
Original Paper

Influence of Personality Traits and Self Esteem on Psychological Wellbeing among Students of Nasarawa State University Keffi

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Abstract

The purpose of this study is to investigate the influence of personality traits and self-esteem on psychological wellbeing among students of Nasarawa State University Keffi. The study sample is comprises of 246 (136 males and 110 males) randomly selected undergraduate students within the faculty of social sciences, Nasarawa State University Keffi. The data were collected using self-administered questionnaire consisting of Extra Short Form of Big Five Inventory (BFI-2-XS), Ryff's Psychological Well-being Scale, Rosenberg Self Esteem Scale and sociodemographic information. The study found that openness to experience ($\beta = 1.394, p < .05$) and conscientiousness ($\beta = 1.208, p < .05$) have significant positive influence on psychological wellbeing while agreeableness ($\beta = .088, p > .05$), extroversion ($\beta = .018, p > .05$) and neuroticism ($\beta = -.044, p > .05$) do not have significant independent influence on psychological wellbeing. Jointly, the big five personality traits have significant influence on psychological well-being [$F(3, 242) = 2.25; p < 0.05$]. the study also found that self-esteem has significant positive influence on psychological wellbeing [$r(244) = .27, p < .05$]. There is no significant gender difference in psychological wellbeing among students of Nasarawa State University Keffi [$t(244) = 1.73, p > .05$]. The study concludes that student's personality characteristics and self-esteem are important for sound psychological wellbeing among Nigerian undergraduates. The study recommends that personality traits self-esteem need to be considered by concerned individuals in the development of effective target interventions aimed at improving student's wellbeing.

Keywords: Influence, Personality Traits, Personality, Self Esteem, Psychological Wellbeing

Background to the Study

Psychological well-being plays a crucial role in an individual's overall quality of life, impacting their emotional, social, and academic functioning. The university system is considered to be wired with stressors that impact negatively on student's general wellbeing. The system requires that students have to go through the process of adapting and adjusting to new educational system and social environments. In most cases, students are expected to live away from the comfort of their homes, parents, and friends to mixing with new and different friends from diverse backgrounds and experiences. The system places high expectations and academic demands which significantly strain their adaptive mechanisms. These experiences, changes and challenges can affect their psychological wellbeing and as well as their academic success while in school (Osamika, Lawal, Osamika, Hounhanou & Laleye, 2021).

Citing Ryff (1995) as cited by Saricaoğlu and Arslan (2013) describes psychological well-being to mean more than being free from stress, and not having other psychological problems. It encompasses positive self-perception, positive relations with others, environmental mastery, autonomy, purpose in life and emotions inclined towards a healthy development. According to Akram (2017), psychological wellbeing is about lives going well. It is the combination of feeling good and functioning effectively. By definition, therefore, people with high psychological wellbeing report feeling happy, capable, well-supported, satisfied with life etc. Olabamitan (2021) noted that being in a good state of psychological well-being does not require individuals to feel good all the time; the experience of painful emotions (e.g. disappointment, failure, grief) is a normal part of life, and being able to manage these negative or painful emotions is essential for long-term well-being. Psychological well-being is,

however, compromised when negative emotions are extreme or very long lasting and interfere with a person's ability to function in his or her daily life. Olabamitan (2021) added that psychological wellbeing (PWB) is quite similar to other terms that refer to positive mental states, such as happiness or satisfaction

According to Fauziah, Moenindyah and Muslihati (2018), psychological well-being is influenced by various factors both internal factors (such as self-esteem and personality) and external (such as social support). In agreement, Lucas (2018) stated that the strongest and most consistent predictors of wellbeing are typically the stable individual differences that personality psychologists study (Lucas, 2018).

Personality is the characteristic and distinctive properties of behaviours that shape a person's physical and social environment (Atkinson, R.L., Atkinson, Smith, Bem, & Hoeksema, 1999). It is one of the most comprehensive concepts in psychology (Saricaoğlu & Arslan, 2013).

However, the concept of personality in psychology encompasses wider attributes compared to that suggested by the origin of the word itself. It goes beyond what people can see or how one appears to others, it also goes beyond the make one wears and the role he/she plays. Schultz and Schultz, (2009) opined that "surely, when we speak of personality, we mean to include many attributes of an individual, a totality or collection of various characteristics that goes beyond superficial physical qualities. The word encompasses a host of subjective social and emotional qualities as well, ones that we may not be able to see directly, that a person may try to hide from us, or that we may try to hide from others". If personality is a person's outward appearance, then it may be contended that it cannot determine the individual's behaviour in terms of performance in several aspects of the job.

As observed above, there is no universally accepted definition of personality. But common in all the definitions, is the person's distinctive characteristics. Bearing in mind the above meanings, it may be accepted that personality is the incorporated and organized concept of the individual about his behavioural dispositions such as attitudes, interests, motives and other attributes peculiar to him as a different human being (Oladele, 2004).

To date, most research examining the personality correlates of psychological wellbeing focused on the five-factor model of personality commonly referred to as the Big Five personality traits. These five broad 'domains' of personality emerged from decades of research seeking to identify the major lines of variation among trait terms, and provide a robust organizing framework for personality psychology as a whole (Anglim & O'Connor, 2019). The five factor model of personality describes personality as consisting of five basic domains. These domains are neuroticism also known as the emotional instability, openness also called intellect and imagination, extraversion which is known to be sociability and assertiveness, agreeableness and conscientiousness (von Stumm & Ackerman, 2013).

Self-esteem is another personality variable that could influence psychological wellbeing Self-esteem is defined as an individual's subjective evaluation of his or her worth as a person. A person with high self-esteem considers him/herself worthy; S/he does not necessarily consider him/ herself better than others (Rosenberg, 1965). Thus, self-esteem involves the feelings of self-respect and acceptance but not the feelings of superiority and entitlement that are typical for narcissistic self-views.

Self-esteem according to Baumeister (2008) is defined as how favourably individuals evaluate themselves. This is achieved by setting attainable goals and successfully accomplishing the goals, resulting in an increase in self-confidence, assertiveness, and feeling valued. Thus, self-esteem affects the enjoyment of life even if it does not have a substantial impact on career success, productivity, or other objective outcome measures. According to Leary (1999) self-esteem is the relationship between one's self and one's ideal self, feeding off of favourable behaviours. It refers to an individual's sense of values and worth, or the extent to which a person values, approves of, appreciate, prize or like him/herself. Having high self-esteem apparently provides benefits to those who possess it. They feel good about themselves, able to cope effectively with challenges and negative feedback, and live in a social world in which they believe that people value and respect them. A healthy self-esteem is necessary for mental well-being and a positive self-concept (Chinweuba, 2014).

According to Olabamitan (2021), an individual's overall sense of their self-worth or personal value may go a long way in determining their psychological wellness. Those who believed in themselves as possessing the required skills and values to subdue the stress that come with change in environment/situation are more likely to experience better psychological wellbeing compared to those who lack confidence in themselves and hence have given up to situation they find themselves. According to Child Development Institute (2005), people with high self-esteem are more co-operative, enthusiastic, considerate, assertive, and respectful and tend to be at less risk for depression and hopelessness. High self-esteem is also believed to be one of the fundamental traits of high performance managers and leaders. People with high self-esteem are known to act independently.

Relationship between Big Five Personality Traits and Psychological Wellbeing

Osamika et al (2021) examined personality characteristics, psychological wellbeing and academic success among Nigerian undergraduates. The study which used a cross sectional design and employed convenient sampling method, made use of 214 undergraduates as sample. A structured questionnaire focusing on socio-demographic information, personality profile, psychological wellbeing and academic success was administered to the participants. The data were analysed using descriptive and inferential statistics. The result reveals that agreeableness, conscientiousness and openness to experience had a significant positive relationship with psychological well-being, while agreeableness, conscientiousness and openness had positive relationship with academic success; meanwhile, neuroticism had negative relationship with academic success. Furthermore, on a regression model, personality characteristics jointly predicted psychological wellbeing. Furthermore, personality characteristics independently and jointly predicted academic success. The study concludes that student's personality characteristics are important for sound psychological wellbeing and effective academic success among Nigerian undergraduates (Osamika, 2021).

Additionally, Bello, (2016) examined personality traits as predictors of psychological health among secondary school adolescents in Ede, Osun State. The participants who were selected via stratified and purposive sampling techniques consisted of 614 secondary school adolescents of secondary schools located in Ede Osun State Nigeria. The Awaritife Psychological index and the Big Five inventory were used for data collection. Analysis of the collected data from the participants showed that all the dimensions of big-five personality traits jointly predict psychological health, with neuroticism independently predicts psychological health and extraversion, agreeableness, conscientiousness, openness having no significant prediction on psychological health.

Relationship between Self-Esteem and Psychological Wellbeing

Olabamitan (2021) examined the influence of perceived social support and self-esteem on psychological well-being among civil servants in Alausa-Lagos. The study adopted a cross sectional survey design, while stratified and accidental sampling techniques were employed in selecting 571 civil servants across various ministries in Alausa state secretariat. Three standardized scales: 18-item Ryff's Scales of Psychological Well Being, perceived social support by Zimet, Dahlem, Zimet and Farley and 10-item Rosenberg's self-esteem scale were used for data collection. Three hypotheses were raised and the results revealed significant negative relationship between self-esteem and psychological wellbeing. The study also found significant positive relationship between social support and psychological wellbeing.

Priya (2020) examined self-esteem and psychological wellbeing of adolescents from the Single parent family. The study collected data primarily via the administration of questionnaires. The data was collected from two schools in Kollam District, Kerala, India. The questionnaire consisted of socio-demographic data, Self Esteem Scale by Rosenberg and Psychological Well Being Scale by Carol Ryff. The study result showed a significant correlation between the Self Esteem and Psychological Wellbeing of the participating adolescents

Fauziah, Handarini and Muslihata (2018) conducted a study on "Self-esteem, Social Support, Personality and Psychological Well Being of Junior High School Student". The specific aims of the study were to understand the relationship between self-esteem, social support, extraversion personality, agreeableness personality, conscientiousness personality, neuroticism personality, openness personality

and psychological well-being of the public junior high school students in Malang city. Using a correlational studies the outcome showed that among the variables tested self-esteem is the strongest variable which correlates with psychological well-being compared with the other variables; social support and personalities variables. In addition, the study found that that the personality traits of openness to experience, agreeableness and conscientiousness all correlated positively with wellbeing. Neuroticism correlated negatively with psychological wellbeing while extraversion exhibited an insignificant collation with psychological wellbeing.

Gender and Psychological Wellbeing

Gürel (2009) noted that gender differences on psychological well-being are a common topic studied generally in terms of gender roles. The findings of some of these studies showed inconsistency in results. Some studies reported insignificant gender differences while others found significant differences in the level of psychological wellbeing among male and female.

Olabamitan's (2021) study hypothesized and tested differences between male and female students on psychological wellbeing. The hypothesis was confirmed. The result showed that sex have significant influence on psychological wellbeing. The male students scored significantly higher on psychological wellbeing compared to their female counterparts. Olabamitan argued that gender equality, dual income family, women empowerment, feminism among other struggles initiated to remove barriers between men and women might have been responsible for insignificant differences between men and women on psychological wellbeing among the sampled population.

Statement of the Problem

Psychological well-being problems have become increasingly common among university students nowadays as it has been found that the number of psychological problems and their severity are on the rise among student population (Roslan, Ahmad, Nabilla & Ghiami, 2017). For example a study conducted at the University Putra Malaysia by Zulkefly and Baharudin (2010) found that 47.1% of the students scored low level of psychological well-being indicating that a considerable number of students are at risk for psychological problems. The rate of the distress is higher among undergraduates compared to the general population.

University students experience distress from several sources such as academic demands, changes in family relations, changes in social life, exposure to new people ideas and temptations time pressure, fear of failure, struggle to establish identity, the pressure of academic excellence and tough competence. Emotional problems such as feel inferior to others, not able to think properly, worrying too much, feel life is not worth living. Feel anxious without any apparent reason (Kumarasamy, 2013). Academic pressures of meeting grade requirements, test taking, the volume of material to be learned and time management has been shown to be a significant source of stress for students (Crocker & Luhtanen, 2003; Kumaraswamy, 2013). All these are causative factors threatening the psychological wellbeing of the student.

It is important to note that despite the fact that almost every university student is exposed to the aforementioned stressful events within the university environment, not all students experiences poor psychological wellbeing as a result. This could mean that there are factors such as personality characteristics that may explain why some students have high psychological wellbeing despite their environment while other students' psychological wellbeing is threatened by it. This study aims to investigate the influence of personality traits and self-esteem on psychological well-being among students of Nasarawa State University. Nasarawa State University is one of the leading educational institutions in Nigeria, with a diverse student population from different backgrounds and disciplines. By examining the relationships between personality traits, self-esteem, and psychological well-being in this specific university setting, the study can provide valuable insights into factors that impact students' mental health and well-being.

Research Questions

- i. Will there be an independent and joint influence between big five personality traits and psychological wellbeing among students of Nasarawa State University Keffi?

- ii. How does self-esteem influence psychological wellbeing among students of Nasarawa State University Keffi?
- iii. What is the gender difference in psychological wellbeing among students of Nasarawa State University Keffi

Objectives of the Study

- i. To determine whether the big five personality traits will independently and jointly influence psychological wellbeing among students of Nasarawa State University Keffi.
- ii. To examine the influence of self-esteem on psychological wellbeing among students of Nasarawa State University Keffi.
- iii. To establish the gender difference in psychological wellbeing among students of Nasarawa State University Keffi.

Hypotheses

- i. The big five personality traits will independently and jointly influence psychological wellbeing among students of Economics Department Nasarawa State University Keffi.
- ii. Self-esteem will have significant influence on psychological wellbeing among students of Economics Department Nasarawa State University Keffi.
- iii. There will be significant gender difference in psychological wellbeing among students of Economics Department Nasarawa State University Keffi.

Methods

Design

This study adopted the cross-sectional survey research design. The cross-sectional study aims at collecting information on certain variables in a study population at one point in time and gives an opportunity to get an overview of the issues involved in the study.

Sample and Sampling Technique

The population for this study will be drawn from the population of Undergraduate Students of faculty of social sciences to represent Nasarawa State University. Student enrolment data obtained from 4 Departments comprising of Economics, political science, Sociology and Psychology that there are approximately 4355 undergraduates in the faculty. Using Raosoft Sample Size calculator (Raosoft.com), a sample size of 345 is considered appropriate for a population. Simple random sampling was adopted to select the 345 students' sample that participated in the study.

Instruments

Three (3) different instruments will be used for the data collection. The 15-item extra short form of the big five inventory (BFI-2-XS) will be used to measure the big five personality factors, the 10-item Rosenberg Self Esteem Scale (RSES) will be used to measure self-esteem while the 18-item psychological wellbeing scale will be used to measure psychological wellbeing among the participants.

Extra Short Form of the Big Five Inventory (BFI-2-XS)

The Extra Short Form of the Big Five Inventory (BFI-2-XS) is a 15-item scale developed by John and Soto (2015) from the original 44-item Big Five Inventory developed by John, Donahue, and Kentle (1991). The BFI-2XS asks the participant to rate their characteristics on a 5-point Likert Scale of 1 (strongly Disagree) to 5 (strongly Agree). The minimum point is 1, and maximum point is 5 for each item. To create scale scores, the total response for each subscale is summed up. The five-dimensions of BFI-2XS are extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience. Each of the five personality traits has three items each respectively.

The psychometric properties of the BFI-2XS were provided by John and Soto (2017) originally among university students. A mean Chronbach alpha reliability of 0.69 was obtained for the five subscales

indicating that the BFI-2XS has moderate reliability (John & Soto, 2017). Pilot study was conducted to determine the reliability of the BFI-2XS in the study area. The BFI-2XS was pilot tested with 20 final year students in the Department of Psychology Nasarawa State University, these students were not part of the population for the main study and Cronbach alpha reliability coefficient of .61 was obtained.

The Rosenberg Self Esteem Scale (RSES)

The RSES is a 10-item scale developed by Rosenberg in 1965 to measure self-esteem. The RSES consists of ten statements (five positively worded and five negatively worded items) that a respondent could possibly apply to him / herself that s/he must rate on how much s/he agree with each. To score the items, a value is assigned to each of the 10 items as follows: 1) For items 1, 2, 4, 6, 7: Strongly Agree = 3, Agree = 2, Disagree = 1, and Strongly Disagree = 0. 2) For items 3, 5, 8, 9, 10 (which are negatively worded): Strongly Agree = 0, Agree = 1, Disagree = 2, and Strongly Disagree = 3. The scale ranges from 0 - 30, with the higher the score, the higher the level of self-esteem.

The scale has high reliability. Cronbach's alpha (α) alpha for various samples are in the range of 0.77 to 0.88 (Rosenberg, 1986). Audu, Jekwu and Pur (2016). Cronbach alpha reliability coefficient of .89 for the RSES among a sample of university students in Maiduguri. The Cronbach's alphas obtained indicate that the RSES has high internal consistency and construct validity and therefore considered reliable.

Psychological Wellbeing (PWB)

The PWB Scale is an 18-item instrument developed by Ryff et al (2007). It measures six aspects of wellbeing and happiness namely: Autonomy (e.g., "I have confidence in my opinions, even if they are contrary to the general consensus"); Environmental Mastery (e.g., "In general, I feel I am in charge of the situation in which I live"); Personal Growth (e.g., "I think it is important to have new experiences that challenge how you think about yourself and the world"); Positive Relations With Others (e.g., "People would describe me as a giving person, willing to share my time with others"); Purpose in Life (e.g., "Some people wander aimlessly through life, but I am not one of them"); and Self-acceptance (e.g., "When I look at the story of my life, I am pleased with how things have turned out"). Respondents rate how strongly they agree or disagree with the 18 statements using a 5-point scale (1 = strongly disagree; 5 = strongly agree). The items are summed up after scoring with higher scores indicating good psychological wellbeing.

In terms of reliability of the PWB, Ullah (2017) reported that all the six sub-scales of the PWB have acceptable internal consistency of items ranging from Cronbach alpha of 0.52 to 0.80. Also, a Cronbach's Alpha of .82 has for the psychological well-being Scale among a sample of undergraduate students in Nnamdi Azikiwe University, Nigeria (Aboh, et al, 2019).

Procedure

A letter of introduction was obtained from the Head of Department of Psychology, Nasarawa State University Keffi to get approval for conducting the study from the office of the registrar. Before questionnaire administration, participants will be approached in their Lecture rooms. The researcher introduced himself and purpose of the research to the participants in order to establish good rapport after which the research instruments were administered to the participants. Following the completion of the items, the questionnaires were retrieved from all the participants.

Data Analysis

Data for the study was analysed using the Statistical package for social science, SPSS version 24.0. Frequency, mean and percentage was used for the descriptive analyses of participants' demographic data. Regression analysis was used to determine the independent and joint influence of the predictor variables on the outcome variable as postulated in the first research hypothesis. Pearson correlation was used to test the relationship between the independent and dependent variables as postulated in the second research hypothesis while Independent sample t-test was used to test the gender difference as postulated in the third research hypothesis. The level of significance chosen for this study is $p \leq 0.05$ at 95% confidence interval.

Results

Total of 345 questionnaires were administered to the participants but 321 these were successfully retrieved from the participants. Seventy Five (75) of the retrieved questionnaires were poorly filled and as such excluded from the final analyses of data. Hence, only 246 questionnaires were analysed.

Demographic Characteristics of the Participants

The following demographic details were obtained from the respondents: gender, age, religion and level of study. Table 1 below gives a summary of the demographic details obtained from the respondents.

Table 1. Demographic Characteristics of the Participants (n = 246)

Variable	Frequency (n)	Percentage (%)
Age (Mean = 22.48; SD = 3.28)		
18-23 years	161	65.4
24 - 29 years	74	30.1
30-35 years	11	4.5
Gender		
Male	136	55.3
Female	110	44.7
Level of Study		
100 Level	48	19.5
200 Level	47	19.1
300 Level	60	24.4
400 Level	91	37.0

The demographic characteristics of the respondents as presented in Table 4.1 indicates that the mean age of the participants was 22.48 years (SD = 3,28) and the highest percentage of participants were 18-23 years old (65.4%) followed by 24 – 29 years old (30.1%) and 30-35 years old (4.5%). Regarding gender, male sex consisted of 136 (55.3%) compared to 110 females (44.7%). Regarding their level of study, most the respondents were 400 Level students (37.9%), followed by 300 Level students (24.4%), 100 Level students (19.5%) and 200 Level students (19.1%).

Test of Hypotheses

Three hypotheses were formulated to guide the study and these were inferentially tested and the results presented below.

Hypothesis 1: The first research hypothesis states that the big five personality traits will independently and jointly influence psychological wellbeing among students of Nasarawa State University Keffi. The hypothesis was tested using multiple regression analysis and summary results presented in Table 2.

Table 2. Summary Results of Multiple Regression on the Joint Influence of the Big Five Personality Traits on Substance Abuse

Variables	β	t	P	r	r^2	F	P
Openness	1.394	6.110	.000				
Conscientiousness	1.208	5.202	.011				
Extroversion	.018	.495	.059	.403	.162	2.250	.046
Agreeableness	.088	-1.875	.312				
Neuroticism	-.044	-1.065	.407				

The summary results of multiple regression presented in Table 4.2 indicates that personality traits of agreeableness ($\beta = .088$, $p > .05$), extroversion ($\beta = .018$, $p > .05$) and neuroticism ($\beta = -.044$, $p > .05$) each did not have significant independent influence on psychological wellbeing respectively. However, openness to experience ($\beta = 1.394$, $p < .05$) and conscientiousness ($\beta = 1.208$, $p < .05$) each showed significant positive influence on psychological wellbeing. Furthermore, conscientiousness, agreeableness, neuroticism, openness, and extraversion personality characteristics jointly predict psychological well-being [$F(3, 242) = 2.25$; $p < 0.05$]. The result indicated that personality characteristics contributed about 16.2% variability of the psychological wellbeing among the students.

Hypothesis 2: The second research hypothesis states that self-esteem will have significant influence on psychological wellbeing among students of Nasarawa State University Keffi. Pearson Product Moment Correlation was used to test this hypothesis and the results presented in Table 3.

Table 3. Summary Results of Pearson Product Moment Correlation between Self Esteem and Psychological Wellbeing

Variable	\bar{x}	SD	r	df	P	Remark
Self Esteem	21.45	3.68				
Psychological Wellbeing	56.72	13.50	.268	244	.010	Significant

$r(244) = .27$, $p < .05$

Table 3 shows Pearson correlation analysis for the relationship between self-esteem and psychological wellbeing. The result indicated that there is a significant positive correlation between the two variables ($r(244) = .27$, $p < .05$). In other words, self-esteem has a significant positive influence on psychological wellbeing.

Hypothesis 3: The third research hypothesis states that there will be significant gender difference in psychological wellbeing among students of Nasarawa State University Keffi. This hypothesis was tested using independent sample t-test and the summary results presented in Table 4.

Table 4. Summary Results of t-test on Gender and Psychological Wellbeing

Gender	N	\bar{x}	SD	t	df	P	Remark
Male	136	58.29	13.77				
Female	110	55.25	13.65	1.73	244	.085	Not Significant

$t(244) = 1.73$, $p > .05$

The summary results of independent sample t-test presented in Table 4.4 indicates that mean score of male respondents ($\bar{x} = 58.29$) on the psychological wellbeing scale is higher than the mean score of their female counterparts ($\bar{x} = 55.25$). However, the difference in their scores is not statistically significant [$t(244) = 1.73, p > .05$]. In other words, there is no significant gender difference in the level of psychological wellbeing among the respondents.

Summary of Findings

Based on the results of analyses of data collected and analysed, the study made the following findings:

- i. Each of the personality traits of agreeableness ($\beta = .088, p > .05$), extroversion ($\beta = .018, p > .05$) and neuroticism ($\beta = -.044, p > .05$) do not have significant independent influence on psychological wellbeing whereas, openness to experience ($\beta = 1.394, p < .05$) and conscientiousness ($\beta = 1.208, p < .05$) have significant positive influence on psychological wellbeing. Jointly, the big five personality traits have significant influence on psychological well-being among students of Nasarawa State University Keffi [$F(3, 242) = 2.25; p < 0.05$].
- ii. Self-esteem has significant positive influence on psychological wellbeing among students of Nasarawa State University Keffi [$r(244) = .27, p < .05$].
- iii. There is no significant gender difference in psychological wellbeing among students of Nasarawa State University Keffi [$t(244) = 1.73, p > .05$].

Discussion, Conclusion and Recommendations

Discussion of Findings

This study examined the influence of personality traits and self-esteem on psychological wellbeing among students of Nasarawa State University Keffi. In order to achieve its objectives, the study postulated and tested three research hypotheses. The findings from test of the hypotheses are discussed below.

The first research hypothesis pertains to the independent and joint influence of the big five personality traits in psychological wellbeing. The results of the analysis performed using multiple regression analysis showed that among the big five personality traits, only openness to experience and conscientiousness independently had significant positive influence on psychological wellbeing while agreeableness, extroversion and neuroticism had no significant independent influence on psychological wellbeing. However, when combined, the big five personality traits have joint significant influence on psychological well-being among students of Nasarawa State University Keffi. This result confirmed the findings of Osamika et al (2021) and Reza et al (2015). In their studies, these scholars also found conscientiousness and openness to experience to be among the personality traits that predict psychological wellbeing. These finding suggests that having higher level of conscientiousness which is characterised by having attributes such as diligence and discipline as well as being open to experience, broad-minded and ready to learn new ideas can significantly influence students' level of psychological wellbeing.

The finding however, contradicts Ullah (2017) who found that neuroticism have significant negative influence on psychological wellbeing while extraversion positively and significantly predicted psychological wellbeing among a sample of university students. The finding also disagrees with Saricaoğlu and Arslan (2013) who's study among university students in Turkey found significant positive correlation between psychological well-being and four of the big five personality traits with neuroticism found to correlate negatively with psychological wellbeing.

The results from analysis of the second research hypothesis showed that self-esteem has significant positive influence on psychological wellbeing among students of Nasarawa State University Keffi. The finding suggests that increase in feeling of self-esteem is associated with increase in psychological wellbeing. this finding is in accordance with the findings from similar studies conducted among different samples by various scholars which also established that, self-esteem improves, so does psychological wellbeing (Fauziah, et al., 2018; Nwanko et al., 2015). The positive influence of self-esteem on psychological wellbeing may be explained by the fact that having high self-esteem is

related to feelings of self-worth confidence and satisfaction with life, it is therefore not surprising that such feelings will be reflected in an individual's overall health and wellbeing.

However, the finding contradicts Olabamitan (2021) whose study conducted among civil servants in Alausa-Lagos revealed significant negative relationship between self-esteem and psychological wellbeing. The finding also contradicts Pereira et al (2015) who found an insignificant negative relationship between self-esteem and psychological wellbeing suggesting that Self-Esteem variable is not related to the psychological wellbeing.

The third research hypothesis pertains to gender difference in psychological wellbeing. The results of the analysis performed using independent sample t-test showed that there is no significant gender difference in the level of psychological wellbeing among the male and female participants even though the male students scored marginally higher on the psychological wellbeing scale compared to their female counterparts. The finding is in line with Visani et al (2011) and Kantariya (2017) who also found insignificant gender difference in psychological well-being among male and female adolescents and university students respectively. According to Olabamitan (2021) gender equality, dual income family, women empowerment, feminism among other struggles initiated to remove barriers between men and women might have been responsible for insignificant differences between men and women on psychological wellbeing.

This finding however contradicts the results of Mills et al (2012) and Roothman et al. (2003) who found that males have significantly higher level of psychological wellbeing compared to females.

Conclusion

This study examined the influence of personality traits and self-esteem on psychological wellbeing among students of Nasarawa State University Keffi. Based on the results, the study arrives at the following conclusions:

Agreeableness, extroversion and neuroticism had no significant independent influence on psychological wellbeing while, openness to experience and conscientiousness have significant positive influence on psychological wellbeing. The big five personality traits have significant joint influence on psychological well-being.

Self-esteem has significant positive influence on psychological wellbeing among students.

Lastly, the study concludes that there is no significant gender difference in psychological wellbeing among students.

Recommendations

Based on the findings of this research, the following recommendations are proposed to promote students' psychological well-being in and out of campus:

1. **Implement Positive Psychology Programs:** The department of Psychology should propose a pilot programme on positive psychology on campus to provide students with essential tools to develop resilience, optimism, and overall well-being. Such programs should focus on building character strengths, positive emotions, healthy relationships, and positive meaning in life.
2. **Provide Accessible Mental Health Services:** Establish psychological service center that will be accessible to all student. The school health facility should be expanded to accommodate mental health services to ensure that all students have easy access to professional help. This would include individual counseling, group therapy, workshops, and support groups. Implement awareness campaigns to remove the stigma around seeking mental health support.
3. **Encourage Physical Activity:** Promote regular physical activity among students, as it has proven benefits for psychological well-being. Develop campus-wide initiatives such as sports clubs, gym facilities, and outdoor recreation activities to encourage students to engage in exercise regularly.
4. **Foster Emotional Intelligence Development:** Integrate emotional intelligence training into the school GST (General Studies Courses) curriculum to equip students with skills on self-awareness,

self-regulation, empathy, and effective communication. This will help them to effectively manage academic stressful situations and build better relationships effectively.

5. Promote Self-esteem Enhancement: The student union Government of the school should collaborate with the management to train students on self-esteem enhancement that educate students on self-acceptance, self-worth, and self-compassion. Encourage students to celebrate their strengths, accomplishments, and unique qualities.

6. Emphasize Stress and Time Management Skills: The University management should work with Psychology department to organise workshops or training sessions on stress and time management techniques. Teach students effective coping mechanisms, such as relaxation techniques and prioritization strategies, to help them manage their academic and personal responsibilities more effectively.

These strategies will help to create a supportive environment and give students the necessary skills to thrive during their educational journey.

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