Being was developed by Ryff and Keyes (1998). With six dimensions, it consists of 42 items (7 per scale) measured on 1-6 point likert scale 1= indicating strongly disagree, 2=disagree somewhat, 3= disagree slightly, 4= agree slightly, 5=agree somewhat, 6= strongly agree. With internal consistency alpha cronchbach of the following after test-retest; Self-acceptance .93 and 85, Positive Relations with others .91 and 83, Autonomy .83 and .88, Environmental Mastery = .90 and 81, Purpose in Life = 90 and 82, Personal Growth =87 and 81.

The specific 7-items scales include: Autonomy (PWBAU: 1+2+3+4+5+6+7); Environmental Mastery (PWBEM: 8+9+10+11+12+13+14); Personal Growth (PWBPG: 15+16+17+18+19+20+21); Positive Relation with Others (PWBPR: 22+23+24+25+26+27+28); Purpose in life (PWBPU: 29+30+31+32+33+34+35); Self-Acceptance (PWBSA: 36+37+38+39+40+41+42).

In scoring, reverse items **5, 6, 7, 12, 13, 14, 17, 18, 19, 20, 21, 26, 27, 28, 31, 32, 33, 34, 35, 40, 41, 42** are in a reverse-coded so that high scores reflect higher standing in the scale. For an item with a missing value, the mean value of completed items is imputed. (I.e. anyone who selects any of the reverse items 1 becomes 6, 2=5, 3=4, 4=3, 5=2, 6=1)

Items from the separate scales are mixed (by taking one item from each scale successively into one continuous self-report instrument).

Responses to negatively scored items (-) are reversed in the final scoring procedures so that high scores indicate high self-rating on the dimension assessed. A pilot study to determine the reliability of this instrument for use in the present study yielded a cronbach's alpha of .720 for autonomy, .710 for environmental mastery, .690 for personal growth, .870 for positive relations with others, .710 for purpose in life and .810 for self-acceptance.

RESULTS

Results focused on the testing of research hypotheses and presentation of results of data analyzed.

Test of Research Hypotheses

Hypothesis 1(a) stated that personality traits will influence psychological well-being (autonomy) among students in School of Nursing Makurdi. This hypothesis was tested using simple linear regression and the result is presented in table (1a).

Table (1a). Simple linear regression showing influence of personality traits on psychological well-being (autonomy) among students in Schools of Nursing and Midwifery Makurdi

| Variable | R | R ² | β | F | t | P |
|-------------------|------|----------------|---------|---------|--------|------|
| Constant | .891 | .795 | .4.554 | 181.093 | 2.818 | .005 |
| Extraversion | | | .009 | | .269 | .788 |
| Conscientiousness | | | .454 | | 14.101 | .000 |
| Neuroticism | | | .358 | | 10.850 | .000 |
| Openness | | | .389 | | 11.941 | .000 |
| Agreeableness | | | -.014 | | -.446 | .656 |

The result in table (1a) indicated that personality traits influence psychological well-being among students in Schools of Nursing and Midwifery, Makurdi [F (5,239) = 181.093, $P < .001$]. The result further showed that personality traits accounted for 79.5% variance in psychological well-being of students in schools of nursing and midwifery. On their individual contribution, conscientiousness ($\beta = .454$, $t = 14.101$, $P < .001$) made the highest positive contribution to the variance in psychological well-being observed among students, openness ($\beta = .389$, $t = 11.941$, $P < .001$) followed with significant positive contribution to the model, neuroticism ($\beta = .358$, $t = 10.850$, $P < .001$) also contributed significantly and positively to the variance in psychological well-being among students, while agreeableness ($\beta = -.014$, $t = -.446$, $P > .05$) and extraversion ($\beta = .009$, $t = .269$, $P > .05$) did not contribute significantly to the observed variance in psychological well-being among students. Based on this finding, hypothesis (1a) was confirmed for conscientiousness, openness and neuroticism.

Hypothesis (1b) stated that personality traits will influence psychological well-being (environmental mastery) among students in Schools of Nursing and Midwifery Makurdi. This hypothesis was tested using simple linear regression and the result is presented in table (1b)

Table (1b) Simple linear regression showing prediction of personality traits on psychological well-being (environmental mastery) among students in Schools of Nursing and Midwifery Makurdi

| Variable | R | R ² | β | F | t | P |
|-------------------|------|----------------|---------|--------|-------|------|
| Constant | .699 | .489 | 6.133 | 44.720 | 2.998 | .000 |
| Extraversion | | | -.018 | | -.348 | .728 |
| Conscientiousness | | | .482 | | 9.486 | .000 |
| Neuroticism | | | .177 | | 3.392 | .001 |
| Openness | | | .254 | | 4.935 | .000 |
| Agreeableness | | | .043 | | .849 | .397 |

R= .699, R²=.489 and Adjusted R² = .478

The result in table (1b) showed that personality traits influence psychological well-being among students in Schools of Nursing and Midwifery, Makurdi [F (5,239) = 44.720, $P < .001$]. Further observation revealed that personality traits accounted for 48.9% variance in psychological well-being among students in schools of nursing and midwifery. On their independent contribution, conscientiousness ($\beta = .482$, $t = 9.486$, $P < .001$) made a positive and significant contribution to the observed variance in psychological well-being of students, openness ($\beta = .254$, $t = 4.935$, $P < .001$) contributed significantly and positively to psychological well-being among students, neuroticism ($\beta = .177$, $t = 3.392$, $P < .001$) also contributed significantly to the variance in psychological well-being among students, while extraversion ($\beta = -.018$, $t = -.348$, $P > .05$) and agreeableness ($\beta = .043$, $t = .849$, $P > .05$) did not make significant contribution to the observed variance in psychological well-being. Based on this result, hypothesis (1b) was upheld for conscientiousness, openness and neuroticism.

Hypothesis (1c) stated that personality traits will influence psychological well-being (personal growth) among students in Schools of Nursing and Midwifery Makurdi. This hypothesis was tested using simple linear regression and the result is presented in table (1c)

Table (1c). Simple linear regression showing prediction of personality traits on psychological well-being (personal growth) among students in Schools of Nursing and Midwifery Makurdi

| Variable | R | R ² | β | F | t | P |
|-------------------|------|----------------|---------|--------|--------|------|
| Constant | .780 | .608 | 4.973 | 71.964 | 2.399 | .000 |
| Extraversion | | | .048 | | 1.049 | .295 |
| Conscientiousness | | | .495 | | 11.076 | .000 |
| Neuroticism | | | .228 | | 4.990 | .000 |
| Openness | | | .310 | | 6.866 | .000 |
| Agreeableness | | | -.006 | | -.128 | .899 |

R= .780, R²=.608 and Adjusted R² = .600

The result in table (1c) showed that conscientiousness, neuroticism, and openness significantly influence psychological well-being among students in Schools of Nursing and Midwifery, Makurdi [F (5,237) = 71.964, P<.001]. The result further revealed that 60.8% of the total variance in the psychological well-being of the students was been accounted for by the personality traits. The result also suggested that, only conscientiousness (β = .495, t= 11.076, P<.001), neuroticism (β =.228 t = 4.990, P<.001) and openness (β = .310, t= 6.866, P<.001) significantly and positively predicted psychological well-being. The implication of this result is that, extraversion (β =.048, t= 1.049, P>.05) and agreeableness (β = -.006, t= -.128, P>.05) did not significantly and positively predict psychological well-being among students. Based on this result, hypothesis (1c) was confirmed for conscientiousness, neuroticism and openness.

Hypothesis (1d) stated that personality traits will significantly and positively influence psychological well-being (positive relations with others) among students in Schools of Nursing and Midwifery Makurdi. This hypothesis was tested using simple linear regression and the result is presented in table (1d)

Table (1d) Simple linear regression showing prediction of personality traits on psychological well-being (positive relations with others) among students in Schools of Nursing and Midwifery Makurdi

| Variable | R | R ² | β | F | t | P |
|-------------------|------|----------------|---------|--------|-------|------|
| Constant | .789 | .622 | 6.356 | 77.131 | 2.958 | .000 |
| Extraversion | | | -.011 | | -.251 | .802 |
| Conscientiousness | | | .260 | | 5.948 | .000 |
| Neuroticism | | | .369 | | 8.240 | .000 |
| Openness | | | .422 | | 9.557 | .000 |
| Agreeableness | | | -.006 | | -.143 | .887 |

R= .789, R²=.622 and Adjusted R² = .614

Findings from table (1d) showed that personality traits significantly predicted psychological well-being [$F(5,239) = 77.131, P < .001$]. Among the personality traits, only conscientiousness ($\beta = .260, t = 5.948, P < .001$), neuroticism ($\beta = .369, t = 8.240, P < .001$) and openness ($\beta = .422, t = 9.577, P < .001$) significantly and positively predicted psychological well-being among students. While extraversion ($\beta = -.011, t = -.251, P > .05$) and agreeableness ($\beta = -.006, t = -.143, P > .05$) did not significantly contribute to the model. The result also showed that 62.2% of the total variance in psychological well-being of the students is explained by personality traits. Based on this finding, hypothesis (1d) was upheld for conscientiousness, neuroticism and openness.

Hypothesis (1e) stated that personality traits will influence psychological well-being (purpose in life) among students in Schools of Nursing and Midwifery Makurdi. This hypothesis was tested using multiple linear regression and the result is presented in table (1e).

Table (1e) Simple linear regression showing influence of personality traits on psychological well-being (purpose in life) among students in Schools of Nursing and Midwifery Makurdi

| Variable | R | R ² | β | F | t | P |
|-------------------|------|----------------|---------|--------|-------|------|
| Constant | .731 | .534 | 5.501 | 53.709 | 2.708 | .000 |
| Extraversion | | | -.003 | | -.070 | .944 |
| Conscientiousness | | | .430 | | 8.855 | .000 |
| Neuroticism | | | .145 | | 2.912 | .004 |
| Openness | | | .422 | | 9.557 | .000 |
| Agreeableness | | | .386 | | 7.869 | .000 |

R= .731, R²=.534 and Adjusted R² = .524

Findings in table (1e) revealed that personality traits influenced psychological well-being [$F(5,239) = 53.709, P < .001$]. The result also showed that personality traits accounts for 53.4% of the total variance in psychological well-being of students. The result also indicated that among the personality traits, only extraversion ($\beta = -.003, t = -.070, P > .05$) that did not significantly predict psychological well-being among students, while conscientiousness ($\beta = .430, t = 8.855, P < .001$), neuroticism ($\beta = .145, t = 2.912, P < .05$), openness ($\beta = .422, t = 9.557, P < .001$) and agreeableness ($\beta = .386, t = 7.869, P < .001$) contributed significantly and positively to the variance in psychological well-being of students in Schools of Nursing and Midwifery. With this result, hypothesis (1e) was confirmed except for extraversion.

Hypothesis (1f) stated that personality traits will influence psychological well-being (self-acceptance) among students in Schools of Nursing and Midwifery Makurdi. This hypothesis was tested using simple linear regression and the result is presented in table (1f)

Table (1f) Simple linear regression showing influence of personality traits on psychological well-being (self-acceptance) among students in Schools of Nursing and Midwifery Makurdi

| Variable | R | R ² | β | F | t | P |
|-------------------|------|----------------|---------|--------|--------|------|
| Constant | .618 | .384 | 10.280 | 28.625 | 2.730 | .000 |
| Extraversion | | | .051 | | .912 | .363 |
| Conscientiousness | | | .029 | | .552 | .582 |
| Neuroticism | | | -.039 | | -.748 | .460 |
| Openness | | | .623 | | 11.957 | .000 |
| Agreeableness | | | -.042 | | -.740 | .460 |

R = .618, R² = .384 and Adjusted R² = .368

The result in table (1f) showed that personality traits influenced psychological well-being [$F(2,237) = 28.625, P < .001$]. On their individual contribution, only openness ($\beta = .623, t = 11.957, P < .001$) contributed significantly to the observed variance in psychological well-being among students, while, extraversion ($\beta = .051, t = .912, P > .05$), conscientiousness ($\beta = .029, t = .552, P > .05$), neuroticism ($\beta = -.039, t = -.748, P > .05$) and agreeableness ($\beta = -.042, t = -.740, P > .05$) did not significantly contribute to the model. The result also revealed that personality traits accounted for 38.4% of the total variance in psychological well-being among students in schools of nursing and midwifery. With this result, hypothesis six was upheld only for openness.

Hypothesis (2a) stated that stress will negatively influence psychological well-being (autonomy) among students in schools of Nursing and Midwifery Makurdi. This hypothesis was tested using simple linear regression and the result is presented in table (2a).

Table (2a) Simple linear regression showing influence of stress on psychological well-being (autonomy) among students in Schools of Nursing and Midwifery Makurdi

| Variables | R | R ² | β | F | t | P |
|-----------|------|----------------|--------|------|-------|------|
| Constant | .035 | .001 | 14.763 | .309 | 5.371 | .000 |
| Stress | | | .035 | | .556 | .579 |

R= .035, R²=.001 and Adjusted R² = -.003

The result in table (2a) indicated that stress did not negatively influence psychological well-being [F (1,249) = .309, P>.05]. Based on this finding, hypothesis seven was rejected.

Hypothesis (2b) stated that stress will negatively influence psychological well-being (environmental mastery) among students in Schools of Nursing and Midwifery Makurdi. This hypothesis was tested using simple linear regression and the result is presented in table (2b)

Table (2b) Simple linear regression showing influence of stress on psychological well-being (environmental mastery) among students in Schools of Nursing and Midwifery Makurdi.

| Variables | R | R ² | β | F | t | P |
|-----------|------|----------------|-------|--------|--------|------|
| Constant | .515 | .265 | 9.735 | 89.629 | 17.279 | .000 |
| Stress | | | .515 | | 9.464 | .000 |

R= .515, R²=.265 and Adjusted R² = .262

Finding in table (2b) showed that stress positively influenced psychological well-being [F (1,249) = 89.629, P<.001.] The result further indicated that stress accounted for 26.5% of the total variance in psychological well-being among students in Schools of Nursing and Midwifery. With this result, hypothesis (2b) was rejected.

Hypothesis (2c) stated that stress will negatively influence psychological well-being (personal growth) among students in Schools of Nursing and Midwifery Makurdi. This hypothesis was tested using simple linear regression and the result is presented in table (2c).

Table (2c) Simple linear regression showing influence of stress on psychological well-being (personal growth) among students in Schools of Nursing and Midwifery Makurdi

| Variables | R | R ² | β | F | t | P |
|-----------|------|----------------|--------|-------|-------|------|
| Constant | .126 | .016 | 10.843 | 3.991 | 4.273 | .000 |
| Stress | | | .126 | | 1.998 | .047 |

R= .126, R²=.016 and Adjusted R² = .012

The result in table (2c) showed that stress positively influenced psychological well-being [F (1,247) = 3.991, P<.05]. Further observation indicated that only 1.6% variance in

psychological well-being of students in Schools of Nursing and Midwifery was being accounted for by stress. With this result hypothesis (2c) was rejected.

Hypothesis (2d) stated that stress will negatively influence psychological well-being (positive relation) among students in Schools of Nursing and Midwifery Makurdi. This hypothesis was tested using simple linear regression and the result is presented in table (2d).

Table (2d) Simple linear regression showing influence of stress on psychological well-being (positive relation) among students in Schools of Nursing and Midwifery Makurdi

| Variables | R | R ² | β | F | t | P |
|-----------|------|----------------|--------|------|-------|------|
| Constant | .008 | .000 | 15.827 | .897 | 5.854 | .000 |
| Stress | | | .008 | | .129 | .897 |

R= .008, R²=.000 and Adjusted R² = -.004

The result in table (2d) revealed that stress did not negatively influenced psychological well-being [F (1,249) = .017, P>.05.] Based on this finding, hypothesis (2d) was rejected.

Hypothesis (2e) stated that stress will negatively influence psychological well-being (purpose in life) among students in Schools of Nursing and Midwifery Makurdi. This hypothesis was tested using simple linear regression and the result is presented in table (2e)

Table (2e) Simple linear regression showing result for prediction of stress on psychological well-being (purpose in life) among students in Schools of Nursing and Midwifery Makurdi

| Variables | R | R ² | β | F | t | P |
|-----------|------|----------------|--------|------|-------|------|
| Constant | .051 | .003 | 12.743 | .420 | 5.854 | .000 |
| Stress | | | .051 | | .808 | .420 |

R= .0051, R²=.003 and Adjusted R² = -.001

The result in table (2e) showed that stress did not negatively influence psychological well-being among students in Schools of Nursing and Midwifery, Makurdi. [F (1, 249) = .652, P>.05]. Based on this finding, hypothesis (2e) was rejected.

Hypothesis (2f) stated that stress will negatively influence psychological well-being (self-acceptance) among students in Schools of Nursing and Midwifery Makurdi. This hypothesis was tested using simple linear regression and the result is presented in table (2f).

Table (2f) Simple linear regression showing result for influence of stress on psychological well-being (self-acceptance) among students in Schools of Nursing and Midwifery Makurdi

| Variables | R | R ² | β | F | t | P |
|-----------|------|----------------|--------|------|-------|-------|
| Constant | .099 | .010 | 11.861 | .119 | 4.699 | .000 |
| Stress | | | | .099 | | 1.565 |
| .119 | | | | | | |

R= .099, R²=.010 and Adjusted R² = -.006

Finding in table (2f) revealed that stress did not positively influence psychological well-being among students in Schools of Nursing and Midwifery, Makurdi. [F (1,247) = .017, P>.05]. With this result, hypothesis (2f) was rejected.

Hypothesis (3a) stated that personality traits and stress will jointly influence psychological well-being (autonomy) among students in Schools of Nursing and Midwifery Makurdi. This hypothesis was tested using multiple linear regressions and the result is presented in table (3a)

Table (3a) multiple linear regression showing result for joint influence of personality traits and stress on psychological well-being (autonomy) among students in Schools of Nursing and Midwifery Makurdi

| Variables | R | R ² | β | F | t | P |
|-------------|------|----------------|--------|------|-------|------|
| Constant | .061 | .004 | 18.402 | .641 | 3.629 | .000 |
| Personality | | | -.054 | | -.813 | .417 |
| Stress | | | .044 | | .659 | .511 |

R= .061, R²=.004 and Adjusted R² = -.005

Findings in table (3a) revealed that personality traits and stress did not jointly influence psychological well-being among students in Schools of Nursing and Midwifery, Makurdi. [F (2,239) = .445, P>.05]. Based on this finding, hypothesis (3a) was rejected.

Hypothesis (3b) stated that personality traits and stress will jointly influence psychological well-being (environmental mastery) among students in Schools of Nursing and Midwifery Makurdi. This hypothesis was tested using multiple linear regressions and the result is presented in table (3b)

Table (3b) multiple linear regression showing result for joint influence of personality traits and stress on psychological wellbeing (environmental mastery) among students in Schools of Nursing and Midwifery Makurdi

| Variables | R | R ² | β | F | t | P |
|-------------|------|----------------|--------|------|-------|------|
| Constant | .309 | .001 | 12.573 | .838 | 3.088 | .002 |
| Personality | | | .007 | | .110 | .912 |
| Stress | | | .036 | | .542 | .588 |

R= .309, R²=.001 and Adjusted R² = -.007

Findings in table (3b) established that personality traits and stress did not jointly influence psychological well-being among students in Schools of Nursing and Midwifery, Makurdi. [F (2,239) = .177, P>.05]. Based on this finding, hypothesis (3b) was rejected.

Hypothesis (3c) stated that personality traits and stress will jointly predict psychological well-being (personal growth) among students in Schools of Nursing and Midwifery Makurdi. This hypothesis was tested using multiple linear regressions and the result is presented in table (3c)

Table (3c) multiple linear regression showing result for joint influence of personality traits and stress on psychological well-being (personal growth) among students in Schools of Nursing and Midwifery Makurdi

| Variables | R | R ² | β | F | t | P |
|-------------|------|----------------|--------|------|-------|------|
| Constant | .132 | .017 | 13.928 | .126 | 2.979 | .003 |
| Personality | | | -.050 | | -.756 | .420 |
| Stress | | | .135 | | 2.024 | .044 |

R= .132, R²= .017 and Adjusted R² = .009

The result in table (3c) showed that personality traits and stress did not jointly influence psychological well-being among students in Schools of Nursing and Midwifery, Makurdi. [F (2,237) = 2.087, P>.05]. With this result, hypothesis (3c) was rejected.

Hypothesis (3d) stated that personality traits and stress will significantly and jointly influence psychological well-being (positive relation) among students in Schools of Nursing and Midwifery Makurdi. This hypothesis was tested using multiple linear regressions and the result is presented in table (3d)

Table (3d) multiple linear regression showing result for joint influence of personality traits and stress on psychological well-being (positive relation) among students in Schools of Nursing and Midwifery Makurdi

| Variables | R | R ² | β | F | t | P |
|-------------|------|----------------|---------|------|-------|------|
| Constant | .048 | .002 | 19.022 | .761 | 3.823 | .000 |
| Personality | | | -.049 | | -.735 | .463 |
| Stress | | | .017 | | .255 | .799 |

R= .048, R²= .002 and Adjusted R² = -.006

Table (3d) indicated that personality traits and stress did not jointly influence psychological well-being among students in schools of Nursing and Midwifery, Makurdi [F (2,239) = .274, P>.05]. With this result, hypothesis (3d) was rejected.

Hypothesis (3e) stated that personality traits and stress will jointly influence psychological well-being (purpose in life) among students in Schools of Nursing and Midwifery Makurdi. This hypothesis was tested using multiple linear regressions and the result is presented in table (3e)

Table (3e) multiple linear regression showing result for joint influence of personality traits and stress on psychological wellbeing (purpose in life) among students in Schools of Nursing and Midwifery Makurdi

| Variables | R | R ² | β | F | t | P |
|-------------|------|----------------|---------|------|-------|------|
| Constant | .060 | .004 | 11.589 | .653 | 2.738 | .007 |
| Personality | | | .018 | | .273 | .785 |
| Stress | | | .053 | | .792 | .429 |

R= .060, R²= .004 and Adjusted R² = -.005

The result in table (3e) revealed that personality traits and stress did not jointly influence psychological well-being among students in Schools of Nursing and Midwifery, Makurdi [F (2,239) = .426, P>.05]. Based on this finding, hypothesis (3e) was rejected.

Hypothesis (3f) stated that personality traits and stress will jointly influence psychological well-being (self-acceptance) among students in Schools of Nursing and Midwifery Makurdi. This hypothesis was tested using multiple linear regressions and the result is presented in table (3f)

Table (3f) multiple linear regression showing result for joint influence of personality traits and stress on psychological well-being (self-acceptance) among students in Schools of Nursing and Midwifery Makurdi

| Variables | R | R ² | β | F | t | P |
|-------------|------|----------------|---------|------|--------|------|
| Constant | .131 | .017 | 17.211 | .133 | 2.738 | .000 |
| Personality | | | -.091 | | -1.363 | .174 |
| Stress | | | .118 | | 1.775 | .077 |

R= .131, R²= .017 and Adjusted R² = .009

Findings in table (3f) indicated that personality traits and stress did not jointly influence psychological well-being [$F(2,239) = 2.039, P > .05$]. With this result hypothesis (3f) was rejected.

DISCUSSION

The first hypothesis tested that; personality traits (openness, conscientiousness, extraversion, agreeableness, neuroticism) will influence psychological well-being (autonomy) among students in Schools of Nursing and Midwifery, Makurdi. Hypothesis (1a) was accepted for conscientiousness, openness and neuroticism. This implies that the tendency of the students to have a sense of achievement and to be dependable (conscientiousness), the tendency to exhibit poor emotional adjustment such as anxiety, impulsivity and fear (neuroticism) and the tendency to be creative and curious (openness) significantly predict psychological well-being (autonomy). This further shows that the more the tendency to have a sense of achievement and to be dependable, the tendency to exhibit poor emotional adjustment such as anxiety, impulsivity and fear and the tendency to be creative and curious the higher their self determination and independence in making their own decisions. This study is in line with Van Dierendonck (2005) who conducted a second order factor analysis of the big five and the Ryff scale (1989) and found autonomy and openness having a positive relationship. The finding is also consistent with Creed and Watson (2009) who found neuroticism to significantly predict the psychological well-being among middle-aged and matured unemployed. Also, Shultz (2008) found a relation between neuroticism and psychological well-being. Psychological well-being dimensions showed a slightly stronger relationship with the big 5. Furthermore, Butkovic et al., (2012) likewise reported that, personality traits explained more variance in psychological well-being. In addition, consistent with Schmutte and Ryff (1997), psychological well-being showed a more diverse relationship with personality traits. Previous studies have also primarily identified an association between neuroticism and autonomy (Grant et al., 2009; Schmutte & Ryff, 1997). Perhaps, reflecting the focus of autonomy items on a lack of care for what others think or low self-consciousness. However, there is also arguably an implicit assumption that autonomy involves some degree of independent thinking. Items captured self-confidence and as well as a spectrum of not being excessively influenced by others to more extreme independence of thought. The Ryff scale measures a relatively social conception of autonomy. While much of the autonomy construct captures positive aspects, there is an aspect that might actually result in less well-being. For instance, not listening to the views of others, never sacrificing one's needs for the needs of others, or an inability to accept the rituals and values of a society could

have a range of negative consequences. Similarly, some individuals may place less value on Independence of thought thereby further reducing the relationship between autonomy and well-being. However, this work contracted the work of Siegler and Brummett (2008) who found neuroticism to negatively predicted psychological well-being. In contrast, agreeableness and extraversion was the lowest predictor of psychological well-being among students in Schools of Nursing and Midwifery, Makurdi. The results reinforce the notion that, the key dispositional predictors on psychological well-being vary across well-being dimensions (Grant et al., 2009).

Hypothesis (1b) of the study tested to find out if personality traits will influence psychological well-being (environmental mastery) among students in Schools of Nursing and Midwifery, Makurdi. This finding was accepted for conscientiousness, openness and neuroticism. This is consistent with previous work supporting a stronger relationship between conscientiousness, openness, neuroticism and psychological well-being (Butkovic et al., 2012; Grant et al., 2009) reinforces the distinctiveness of these dimensions. The finding is also in line with the work of Haslam, Whelan and Bastian (2009) who found conscientiousness and openness to be the strongest predictors of well-being, except neuroticism which contracted my findings to positively predicted psychological well-being. Haslan et al., (2009) found neuroticism to negatively predicted psychological well-being. This shows that students on this dimension of psychological well-being of environmental mastery posses the characteristics of creating a surrounding context that suits one's personal needs and capacities. It also involves managing the environment by controlling complex situations and making effective use of opportunities. Students who are high on these dimensions will do well on psychological well-being (environmental mastery).

In Hypothesis (1c), it tested to find out if personality traits will influence psychological well-being (personal growth) among students in Schools of Nursing and Midwifery, Makurdi. It was accepted for conscientiousness, neuroticism and openness on psychological well-being (personal growth) among students in Schools of Nursing and Midwifery, Makurdi. This is also in consonance with Hicks (2007), who found openness and neuroticism showing a higher level of relationship with psychological well-being. Also, Bardi and Ryff (2007) similarly reported that individuals who were higher on openness and lower on neuroticism reported higher personal growth. Standardized betas showed that personal growth was predicted by all five traits, with openness emerging as the strongest predictor. This strong relationship between personal growth and openness is consistent with Schmutte and Ryff (1997). The study is also in line with Steel, Schmidt & Shultz (2008); they found neuroticism having an association with psychological well-being. They suggested that *extraversion* (the tendency to be bold, talkative, enthusiastic, and sociable) and *neuroticism* (the tendency to be emotionally unstable and prone to negative emotions) are especially strong predictors of well-being.

Result of Hypothesis (1d) was accepted. Conscientiousness, neuroticism and openness influenced psychological well-being (positive relations with others) among students in Schools of Nursing and Midwifery, Makurdi. Consistent with this, previous studies have primarily linked positive relations to conscientiousness and openness (Grant et al., 2009; Schmutte & Ryff, 1997). Also, Kokko, Tolvanen and Pulkkinen (2013) found neuroticism, conscientiousness and openness having a stronger relationship with psychological well-being

among middle adulthood. On the contrary, findings by Tashiro and Frazier (2003); Sheikh (2004) found no relationship between conscientiousness and well-being.

In Hypothesis (1e), it tested that personality traits will influence psychological well-being (purpose in life) among students in Schools of Nursing and Midwifery, Makurdi. It was found that conscientiousness, neuroticism, openness and agreeableness except extraversion significantly and positively predicted psychological well-being (purpose in life) among students in Schools of Nursing and Midwifery, Makurdi. The strong association between purpose in life and conscientiousness is consistent with previous work of (Grant et al., 2009; Schmutte & Ryff, 1997), and others have also documented the associations between this dimension and openness and neuroticism (Schmutte & Ryff, 1997; Siegler & Brummett, 2000). In line with these findings, this hypothesis was upheld. This shows that students who score high in Purpose in life items possess the characteristics of creating meaning and direction in life. It shows having goals in one's life and a sense of directedness which makes life more meaningful and gives it a purpose.

Hypothesis (1f) tested to find out if personality traits will influence psychological well-being (self-acceptance) among students in Schools of Nursing and Midwifery, Makurdi. The study accepted only openness on psychological well-being (self-acceptance) among students in Schools of Nursing and Midwifery, Makurdi. This work is consistent with the findings of Siegler and Brummett (2000) who found openness too positively predicted psychological well-being. Students who are high on self-acceptance display the tendencies of self evaluation that involves awareness and acceptance of both personal strengths and weaknesses. Self-acceptance items largely focus on self-esteem, positive comparison of self versus others, and elements of life satisfaction.

Hypotheses (2a, 2b, 2c, 2d, 2e, and 2f), which stated that, stress will negatively influence psychological well-being (autonomy, environmental mastery, personal growth, purpose in life, positive relations with others and self-acceptance) among students in Schools of Nursing and Midwifery, Makurdi. This finding rejected all the dimensions of psychological well-being that stress did not negatively predict psychological well-being among students in schools of nursing and midwifery, Makurdi but positively predicted their well-being. This means that students' emotional and physical strain caused by their academic, clinical training and personal life activities did not have effect on feeling good and functioning effectively. These results could be explained by the fact that the students may have been exposed and adapted to their stress and such; it has no significant impact on their psychological well-being. This finding is in line with Boey, Chan, Ko, Goh, and Lin (2010) who found majority (35.4%), of nurses in Singapore considered occupational stress as moderate, 32.4% considered it as high, and another 32.2% considered it as low. Role conflict has been found to have a positive relationship with psychological well-being. Also, Lepine, Lepine and Jackson (2004) in his challenge-hindrance model stated that stressors can be positive or negative. Challenges are stressors that improve performance. Since the students are faced with positive challenges that will bring better outcome, this may be a reason why their overall psychological well-being was not affected.

In contrast, Chandraiah, Agrawal, Marimuthu and Manoharan, (2003) found heavy workload lowers one's psychological well-being among individuals.

Hypotheses (3a, 3b, 3c, 3d, 3e and 3f), postulated that, personality traits and stress will jointly influence psychological well-being (autonomy, environmental mastery, purpose in life, positive relations with others, personal growth, self- acceptance) among students in schools of nursing and midwifery, Makurdi. All the tested hypotheses revealed that personality traits and stress did not predict psychological well-being among students in Schools of Nursing and Midwifery, Makurdi. Therefore, those hypotheses were rejected. This could be possible among the students in Schools of Nursing and Midwifery, Makurdi owing to the fact that, at the entry point, the students are given orientation about the stressful and tedious nature of the profession. Hence, most of them might have prepared their minds to adapt and face the numerous tasks ahead. This view is supported by; Selye (1950) who explored the “fight or flight” reaction through the General Adaptation Syndrome (GAS). The GAS has three stages: alarm, resistance, and exhaustion. During the alarm phase, a person uses current resources to face the threat. In resistance, the person actively copes with the stressful event. In exhaustion phase, a person depletes the resources to cope with the stressor (Selye, 1956).

Conclusion

Despite the limitations of the present study, this study has expanded our knowledge in many ways. Therefore, we can conclude, based on the findings of the study that, Personality traits significantly predicted psychological well-being of students in Schools of Nursing and Midwifery, Makurdi. Particularly, conscientiousness, neuroticism and openness personality traits were found to influence psychological well-being while extraversion and agreeableness were the lowest personality traits influencing psychological well-being among students. In the contrary, stress rather positively predicted student’s psychological well-being as against earlier postulation that stress will negatively and significantly influence psychological well-being among students.

It was also concluded, based on the findings, that personality traits and stress did not jointly influence psychological well-being among students in Schools of Nursing and Midwifery, Makurdi.

This finding of the study can help to design programs and strategies to boost students’ psychological well-being knowing fully well their various personality traits. This will also help in their academic performance and clinical practice training.

Recommendations

Based on the findings, the following recommendations are put forward: authorities in Schools of Nursing and Midwifery, government and stakeholders should assist students through counseling to enhance their psychological well-being. Furthermore, School counselors and appropriate agencies should assist those students with extraversion and agreeableness traits to enhance their overall well-being. In addition, clinicians employed should assist to develop programs specifically aimed at assessing, diagnosing, treating, and possibly preventing problem areas for optimal psychological well-being among students. Further empirical research should be geared towards Student’s Nurses/Midwives psychological well-being owing to their different personality traits in the course of their professional program. The Nigerian government should become more concerned with the

personality traits and stress related issues affecting student's psychological well-being and implement policies that will promote their overall psychological well-being.

Also, psychological well-being is a multidimensional concept as proposed by Carol Ryff, research should be focused on Ryff's dimensions of psychological well-being to assist students identify the dimensions that they are poor and improve on them since psychological well-being is not a single construct.

Further research should assess the difference in psychological well-being based on gender, socioeconomic, demographics, parent's level of education and age.

Moreso, stress, different personality and other psychological problems is known to have detrimental effects on the physical and mental well-being of students. Clinical psychologist's intervention is needed by assessing stress in students in schools of nursing and midwifery and determining its impact on psychological well-being in order to establish ways to decrease the risk and increase the positive level of psychological well-being.

Also, students who choose to go into nursing and midwifery profession should be prepared in advance for the stresses theory and clinical practice bring. This is concerning, having an awareness of the factors that contribute to positive and negative psychological well-being may give educators clues as to why some students excel under stressful conditions owing to different personality traits while others become overwhelmed.

Other research should examine whether those who score lower on psychological well-being make use of the services provided to them, and whether they rate their teachers any differently than those who score higher on psychological well-being. This could all be meaningful information in ensuring that the students have the best possible experience at schools of nursing and midwifery, Makurdi. Psychological stability is indeed an important predictor that could contribute to psychological well-being and enhance professionalism.

Researchers intending to carry out similar research should include more participants in the study to ensure representative sample size.

The replication of the current study in other States may be important in generalizing the results.

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