

## **Parenting Styles and Students' Personality in Public Secondary Schools in Eastern Uganda**

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### **Abstract**

*The study sought to establish the relationship between parenting styles and students' personality in public secondary schools in Eastern Uganda. The study used correlational research design. A sample size of 368 students were selected from a target population of 9,143 using simple random sampling technique. A self-designed questionnaire was used for data collection. The content validity index was .83 and the Cronbach alpha coefficient of correlation was found to be 0.82. It was hypothesized that; There is no statistically significant relationship between parenting styles and students' personality in public secondary schools. The student's personality traits of extraversion, agreeableness and openness to experience were found to be high and conscientiousness and neuroticism personality trait were moderate. There was a weak and statistically significant relationship between parenting styles and students' personality among students in public secondary schools ( $r = .283^{**}$ ,  $p < .000$ ). It was recommended that parents adopt the authoritative parenting style as it facilitates good students' personality traits as they pursue their education endeavours and the school administrators should organize an awareness and sensitization workshops on the influence of the educating families regarding awareness of the parenting styles and students' personality traits.*

**Keywords:** parenting styles, public secondary school, students' personality

The role of the family in child upbringing has received increased attention across a number of disciplines in recent years. Parenting is the act of moulding or guiding a child (Sulaiman, 2020). There has been increased interest in the diverse methods parents employ to raise their kids referred to as parenting styles (Akhter et.al, 2020). Parenting styles are a collection of methods parents employ to control their kids' behaviour. One of the numerous goals of parenting styles is to identify, develop, and advance the child's talents, skills, and knowledge with social norms and laws from the perspective of the parents (Nwune, 2021). The Latin word

persona describing a stage mask worn by performers to either portray multiple parts or hide their identity, is the source of the English word personality. Larsen and Buss (2018) referred to personality as a person's psychological traits and systems that influence how they relate with and modify their mental disorders social, and physical contexts. Therefore, examining how people vary in their interpersonal interactions as well as what causes these differences is a focus of the psychology discipline of personality. Factor analysis was used by Raymond Cattell to pinpoint sixteen personality qualities. Similarly, using factor analysis, Hans Eysenck (1969) identified fundamental variables such as emotional stability against instability and introversion versus extraversion. McCrae and Costa (1997) developed the Five-factor model of personality dimensions which guided this study. Openness, conscientiousness, extraversion, agreeableness, and neuroticism are the five components that make up this element.

The parenting philosophies adopted by parents were influenced by their level of self-efficacy, stress, perfectionism, personality traits, style of attachment, believed parenting style, and parental substance misuse (Vafaeenejad et al., 2021). Carreteiro and Justo (2016) found that parenting styles contributed because of their own parenting practices and child psychopathology which tended to be linked with less psychological support and higher control or rejection. Smetana (2017) agrees that a person's personality helps us comprehend the parenting decisions that affect the children, and he or she challenges researchers to expand their research beyond studies of one-child families. Parenting style remains a key factor in the development of children's personality and life style and it is pertinent to analyse the influence of parenting styles on students' personality to facilitate appropriate counselling interventions. The school counsellor is always concerned about the overall wellbeing of students in schools, hence the need for this study to understand the current state of the influence of parenting styles and students' personality which will serve as the starting point for appropriate counselling interventions.

### **Null Hypotheses**

The hypotheses that were tested in this study included:

H<sub>0</sub>1: There is no statistically significant relationship between parenting styles and students' personality in public secondary schools.

### **Parenting Styles and Students' Personality**

By explaining the rationale behind rules, an authoritative style instructs youngsters in a calm, issue-focused, and disciplined manner. By respecting their children's independence, authoritative parents encourage verbal engagement, involve them in family choices, and gradually increase their level of responsibility for meeting the needs of others in the family as best they can (Baumrind, 2012). In addition to other traits, children raised with an authoritative parenting approach tend to be more resilient, cooperative, confident, disciplined, achievement-oriented, self-regulated, mature, and responsible (Sulaiman, 2020). Furthermore, children raised through permissive parenting style are less assertive, attain low

cognitive test scores and they are higher on responsiveness and lower on demandingness (Sulaiman, 2020, Lari,2023). Nwune (2021) observed that there was a link between elementary school students' academic success and permissive parenting. Some evidence suggests that possessing warmth, enforcing fair and consistent discipline, and encouraging freedom are all traits of parents who are in control (Anupam & Tripathi, 2017). Another study indicated that authoritarian parenting techniques like severe or physical punishment, yelling or disciplining, expressing displeasure, and humiliating all have a negative impact on children's adjustment in all cultures (Smetana, 2017). Krejova et al. (2023) asserted that, sibling interactions are essential for early socialization and subsequent social development. Overall, connections between positive emotional relationships and parental freedom and generally favoured aspects of sibling bonds have been found. The effect of family upbringing is the greatest and most evident among the family contributes to on adolescents' inward and outward personality (Zhang (2023). Evidence suggests that by providing for their children's needs, these parents show their affection for them (Mihret et al., 2019). Osamika et al. (2021) observed that, neuroticism had an unfavorable connection with academic success, whereas agreeableness, conscientiousness, and openness to experience had a substantial positive relationship with psychological well-being. Additionally, a regression model showed that personality traits together rather than individually predicted psychological health of students. Oluka et al. (2019) investigated on sleep quality and psychological well-being of boarding secondary school students in Uganda using a sample of 617 students and found that 59.2% of students were experiencing poor sleep quality and 50.3% of students who had poor sleep quality also suffered poor psychological well-being and that good sleep quality significantly predicted good psychological well-being.

### **Methodology**

A correlational research design was used in this study as it attempts to examine a phenomenon by collecting numerical data which makes it possible to establish correlations among and between variables of interest as well as ensuring that the evidence is connected to the research hypotheses and conclusions (Cohen et al,2018). The target population of this study comprised of 9,143 students from eleven (11) public secondary schools in the five sub-regions of Sebei, Bugisu, Karamoja, Teso and Busoga in Eastern Uganda. The composition of the sample consisted of students selected from secondary schools to ensure appropriate counselling interventions. To determine the sample size, Smart Survey Calculator was used and it revealed a sample size of 368. Simple random sampling technique was used to draw a sample of students to participate in the study. The cluster sampling technique was employed in the selection of the schools. The clusters were sub regions of Sebei, Karamoja, Teso, Bugisu and Busoga. For each cluster two schools were randomly selected apart from Busoga region which had three secondary schools selected. The study made use of a structured questionnaire as a data collection instrument for the study i.e., Parenting Styles and Students' Personality Questionnaire (PSPQ). The internal consistency reliability coefficient

alpha for parenting style was .75. The second subscale was the Big Five Personality Inventory with 44 items adapted from John and Srivastava (1999). All the items are scored on a four-point Likert scale from "Strongly disagree to Strongly agree". The subscale has an alpha of .73. The tool was given to four (4) experts in the field of psychology. The results of the pilot as for the raters were; .85,.78,.83,.88 respectively. The CVI for the questionnaire was found to be .83 which was considered adequate enough for data collection (Amin, 2005).

### Data Analysis

The study's research hypothesis stated,  $H_0$ : There is no statistically significant relationship between parenting styles and students' personality in public secondary schools. Data was analysed using descriptive statistics by computation of frequencies, percentages and the means of the responses on each variable. The interpretation of the means obtained was based on the ranking by George and Mallery (2003) as given Table 1.

Table 1

#### *Interpretation of Means*

Mean Range	Interpretation
3.26-4.00	Very high influence
2.51-3.25	High influence
1.76-2.50	Moderate influence
1.00-1.75	Low influence

George and Mallery (2003)

Table 2

#### *Responses on Authoritative Parenting Style*

Items	N	Mean	Std. Deviation
My parents are responsive to my feelings and needs	368	3.02	.927
My parents take my opinions into consideration	368	2.79	.852
My parents encourage me to express my opinions	368	3.01	.782
My parents encourage me to talk about my problems	368	3.19	.915
My parents explain the reasons behind expectations	368	2.81	1.81
My parents provide warmth and understanding when I am upset	368	2.89	.964
My parents consider my preferences when making plans	368	2.97	.851
My parents give me direction and guidance in objective ways	368	3.43	.786
Valid N (listwise)	368		
<b>Overall Mean</b>		<b>3.01</b>	<b>.986</b>

Table 2 provides the responses in the form of means and standard deviations for eight items used to measure the authoritative parenting style. It is evident from the above table that participants reported that parents were responsive to their needs, encouraged their children to express their feelings and challenges at any available time possible. In addition, participants acknowledged receiving guidance from parents. In a nut shell, authoritative parenting style was highly practiced by the parents.

Table 3

*Responses on Authoritarian Parenting Style*

<b>Items</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
My parents tell me what is expected without question	368	2.39	1.014
My parents use punishment as a way of disciplining me	368	2.66	1.105
My parents explode in anger when a misbehaviour occurs	368	2.64	.971
My parents argue with me for a misbehaviour	368	2.45	1.09
My parents use criticism to make me improve on behaviour	368	2.71	1.02
My parents punish me by withholding emotional expressions	368	2.36	1.03
My parents think that it is for my own good if I am forced to conform to what they think is right	368	2.59	1.08
My parents communicate their expectations of me, and could punish me if I don't meet their expectations	368	2.69	1.037
Valid N (listwise)	368		
<b>Overall Mean</b>		<b>2.22</b>	<b>.915</b>

Table 3 presents the means and standard deviations for eight items that were used to measure the authoritarian parenting style as the second dimension of parenting styles. The most striking features of the authoritarian style reported were that parents used punishment as a means of handling child misbehaviour, using criticism to enhance behaviour and forcing children to conform to the family norms. On the overall, it is noted that the use of authoritarian parenting style was moderate ( $M = 2.22$ ;  $SD = .915$ ).

Table 4  
*Responses on Permissive Parenting Style*

<b>Items</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
My parents state punishments but do not follow them	368	2.24	.952
My parents rarely give me guidelines for my behaviour	368	2.87	1.075
My parents believe that children should have a say in the family as often as the parents do	368	2.89	.977
My parents allow me to decide most things for myself without a lot of direction from them	368	2.12	1.100
My parents believe that it is for my own good if I am left to do whatever I feel like doing	368	1.78	.895
My parents do what the children want in the family most of the time	368	2.48	.976
My parents are not sure of how to solve my misbehaviour	368	1.83	.970
My parents withhold criticism whenever I act contrary to their wishes	368	2.25	.974
Valid N (listwise)	368		
<b>Overall Mean</b>		<b>2.30</b>	<b>.990</b>

In Table 4, there were eight items measuring permissive parenting style as the third dimension of parenting styles. It is evident from the results that under the permissive parenting style parents rarely provided guidelines, children made decisions on family affairs and that parents withheld criticisms regarding the behaviour of their children. Generally, the use of the permissive parenting style was moderate ( $M = 2.30$ ;  $SD = .990$ ).

**Table 5: Responses on Neglectful Parenting Style**

<b>Items</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
My parents do not view themselves as responsible for guiding my behaviour	368	1.93	.987
My parents show no interest in a my activities	368	1.98	.968
My parents do not set rules for my behaviour	368	1.98	.935
My parents show no warmth towards children	368	1.92	.969
My parents do not care for my needs	368	1.81	1.021
My parents are unwilling to provide and maintain protection for me	368	1.83	1.010
My parents provide little or no supervision on the children's activities	368	2.10	.990
There is very minimal communication between me and my parents	368	2.31	1.086
Valid N (listwise)	368		
<b>Overall Mean</b>		<b>1.959</b>	<b>.873</b>

Table 5 provides the means and standard deviations for neglectful parenting style that was measured on an eight item scale. It was reported that parents provided minimal supervision on child activities and very minimal communication with the children though on the overall, the use of the neglectful parenting style was moderate ( $M = 1.959$ ;  $SD = .873$ ).

Table 6  
*Summary of Responses on Parenting Styles*

<b>Response</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Authoritative	365	3.01	.986
Authoritarian	365	2.22	.915
Permissive	365	2.30	.990
Neglectful	365	1.96	.873
Valid N (listwise)	365		

When parenting in an authoritative manner, it's important to pay attention to the children's requirements and feelings, consider their opinions, show empathy and affection when they're upset, let them explain how they feel about a certain behaviour, and encourage them to talk about their problems, explaining

the reasons behind expectations, taking the children's preferences into consideration when making plans, and respecting their opinions.

Table 7

*Responses on Extraversion Personality Dimension*

<b>Items</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Is talkative	365	2.58	1.020
Is reserved	365	2.77	.951
Is full of energy	365	2.74	1.035
Generates a lot of enthusiasm	365	2.59	.984
Tends to be quiet	365	2.66	.983
Has an assertive personality	365	2.71	.961
Is sometimes shy, inhibited	365	2.31	1.046
Is outgoing, sociable	365	2.48	.982
Valid N (listwise)	365		
<b>Overall Mean</b>		<b>2.607</b>	<b>.995</b>

Table 7 provides the means and standard deviations for extraversion as one of the dimensions of measuring student personality. Extraversion was measured using eight items. Based on the mean scores, it is observed that participants reported being talkative, enthusiastic and with full energy to undertake life activities though others equally reported being reserved and quiet. The extraversion personality trait was found to be high ( $M = 2.607$ ;  $SD = .995$ ) among secondary school students.

Table 8

*Responses on Agreeableness Personality Dimension*

<b>Items</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Tends to find fault with others	365	2.11	.930
Is helpful and unselfish with others	365	3.09	1.053
Starts quarrels with others	365	1.79	.985
Has a forgiving nature	365	3.09	1.074
Is generally trusting	365	3.00	1.034
Can be cold and aloof	365	2.25	.991
Is considerate and kind to almost everyone	365	3.13	.911
Is sometimes rude to others	365	2.11	1.024
Likes to cooperate with others	365	3.26	.901
Valid N (listwise)	365		
<b>Overall Mean</b>		<b>2.65</b>	<b>.989</b>

Table 8 shows the respondents' responses on Agreeableness personality dimensions. This was measured using nine items. The participants reported being helpful, forgiving, trustful, considerate and generally cooperate with others so as to achieve life goals. Generally, agreeableness personality trait was found to be high ( $M = 2.65$ ;  $SD = .989$ ) among secondary school students.



Table 9  
*Responses on Conscientiousness Personality Dimension*

<b>Items</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Does a thorough class work	365	2.87	1.002
Can be somewhat careless	365	1.94	.978
Is a reliable student	365	2.95	1.015
Tends to be disorganized	365	1.74	.947
Tends to be lazy	365	1.66	.952
Perseveres until the task is finished	365	2.89	.992
Does things efficiently	365	2.91	.918
Makes plans and follows through with them	365	3.10	.899
Is easily distracted	365	2.08	.882
Valid N (listwise)	365		
<b>Overall Mean</b>		<b>2.46</b>	<b>.954</b>

Table 9 shows the respondents' responses on conscientiousness personality dimensions. This personality trait was measured using nine items. The participants reported making plans on activities to be undertaken, implementing the plans efficiently, persevering and being reliable. This personality dimension was moderate ( $M = 2.46$ ;  $SD = .954$ ) among secondary school students.

Table 10  
*Responses on Neuroticism Personality Dimension*

<b>Items</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Is depressed, blue	365	2.24	.972
Is relaxed, handles stress well	365	2.49	1.058
Can be tense	365	2.50	.919
Worries a lot	365	2.18	.997
Is emotionally stable, not easily upset	365	2.65	1.023
Can be moody	365	2.61	.964
Remains calm in tense situations	365	2.79	.936
Gets nervous easily	365	2.42	.917
Valid N (listwise)	365		
<b>Overall Mean</b>		<b>2.48</b>	<b>.973</b>

Table 10 shows the respondents' responses on neuroticism personality dimensions. The results indicate that participants reported being emotionally stable and remaining calm in tense situations though they could be moody sometimes. On the overall, this personality trait was moderate ( $M = 2.48$ ;  $SD = .973$ ) among secondary school students.

Table 1  
*Responses on Openness to Experience Personality Dimension*

<b>Items</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Is original, comes up with new ideas	365	3.23	.827
Is curious about many different things	365	2.69	.935
Is ingenious, a deep thinker	365	2.89	1.012
Has an active imagination	365	3.07	.883
Is inventive	365	2.61	.906
Values artistic, aesthetic experiences	365	2.85	.939
Prefers doing routine activities	365	2.99	.973
Likes to reflect, play with ideas	365	2.65	.921
Has few artistic interests	365	2.50	.962
Is sophisticated in art, music, or literature	365	2.86	.976
Valid N (listwise)	365		
<b>Overall Mean</b>		<b>2.83</b>	<b>.934</b>

Table 11 shows the respondents responses on openness to experience personality dimensions. This personality dimension was measured using ten items. The participants reported being able to generate new ideas through engaging in deep thinking and having an active imagination though engaged on some routine activities. This personality dimension was high ( $M = 2.83$ ;  $SD = .934$ ) among the secondary school students.

Table 12  
*Summary of Responses on Personality Dimensions*

<b>Response</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Extraversion	365	2.61	.995
Agreeableness	365	2.65	.989
Conscientiousness	365	2.46	.954
Neuroticism	365	2.48	.973
Openness	365	2.83	.934
Valid N (listwise)	365		

Table 12 provides a summary of responses on the five personality dimensions. It is observed that openness to experience, agreeableness and extraversion personality dimensions were the most common personality characteristics among secondary school students in Eastern Uganda. Neuroticism personality dimension was low implying that students in public secondary schools were emotionally stable. This means that the students' positive personality traits of openness to experience, extraversion, agreeableness and low levels of neuroticism contributed to an increase on the quality of life among students in public secondary schools. The table also shows that there were low levels of conscientiousness among public secondary school students in Eastern Uganda.

Table 13

*Correlations Analysis between Parenting Styles and Students' Personality*

Variables	Correlation	Parenting Style	Student Personality
Parenting Style	Pearson Correlation	1	.283**
	Sig. (2-tailed)		.000
	N	365	365
Student Personality	Pearson Correlation	.283**	1
	Sig. (2-tailed)	.000	
	N	365	365

\*\* . Correlation is significant at the 0.05 level (2-tailed).

Results in Table 13 indicate the relationship between parenting styles and student personality. The relationship is observed to be weak in the positive direction and is statistically significant ( $r = .283^{**}$ ,  $p < .000$ ). A weak relationship between parenting styles and students' personality indicates a weak likelihood of a change of one variable when the change in another takes place. Therefore, the hypothesis was rejected.

### Discussion of Results

Considering all the mean values shown in Table 2, it was found that the average statistical mean for all the responses under the authoritative parenting style was 3.01, indicating a high level of agreement which indicating high influence of the authoritative parenting style. Anupam and Tripathi (2017) observed that possessing warmth, enforcing fair and consistent discipline and encouraging freedom are all traits of parents who are in control of their children. In addition to other traits, children raised with an authoritative parenting approach tend to be more resilient, cooperative, confident, disciplined, achievement-oriented, self-regulated, mature, and responsible (Sulaiman, 2020). The key findings demonstrated that although authoritarian style exhibited the reverse association, authoritative style was related with decreased maladjustment in children. In another study by Niaraki and Rahimi (2013), they observed that children raised by authoritative households have higher levels of life satisfaction than children reared in authoritarian and permissive households. Thus, it can then be concluded that, authoritative parenting style is highly practiced by most parents of secondary school students in Eastern Uganda.

In Table 3, the average statistical mean for all the responses under the authoritarian parenting style was found to be 2.22, which reflects moderate value of the authoritarian parenting style. This result is supported by Jinot (2018) who found that parents who were too strict may not provide enough love and affection to their children, while those who were too permissive may have children who exhibit socially unacceptable behaviour at school. Matejevic et al.'s (2014) results show a propensity for authoritarian parenting, which was linked to a lack of free time for involvement in extracurricular activities. Joseph et al. (2021) observed

that, though authoritarian parenting has got its associated weaknesses, it also helps in moulding children's behaviours. Authoritarian parenting techniques such as severe physical punishment, expressing displeasure and humiliation have a negative impact on children adjustment in all cultures. It can then be concluded that based on the average statistical mean of 2.22, the respondents disagreed, thus use of the authoritarian parenting style was low.

In Table 4, it was found that the average statistical mean for all the responses under the permissive parenting style was 2.30 which reflects moderate practice of the permissive parenting style. Children raised through permissive parenting style are less assertive, attain low cognitive test scores and they are higher on responsiveness and lower on demandingness. Nwune (2021) confirmed that there is a link between elementary school students' academic success and permissive parenting. Similarly, Jinot (2018) observed that parents who are too permissive may have children who exhibit socially unacceptable behaviour at school. Based on the result of the study, as most parents failed to provide guidelines for their children's behaviour and having their children have a say in family as often as the parents do consequently gives the children opportunity to engage in behaviours that sometimes violate the family and school norms. It can be concluded that, though permissive parenting style was not widely practiced by parents, it influenced the students' personality and quality of life in secondary schools in Eastern Uganda.

In Table 5, it was found that the average statistical mean for all the responses under the neglectful parenting style was 1.96 which reflects moderate influence of neglectful parenting style. Berge et al. (2016) examined how parenting styles affected adolescents' substance use and discovered that negligent parenting style was associated with negative substance use outcomes across the board, fewer instances of drinking, friendships with disturbed children, delinquent behaviour, and parental offering of alcohol were all associated with more authoritative parenting styles. In conclusion, some parents provided little or no supervision on the children's activities and that there was very minimal communication between the children and the parents an indication of the use of neglectful parenting style by parents in Eastern Uganda.

In Table 6, In addition to other traits, children raised with an authoritative parenting approach tend to be more resilient, cooperative, confident, disciplined, achievement-oriented, self-regulated, mature, and responsible (Sulaiman, 2020). Conversely, Jinot (2018) found that parents who were too strict may not provide enough love and affection to their children, while parents who were too permissive may have children who exhibit socially unacceptable behaviour at school. Matejevic et al.'s (2014) results show a propensity for authoritarian parenting, which was linked to a lack of free time for involvement in extracurricular activities. Thus, the use of authoritative parenting styles was widely practiced by parents in Eastern Uganda.

Considering the mean values shown in Table 7, it was found that the average statistical mean for all the responses under the extraversion personality

dimension was 2.60 which reflects high possession of extraversion personality trait among students in public secondary schools. In relation to the results of the study, Akhter et al. (2020) discovered that parenting practices in Pakistan had an impact on a child's personality. Infants of families with high and intermediate degrees of authoritativeness were shown to have high levels of extraversion and perfectionism, which indicates that they are typically more energetic, outgoing, and organized. Another study by Reza et al. (2015) affirmed that extraversion and agreeableness personality characteristics were positively linked with psychological health while neuroticism showed a substantial negative association. Consequently, extraversion personality trait was found to exist among secondary school students based on the mean scores and the standard deviations indicated in Table 7.

In Table 8, it was found that the average statistical mean for all the responses under the agreeableness personality trait was 2.64 which reflects high level of agreeableness personality trait among secondary school students. Similarly, Forrester et al. (2016) found differences in the strengths of the relationships between interpersonal and personality characteristics. Ullah (2017) observed that conscientiousness, openness to experience and extraversion qualities positively predicted psychological wellbeing while neuroticism adversely affected it. In relation to the current study, results suggest that, most of the students had a forgiving nature, are helpful and unselfish with others, generally trusting, and are considerate and kind to almost everyone. These were the dominant characteristics of agreeableness personality trait among secondary school students in Eastern Uganda.

In Table 9, it was found that the average statistical mean for all the responses under the conscientiousness personality dimension was 2.46 which reflects a moderate level of conscientiousness among secondary school students. This results are supported by Akhter et al. (2020), who observed that as parental authority increased, children's agreeableness, extraversion, conscientiousness, and openness to experience increased while their neuroticism decreased. It can then be concluded that the items; 'makes plans and follows through with them', 'does a thorough class work', 'is a reliable student perseveres until the task is finished', and 'does things efficiently', were the most commonly exhibited characteristics of conscientiousness personality dimension among secondary school students in Eastern Uganda.

Considering the mean values shown in Table 10, it was found that the average statistical mean for all the responses under the neuroticism personality dimension was 2.48 which indicates moderate influence of neuroticism implying that students experienced moderate levels of depression, are relaxed, handle stress well, do not get nervous easily and remains calm in tense situations.

A study revealed perceived social support from family was a significant predictor of COVID-19, according to Cauhas et al. (2023). Fernandes (2023) demonstrated a link between depression and a poor quality of life. Ullah (2017) found that neuroticism adversely affected psychological wellbeing.

Consequently, the growing significance of controlling and nurturing healthy mental well-being practices cannot be ignored, together with regulations for social withdrawal and infection control measures. Singh and Mangula (2018) observed that general punishment and psychological abuse were significant predictors of depression and recommended that planning depression interventions and consideration of cultural factors is paramount.

In Table 11, it was found that the average statistical mean for all the responses under the openness to experience personality dimension was 2.83 which indicates high levels of openness to experience personality trait implying the students' had high ability; in coming up with new ideas, high levels of creativity, having an active imagination, being inventive, values artistic experiences among the other dimensions. A study by Maddahi et al. (2012) found a positive and significant relationship between an authoritative parenting style and the openness personality trait. The results of this study suggest that positive personality qualities like agreeableness, extraversion, and openness can be fostered in children by parents' parenting strategies and interactions with them. This generally calls for the need for teachers in secondary schools to encourage students to be open by providing them with the freedom to express their opinions as well as creating more opportunities for participation in learning activities.

In Table 13, there is a significant influence of parenting styles and students' personality. Maddahi et al. (2012) found a positive and significant relationship between an authoritative parenting style and the openness personality trait. The results of this study suggest that positive personality qualities like agreeableness, extraversion, and openness can be fostered in children by parents' parenting strategies and interactions with them. Various parenting philosophies have varying effects on children's emotional health and sense of fulfilment, according to research by Qiuzhi et al. (2016). It was revealed that authoritarian parenting views were found to be negatively correlated with emotional stability and social connectivity, but authoritative and permissive parenting philosophies were shown to be positively correlated with overall life happiness. Therefore, it is prudent to assert that though the findings of the study revealed a weak relationship between parenting styles and student personality, parenting styles still exerts an influence on the students personality and as such parents still have a considerable role to play in nurturing their children. Akhter et.al (2020) discovered that parenting practices in Pakistan had an impact on a child's personality. Infants of families with high and intermediate degrees of authoritativeness were shown to have high levels of extraversion and perfectionism, which indicates that they are typically more vivacious, gregarious, and organized.

#### Conclusions and Recommendations

There was a high influence of authoritative parenting style, moderate influence of authoritarian and permissive parenting styles and very low influence of neglectful parenting style on the students' quality of life in secondary schools in Eastern Uganda. The overall mean scores for the student's personality traits of extraversion, agreeableness, conscientiousness, neuroticism and openness to

experience were high. It is recommended that parents adopt authoritative parenting style such that they nurture healthy personalities of students. The results of the study provide the opportunity of educating families regarding awareness on the parenting styles and students' personality traits in secondary schools. As the results of the study revealed moderate mean scores in all the five personality dimensions, it is recommended that teachers and parents play a key role in shaping the students' personalities in secondary schools. Lastly, there is need for the school counsellors and teachers to put in place efficient psychosocial support systems to facilitate good personality.

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