PERSONALITY FACTORS, DISPOSITIONAL OPTIMISM AND SINGLE PARENTING AS PREDICTORS OF PSYCHOLOGICAL WELLBEING AMONG UNDERGRADUATES

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ABSTRACT
This study investigated the extent of which personality factors, dispositional optimism and single parenting as predictors of psychological wellbeing among undergraduates in Ondo State, Nigeria. An ex-post factor design was adopted in this study. Using accidental sampling technique, 300 questionnaires were administered to students of Adekunle Ajasin University, Akungba-Akoko, Ondo State (170 males and 130 females) whose ages ranged from 16 to 40 years (M= 22.34; SD: 3.35). Four research hypotheses were formulated and tested. The result revealed that only openness personality factor significantly predicted psychological wellbeing of undergraduate (β = 0.212, p<0.01), extraversion β = 0.021, p<0.05), agreeableness β = 0.058, p<0.05), conscientiousness β = 0.008, p<0.01), and neuroticism β = -0.014, p<0.05) had no significant prediction on psychological wellbeing. The prediction of psychological wellbeing by dispositional optimism was significant (β = 0.019 p<0.05). Moreover, personality factors, dispositional optimism and single parenting showed a joint prediction of psychological wellbeing among undergraduate [F (7, 292) = 6.093, P<0.01]. This implies that personality factors, dispositional optimism and single parenting have a significant joint prediction on psychological wellbeing of undergraduate.

KEYWORDS: Personality Factors, Dispositional Optimism, Single Parenting, Psychological Wellbeing.

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INTRODUCTION
Since the inception of behavioural sciences, several attempts have been made by researchers from diverse fields to understanding facets and correlates of psychological wellbeing (Balogun, Bada & Adejuwon, 2013). The benefits that can be accrued from fully understanding psychological wellbeing and the important part psychological wellbeing plays in the understanding of human behaviour cannot be over emphasized (Oishi, Diener, Choi, Kim-Prieto & Choi, 2007). Early works by psychologists for example, Freud, Jung, Bandura, Eriksson, Piaget among others, have all in their study depicted aspects attached to wellbeing, whether subjective or psychological, this aptly suggests that the study of psychological wellbeing has a short history but a long past. Over the years, the study of psychological wellbeing have been far-reaching and several explanations have been postulated including but not limited to, behaviorists view that psychological wellbeing is a learned process of various forms of an individualistic view that certain psychological responses such as self-efficacy, financial success, attractiveness etc when reinforced through external approvals in the form of praise or award, an individual exude responses that demonstrates wellness. This asserts that psychological wellbeing is a crux in the understanding and explaining of human behaviour (Ryff, 1989).

Several literatures have defined psychological wellbeing. However, the definitions by Ryff (1989) have featured in several articles (Christopher, 1999; Anyanwu, 2010; Perez, 2012); Ryff (1989) defines psychological wellbeing as a dynamic concept that includes subjective, social and psychological dimensions as well as health related behaviours. Psychological wellbeing may also be referred to as development and functioning of the mental abilities such as perception, memory and awareness of things happening within the adolescent’s environment (Myers, 2002). It has been believed for many decades that the state of one’s psychological wellbeing can be measured or ascertained when there seems to be an absence of mental or emotional disturbances (Ryff, 1989). This assertion does not account for situational factors because; there is hardly any individual without some form psychological or emotional interruptions. Regardless people still report a favourable level of psychological wellbeing. Psychological wellbeing is usually conceptualized as some combinations of positive affective states such as happiness (the hedonic perspective) and functioning with optimal effectiveness in individual and social life (the eudaimonic perspective) (Winefield, Gill, Taylor & Pilkington, 2012). Psychological well being is a state of affairs and combination of being happy while psychological, sociological situations seem under control.
with feelings of reported happiness, capability, satisfied with life, feelings of ones been supported and cared about (Huppert, 2009).

The study of personality can be described in part, as a study of psychologically wellbeing, this is because the study of personality is usually centred on traits that may threaten or foster wellness. Psychologists view personality as a dynamic organisation constituted from physiological systems of an individual which determines ones behaviour, interest, viewpoint and capabilities and allows for anticipating what one might do in a certain circumstance (Emmons, 1986). The structure of personality has been explained based on several models. One model which has recently received considerable attention is five-factorial model of personality including extraversion, agreeableness, neuroticism, conscientiousness, and openness (Haghshenas, 2009). A large body of research conducted to investigate the role of personality traits (adventure-seeking, aggressiveness, and neuroticism) in psychological wellbeing have indicated that personality traits play a vital role in starting, developing and continuing of wellbeing (Ball, 2005).

Dispositional optimism refers to the belief that ones outcome from psychological and sociological situations will be positive rather than negative. This refers to the self serving belief that favourable situations are likely to occur in the face of any circumstance. Optimists are more likely than pessimists to believe that good outcomes are attainable and bad outcomes are avoidable. As a result optimists exert greater effect towards attaining desired outcomes, where as pessimists reduce or withdraw effort and eventually fail at achieving set goals. Peterson (2000) asserted that dispositional optimism can be referred to as a global expectation that more desirable things than undesirable things will happen in the future. This expectation is stable and seldom changes across situations in the lives of individuals with this characteristic (Peterson, 2000). Dispositional optimism has been associated with a reduced risk, for various physical disorders, including a lower risk for various physical disorders (Ruis-Ottenheim, van der Mast, Zitman, Giltay, 2012). Single parent or (lone parent), is an individual who caters and provides the day to the day need of a child. Single parenting is a situation in which one of the two individuals i.e. mother or father involved in the conception of the child becomes solely responsible for the upbringing of the child (Manning & Kathleen, 2003). The economic pressure, the maternal commitment and the social stigma attached to it, fosters negative values for single parenting literatures however have not completely established this link to be consistent and this account for children who were raised by single
parents that achieved phenomenal success the list is endless (Manning & Kathleen, 2003). Single parenting is a situation in which one of the two individuals i.e. mother or father involved in the conception of the child becomes solely responsible for the upbringing of a child. Single parenthood arises when either the male or the female parent decide raise a child in or out of wedlock (Salami & Alawode, 1998). Single parenting is often outcomes from deceased spouses or broken homes. Single mothers and their off-springs are often the worst hit due to the socio-economic challenges encountered (Salami et al., 1998).

In the last decade, psychological well-being has been a subject of investigate in Nigeria (Balogun, Bada & Adejuwon, 2013). However, despite the growing body of literature on psychological wellbeing, only few African studies have explored psychological wellbeing among undergraduates in Ondo state, Nigeria (Christopher, 1999). In particular, there are relatively no considerable empirical studies on the influence of personality factors, dispositional optimism and single parenting as predictors of psychological wellbeing among undergraduates in Ondo State, South-West, Nigeria. In view of this gap, this study investigates the influence of personality factors, dispositional optimism and single parenting as predictors of psychological wellbeing among undergraduates in Ondo State, South-Western Nigeria. Exploring psychological wellbeing from this stand point might help improve and proffer lasting solution to undergraduate student’s psychological wellbeing.

Several studies have in time past studied the importance of psychological wellbeing using many notions that have attempted in the explaining psychological wellbeing from epistemological and genetic interpretations (Ryff & Singer, 2006). Ryff (1989) developed an integrated theoretical framework of wellbeing on the basis of an extensive literature review. The most important perspective was: life span theories (Ryff & Singer, 2006), clinical theories on personal growth (Allport, 1961) and the criteria for positive mental health (Jahoda, 1958). Ryff & Singer, (2006) argued that all these perspectives contain similar and complementing criteria of positive psychological functioning. An important similarity is that the criteria are all formulated in terms of wellbeing instead of illness. In fact, this perspective has generated a new model of health based on the conception of health as being apparent positive feelings and cognition about oneself (Springer, Hauser & Freese, 2006). Ryff et al., (2006) distinguished six core dimensions and also developed an instrument that is now widely used by researchers interested in wellbeing. The theoretically derived dimensions of positive psychological health include self-acceptance, positive relations with significant
others, autonomy in thoughts and actions, the mastery of ones environment and the ability to adapt to various conditions and circumstances, finding purpose in life and ultimately person growth and development (Ryff, 1989).

However, recent discussion in literature (Springer et al., 2006; Ryff et al., 2006; Oishi, et al., 2007) on the measurement of wellbeing with Ryff’s Scale of Psychological Wellbeing. The discussions highlighted the need for further testing of the six dimensional nature of the model. Abbot, Ploubidis, Huppert, Kuh, Wadsworth & Croudace, (2006) tested an additional order of dimension underlying the four above mentioned dimension, although Abbot et al., (2006) kept the previous six items developed by Ryff. They suggested that more research is to be done to ward off the factorial validity and internal consistency that Ryff’s work had been criticized for. However, Ryff’s six items have been used in several researchers (Cheng & Chan, 2005; Lindfors, Bernstsson, Lundberg, 2006; Balogun, Bada, Adejuwon, 2013). The big five personality traits are five broad domains or dimensions of personality that are use to describe human personality. The theory based in the big five factors is called the five factors model (FFM) The big five factors are: Openness, Conscientiousness, Extraversion, Agreeableness and Neuroticism. These items are collectively referred to as OCEAN, NEOAC or CANOE (Haghshenas, 2009). The FFM is able to account for different traits in personality without overlapping. Empirical research has shown that the FFM traits were consistent with interviews, self descriptions, and observations (Gosling, Rentfrow & Swann, Jr., 2003). Moreover the structure of the FFM seems to be found across a wide range of participants of differing ages and cultures (Paunonen & Ashton, 2001). Openness is generically referred to individuals who are curious and overtly expressive of across situation in terms of appreciating art and creativity, exploring various avenues of thoughts and emotion (Spain, Eaton & Funder, 2000). Extroversion is viewed in terms of an array of activities and not the intensity of the activities as energy or necessary motivation is sought from outside or external cues (Paunonen, et al., 2001). Extraverts tend to be actively participative in group discussions, enthusiastic, garrulous and tend to be forceful when assertive (Spain, Eaton & Funder, 2000). Introverts are generally deemed to be less active in social engagement and dissipation of energy than extroverts. They tend to be reclusive yet deliberate, calm but not shy or depressed () but instead show some level of independence in achieving task. However, this does not suggest that they are unfriendly or loners (Paunonen, et al., 2001). Agreeableness is a trait often characterized as being kind, considerate, generous, trusting and optimistic in nature. Agreeable individuals are often referred to as selfless and would
generally please someone else other than them selves, and project positive harmony in social gatherings (Paunonen, et al., 2001).

**Review of Literature Personality Traits**

The Five Factor Model (Costa & McCrae, 1989) has been widely used in investigating the role of personality on psychological wellbeing. Factors of personality traits are extraversion, neuroticism, agreeableness, openness to experience and conscientiousness. Extroversion focuses mainly on quantity and intensity of relationship (Lopes, Salovey & Straus, 2003). Openness to experience describes imaginative and carouse tendencies. Highly open people are original, cultured, broadminded and intelligent (McCrae & Costa, 1986). Individuals high in neuroticism experience more negative life event than others (Magnus, Diener, Fujita, & Pavot, 1993). Related behaviors are being anxious, depressed, emotional, worries and insecure. A number of studies have pointed to the importance of personality traits in understanding psychological wellbeing (Clarke, Victor, Carol Ryff, & Wheaton, 2001), and few studies have investigated the Big-five factor of personality (Cheng & Chan, 2005). In Cheng & Chan, (2005) study, extraversion and neuroticism were found to be the strongest predictors of psychological wellbeing. Other studies have also linked extraversion, neuroticism, conscientiousness and agreeableness with psychological wellbeing (Lopes, Salovey & Straus, 2003; Cheng & Chan, 2005; Pudrovska, Hauser, & Springer, 2005).

**Dispositional Optimism**

Several studies have shown that optimism plays an important role in adaptation to new educational environments. In younger children, optimism affects levels of general interest in school and academic studies in adapting to school (Koizumi, 1995; Stipek, Lamb & Zigler, 1981). Boman and Yates (2001) found students with high levels of optimism adjusted better to high school even when accounting for depression and anxiety. Optimism has also shown that higher levels upon entering college were associated with lower levels of psychological distress in a short period of time. Scheier and Carver (1991) found that across first semester a college, optimist become significantly less stressed and more socially supported than did students with low levels of optimism. In Nigeria, Balogun, (1998) cited that predictor variables jointly accounted for 43% of the variance in psychological wellbeing. Independently, problem focused (.33; t=-3.11; p<.01), dispositional optimism (β=.17; t = 1.42; p<.01). Balogun (1998) reported that dispositional optimism appeared to be the strongest indicator of psychological wellbeing.
Despite these contributions of the related studies there is a dearth in the examination of personality factors, dispositional optimism, single parenting on psychological wellbeing in Nigeria. As a matter of fact, there are only a handful of studies on psychological wellbeing in Nigeria. In view of this gap in literature, this study therefore explored the joint and independent influence of personality factors, dispositional optimism and single parenting as predictors of psychological wellbeing among undergraduates in Adekunle Ajasin University, Akungba-Akoko, Ondo State.

**Hypotheses**
1. Personality factors will significantly predict psychological wellbeing of university undergraduate.
2. Dispositional optimism will significantly predict psychological wellbeing of university undergraduate
3. Single parenting will significantly predict psychological wellbeing of university undergraduate
4. Personality factors, dispositional optimism and single parenting will jointly predict psychological wellbeing of university undergraduate.

**METHODS**

**Research Design**
The research design adopted for this study is an expost factor research design. The independent variables are personality factors, dispositional optimism and single parenting while the dependent variable is psychological wellbeing.

**Research Setting**
The participants of this study were undergraduates of Adekunle Ajasin University Akungba-Akoko in Ondo State which comprises of Faculties of Social and Management Sciences, Art, Educational Management, and Natural Sciences which comprised of 100-400 level students.

**Sampling Technique:** Using accidental sampling technique 300 questionnaires was administered to the participants.

**Participants:** A total of 300 university undergraduates of Adekunle Ajasin University in Ondo State Nigeria were sampled. The participants comprised of 170 (56.7%) males and 130(43.3%) females.
Instrument

Relevant data were gathered through the use of validated questionnaires which comprise of four sections (Sections A-D). Section A: contained socio-demographics which included age, sex, religion and academic levels. Section B: contained the Big Five Inventory -10 (BFI-10) which comprised of 10 items and was developed by John, Donahue & Kentle (1991) which was adopted from the 44 item BFI Scale by John and Scrivastava (1999). The scale had 5 sub scales which measured openness, conscientiousness, extroversion, agreeableness and neuroticism. The scale was measured in a 5 point Likert type scale. Several authors had revalidated the scale for use in Nigeria. For example, Afolabi & Omole, (2001) reported a Cronbach Alpha of .56. The present study obtained a Cronbach Alpha of .63. Section C: comprised the Lie Oriented Test-Revised (LOT-R) which measured optimism and pessimism, a 10 item scale that was developed by Scheier, Carver, and Bridges, (1994) who reported a Cronbach Alpha of .77. in the present study a Cronbach Alpha of 65 was obtained. Section D: comprised of items that measured psychological wellbeing (PWB) developed by Ryff & Keyes, (1995) and responses range across a 4 point Likert type scale. In the present study the researchers obtained a Cronbach Alpha of .58.

Procedure

The researcher administered the questionnaire to the respondent after a obtaining ethical approval from the ethical reviews board in the academic’s office of Adekunle Ajasin University, Akungba-Akoko, Ondo State. However, the questionnaires were distributed after lectures in which 325 were originally distributed but only 300 were dully completed and used for analysis.

Data Analysis

In order to determine the extent and direction of associations among study variables Pearson Product Moment Correlation was used to test hypothesis 1, 2, 3, and 4. All analysis was conducted using SPSS 17 Wizard.
RESULTS

Test of Relationship among the Study Variables

The first analysis involved inter-correlations of all the variables of the study. The result presented in table 1.0.

Table 1.0: Correlation Matrix Showing the Mean, SD and Inter-Variable Relationships among Variables of the Study

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>SD</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Age</td>
<td>22.34</td>
<td>3.35</td>
<td></td>
<td>-23**</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Religion</td>
<td></td>
<td>-03</td>
<td>-03</td>
<td></td>
<td>-04</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4. Acad. Level</td>
<td></td>
<td></td>
<td>38**</td>
<td>06</td>
<td>-00</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Pre. Res.</td>
<td></td>
<td>-09</td>
<td>-08</td>
<td>-02</td>
<td>03</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Extraversion</td>
<td>5.26</td>
<td>1.81</td>
<td>0.00</td>
<td>-14</td>
<td>-08</td>
<td>-14</td>
<td>-11</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Agreeableness</td>
<td>6.43</td>
<td>3.14</td>
<td>-021</td>
<td>123*</td>
<td>0.05</td>
<td>0.069</td>
<td>0.012</td>
<td>0.062</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Conscientiousness</td>
<td>6.04</td>
<td>1.72</td>
<td>-13</td>
<td>-09</td>
<td>0.12*</td>
<td>-0.02</td>
<td>0.00</td>
<td>0.05</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Neuroticism</td>
<td>5.74</td>
<td>2.06</td>
<td>-02</td>
<td>0.14*</td>
<td>-0.05</td>
<td>-0.09</td>
<td>-0.04</td>
<td>0.11</td>
<td>0.02</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Openness</td>
<td>6.91</td>
<td>1.63</td>
<td>-02</td>
<td>-08</td>
<td>-01</td>
<td>0.11</td>
<td>-0.02</td>
<td>0.03</td>
<td>0.01</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Dis. Optimism</td>
<td>23.06</td>
<td>3.41</td>
<td>-03</td>
<td>-07</td>
<td>-14*</td>
<td>-0.05</td>
<td>0.00</td>
<td>0.02</td>
<td>0.04</td>
<td>0.07</td>
<td>0.11</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Parent Status.</td>
<td></td>
<td>-07</td>
<td>0.13*</td>
<td>-0.02</td>
<td>0.04</td>
<td>0.74**</td>
<td>0.07</td>
<td>0.09</td>
<td>0.05</td>
<td>0.05</td>
<td>0.06</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Psy. Well.</td>
<td>20.62</td>
<td>2.62</td>
<td>-01</td>
<td>-02</td>
<td>-1.3</td>
<td>-0.05</td>
<td>-0.03</td>
<td>0.02</td>
<td>0.06</td>
<td>0.02</td>
<td>-0.03</td>
<td>0.24**</td>
<td>0.28**</td>
<td>0.02</td>
<td>1</td>
</tr>
</tbody>
</table>

** p < 0.01, * p < 0.05, N=300


The result revealed that the five personality factors, extraversion [r (298) = 0.03, p>0.05], agreeableness [r (298) = 0.06, p>0.05] conscientiousness [r (298) = 0.02, p>0.05] and neuroticism [r (298) = 0.03, p>0.05] do not significantly correlate with psychological wellbeing. Only openness personality factors had a significant relationship with psychological wellbeing only openness personality factor had a significant relationship with psychological wellbeing. [r (298) = 0.24, p>0.01] such that when students openness personality factor increases, their psychological wellbeing tend to increase also.
Dispositional optimism had a significant positive relationship with psychological wellbeing \[r(298) = 0.28, p>0.01\]. This implies that when there is an increase in student’s dispositional optimism, there tend to be an increase in their psychological wellbeing. Personality status does not significantly related to psychological wellbeing \[r(298) = 0.02, p>0.05\], dispositional optimism had no significant relationship with any of the five personality factors. From the various demographic characteristics within the study, it was only religion that had a significant relationship with psychological wellbeing \[r(298) = 0.133, p>0.05\]. In order to test the formulated hypothesis 1, 2, 3 and 4 multiple regression analysis was conducted and presented in the table 2 below.

Table 2: Summary of Multiple Regression Analysis Showing the Contributions of Personality Factors, Dispositional Optimism and Psychological Wellbeing

<table>
<thead>
<tr>
<th>Variables</th>
<th>B</th>
<th>t</th>
<th>R</th>
<th>R²</th>
<th>Df</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extraversion</td>
<td>-.021</td>
<td>-.376</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agreeableness</td>
<td>.058</td>
<td>1.051</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conscientiousness</td>
<td>.008</td>
<td>.148</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neuroticism</td>
<td>-.14</td>
<td>-.255</td>
<td>.357</td>
<td>.127</td>
<td>7,292</td>
<td>6.093**</td>
</tr>
<tr>
<td>Openness</td>
<td>.212</td>
<td>3.846**</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dispositional</td>
<td>.225</td>
<td>4.601**</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optimism</td>
<td>.019</td>
<td>.335</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Test of hypothesis 1

The result revealed that extraversion personality factors does not (β = 0.058, p>0.05) significantly predict psychological wellbeing (β = -0.021, p>0.05). In the same vein, agreeableness (β = 0.058, p>0.05), conscientiousness (β = 0.008, p>0.05), and neuroticism (β = 0.014, p>0.05) did not significantly predict psychological wellbeing of students. Openness personality factors significantly predicts psychological wellbeing (β = 0.212, p>0.05) such that when students personality traits openness increase, their psychological wellbeing increase. Since just one of five personality traits significantly predicts psychological wellbeing, the formulated hypothesis 1, was partially supported.

Test of Hypothesis 2: Dispositional optimism had a significant prediction on psychological wellbeing (β= 0.058, p>0.05) such that an increase in dispositional optimism will bring about increase in psychological wellbeing of students. This result confirms the formulated hypothesis 2 and it was accepted.
**Test of hypothesis 3**: The prediction of psychological wellbeing by parents status was not significant ($\beta = 0.058$, $p>0.05$). It implies that been a student with single parents or with booth parents does not determine their psychological wellbeing. This negates hypothesis 3 and it was rejected.

**Test of Hypothesis 4**: The joint prediction of personality factors, disposition optimism, and parenting status on psychological wellbeing was significant $[F(7,292) = 6.093, p <0.01]$. This confirm hypothesis 4 and it was accepted. The table also revealed that the study variables contributed 12.7% variance to the total variance noted in psychological wellbeing of students. The low percentage variance implies that there are other variables that contributed to changes in psychological wellbeing of undergraduate students.

**DISCUSSION**

The study examined personality factors, dispositional optimism and single parenting as predictors of psychological wellbeing among university undergraduate in Ondo state. The result in Table 2 revealed that extraversion, agreeableness, conscientiousness and neuroticism personality traits do not significantly predict psychological wellbeing. Based on these findings, the formulated hypothesis 1 which stated that personality factors will significantly predict psychological wellbeing of university undergraduate was partially supported. The result in table 2 revealed that dispositional optimism significantly predicts psychological wellbeing of students. Based on these findings, the formulate hypothesis 2 which stated that dispositional optimism will significantly predict psychological wellbeing of undergraduate was therefore accepted. This result supported the findings the finding of Joseph and Erin (2006) examine the relationship of optimism and pessimism, as a cognitive set of competence and control beliefs, to the academic wellbeing of Africa-American college students at a university in the southeastern United States. Also, in Table 2 revealed that single parenting dies not predict psychological wellbeing of students, based n these findings, the formulated hypothesis negates hypothesis 3 which state that single parenting will significantly predict psychological wellbeing of undergraduate , therefore the hypothesis was rejected.

Other researchers Sokan &Akinade (1994) found that the psychological wellbeing of children from single-mother led homes and single-father led homes did not differ dramatically, which corroborated with the present study. Also, Sameroff, Seifer, Ronald, Alfred and Clara, (1993) also pointed out that single parenting is not related with positive psychological wellbeing.
adjustment in academic achievements of children. The authors explained that though parental separation prove basis for maladjusted psychological wellbeing adjustment in academic achievement of children. The author explained though parental separation prove basis of adjustment psychological wellbeing, but is not enough to adversely affect psychological wellbeing reported that students with resilience do not seem to report psychological wellbeing deficiencies. On the contrary, most studies have revealed that single parenting influences wellbeing of students and individuals. This finding is supported by that of Ajila and Olutola (2007) who states that academic performances of pupil s/students because the parents are the first socializing agents in an individuals life. Also, Stolba and Amato (2003) argue that adolescent’s wellbeing is not solely associated with the loss of the noncustodial parents. Instead, they conclude that alternative family forms can be suitable for raising adolescent’s if they provide support, control and supervision. Lastly, hypothesis 4 which stated that personality factors, dispositional optimism and single parenting will jointly predict psychological wellbeing was accepted by the result in Table 2. This indicate that the combined influence of personality factors, dispositional optimism and single parenting together have stronger association with psychological wellbeing of undergraduates.

Implications of the Findings
The finding of this study has some practical relevance for changing our undergraduate way of thinking. Firstly, the result of this study calls for urgent attention of undergraduate’s who has been thinking that their psychological wellbeing was affected because of their personality and situation of their environment. Secondly, the findings of this study would help undergraduates, government, lecturers and parents on how to approve their wellbeing. Thirdly, the results from this study stimulate the need for the service of psychologists (e.g., clinical or counseling psychology) in the maintaining and understanding of daily situations of student life. Findings from this study would serve as reference point and energize more research in this direction among researchers that are interested in psychological wellbeing of undergraduate.

Recommendations
Based on the results of this study, this researcher recommended majorly as following
1. Government should intensify the training and facilities required to boost the psychological wellbeing of students by engaging the services of clinical psychologist in
training and developing the psychological wellbeing of students to better improve academic and psychological wellbeing.

2. School management should organize an orientation program for undergraduates on their negative thinking about life that may affect their psychological wellbeing.

Limitation of the Study
Like other studies, this present study has some limitation as well. The limitations noted are finding in this study should be generalized with caution due to the following reason:

1. Data might be open to response set because data were collected using self-report questionnaire.

2. The study only made use of only 300 participants which may not be enough for generalization

3. Participants were only selected from Adekunle Ajasin University, Akungba-Akoko, Ondo State. Using more universities in Nigeria, future research should therefore test the extent to which personality factors, dispositional optimism, and single parenting moderate the relationship between subjective wellbeing and psychological wellbeing.

CONCLUSION
In line with the purpose of this study, the findings of this study showed that personality factors do not significantly predict psychological wellbeing of university undergraduates. Only openness personality factors from the five factors significantly predict psychological wellbeing. Dispositional optimism and single parenting does not significantly predict psychological wellbeing of undergraduate.

REFERENCES


