

Family Support and Academic Self-Efficacy as Determinants of Post Preliminary Training School Psychological Wellbeing among Nursing Candidates

Abstract

This study examined family support, academic self-efficacy and personality as determinants of post preliminary training school (PTS) psychological wellbeing among nursing candidates. Participants were one hundred and twenty nine (129) PTS students of School of Nursing Nkpor Anambra State selected through purposive sampling whose ages ranged from 17 years to 26 years with a mean age of 19.5yrs and a standard deviation of 1.20. Four instruments were adopted for the study -Multidimensional Scale of Perceived Social Support (MSPSS), Academic Self-efficacy Scale, Ryff's Psychological Well-being scale and Big Five Personality inventory. Non-randomized pretest posttest design was used as design for the study whereas 3-Way ANOVA was used as statistical tool to analyze data. The result indicated that there is a significant difference in the psychological wellbeing of admitted and non-admitted PTS students of Nursing school Nkpor before and after PTS examinations at $F(1, 128) = 79.4, p < .05$ and that the psychological wellbeing of non-admitted PTS students of Nursing school Nkpor with perceived high family support significantly differed from their counterparts with perceived low family support after PTS examination at $F(1, 128) = 39, p < .05$. Also the result revealed that the psychological wellbeing of non-admitted PTS students of Nursing school Nkpor with perceived high academic self-efficacy significantly differed from their counterparts with perceived low academic self-efficacy after PTS examination at $F(1, 128) = 122, p < .05$ while the psychological wellbeing of non-admitted PTS students of Nursing school Nkpor differed across the personality types with conscientious personality having more balanced psychological well-being than their counterparts at $F(1, 128) = 31.8, p < .05$. It is recommended that the Nursing design programs aimed at enhancing the psychological wellbeing of students before, during and after the exams.

Key Words: Family support, academic self-efficacy, preliminary training school (PTS), psychological wellbeing, nursing, students

1.0 Introduction

The process of becoming a trained nurse in Nigeria is rigorous and unique in that one is not a student nurse until he or she has passed the Preliminary Training School (PTS), and is selected to continue with the training. The preliminary training usually starts with purchase of entrance form, followed by entrance examination, oral interview, and admission if successful. In School of Nursing Nkpor, Anambra state, the required number

of candidates for this training is about 120, who are exposed to six (6) months intensive training and final examination, during which 50 student nurses supposedly successful and qualified for selection are admitted into nursing training. The choice of fifty (50) student nurses is based on the Nursing and Midwifery Council of Nigeria (NMCN) training guidelines.

Given the competitive nature of the examination as well as the high number of interested candidates who compete for limited opportunity for admission, chances to be selected are slim. Therefore the PTS which is a screening exercise represents a significant challenge to all aspiring nursing candidates due partly to difficulty of making the required cut-off marks that increase each year. Observably, this fierce competition, as well as the disappointment of not being selected for the nursing training after such a rigorous training/exposure seems to induce psychological conditions detrimental to psychological well-being, possibly because of the accompanying feeling of frustration. The feeling of frustration association with this experience could be explained as a negative emotion that roots in disappointment, and in this case, not being selected for nursing training. As explained by Jeronimus, Riese, Oldehinkel and Ormel, (2017), frustration is elicited when a goal-pursuit is not fulfilled at the expected time in the behavioural sequence. Research along this axis indicates that dispositional frustration, as well as interaction between frustration and the social environment can have profound consequences for psychological wellbeing (Jeronimus, Riese, Oldehinkel & Ormel, 2017). This is supported by Fawzy and Hamed (2017) who reported association of frustration and prevalence of psychological distress: depression and anxiety among medical students in Egypt after a competitive selection examination. Thought along this vein warranted search for possible psychological indicators that could precipitate psychological wellbeing when faced with disappointment of this sort, viz-a-viz feeling of accompanying frustration. Consideration such as this, made the study on personality, family support and academic self-efficacy as determinants of psychological wellbeing among non-selected post preliminary training school candidates for nursing very imperative.

Psychological well-being simply refers to a positive state of physical, mental and social well-being, capturing not merely the absence of disease or infirmity but more of optimal functioning of physical, physiological and psychological factors in an individual within a given environmental and social context. It has been defined as the sum of positive affects which an individual experiences in his/her life which enable him or her maximize developmental functioning in his environment and the society (Ryff, 1989). It has also been looked at as an important psychological concept which represents happiness and life satisfaction, life purpose, positive relationships with others and self-acceptance (Telef, Uzman & Ergün, 2013). In other words, psychological wellbeing connotes a spiritual dimension such as purposefulness in life, which leads to motivation, goal pursuit and goal attainment. Usually, when goal attainment is frustrated or goals remain unachieved, a person may experience negative psychological wellbeing and this can be devastating among students after crucial examination. Students of pre-training nursing examination represent a vulnerable population of negative psychological effects. To some extent, the PTS selection outcome may be associated with negative psychological wellbeing; however, not all students that were not selected suffer from this and there are factors

which may be responsible for these differences among which are: personality type, family support and the academic self-efficacy.

Family support is a kind of psychological and social support which can come in form of provision of material resources by members of one's family to help individual's cope with stress or challenging situation (Onuoha & Akintola, 2018). Family support may come in different forms; it might involve helping a person with various daily tasks when they are indisposed or ill or offering financial, emotional and spiritual assistance when such persons are in need (Ojeniran, 2018). In other situations, it could involve giving advice to a friend when they are facing a difficult situation.

Family support may have buffering effects on students who are not successful at the PTS selection outcome for many reasons. First, members of one's immediate family tend to share the pain associated with failure with their family who in turn help to reassure them that it is not the end of the world. Such assurances may come in a way of promise to assist the student take another exam or assurance of future help. Second, family members who provide support know the person in need more than any other group and thus, can utilize their knowledge to provide buffering to the student by increasing pleasurable activities which can help the student reduce the pain associated with their unfavourable examination outcome. In the instance of the two situations, the family is helping to restore the positive effects of the students and by so doing is improving on his or her psychological wellbeing. Despite the place of the family and its usefulness in assisting members of the family who are in need by way of support may not be able to provide all that such a student requires to overcome the kind of pain and loss caused by examination failure.

Another factor which might help improve the student's psychological wellbeing is, believing in oneself to be capable of surmounting the academic challenges and coming successful. This kind of self help is termed academic self-efficacy. Academic self-efficacy refers to people's belief that they have the competence and capacity to pursue their academic goals and succeed in them. The concept of various forms of self-efficacy such as academic self-efficacy originated from Bandura (Snyder & Lopez, 2007) who saw self-efficacy as a form of task-specific version of self-enhancement and self-esteem (Lunenborg, 2011). Bandura (1995) explains self-efficacy as beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations. Self-efficacy is also what an individual believes he or she can accomplish using his or her skills under certain circumstances (Snyder & Lopez, 2007). Academic self-efficacy may be instrumental to improving the psychological wellbeing of individuals in the face of academic adversity because it is a kind of positive assurance that one is in control of his or her academic life even when their outcomes are temporally negative.

Personality type of the unsuccessful PTS students will help them to maintain a positive psychological well-being. It will help them to control their emotions and be able to withstand the shock of not making the cut-off mark.

The big five personality traits are Extraversion or Extroversion, Agreeableness, Openness, Conscientiousness and Neuroticism. Each trait represents a continuum and remains relatively stable throughout most of one's lifetime.

Everyone in their daily lives will experience some form of stress as in examination failure and inevitably tries to utilize a unique way to response (McGraw-Hill, 2006). Stress represents a normal necessary and unavoidable life phenomenon that can generate temporary discomfort as well as long term consequences. Scientific information confirms the idea that personality traits are an important factor in identifying, responding and approaching stress events (Dumitru & Cozman, 2012). Personality traits are as preparation for thinking or acting in a similar style in response to a variety of different stimuli or situations (Carver & Scheler, 2000).

Bolger, et al. (2018) in their various separate studies have shown that some personality traits can predict stress level. Maladaptive personality eg Neuroticism is related with increased exposure to stressful life events as seen when one fails to attain a certain or expected goal and likely to make individuals susceptible in experiencing negative emotions and frustrations (Bolger, et al., 2018). While adaptive personality trait eg high extraversion and conscientiousness were less affected by daily stresses (Vollrath & Torgersen, 2010). Also, personality traits could predict coping styles (Marnie, 2008) and influence the coping style we choose. Coping is a regulatory process that can reduce the negative feelings resulting from stressful events (Compas, 2016). Coping is like the changing of thought and actions to manage the external and or internal demands.

The three coping styles are; problem-focused coping, emotions-focused coping and avoidant coping styles. Amongst all Emption-focused coping styles are quite varied but they all diminish the negative emotions associated with stressor, this coping are action oriented. Adaptive forms of emotions-focused coping are seeking support and accepting responsibility.

Considering, the positive impacts which could emanate from the self in terms of academic self-efficacy and the positive assurances and support of family members and personality disposition towards the student's negative academic outcome; the researcher proposes that family support and academic self-efficacy and personality trait will determine the psychological wellbeing of student after PTS selection outcome even when the outcome is not successful. There is a believe that if parents and family members put enough effort to support students with unfavourable PTS result and the students also believe in themselves to surmount their academic challenges and also with the right personality trait, the psychological wellbeing in the case of unfavourable PTS outcome will not affect them negatively. This is the focus of this study and the reason for empirical evidence in this direction.

Considering the generality of problems faced by student Nurses, especially the PTS students, a number of studies such as: Elkhailifa, Abdelgadir, Kheir and Abdalrahman's (2016) study on the impacts of academic anxiety and stress among the Sudanese medical students and Sarkar, Gupta & Menon's (2017) systematic review of depression, anxiety and stress among medical students in India have failed to look into the problems of

unsuccessful pre-qualification students. The dearth of literature on the plights of this group is among the gaps which this study hopes to fill guided by the following research questions:

- i. Would PTS students who show openness to experience personality trait differ from those who show extraversion personality trait on psychological wellbeing among the non-selected PTS students of School of Nursing Nkpor?
- ii. Would PTS students who report perceived adequate family support differ from those who report perceived inadequate family support on psychological wellbeing among the non-selected PTS students of School of Nursing Nkpor?
- iii. Would PTS student of high academic self-efficacy differ from those of low academic self-efficacy on psychological wellbeing among the non-selected PTS students of School of Nursing Nkpor?

1.2 Conceptual framework

The conceptual frame work of this study depicts behaviours which are likely to help unsuccessful student improve on their psychological wellbeing given unfavourable PTS selection. The concept is conceived on the fact that unsuccessful and unselected students are likely to suffer poor psychological wellbeing following this and thus, may require the inner strength in terms of academic self-efficacy and the support of their family members in order to reduce what may be inevitable emotional breakdown leading to poor psychological wellbeing.

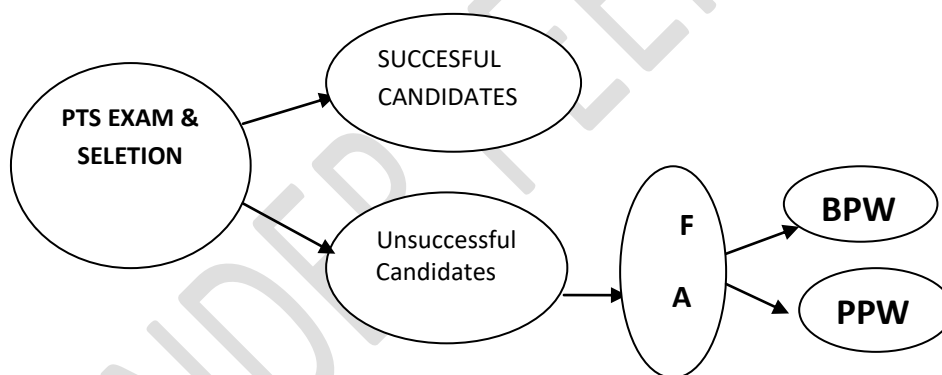


Figure 1 Conceptual Framework

KEY: NPW = Balanced psychological wellbeing, PPW = Poor psychological wellbeing, F = Family support, A = Academic self-efficacy. From the conceptual representations in Figure 1, it could be ascertained that the situation described is that of the outcome of PTS examination and selection process which results into either a candidate is successful and therefore selected or unsuccessful and therefore is not selected, the outcome of both situation will result in either positive or negative psychological wellbeing. The successful candidates are pleased with their outcome and hence the confidence, self-assertion and positive effects are boosted better than the unsuccessful candidates who may turn to depression, sadness and loss of confidence leading to poor psychological wellbeing. Furthermore, the model highlighted that with family support and academic self-efficacy

that the poor psychological wellbeing being experienced by unsuccessful candidates may be improved upon if support is received from the family members regarding the ordeals unsuccessful candidate pass through. The conceptual model emphasized that, students' psychological circumstances orchestrated by examination, admission or selection outcomes may be relieved by the buffering effects of family members support and belief in one's capacity to succeed academically. This basis formed the underpinning of the conceptualization of this study and hence the need to establish its empiricism.

1.3 Theoretical Framework

Stress buffering model was used to underpin the underlying assumptions for the study. Stress buffering model was propounded by Wheathen (1985). The buffering model is a theory which propounded that the presence of a social support system helps buffer, or shield, an individual from the negative impact of stressful events. Further, a strong social support system can be a buffer against depression, anxiety, post-traumatic stress disorder, and other mental illnesses.

Wheathen (1985) emphasized that social supports have an effect upon the individual psychological well being only in the presence of certain social condition such as stressful life event. The model contends that the efficacy, esteem and confidence of victims may be improved if their stress is mitigated. Therefore, increasing an individual's perception that he or she can cope effectively with negative life event will improve the psychological wellbeing of the victim because he or she believes that he or she has the capacity to surmount the negative event. The presence of some factors may serve as buffers to stressors experienced in the environment and social support may offer such buffers, which directly influences the physical and psychological health and well being of the affected individuals. Stress- buffering hypothesis proposes that social support attenuates the relation between negative life event and the risk for development of depression (Wheaten, 1985).

This interactive model posits that when faced with troubling life event, individual with greater support from family and friend are less likely to become depressed than individual with lower level of support. Stress Buffering Model is one of the most accepted models in stress behaviour. This is because it is hinged on the principle that more stressful circumstances require the need of social support to help buffer the effects and pressures emanating from stressful life events and consequently the strain the cause the victims.

Individual psychological wellbeing may be disrupted in the presence of certain social condition such as stressful life event e.g. falling a major exam or not gaining admission, falling ill or been infected by a disease. Stress- buffering model proposes that such negative life events and the risk for development of depression may be mediated in the presence of varying forms of support which may attenuate the situation as buffers. Wheaten (1985) contended that based on the interactive model that individuals with greater support are less likely to become depressed than individual with lower levels of support when faced with troubling life event such as the effects of illness or a disease. Although, its application is generally accepted as a buffering model, the theory however, did not establish the limit to social support as characterized by individual perception who

may perceive support as helplessness and hopelessness. This may increase the effects of the stressors other than reducing it depending upon individual beliefs and perceptual systems regarding the nature of their problems and the type of support they need. The model also falls short because it does not give an idea about the situational factors which it interacts with and factors which specific dimensions to be adequate. Given this framework, the following hypotheses were guided the study:

- i. There will be a significant difference in the psychological wellbeing between the admitted and non-admitted PTS students of School of Nursing Nkpor before and after PTS examinations.
- ii. High perceived family support will significantly determine psychological wellbeing of non-admitted Post PTS students at School of Nursing Nkpor
- iii. Perceived academic self-efficacy will determine the Psychological well-being of the non-admitted post PTS Students of School of Nursing Nkpor
- iv. Big five personality traits will significantly determine the psychological well-being of post PTS non admitted candidates at School of Nursing Nkpor.

2.0 Method

2.1 Participants - The sample of the study was 129 Preliminary Training School (PTS) students of School of Nursing Nkpor, Anambra State writing the 2020 PTS examination. The participants were all females whose ages ranged from 17 to 26 years with an average age of 19.50 years and standard deviation of 1.20. The participants were selected using multi-stage sampling which employed purposive in selecting the PTS School whereas simple random sampling was used for sampling each of the students. Inclusion criteria were all PTS students writing the 2020 PTS nursing examinations for the first time. Demographic data revealed that the participants are predominately Christians by religious affiliation at 98% whereas 108 (83.7%) participants were not married, 21 (16.3%) participants were married. In terms of gender, 122 (94.6%) were females whereas 7 (5.4%) did not disclose their gender

2.2 Instruments -For data collection in this study, 3 instruments were be used Multidimensional scale of perceived social support (MSPSS) by Zimet, Dahlem, Zimet and Farley (1988), Academic Self-efficacy scale by Owen and Froman (1988), Ryff's Psychological wellbeing scale by Ryff (1989a) and Big Five Personality Inventory by John (1991). In addition, demographic variables such as gender, age, marital status, and state of origin were included in the overall instrument used in the study.

2.2.1 Multidimensional scale of perceived social support (mspss) - This scale was developed by Zimet, Dahlem, Zimet and Farley (1988) using adult samples. It is used to measure perceived social support across culture (Canty-Mitchell & Zimet, 2000; Chou, 2000), though all the items are worded in the positive direction, the MSPSS has been shown to be relatively free of social desirability bias (Dahlem, Zimet & Walker, 1991). The 12-item (MSPSS) provides assessment of three sources of support: family support, friends support and significant others supports and is scored on a 5-point Likert type structure from 1 "strongly disagree" to 5 "strongly agree". Items 3, 4, 8 and 11 measure

family supports; items 6, 7, 9 and 12 measures friend support while items 1, 2, 5, and 10 measures significant other supports. Sample items on the scale includes, “I get the emotional help and support I need from my family”, “I can count on my friends when things go wrong”, “there is a special person who is around when am in need”. The factor loading of the items were relatively high. The authors reported validity measure of .78, .76 and .69 for the subscales namely: family support, friends support and significant others’ support respectively.

2.2.2 Academic self-efficacy scale - Academic self-efficacy developed by Owen and Froman (1988) as the College Academic Self Efficacy Scale (CASES) is a 33 item self-report measure designed to determine the level of confidence students feel they have in their ability to perform certain academic behaviours such as participating in classroom discussions and achieving good grades. The CASES was selected for this study as it explores feelings of academic self-efficacy as a whole, rather than identifying specific areas of academic self-efficacy such as confidence in specific subjects or areas of study. Example items from the CASES include: “Understanding most ideas presented in class” and “Attending class regularly”. Respondents were required to assess their confidence on a 5-point Likert type scale from A (very little confidence) to E (quite a lot of confidence). Points two through to four were not labeled. Responses were converted to numerical values for analysis ranging from A=5 to E=1. An academic self-efficacy score is determined by calculating the mean of all items. Participants scoring above the mean were deemed as having high academic self-efficacy, and those scoring below the mean were regarded as having low academic self-efficacy. The CASES has been reported to demonstrate good test-retest reliability over an eight week period with an alpha coefficient of .85. For the validity measures, the authors reported a coefficient value of .90 and .92. Also, Owen and Froman (1988) reported validity measure of .93 for the scale suggesting very good internal consistency for this scale.

2.2.3 Ryff’s psychological wellbeing scale - The 42-item Ryff’s Psychological Wellbeing Scale was developed by Ryff (1989a). The scale is made up of six (6) dimensions which are: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. Scoring instruction for the subscales: (a) Autonomy: items 1, 7, 13, 19, 25, 31, 37. (b) Environmental mastery: items 2, 8, 14, 20, 26, 32, 38. (c) Personal Growth: items 3, 9, 15, 21, 27, 33, 39. (d). Positive Relations: items: 4,10,16,22,28,34,40. (e) Purpose in life: items: 5,11,17,23,29,35,41. (f). Self-acceptance: items 6,12,18,24,30,36,42. The authors reported validity measures ranging from .94 to .97 across the dimensions of the scales. The internal consistence of the subscale or dimension include: .94 for autonomy, .97 for environmental mastery, .97 for personal growth, .96 for positive relations with others, .96 for purpose in life, and .95 for self-acceptance. The scale is measured in 6-point Likert of strongly disagree 1 to strongly agree 6. Sample items from the question include “I am not afraid to voice my opinions”, “even when they are in opposition to the opinions of most people”, “in general, I feel I am in charge of the situation in which I live” and “I am not interested in activities that will expand my horizons” etc. For its use in this study a pilot study was carried out and reliability coefficient of .64 was reported on the scale.

2.2.4 Big five personality inventory (BFI) - The Big Five Personality inventory was developed by John (1991). The BFI questionnaire is a 44-item inventory that originally uses a 5-point likert format ranging from 1 (Strongly Disagreed), to 5 (Strongly Agreed). However, in Nigeria, Umeh (2004) validated the Big Five among the students population in Lagos. Openness to Experience, 0.83 for Conscientiousness, 0.76 for Extraversion, 0.86 for Agreeability and 0.74 for Neuroticism

2.2.5 Validity/Reliability - For its use in Nigeria, Nnedom (2008) conducted an exploratory factor analysis and confirmatory factor analysis to establish the construct validity of the Big Five Personality inventory. Nnedom (2008) validated the Big Five questionnaire among adult workers in the university organization. Specifically, he reported a cronbach alpha validity of 0.82 for Openness to Experience, 0.83 for Conscientiousness, 0.76 for Extraversion, 0.86 for Agreeability and 0.74 for Neuroticism domains and 0.75 for the overall Big Five main scale respectively in Anambra State. Also, Udoh (2012) validated the Big Five questionnaire among the aged people with relatively longevity 50 years and above in Anambra State and reported a general norm of .82 for the scale. The Big Five Personality Inventory is a reliable and valid instrument for use in this study.

2.2.6. Procedure

2.2.6.1 Pilot study - The study commenced with a pilot study to ensure the instruments for the study were valid and reliable to measure the constructs. Consequently, responses of 129 participants who were Preliminary Training School (PTS) students from School of Midwifery Iyienue, Anambra State were elicited with the help of research assistants. The choice of using participants from School of Midwifery Iyienue is because the sample has homogeneous characteristics with those of the main study – Preliminary Training School (PTS) students of School of Nursing Nkpor, Anambra State. The researcher with the aid Students Identity card and letter of introduction from the Department of Psychology visited the school before the Preliminary Training School (PTS) examination during school break periods and hand distributed the questionnaire to the participants who are willing to be part of the study having introduced herself as student carrying out an inquiry for an academic purpose. The questionnaire was prepared in a booklet. The participants were given both oral and written instruction on how they may fill in the items in the questionnaire. The participants were assured of the confidentiality of their responses as there is no right or wrong answers, since the inquiry is only for an academic purpose.

After filling their responses to the item questions which took each of the respondents about 13 minutes, the researcher collected back the filled questionnaire from the respondents. One hundred and thirty three (133) questionnaire booklets were distributed, 131 (98.5) were collected back while 129 (98.5%) was valid for analysis. After collecting the filled questionnaire, labeled for easy identification and matching, sorted and the valid ones coded in excel spread sheet for analysis. Cronbach's alpha reliability analysis and was carried out and after analyzing the data obtained, the success of pilot study encouraged the researcher to move on to the main study.

2.2.6.2 Main study - Having ensured the validity and reliability of the instruments during the pilot study, the researcher advanced to the main study with the aid of the instruments as statistical tools. The participants of the main study were Preliminary Training School (PTS) students of School of Nursing Nkpor, Anambra State. The researcher began the study by seeking letter of introduction from the Department which enabled the researcher introduce herself to the School management of School of Nursing Nkpor. After obtaining the permission, the researcher sought approval from the School management to carry out the study with the students while stating the aims and objectives of the study for ethical consideration and approval. The permission was granted and the researcher went ahead and elicited the services of National Youth Service Corps who assisted in data collection (distribution and collection of questionnaire) as research assistants. The research assistants were trained by the researcher on how to administer the instruments of the study and how to attend to questions from the respondents.

When data collection started, the researcher created rapport with the participants with the aid of their teachers and management in order to allow a hitch-free field work. During the data collection, the researcher introduced herself and the research assistants to the participants as students carrying out an academic inquiry and thus assured the students that their responses will be treated with utmost confidentiality. The school was visited twice for data collection before the Preliminary Training School (PTS) examination in order to get their psychological wellbeing before the examination and after the examination in order to get their psychological wellbeing afterwards.

During the visitations, responses of the participants were labeled as “Pre PTS Scores” and “Post PTS Scores”. The participants comprised of successful PTS students and non successful PTS students. Multi-stage sampling technique was used to select the student participants. The respondents were assured of the confidentiality of their responses as they are for academic hence; there are no right and wrong answers. On the whole, the questionnaires were administered and collected back. Only questionnaires which were correctly filled were used for analysis in the study. In addition to the items, demographic variables such as; age, state of origin and marital status were also be analyzed as there may be need to ascertain the characteristics of the population. All the raw data obtained from the field exercise were transferred to SPSS statistical tool for statistical analyses.

2.3. Design and Statistics - The design for this study was factorial design (between subjects design). The factorial design was used to ascertain if significant mean differences were observed across the groups on psychological wellbeing during the post test (after PTS examinations). Consequently, 3-way Analysis of Variance (3-way ANOVA) was used to analyze data. All analyses were managed with the aid of statistical package for Social Sciences SPSS version 20

3.0 Results

Table 1: Mean scores of psychological wellbeing of admitted and non-admitted PTS students of Nursing school Nkpor before and after PTS examinations.

Source of Variance		N	Pre-test		Post-test	
			Mean	SD	Mean	SD
Admitted Students	Autonomy	42	30.90	1.2024	31.30	1.1950
	Environmental	42	31.44	2.0050	31.10	2.1140
	Mastery					
	Personal Growth	42	32.06	1.4640	33.25	1.8020
	Positive Relation	42	31.61	1.2506	31.70	1.0025
	Purpose in life	42	32.25	2.1002	33.05	2.0024
	Self acceptance	42	31.50	1.5085	32.20	1.3062
	Psych wellbeing	42	189.76	3.5025	192.60	3.0040
Non admitted Students	Autonomy	87	31.55	1.0060	30.90	1.0818
	Environmental	87	31.30	2.2552	31.65	2.1226
	Mastery					
	Personal Growth	87	31.90	1.6004	30.95	1.8150
	Positive Relation	87	31.75	1.3635	31.60	1.1165
	Purpose in life	87	31.12	2.1512	30.50	2.1040
	Self acceptance	87	31.45	1.6033	30.60	1.3034
	Psych wellbeing	87	189.07	3.4850	186.20	3.0355

Data in Table 1 reveal that the pre-test psychological wellbeing of admitted PTS students of Nursing school Nkpor before the PTS examinations was 189.76 whereas and that of non-admitted PTS students were 189.07. In the post-test after the PTS examination, the psychological wellbeing of admitted PTS students of Nursing school Nkpor increased to 192.60 whereas that of the non-admitted PTS students decreased to 186.20 affecting self acceptance, purpose of life and personal growth. The initial result indicates that the psychological wellbeing of students who were finally admitted was stable before and after the PTS examination whereas that the non-admitted students deteriorated after PTS examinations although further statistical testing is required using 3-Way ANOVA to ascertain if this initial mean difference reached significant proportions.

Table 2: Test of Between Subjects effects on psychological wellbeing of admitted and non-admitted PTS students of Nursing school Nkpor before and after PTS examinations

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	6154.251		6154.25	79.43	.000
Intercept	573639.81		573639.81	7404.08	.000
PTS	6154.25		6154.25	79.43	.012
Error	14797.93	12	77.47		
Total	594592.00	12			
Corrected Total	20952.18	12			

a. R Squared = .494 (Adjusted R Squared = .490)

Data in the Table 2 revealed that there is a significant difference in the psychological wellbeing of admitted and non-admitted PTS students of Nursing school Nkpor before and after PTS examinations at $F(1, 128) = 79.4$, $p < .05$. The p-value ($p \leq .012$) is less than 0.05. Thus, hypothesis I was confirmed; which implies that the Preliminary Training Selection (PTS) outcome affected the psychological wellbeing of non-admitted students after the PTS examinations.

Table 3: Test of Between Subjects effects on the effect of family support on psychological wellbeing of non-admitted PTS students of Nursing school Nkpor after PTS examinations

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	8670.175 ^a	2	4335.088	67.063	.000	.414
Intercept	38771.405	1	38771.405	599.785	.000	.759
Family Support	2515.924	1	2515.924	38.921	.001	.170
PTS	6051.964	1	6051.964	93.623	.001	.330
Error	12282.011	127	64.642			
Total	594592.000	129				
Corrected Total	20952.187	128				

a. R Squared = .414 (Adjusted R Squared = .408)

Data analysis in Table 3 revealed that the psychological wellbeing of non-admitted PTS students of Nursing school Nkpor with perceived high family support significantly differed from their counterparts with perceived low family support after PTS examination at $F(1, 128) = 39$, $p < .05$. The p-value ($p \leq .001$) is less than 0.05. This implies that high family support cushioned the effect of the PTS selection outcome on the non-admitted group.

Table 4: Test of Between Subjects effects on the effect of academic self-efficacy on psychological wellbeing of non-admitted PTS students of Nursing school Nkpor after PTS examinations

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	11941.177 ^a	2	5970.589	125.892	.000	.570
Intercept	85638.026	1	85638.026	1805.705	.000	.905
Academic Self-efficacy	5786.926	1	5786.926	122.019	.000	.391
PTS	6850.684	1	6850.684	144.449	.006	.432

Error	9011.009	190	47.426
Total	594592.000	193	
Corrected Total	20952.187	192	

a. R Squared = .570 (Adjusted R Squared = .565)

Data analysis in Table 4 revealed that the psychological wellbeing of non-admitted PTS students of Nursing school Nkpor with perceived high academic self-efficacy significantly differed from their counterparts with perceived low academic self-efficacy after PTS examination at $F(1, 128) = 122, p < .05$. The p-value ($p \leq .000$) is less than 0.05. This implies that high academic self-efficacy cushioned the effect of the PTS selection outcome on the non-admitted group.

Table 5: Test of Between Subjects effects analysis on the effect of Big Five personality on psychological wellbeing of non-admitted PTS students of Nursing school Nkpor after PTS examinations

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	7840.164 ^a	2	4083.076	62.059	.000	.308
Intercept	390698.385	1	38771.405	542.720	.000	.724
Big Five	2308.730	1	2244.806	31.894	.003	.166
PTS	5264.882	1	5849.942	24.609	.012	.308
Error	12076.004	127	59.594			
Total	580486.124	129				
Corrected Total	20048.160	128				

a. R Squared = .402 (Adjusted R Squared = .392)

Data analysis in Table 5 revealed that the psychological wellbeing of non-admitted PTS students of Nursing school Nkpor differed across the personality types with conscientious personality having more balanced psychological well-being than their counterparts at $F(1, 128) = 31.8, p < .05$. The p-value ($p \leq .003$) is less than 0.05. This implies that personality differences determined the effects of the Post PTS selection outcome on the non-admitted group.

4.0 Discussion

This study examined perceived family support and academic self-efficacy as determinants of post Preliminary Training School (PTS) psychological wellbeing among the PTS students of School of Nursing Nkpor. Consequently, three hypotheses were tested and the finding indicated that PTS students who were admitted significantly differed on psychological wellbeing from those who were not admitted. Also, the statistical data confirmed that non-admitted students with perceived high family support significantly

have better psychological well being than their counterparts with perceived low family support.

The finding in hypothesis I revealed that there is a significant difference in the post-test psychological wellbeing between admitted PTS students of School of Nursing Nkpor and the non-admitted PTS students. The result indicated that the test outcome (Preliminary Training School) examination affected students' psychological wellbeing. Many students who fall short in the admission list are develop psychological situation adverse to their wellbeing such as depression caused of sadness and hopelessness and over thinking the irredeemable. In other instances, the non admitted students may feel that they have disappointed their family and themselves and may feel gravely sad. This finding is supported by Dafaalla et al (2016) study which found association among depression, anxiety, and stress among Sudanese medical students in Sudan especially among those students struggling to cope with school demands. Also, Abiola, Law and Habib's (2015) study which found that psychological distress due to academic stress is more among medical students compared to physiotherapy students seemed to support the findings of the study.

The finding may also be explained in consideration of goal-frustration relationship as frustration which is a type of negative psychological wellbeing tends to be triggered whenever the goal is blocked or affected. This is applicable because the goal of every PTS student is to pass the PTS examination and get admission into the School of nursing; it therefore follows that those who did not get admission due to poor academic performance may naturally become frustrated, sad, depressed, and psychological sick. The cause of their frustration can be understood to be the result of goal (nursing admission) inhibition or blockage. Many students who found themselves in this type situation may take steps which may worsen their conditions including attempts to commit suicide except if they are supported or managed to cope with the situation.

In the second hypothesis, findings revealed that the psychological wellbeing of non-admitted PTS students of Nursing school Nkpor with perceived high family support significantly differed from their counterparts with perceived low family support after PTS examination. The finding was supported by Onuoha, and Akintola's (2018) study which found that perceived social support influenced on psychological well-being dimensions of non-indigene first year undergraduate students in a Nigerian university. The study showed that perceived social support can have both group and independent effects on psychological well-being. For instance, social support predicted autonomy, positive relations and self-acceptance which will be required in the time when a student's is not selected for an admission. Therefore it is recommended that access to more social support especially that of family dimension be improved for non-admitted students as this could help enhanced their psychological well-being and reduce the negativity associated by the frustration of not being admitted yet.

In with this, it is considered that the findings of Aydin, Kahraman and Hiçdurmaz (2017) also support the current study. Aydin et al found that there is a relationship between perceived social support and psychological well-being. The support of a special person

which could a significant member of the family may improve positive psychological wellbeing.

Furthermore, Emadpoor, Lavasani and Shahcheraghi's (2016) study supported this claim. Emadpoor and other found that perceived social support significantly and positively influenced psychological well-being and academic motivation. The path analysis revealed that perceived social support might indirectly have an effect on psychological well-being through mediating role of academic motivation. The perceived social support explained academic motivation variation while academic motivation predicted variation in psychological well-being.

In the third hypothesis, the effect of academic self-efficacy on psychological wellbeing of non-admitted PTS students of Nursing school Nkpor after PTS examinations was ascertained. The finding revealed that the psychological wellbeing of non-admitted PTS students of Nursing school Nkpor with perceived high academic self-efficacy significantly differed from their counterparts with perceived low academic self-efficacy after PTS examination. For instance, Grøtan, Sund and Bjerkeset's (2019) study on mental health, academic self-efficacy and study progress among college students in Norway found that there was a strong association between symptoms of mental distress, academic self-efficacy and study progress. Prospective studies should evaluate whether improved help-seeking and psychological treatment can promote students mental health and ultimately improve academic self-efficacy and study progress.

Equally, Onyishi, Ugwu, Onyishi and Okwueze's, (2018) findings on job demands, psychological well-being and the moderating role of occupational self-efficacy and job social support among mid-career academics found that there is a buffering effects of work self-efficacy in employee psychological well-being with high job demands. This was also in tandem with Afolabi and Balogun's (2017) which indicated that psychological security, emotional intelligence and self-efficacy jointly predicted life satisfaction and life satisfaction is consistent with psychological wellbeing.

In the same vein, the findings of Olaoye (2017) which explored the interactive influence of class on self-efficacy, emotional intelligence and achievement motivation as predictors of impulsive behaviour among secondary school students' in Nigeria gave credence to the current findings. Olaoye and others found that self-efficacy, emotional intelligence and achievement motivation significantly combined to predict students' impulsive behaviour based on class (Senior and Junior Classes). Fanning, (2016) in that perspective studied academic stress and academic self-efficacy as predictors of psychological health in college students and found that academic self-efficacy and academic stress were both significant predictors of psychological health.

Furthermore, significant differences were found in the psychological wellbeing of non selected PTS students after the PTS examination cross the Big Five personality types. Conscientiousness personality appears to have more balanced psychological wellbeing than the rest of other personality types among the non selected students after the PTS examinations. This is indicative that personality differences help some of the students to

accept the outcome of the PTS without sense of guilt, disappointment or trauma associated with failure. Mean differences across personality types is an indication that personality types affected psychological wellbeing as supported by Adejuwon and Ojeniran (2018) which ascertained that social support and personality traits predicted of psychological wellbeing of postpartum nursing mothers. Their findings support the current study indicating that personality trait is determinant of psychological wellbeing. This is supported by stress buffering theory because certain individual cannot cope with certain stressors whereas other can cope. There are certain personality differences as regards coping with stressors which is determined by individual difference due certain inert characteristics and learned behaviour from the environment.

4.1 Implications of the Study

In this study, the researcher investigated the effects of academic related examination outcome (PTS), family support and academic self-efficacy on psychological wellbeing among the non admitted PTS nursing students. Based on the framework of the study human perception (a form of cognitive appraisal of one's environment) such as family and social expectation is implicated as they could be stressors and triggers of negative psychological wellbeing in the post PTS examination. The PTS examination itself like every examination may become the source and cause of worry, anxiety, sadness, depression and negative attitude to students irrespective whether or not they pass their current examination.

4.2 Limitation of the Study

What were actually measured because of measurement problem are the students' perception and feelings regarding stressors and stressful events which is Preliminary Training School examination (PTS) examination and outcome. There is usually difficulty in measuring subjective human behaviour and as such whether the participants' true feelings were represented is difficult to ascertain. There is also the expected social barrier which could lead to bias in responses. Many participants may have responded to the instrument in a socially responsible manner not as required by the questions.

4.3 Recommendations

In consideration of the causes of poor psychological wellbeing among the nursing student population as supported by the result of the study, the following are recommended to facilitate policy making in the nursing council board following the effects of the PTS selection outcome on the students:

1. The council board should consider effective exit from the training in order to reduce the rate of disturbing psychological trauma and incidences which students not selected pass through.
2. The nursing board or the council board should be in alliance with other institutions for exchange programs especially those who did not make at PTS level to be absorbed into other programs.
3. There is need to distribute the academic load and the credit hours needed to be covered by the PTS students in order to reduce the accumulation of stress due to poor curriculum planning.

4. There is also the need for mentorship and career planning session for the PTS students to reduce their feelings of do or die in the examination which precipitates untold hardship on the students in a bit to make it through the examinations.

4.4 Suggestion for Further Studies

There is need to ascertain whether there socio-demographic factors which influence the stress-anxiety dyad and the influence of the PTS selection on the psychological wellbeing of the nursing students. There is also need to compare this data with admissions into other disciplines to ascertain whether the effects or influences observed were peculiar to health or medical discipline such as the nursing profession.

4.5 Conclusion

The nursing profession like other careers attracts the fancy of young school leavers but more for its socio-economic values and recognition as a promising career. Hence, each year candidates not selected after the PTS selection outcome are faced with certain psychological problems which may affect their psychological wellbeing; because this and the concern of the stakeholders, this study examined the influence of Preliminary Training School (PTS) Outcome on the Psychological wellbeing of PTS students of School of Nursing Nkpor. The focus of the study was on the relationship between stress and anxiety among students and if Preliminary Training School (PTS) Selection Outcome will affect the general psychological wellbeing of the PTS students between those who were eventually selected and those who did not make it in the selection list. Being a survey study the two designs were adopted for the study namely: correlation design and factorial design while Pearson product moment correlation coefficient and one way analysis of variance were adopted as statistical tools to test the data. After analysis positive and significant correlation was recorded between stress and anxiety whereas students not selected after the PTS examination had less balanced psychological wellbeing than students selected after the PTS examination. Limitation and recommendations were also given.

REFERENCE

- Abdullah A.A, Fares A.A. & Fahad K.A. (2018). Stress, Depression and Anxiety among Medical Students of Imam Mohammed Ibn Saud Islamic University, KSA. *The Egyptian Journal of Hospital Medicine*, 70(5), 869-871.
- Abiola, T., Law, I., & Habib, Z.G. (2015). Psychological distress due to academic stress among clinical students in a Nigerian tertiary institution: Comparison between medical and physiotherapy students. *Nigerian Journal Basic Clinical Science*, 12(8), 1-5
- Adebayo, O., & Oladayo S.O. (2014). Psychological Predictors of Post Examination Failure Depression among Preclinical Medical and Dental Students in Ibadan Nigeria, *American Journal of Medicine and Medical Sciences*, 4(6), 216-222. doi: 10.5923/j.ajmms. 2014

- Adelodun, G. A., & Asiru, A. B. (2015). Academic Self-Efficacy and Gender as Determinants of Performance in English Discourse Writing among High Achieving Students in Ibadan, Oyo State. *European Scientific Journal, ESJ*, 11(28), 292-309.
- Afolabi, O. A., & Balogun, A. G. (2017). Impacts of psychological security, emotional intelligence and self-efficacy on undergraduates' life satisfaction. *Psycharchives*, 2(3), 51-64. <http://dx.doi.org/10.23668/psycharchives.1865>
- Aydin, A., Kahraman, N., Hiçdurmaz, D. (2017). Determining the Perceived Social Support and Psychological Well-Being Levels of Nursing Students. *Journal of Psychiatric Nursing*, 8(1), 40-47 Doi: 10.14744/phd.2017.95967
- Bisschop, M. I., Knegsman, D. M. W., Beekman, A. T. F. & Deeg, D. J. H. (2004). Chronic diseases and depression: the modifying role of psychosocial resources. *Social Science and Medicine*, 59, 721–733.
- Borzone Valdebenito, M. A. (2017). Self-efficacy and academic experiences with university students. *Acta Colombiana de Psicología*, 20(1), 275-283.
- Dafaalla, M. , Farah, A. , Bashir, S. , Khalil, A. , Abdulhamid, R. , Mokhtar, M. , Mahadi, M. , Omer, Z. , Suliman, A. , Elkhailifa, M. , Abdelgadir, H. , Kheir, A. E. , & Abdalrahman, I. (2016). Depression, Anxiety, and Stress in Sudanese Medical Students: A Cross Sectional Study on Role of Quality of Life and Social Support. *American Journal of Educational Research*, 4(13), 937-942.
- Davey, G., & Wells, A. (2006). *Worry and its Psychological Disorders*. Hoboken, NJ: John Wiley & Sons.
- Emadpoor, L., Lavasani, M.G. & Shahcheraghi, S.M. (2016) *International Journal Mental Health Addiction* 14: 284. <https://doi.org/10.1007/s11469-015-9608-4>
- Erickson, J., Pugh, W.M., and Gunderson, E.K.E. (1972). Status Congruency as a Predictor of Job Satisfaction and Life Stress. *Journal of Applied Psychology*, 56, 523-525.
- Fanning, G. G. (2016). *Academic Stress and Academic Self-Efficacy as Predictors of Psychological Health in College Students* (Doctoral dissertation, Ohio University).
- Faure, S. & Loxton, H. (2003). Anxiety, depression and self-efficacy levels of women undergoing first trimester abortion. *South African Journal of Psychology*, 33, 28–38.
- Fawzy, M. & Hamed, S.A. (2017). Prevalence of psychological stress, depression and anxiety among medical students in Egypt. *Psychiatric Research*, 255, 186-194.

- Grøtan, K., Sund, E. R., & Bjerkeset, O. (2019). Mental health, academic self-efficacy and study progress among college students-The SHoT study, Norway. *Frontiers in psychology*, 10, 45.
- Kashdan, T. B. & Roberts, J. E. (2004). Social anxiety's impact on affect, curiosity, and social self-efficacy during a high self-focus social threat situation. *Cognitive Therapy and Research*, 28, 119–141.
- Kenneth W. Merrell, (2008) Helping students overcome depression and anxiety. The Guilford press.
- Keyes, C.L.M, Shmotkin, D., & Ryff, C.D. (2002). Optimizing well-being: The empirical encounter of two traditions. *Journal of Personality and Social Psychology*; 82:1007–22.
- Kuyumcu, B. (2013). The predictive power of university students' positive-negative moods in their psychological well-being. *Kuramsal Eğitim Bilim Dergisi*, 6, 62–76.
- Malkoç, A., & Yalçın, İ. (2015). Relationship among resilience, social support, coping and psychological well-being among university students. *Turkish Psychological Counseling and Guidance Journal* 5, 35–43
- Ojeniran, M. (2018). Social Support and Personality Traits as Predictors of Psychological Wellbeing of Postpartum Nursing Mothers in Oyo State, Nigeria. *International Journal of Caring Sciences*, 11(2), 704-718.
- Oku, A.O., Owoaje, E.T., Oku, O.O., & Ikpeme, B.M. (2015). Prevalence of stress, stressors and coping strategies among medical students in a Nigerian medical school. *African Journal of Medical and Health Sciences*, 14, 29-34
- Olaoye, T. (2017). The Interactive Influence of Class On Self-Efficacy, Emotional Intelligence And Achievement Motivation as Predictors of Impulsive Behaviour among Secondary School Students' in Nigeria. *European Journal of Psychological Research*, 4(2), 102-121.
- Onuoha, C. U., & Akintola, A. A. (2018). Perceived Social Support Influence on Psychological Well-Being Dimensions of Non-Indigene First Year Undergraduate Students in A Nigerian University. *African Journal for the Psychological Studies of Social Issues*, 21(3), 227-237.
- Onyishi, I. E., Ugwu, F. O., Onyishi, C. N., & Okwueze, F. O. (2018). Job demands and psychological well-being: Moderating role of occupational self-efficacy and job social support among mid-career academics. *Journal of Psychology in Africa*, 28(4), 267-272.

- Orlick, T. & Pattington, J. (1988). Mental links to excellence, *The Sport Psychologist*, 2, 105-30
- Owen, S. V., & Froman, R.D. (1988). *Development of a college academic self-efficacy scale*. Paper presented at the National Council of Measurement in Education, New Orleans, LA.
- Ozumba, G. O. (2014). National consciousness, Education, value reorientation and identity: An Integrative Humanist Approach. *Journal of Integrative Humanism-Ghana March*, 4, 43-60.
- Priesack, A., & Alcock, J. (2015). Well-being and self-efficacy in a sample of undergraduate nurse students: A small survey study. *Nurse education today*, 35(5), e16-e20.
- Ratanasiripong, P. & Wang, C.D.C (2011). Psychological well-being of Thai nursing students. *Nurse education today*, 31(4), 412-6
- Ryff, C.D., & Keyes, C.L.M (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, 69(7), 19–27.
- Ryff, C.D. (1989). Happiness is everyting, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology* 57(10), 69–81.
- Salami, S.O., & Ogundokun, M.O. (2009). Emotional intelligence and self-efficacy as predictors of academic performance. *Perspectives in Education*, 2(3), 175-185.
- Salimirad, F., & Srimathi, N. L. (2016). The Relationship between, Psychological Well-Being and Occupational Self-Efficacy among Teachers in the City of Mysore, India. *The International Journal of Indian Psychology*, 3,(2), 3-14.
- Sharifian, N., & Grün, D. (2019). The differential impact of social participation and social support on psychological well-being: Evidence from the Wisconsin longitudinal study. *The International Journal of Aging and Human Development*, 88(2), 107-126.
- Siddiqui, S. (2015). Impact of Self-Efficacy on Psychological Well-Being among Undergraduate Students. *The International Journal of Indian Psychology* 2(3), 5-16.
- Smith, G.D. & Yang, F. (2017). Stress, resilience and psychological well-being in Chinese undergraduate nursing students. *Nurse Education Today*;49:90–5.

- Tamannaefar, M. R., & Motaghedifard, M. (2014). Subjective well-being and its sub-scales among students: The study of role of creativity and self-efficacy. *Thinking Skills and Creativity*, 12, 37-42.
- Telef, B., Uzman, E., & Ergün, E. (2013). Examine the relation between psychological well-being and values in teacher candidates. *International Periodical for the Languages, Literature and History of Turkish or Turkic* 8(12), 97– 307.
- Wheaten, B. (1985). Models for the Stress-Buffering Function of Coping Resources. *Journal of Health & Social Behaviour*, 26, 352-364.
- Young K.M. (2004). Factors predicting overall life satisfaction for people with long term Mental illness. *Journal of Psychosocial Rehabilitation*. 9, 23-35.
- Young, K.M. (2006). Social Support and Life Satisfaction. *International Journal of Psychological Rehabilitation*. 10 (2), 155-164.
- Zimet, G.D., Dahlem, N.W., Zimet, S.G., & Farley, G.K. (1988). The Multidimensional Scale of Perceived Social Support. *Journal of Personality Assessment*, 52, 30-40.