THE RELATIONSHIP BETWEEN PERCEIVED PARENTING STYLES AND

PERSONALITY DEVELOPMENT AMONG YOUNG ADULTS IN GREECE: A

CROSS-CULTURAL COMPARISON WITH THE GHANAIAN POPULATION OF

EMERGING ADULTS.

By

UBERTA NARKIE ADDO.

A thesis submitted in partial fulfillment of the

requirements for the degree of

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THESIS APPROVAL

"The Relationship Between Perceived Parenting Styles and Personality Development Among Young Adults in Greece: A Cross-Cultural Comparison with the Ghanaian Population of Emerging Adults" a thesis prepared by Uberta Narkie Addo in partial fulfillment of the requirements for the Master of Arts degree in Applied Child and Adolescent Psychology was presented ____, 2024 and was approved and accepted by the thesis advisor, internal examiner and the School of Graduate and Professional Education.

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The concept of parental behavior varies with each geographical region, with culture being one of its biggest influencers. This study explored the relationship between the perceived parenting styles experienced of emerging adults in Greece as compared to the Ghanaian population and personality development, using the Big Five Inventory as the measure of the various dimensions of personality and the Perceived Parenting Style Scale (PPSS) to uncover the parenting styles each individual experienced across the dimensions of authoritative, authoritarian and permissive parenting. It is also meant to shed light on the cultural differences and influences on these variables. A correlational study design was used to determine the correlation between the perceived parenting styles and personality

development among a sample of 127 emerging adults across the Greek and the Ghanaian population. Findings suggested the permissive parenting style to be the most dominant in the Ghanaian culture during the emerging adulthood emphasizing its highest correlation with openness. Among the Greek population, the highest correlation was seen between the authoritarian parenting style and extraversion.

Keywords: *personality development, parenting styles, emerging adulthood, culture.*

UBERTA NARKIE ADDO

PERSONAL INFORMATION

FIELDS OF INTEREST

Child and Adolescent Counseling and Psychotherapy and Applied Behavior Analysis (ABA) for Children and Adolescents.

EDUCATION

Deree – The American College of Greece – Athens, Greece

01/2023 – Present	*MA in Applied Child and Adolescent Psychology*
Significant courses	Child and Adolescent Therapeutic Interventions, Multicultural Perspectives, Learning Difficulties Assessment and Remediation, Principles of Behavior Change
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Fieldwork:

Dynamai | Pallini, Greece | January-July 2024 | Supervisor: Dr. Pelios, BCBA-D Psychologist

Interventions informed by the principles of applied behavior analysis for children with autism spectrum disorder and attention deficit and hyperactivity disorder.

Presbyterian University – Abetefi, Ghana

09/2022 – 10/2022   *Online Course,* Child and Adolescent Psychotherapy

Central University – Prampram, Ghana

02/2018 – 09/2021   BSc Psychology, GPA: 3.84/4.0

- Minor in Sociology

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Dynamai — Athens, Greece

08/01/2024 – Present   *ABA Practicum Trainee*

- Creating educative materials to facilitate the use of PECS for children.
- Scheduled observations and interactive play
- Exercised teamwork by brainstorming creative methods to encourage interaction and participation among children of various functioning and developmental stages and to keep them entertained.

Unicorn Universal – Accra, Ghana

08/2022 – 11/2022   *Freelance Copywriter, Web Designing*

- Creative writing, editing and proofreading product summaries and descriptions and other promotional materials.
- Followed trends in target genre to capitalize on emerging trends.
- Exercised teamwork by brainstorming creative methods to relate content to target demographics.

Central University – Prampram, Ghana

09/2021 – 09/2022   *Teaching and Research Assistant, Department of Social Sciences*

- Assigned, accepted, and graded students' work according to approved marking schemes.
- Assisted faculty members/staff with administrative work, scheduling, and classroom management.
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R.U Café - Accra, Ghana

10/2020 – 07/2021   *Cook/Baker/Owner*

- Designed the business logo, fliers, and menus.
- Created and maintained social media accounts and presence.
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Ghana Red Cross – Accra, Ghana

09/2010 - 05/2014   *Lead Administrator/Volunteer Management/Events Coordinator*

- Collaborated with other departmental heads to organize and lead fundraising events.
- Facilitated training for administrative volunteers, managed local volunteer projects.
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Ghana Girls Guide – Accra, Ghana

09/2010 - 05/2014   *Department Head for Junior Guides*

- Collaborated with other departmental heads to compose and teach educative songs on life skills, principles and values.
- Taught crafts like jewellery making using beads and other materials, crocheting, etc
- Collaborated with other departmental heads to brainstorm creative ways to teach life   lessons in vivo. E.g.; through camping, retreats, etc.

SEMINARS

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SKILLS

Language	English (Native), French (Good), Spanish (Basic), Chinese (Basic), Ga (Proficient), Twi (Very good)
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AWARDS/ACHIEVEMENTS

Graduate Leadership Award   The American College of Greece

International Students Officer   The American College of Greece, Deree

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First Class Honors	Central University
Overall Best Student in the BSc Psychology Department	Central University
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ACTIVITIES

09/2010 – 05/2014	*Girls Guide*, Leader of the Ananse (Junior) Girl Guides
09/2010 – 05/2014	*Red Cross*, Patrol Leader
03/2024 – 07/2024	*Better Days for Strays, Member*

INTERESTS

Swimming, Creative Writing, Event Planning, Painting, Music (singing/song writing), Cooking/Baking, Travelling, Volunteering in Church (Children's ministry/service, ushering, organizing, etc.)

References are available upon request.

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The Relationship Between Perceived Parenting Styles and Personality Development Among Young Adults in Greece: A Cross-Cultural Comparison with the Ghanaian Population of Emerging Adults.

The perception of parenting styles having a significant effect on children's development has persisted over time (Zedan, 2011). Parents are the first and ultimate influence an individual will ever have. In most cases, the home is where individuals spend the bulk of their first years, having consistent and often uninterrupted connection

with parents or guardians (Candelanza et al., 2021; Zedan, 2011). A parent is anyone who gives birth to or fathers a child, is given legal right to raise a child through means like adoption, marriage, etc. or even nonbiologically related individuals who intend to raise a child (Hill, 2017).

The concept of parenting has been seen to be dynamic, complex and even multifaceted encompassing various practices (discipline, morality, etc.), qualities (warmth, etc.) and styles (authoritative, permissive, etc.) to support an individual emotionally, financially, physically and all other aspects relevant to the development of an individual (Laible et al., 2019).

The degree of warmth given and received, security and trust, mutual good affect or response, and other factors vary in the relationship between parents and children (Laible et al., 2019). The phrase "given and received" implies that what a parent offers is not always translated the same when the child receives or experiences it. This is where the term "perceived parenting" comes in, how an individual receives, understands and makes sense of the parenting they experience which can differ from how the parent intended their actions to translate (Laible et al., 2019; Yadav et al., 2021).

Parental socialization has been defined as the influence of parents on their offspring with the goal of, among other things, supporting their physical, mental, emotional, spiritual, cognitive and financial development. At the same time, they help them develop the kinds of behaviors that society expects, like taking responsibility, being independent, and having empathy (Martinez-Escudero et al., 2020).

Theories like Erik Erikson's psychosocial stages of development (Orenstein et al., 2022) highlight individuals' experiences and interactions with parents or guardians, peers, schools and society at large and the relationship or influence they may have on the development of personality across the various developmental stages; from infancy to old age. According to Erikson (1950), each stage of psychosocial development is marked by a unique crisis or obstacle that individuals must effectively navigate to develop a healthy personality (Syed et al., 2017).

For instance, the infancy stage of Trust vs. Mistrust suggests that an individual's ability to trust the world is greatly influenced by the level of care and attention provided by their caregivers, particularly their parents (Carducci et al., 2020; Syed et al., 2017). An individual who receives care and attention regularly is more likely to grow up with optimism and trust in others. However, if an individual is neglected or receives inconsistent care, they could grow to be insecure and distrustful of others (Erikson, 1950).

Similarly, the toddlerhood stage dubbed the Autonomy vs. Shame and Doubt stage suggests that individuals with parents or guardians who support or encourage exploration and independence are often more confident in their own abilities (Syed et al., 2017). On the other hand, an excessively critical or authoritarian parenting style might cause a youngster to feel ashamed and doubtful of their own talents (Carducci et al., 2022).

Bowlby's (1979) attachment theory also highlights how early parenting practices can impact how people approach intimacy and relationships as they transition into

emerging adulthood thus influencing their personality development. For instance,

individuals who have had stable attachments and nurturing parents are more likely to

grow up to have trust, empathy, and effective communication skills—all of which are

necessary for developing close relationships (Bowlby, 1979). Conversely, people who

have grown up with inconsistent or negligent parenting may face challenges related to

trust, intimacy anxiety, or establishing strong relationships (Fraley et al., 2008). These

difficulties may have their roots in earlier phases where unresolved disputes or

unfavorable events molded their views of others and themselves (Bowlby, 1979; Fraley et

al., 2008).

During the emerging adulthood stage, which typically spans from the late teens to

the mid-20s (18 – 29 years old), Erikson's theory states that people experience the

psychosocial crisis of Intimacy vs. Isolation (Erikson, 1950). The focus of this stage is on

establishing personal connections with people while retaining one's identity.

Essentially, the foundation of an individual's personality in their capacity to

create valuable relationships, construct a sense of self, and negotiate the difficulties of

intimacy versus solitude during the emerging adult stage can be influenced by the nature

of their upbringing and the interactions they have encountered throughout their life

(Orenstein et al., 2022). Erikson's theory underscores how different parenting styles,

ranging from nurturing and supportive to authoritarian or neglectful, can significantly

impact a child's personality development by influencing how they navigate and resolve

the challenges presented in each stage of psychosocial development (Erikson, 1950; Syed

et al., 2017).

According to Baumrind's Pillar Theory, an individual's behavior as they mature and socialize with new individuals is closely correlated with the parenting style used which implies that the perceived parenting experience of an individual has significant effects on their development (Candelanza et al., 2021). After simultaneously studying different populations of parents and recording their differences across various dimensions, Baumrind concluded that there were three major types of parenting styles that were consistent through the lives of "children" (this word is used loosely to mean the offspring of an individual either by birth, adoption, etc. and not specifically an individual below adolescent years) and parent-child relationships. These parenting socialization styles include authoritative (warmth and strictness), authoritarian (strictness and no warmth), and permissive (warmth and no strictness). However, later studies introduced a fourth type of parenting; uninvolved (no warmth, no strictness) (Maccoby et al., 1983).

The authoritarian parenting style is characterized by strict rules, high demandingness and low responsiveness, shaming, mistrust, unwillingness to negotiate, and impatience with misbehavior among others (Baumrind, 1971). Authoritarian parents are more controlling and emphasize deference to authority (Baumrind, 1966). They are very demanding, harsh, and cold in speech and in character, and they always find fault with their offspring. Parents in this category are less hospitable and caring, incorporate intense strict rules with no negotiation around them, and employ harsher modes of punishment (Baumrind, 1966).

Authoritarian parents discourage general expression (of feelings, thoughts, and opinions) and individuality or uniqueness. They do not tolerate their authority being opposed or challenged as they believe in "obedience without question or complaint".

Speaking up for oneself is often recognized as "talking back" which is a punishable offense from their perspective (Baumrind, 1972; Power, 2013). Authoritarian parents, despite their outward harshness, genuinely care about their children and are convinced that this is the best approach in raising them to be respectable members of society (Baumrind, 1966).

Parents in this category are known to hold impractical expectations for their offspring, with limited tolerance for mistakes. Consequently, individuals raised by this style struggle with lower self-esteem, score high on neuroticism, indecisiveness, struggle with self-control, and have a stunted social skill set. However, they are very obedient, follow rules and relate well with authority (Baumrind, 1991).

In contrast, permissive parents assume more of the friend role than the parent role. They "go with the flow," are incredibly amiable and accommodating, and are forgiving of misbehavior. They don't impose structures or regulations that could annoy or disappoint their offspring; instead, they let them do as they like. With this kind of parenting, the child has the freedom to choose what they want to do, how they want to do it, and when they want to do it. Individuals on the receiving end of this parenting approach are encouraged to be themselves and express themselves without many, if any, restrictions and expectations (Baumrind, 1966; Baumrind, 1971; Sanvictores et al., 2022). Individuals brought up in this manner typically have a greater tendency toward egocentrism, impulsivity, a need for instant pleasure, poor social skills, troubled relationships, and frequent outbursts. They find it difficult to connect with others who hold opinions that diverge from their own (Baumrind, 1966).

Authoritative parenting rests in the balance between the authoritarian and permissive parenting styles. Authoritative parents tend to develop close, nurturing relationships with their offspring. They hold high and practical expectations for their offspring while offering proper guidance to help them navigate the difficulties they may face (Baumrind, 1966). Authoritative parents welcome and encourage the expression of their offspring, providing clear and sufficient explanations behind their actions. They also allow their offspring to contribute to goal and expectation setting (Sanvictores et al., 2022). Despite their lofty expectations, they remain sensitive to their offspring's emotional needs, encouraging independence while remaining supportive and responsive.

Authoritative parents hold themselves ultimately accountable for their child's actions, even as they place a strong importance on the development of autonomy and self-direction (Steinberg et al., 2018). Individuals raised in this way typically have higher levels of contentment, independence, greater social skills, and lower neuroticism scores. They are better behaved, more independent, and have higher academic achievement and satisfaction (Baumrind, 1966).

Uninvolved Parents are usually absent; while typically staying out of their child's life, they provide for their fundamental requirements. They often have little to no knowledge about their children's lives. They are nonchalant, indifferent, and unresponsive, providing neither structure for everyday life nor disciplinary methods (Baumrind, 1991; Sanvictores et al., 2022). Individuals brought up in this manner typically exhibit low self-worth, participate in drug misuse, and have elevated neuroticism. (Cherry, 2021). They also grow up to be even more resilient, resourceful, and self-sufficient than others raised by other parenting styles out of necessity—the need

to survive (Sanvictores et al., 2022). However, the uninvolved parenting style as a variable will not be assessed in this study as it is irrelevant to the aim of this research.

Parenting skills can be inherited or learned; some parents derive their parenting skills from their parents, who also adopt theirs from their parents, creating a generational chain of specific parenting types that are either culturally or socially seen as suitable to raise an individual. (Huang et al., 2019). These perceptions and skills are preserved when the individuals raised by these parenting types grow up to be successful, decent, responsible, and respectable members of society according to the acceptable standards in that society. Unique parenting styles can also be the result of consequence or preference. When a person is raised with a particular parenting style that they did not appreciate or find beneficial, some may try to break the generational cycle by adopting an alternative approach that they think would be more effective. But this is subjective and based on how each person perceives and comprehends the parenting techniques employed in their upbringing.

Within the Ghanaian culture and society, parenting is heavily influenced by traditional values, communalism, community involvement in raising children, respect for authority, spirituality, and methods of discipline (Amankwaa, 2017; Mensah et al., 2017). Findings from studies conducted in Ghana suggest that parenting styles often reflect a combination of authoritative and authoritarian elements (Aryee & Ahiawodzi, 2018; Nyarko, 2020). Ghanaian parents, according to Aryee and Ahiawodzi (2018), tend to be very friendly and receptive, while strongly emphasizing obedience and deference to authority. This combination of warmth and control may foster traits such as agreeableness, conscientiousness, and low levels of neuroticism among Ghanaian youth.

Mensah and Atakro (2018) explored the impact of parenting styles on the personality development of Ghanaian adolescents in their research which emphasized that authoritative parenting, characterized by warmth and high expectations, was positively correlated with traits such as conscientiousness and emotional stability in Ghanaian youth. Furthermore, a study by Agyemang and Ofori (2016) examined the role of parental involvement in shaping the personality traits of children in Ghana and the results revealed that active parental engagement and support were associated with higher levels of self-esteem and resilience among Ghanaian youth.

Additionally, findings from research suggest that parenting practices and cultural beliefs impact parent-child relationships and individual personality development (Aborampah, 1999). Another focus on cultural values and their influence on parental behavior and their effects on personality development in Ghana was observed in a study by Addo and Asante (2019) which emphasized the importance of traditional Ghanaian values such as respect for elders and communal living in shaping personality traits like agreeableness and openness to experience. Ghana's emphasis on extended families and communalism fosters a collectivistic mindset and the emergence of qualities like social harmony, collaboration, and interdependence (Triandis, 1995). To expand, most families in Ghana have their extended families playing a role in raising their children almost as significant as the role the primary caregivers play. The extended family, which includes grandparents, uncles, aunts and cousins is highly valued with an active involvement in raising children (Ansong et al., 2017).

The extended family provides a strong and healthy support system for parents, offering guidance, support and assistance. This collaborative approach to parenting

strengthens children's sense of security and belonging which shapes their personality traits adding on resilience, interdependence and respect for elders (Ansong et al., 2017). This is what contributes to the emotional stability of the youth in Ghana and buffers the intensity and effect of the absence of parental figures (uninvolved parenting) or the absence of warmth within the parental environment (authoritarian parenting) (Gyimah et al., 2015).

Another significant factor that influences the parental practices and individual's specific experiences of these parental practices is spirituality. According to studies, Ghanaian parents frequently incorporate their religious practices and beliefs into their parenting approach (Opare, 2015). Spirituality is seen to impact family beliefs, morality, and behaviors, which affect how children are raised and their emotional development. Regarding methods of discipline, research by Adu-Gyamfi and Amoako (2019) emphasized that discipline in Ghanaian families is typically characterized by a balance of firmness and warmth. This is seen as a way to instill cultural values, respect, and responsibility in children. The methods of discipline utilized in the Ghanaian context rests on a spectrum that ranges from low severity, which can include conversations about the issue at hand, verbal warnings, stares, and so on, to high severity, which can include whipping or beating the individual using one's hands, a belt, a stick or cane or an unconventional tool and so on (Imoh, 2013). Finally, Ghanaian parents may experience stress and anxiety due to a range of factors such as economic challenges and societal expectations. Studies by Nyame and Asante (2018) highlighted how economic instability and cultural pressures can contribute to parental stress in Ghanaian families. Balancing

work, family responsibilities, and societal norms can lead to heightened levels of anxiety among parents, impacting their parenting approaches.

Similarly, the Greek society has been recorded as being more collectivistic, where individuals are seen as indispensable parts of a whole or of larger groups. Family loyalty, conformity to social norms, and the preservation of harmony in interpersonal interactions are all encouraged by Greek culture. It is believed that this kind of value system underlies strict and authoritarian parenting techniques, which emphasize compliance and submission to parents (Olivari et al., 2015). Greek populations have also been found to incorporate their spiritual beliefs into their parental practices which influence the kind parental care they give and depending on whether the receiving individuals carry the same beliefs or values or not (Papatheodorou, 2012). In terms of discipline methods, Greek parenting tends to emphasize respect for authority and elders. Research by Giakoumaki and Tsoli (2015) indicated that discipline in Greek families often involves clear rules, consistency, and an emphasis on obedience. Discipline is viewed as a means to instill values and ensure children grow up with a sense of responsibility and respect. The methods of discipline utilized by the Greek society according to research, fear tactics and exaggerated stressors Greek parents have been divided into four categories namely authoritarian, authoritative, permissive, and strict –which is a combination of the authoritarian and authoritative parenting styles (Antonopoulou et al., 2012).

Georgiou et al. (2013) conducted a seminal study in which the effects of permissive, authoritarian, and authoritative parenting styles on the personality development of Greek adolescents was assessed. The study discovered a positive correlation between higher levels of conscientiousness and agreeableness in teenagers

and authoritative parenting, which is defined by high responsiveness and strong demands. Authoritarian parenting, however, was associated with higher levels of neuroticism and lower openness to experience. These results were supported by additional research conducted in 2014 by Papageorgiou and Costantini, who found that individuals raised in authoritative homes exhibited greater social skills and higher self-esteem. This study also emphasized the drawbacks of permissive parenting, which is defined by low expectations and great responsiveness. It was discovered that children from permissive homes were less diligent and more impulsive.

A more recent study by Koutra et al. (2016) built on these findings by exploring the role of cultural factors in the relationship between parenting and personality. The study suggested that traditional Greek values, which emphasize family cohesion and respect for authority, may moderate the effects of parenting styles on personality development. Specifically, study results implied that the negative effects of authoritarian parenting on personality were less pronounced in families with strong cultural adherence. Additionally, Mylonas and Petrou (2018) looked at the long-term impacts of early parenting on adult personality traits in a longitudinal study. The study tracked a group of Greek children from infancy through adulthood and discovered that early exposure to authoritarian parenting was linked to higher levels of extraversion and emotional stability in later life. However, a higher degree of anxiety and introversion was associated with early exposure to authoritarian parenting.

Recent studies have coined a new parental socialization style called strict; the combination of parental warmth with parental strictness suggesting that the mix of authoritative and authoritarian (Olivari et al., 2015). A study utilizing a sample including

619 emerging adults (19 – 35 years) across Europe and other countries found the

permissive parenting to be the optimal parenting socialization style (Martinez-Escudero

et al., 2020) with the authoritative parenting style closely behind it, scoring almost as

high as the permissive parenting style on psychosocial development (especially in regards

of self-esteem and academic performance). This study was among other studies that have

begun to question the benefits of parental strictness (Calafat, et al., 2014; Martinez-

Escudero, et al., 2020).

A study by Calafat et al. (2014) exploring the various parenting styles across the

ages of 11 – 19 suggests that the permissive parenting style is just as effective as the

authoritative parenting style. Results from this study show the permissive parenting style

scoring higher than the authoritative parenting style in influencing higher self-esteem and

academic achievement among the youth as well as decreasing substance use and the rate

of personal disturbance. It also states that permissive parents are just as protective as

authoritative parents. Other studies suggest that any of the parenting styles could yield

positive results if combined with an authoritative parenting style and that only relying on

the authoritarian parenting style drastically reduces or negatively impacts the life

satisfaction of the child (Lavric, et al., 2020).

Results from a study by Parra et al. (2019) suggests that the most beneficial

parenting styles for individuals in the emerging adulthood stage of development are the

permissive and authoritative parenting styles, with the authoritarian parenting style being

closely related to psychological distress. This study factors in the influence of culture;

especially the European collectivistic cultures like Greece where the children are said to

view themselves as mature and independent while reliant on their parents financially and

for housing among other responsibilities that would usually be attached to being an independent adult. The findings from another comparative study on parenting styles in Greece and other European countries investigating parenting styles against the wellbeing of their offspring indicated that the authoritative style was linked to fewer maladjusted children, whereas an authoritarian style demonstrated the opposite relationship (Delvecchio et al., 2020).

Employing the Parenting Styles and Dimensions Questionnaire (PSDQ), another comparative study conducted across Greece and other European countries measured the influence of the parenting styles of mothers and fathers separately unlike other researchers that grouped them as "parents". Results from this research reveal Greek parents as being more permissive than other European countries. However, it found more males recording accounts of their parents being either authoritarian or permissive than females (Olivari et al., 2015). A longitudinal study explored if and how far the effects of perceived parenting styles extend into the life (up to the young adulthood stage of development) and personality development of an individual (Camia et al., 2021). Findings from this study suggest that parents who are warmer and more positive (permissive and authoritative) strongly impact the lives of their offspring and improve parental relationships. This research followed the lives of 118 individuals from age 17 to age 32 to produce these astounding results.

Other studies found the long-term and short-term patterns among adolescents and adults to be similar in how parenting styles influence various aspects of personality development. Results suggested that permissive parenting was related to equal or even better socialization outcomes than authoritative parenting, whereas authoritarian and

neglectful styles were associated with the worst socialization outcomes (Garcia et al., 2019). Findings from another study by Garcia et al. (2018) are consistent with the theory that, at least when it comes to raising teenagers without an antisocial inclination, the permissive parenting style is more efficient/effective than the authoritarian parenting style within European countries. Permissive and authoritarian parenting were recorded as being equally beneficial for all the outcomes examined in young adults with antisocial tendencies.

Parental techniques are responsible for building behavioral patterns among individuals. Personality is shaped by the continuity of these behavioral patterns across time. Personality development can be defined as the consistent evolution of relatively permanent patterns of behavior. It is the process through which a person's distinct personality develops over time, often influenced by one's environment, culture, and others. It consists of the ordered thought and behavior patterns (Donnellan et al., 2015).

The concept of personality is widely defined through the Big Five Inventory of personality traits. It divides personality into five dimensions that encapsulate the various characteristics found in the abyss of personality, namely, openness, conscientiousness, extraversion, agreeableness, and neuroticism, commonly known as OCEAN (Lim, 2020). According to the Big Five Model, personality traits all lie on a spectrum, and as such, people are rated on a scale with two extremes. A high score on openness to experience is characterized by an individual's willingness to try new things, creativity, one who is widely read and can envision hypothetical or abstract scenarios. A low score on the other hand is characterized by predictability, one who is unimaginative, conventional and resists change among other things (Cherry, 2023; John & Srivastava, 1999).

Individuals with high scores on conscientiousness are disciplined, organized, attentive to detail, prefer schedules and are competent, among others. Meanwhile, a low score on conscientiousness refers to one as incompetent, impulsive and careless with poor time management and one who often procrastinates among other things (Cherry, 2023). Individuals with high scores on extraversion are said to be sociable yet impulsive with a love for attention. They are outgoing individuals who draw their energy from being around others while people with low scores on extraversion tend to prefer solitude, avoid being the center of attention and are often drained by social interactions (Cherry, 2023; Lim, 2020).

Individuals who score high on agreeableness are described as empathetic, altruistic, and helpers (seeking to help others and to contribute to the happiness of those around them) while those who score low tend to be skeptical and manipulative with no real interest in the lives or well-being of others (Cherry, 2023). Neuroticism describes the total emotional state of an individual. A high score here describes one as a worrier (who often feels anxious and stressed a lot) and vulnerable with bursts of dramatic mood shifts that they struggle to control. On the other hand, a low score describes a person to be content and emotionally stable (Cherry, 2023; John & Srivastava, 1999).

Significance of Study

Most of the research done around parenting styles and personality development have focused more on children and adolescents, with some research exploring the later years of adulthood. This has left gaps in literature as the emerging adulthood stage of

development has not been as widely explored as well as what parenting styles persist into these years and the impact they may have. The developmental stage of emerging adulthood has received so little attention that the research that has been done on it often focuses on the subjects' recollections of their prior experiences rather than fully addressing their present reality. Most of the research done around parenting styles and personality development are usually measured against variables like academic performance, and alcohol or substance use. Most of the questionnaires available in this section also ask about the respondent's prior experiences. This study aims at exploring these areas to contribute to research gathered around this developmental stage and increase awareness. Hopefully, the results of this study trigger the interest of others to further investigate this developmental stage in their cultural contexts, etc., and to see its relevance.

This research seeks to explore the relationship between the active parenting styles in present-day Greece and Ghana and the personality development of their offspring, not only to establish relationships, but to explore the differences across these two cultures. It will also be relevant in predicting future behaviors and showing how personalities and behaviors can be well-shaped to suit healthy livelihood. Research by Metwally (2018) made use of the Big Five Inventory (BFI) personality test and the Parental Authority Questionnaire (PAQ) parenting test in their data collection process. However, they intended to find the correlation between parenting styles and personality traits among adolescents. Upon further research, it has become evident that the influence of perceived parenting socialization styles on the personality development of individuals extending into the emerging adulthood stage of development among the Greek and the Ghanaian

population, to explore their cultural differences and similarities and the role that plays in parenting and personality, has not been sufficiently explored.

Research Question

Are there differences in perceived authoritarian parenting styles between emerging adults in Greece and Ghana, and how do these differences correlate with the five dimensions of personality traits measured by the Big Five Inventory within each cultural context?

Hypotheses

Hypothesis 1:

H_0: There is no significant relationship between perceived authoritarian parenting style and the personality development of emerging adults in Ghana and in Greece.

H_1: Emerging adults in Ghana raised under the authoritarian parenting style will exhibit higher levels of neuroticism compared to the emerging adults in Greece raised under the authoritarian parenting style.

Hypothesis 2:

H_0: There is no significant relationship between perceived authoritarian parenting style and the personality development of emerging adults.

H₁: Emerging adults in Greece raised under authoritarian parenting styles will exhibit higher levels of conscientiousness compared to those raised under permissive or authoritative parenting styles.

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Hypothesis 3:

H₀: There is no significant relationship between perceived permissive parenting style and the personality development of emerging adults.

H₁: Emerging adults in Ghana raised under permissive parenting styles will show higher levels of extraversion compared to those raised under authoritarian or authoritative parenting styles.

Hypothesis 4:

H₀: There will be a significant difference between agreeableness levels and parenting styles among emerging adults in both Greece and Ghana.

H₁: Emerging adults raised under authoritative parenting styles will exhibit high levels of agreeableness in both the Greek and Ghanaian populations.

II. METHOD

Participants

The target sample for this study was focused on young adults in Greece and in Ghana between the ages of 18 – 29 years old. This population was chosen because the researcher wanted to measure the full effect of the various parenting styles on the personality development of these young adults. This population was selected also because this relationship between the various parenting styles and personality development have been extensively researched amongst adolescents and preschoolers, however, not enough data has been gathered amongst emerging adults.

The exclusion criteria for participation were individuals who fell outside of the age requirements mentioned in the questionnaire, as well as individuals who were neither Greek nor Ghanaian. Also, individuals with no knowledge of the English language were unable to participate as the questionnaires used was delivered in English. This research utilized a non-probability sampling technique to gather participants, specifically convenience sampling.

The expected sample size for this study was around 50 participants per geographic group. As a quantitative study, a larger sample size produces statistically representative data that makes it easier to generalize the findings to the target population (Norwood, 2010). Questionnaires were distributed to over 200 participants and 127 were received.

Procedure

Using a non-probability form of convenience sampling technique, participants were recruited through social media (WhatsApp, Facebook, Instagram, LinkedIn and

Snapchat), referrals, emails, and word-of-mouth. Quantitative data was collected via an anonymous and self-administered online survey (Appendix C, D & E) distributed via email and the various social media platforms listed above among emerging adults between the ages of 18 – 29 years old across Greece and Ghana. Data collection occurred over a 29-day period from May 13th, 2024, until June 10th, 2024.

The questionnaire began with an informed consent *(see Appendix* A) that gave the participants some understanding of the research and the choice to willingly take part, after which their consent was sought. In this informed consent, participants will also be reassured of the confidentiality of their results. The total questionnaires consisting of both instruments took about 10–15 minutes to complete. After this, there was a debriefing *(see Appendix B)* to provide participants with a full explanation of the hypotheses being tested. Though there was no use of deception, information was withheld to avoid influencing the responses of participants, hence, the debriefing statement.

Additionally, approval for this study was granted by the Institutional Review Board at the American College of Greece (Appendix F), prior to the start of data collection. The survey briefly identified the constructs measured, and participants were informed that the study's purpose was to explore the relationship between perceived parenting styles and personality development among emerging adults across Ghana and Greece.

Materials

Quantitative data was collected in the form of a close-ended self-designed survey

instrument that merged items from two separate standardized scales pertaining to the

perceived parenting styles of emerging adults and the personality development of said

emerging adults. The survey included all ten items of the Big Five Inventory, BFI-10

(John, 1998) and 30 items from the Perceived Parenting Styles Scale, PPSS (Yadav et al.,

2021).

Demographics

Participants were given a socio-demographic questionnaire that collected relevant

information about their age, gender, nationality, highest level of education attained, and

the highest educational level obtained by the participants' parents with data for each

parent collected separately. These questions provided important contextual information

for understanding the participants' backgrounds and aided the data analysis process in

relation to the various demographic factors (Appendix C).

Big Five Inventory-10

The Big Five personality test by Oliver John (1998), a self-administered scale,

was designed to gather data on personality and measure them according to the five

dimensions of personality across the mean age of 20 – 60 years old. These dimensions are

openness (imaginative, creative/ predictable, traditional, etc.), conscientiousness (competent, organized/ impulsive, careless, etc.), extraversion (outgoing, energized/ fatigue, solitude, etc.), agreeableness (modest, forgiving/ skeptical, demanding, etc.), and neuroticism (anxious, insecure/ content, high self-esteem, etc.) which remain relatively static throughout most of one's lifetime with each representing a continuum (Lim, 2020). It originally had 44 items in total but has been abbreviated into 10 items by recent researchers. This abridged version was done for contexts in which participant time is limited (John & Rammstedt, 2006).

The Big Five personality traits have been assessed by the Greek translation of the NEO-Personality Inventory (Panayiotou et al., 2004). It is measured on a 5-point Likert scale ranging from 1- strongly disagree to 5- strongly agree. Some of the items on the questionnaire included "I see myself as someone who is reserved" and "I see myself as someone who tends to find fault with others". However, some research would argue that the BFI might not fully capture all the subtleties of a person's personality, and some people do not think the model adequately depicts their distinctive characteristics neither does it include the influence of culture among other things.

The NEO-Personality Inventory is originally a 240-item version of the Big Five Inventory that has been standardized and validated across other languages including Greek. Like the BFI, it assesses and explains personality across five dimensions, openness, conscientiousness, extraversion, agreeableness, and neuroticism suitable for ages 12 to 99 years old (Costa et al., n.d.). However, this instrument was not implemented in this study because of the difficulty of use by the researcher and the lack of convenience for the participants with the instrument being so large.

All five dimensions of the BF1-10 are scored separately with items R5 and 10 assessing openness, items R3 and 8 assessing conscientiousness, items R1 and 6 assessing extraversion, items 2 and R7 assessing agreeableness and items R4 and 9 assessing neuroticism, R = reverse scored, items with R before them are reverse-scored (Kankaras, 2017).

Psychometrics of the BFI. The evidence of convergent validity is provided by the correlation between the BFI-10 and measures of psychological well-being and its dimensions, as well as subjective well-being measures such as happiness and life satisfaction. Given that the extra-short scale was assessed with two items per factor—albeit significantly less than with the instruments with numerous items—internal consistency was found to be acceptable (Balgiu, 2018). The elements Extraversion, Agreeableness, and Neuroticism were modified from the original structure, and the confirmatory factorial analysis (CFA) showed a five-factor structure that was identical to the original. When evaluating personality, it is strongly recommended that the BFI-10 be accompanied and correlated with other tests (Balgiu, 2018).

Perceived Parenting Style Scale (PPSS)

This scale explores and assesses the views of individuals about the behavior of their parents in relation to the kind of socialization or parenting they received (Yadav et al., 2021). This is a 30-item scale that assesses parenting across the dimensions of

authoritative (warmth and strictness), authoritarian (strictness and no warmth), and permissive (warmth and no strictness) parenting (Martinez-Escudero et al., 2020). Some items on the scale are worded positively and scored on a Likert scale from 5 to 1 with the response category being Strongly agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly disagree (1). All three dimensions of parenting are scored separately, with items 1, 4, 7, 10, 13, 16, 19, 22, 25, and 28 assessing authoritative parenting, items 2, 5, 8, 11, 14, 17, 20, 23, 26, and 29 assessing authoritarian parenting, and items 3, 6, 9, 12, 15, 18, 21, 24, 27, and 30 assessing permissive parenting (Divya, 2013). This scale, however, has not yet been used or standardized across a Greek population or a Ghanaian one.

Psychometrics for the PPSS. The Cronbach Alpha coefficient was used to evaluate the validity and reliability of each parenting dimension on this scale. It was discovered that the authoritative style had an Alpha coefficient of 0.79, the authoritarian style had an Alpha value of 0.81, and the permissive style had an Alpha coefficient of 0.86. There is sufficient evidence to support the reliability of each dimension of the perceived parenting style measure. The scale, according to the authors, exhibits both internal consistency and face validity (Davya, 2013).

Research Design

This quantitative study implemented a mixed approach with a cross-cultural comparative design and a correlational design. These research designs seek to establish relationships between two or more variables between two populations without

manipulating any of these variables, as manipulating them would be both difficult and unethical (Cohen et al., 2013; Dempsey et al., 2016). With an addition from the cross-cultural design that allows the researcher to explore and understand how cultural contexts influence behaviors (Berry, 2011) while the correlational design asses the strength and direction of these associations (Cohen et al., 2013). Since the main aim of these research designs align with the main aim of this research (establishing a relationship between perceived parenting styles and personality development between two populations, Greece and Ghana), the researcher believed this to be the best option for this study. Limitations to this design, however, is that the relationship that findings expose is more suggestive than proven since the researcher does not and cannot have full control over the independent variables. Since the dependent variable, personality development, has already occurred it cannot be determined which came first, these approaches confirm an existing relationship between variables but not if one variable is responsible for the manifestation of the other (Bevans, 2023; Cohen et al., 2013).

By gathering data from multiple cultures, the researcher can analyze how factors like cultural norms, values, and practices impact the development of personality traits based on perceived parenting styles (Berry, 2011). This approach helps in identifying cultural variations in the relationship between parenting and personality and provides insights into the universality or cultural specificity of these associations. By including a cross-cultural comparative research design, one can gain a deeper understanding of how culture shapes the development of personality traits through perceived parenting practices in diverse cultural contexts like Greece and Ghana (Berry, 2011).

Plans for Data Analysis

Analyses began with generating the results for the descriptive statistics to ascertain the range and frequency of each research variable. Next, Pearson correlations was used to evaluate the connections between the sample's demographics (age, ethnicity, educational level of participants and their parents), perceived parenting styles (authoritative, authoritarian and permissive), and personality development (openness, conscientiousness, extraversion, agreeableness and neuroticism). After the descriptive analyses, normality was assessed before proceeding to the main parametric tests, the T-test and ANOVA (Bevans, 2020). The t-test and ANOVA have been chosen for the analysis of this study's data because, like the main aim of this research, ANOVA seeks to uncover if there are statistical differences between variables and whether those differences are significant. ANOVA assists with the analysis of the mean difference between two independent variables; however, it cannot identify the statistical groups that differed from one another. The t-test is useful for analyzing and comparing the data of groups that come from different populations (Bevans, 2020). Since all the statistical assumptions were satisfied (normality of data, homogeneity of variance, and independence of observations), the Kruskal-Wallis H test was not necessary to use in place of the ANOVA test or the Wilcoxon-Rank Sum test in place of the t-test.

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III. RESULTS

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Data analysis revealed that none of the study's hypotheses were supported. Pearson's Correlation Coefficients revealed very weak correlations among the variables

with the correlation between Authoritative parenting and Extraversion r (125) = -.92, p

=.63 and the correlation between Authoritarian parenting and Openness r (125) = -.96, p

= .61 within the Greek population having the strongest associations, however, these were

negative associations. The strongest positive association found was a moderately positive

correlation between Permissive parenting and Openness r (125) = .60, p = .60 within the

Ghanaian population. Descriptive statistics, tests of normality and inferential statistics

were utilized for a complete analysis of the data, the results of which are presented

below.

Descriptive Statistics

For the study sample, measures of central tendency and frequency were calculated

using descriptive statistics. Table 1 shows frequency measures for the demographic

factors. A total of 127 (N=127) responses were generated and analyzed. Concerning the

"age" variable, we have information from 127 participants with some missing data

reported. However, not enough data was missing from these reports to consider excluding

them. The average age for this population was 24.57 years old (SD= .61).

Among the participants (N= 127), 97 were Ghanaian representing 76.4% of the

sample with a mean age of 24.6 years old (SD= .57, variance = .33) and 30 participants

were Greek representing 23.6% of the sample with the mean age of 25.90 years old

(SD= .62, variance = .39). Of the 97 Ghanaian participants, 48 (49.5%) were male and 49

(50.5%) were female. Of the Greek participants, 10 (33.3%) were male, 19 (63.3%) were

female, and 1 (3.3%) participant identified as non-binary (See Table 1). The mean score

for the Big Five Inventory, with 123 valid cases and 4 missing reports, was 33.24 (SD =

2.98, variance = 8.86). The average score for the Perceived Parenting Style scale, with

115 valid cases and 12 missing reports, was 82.15 (SD= 8.61, variance = 74.18).

Ghana

With a total of 97 participants (N=97), the mean age for this group was 24.6 years

old (SD= .57, variance = .33). Results showed that the majority of this population

indicated the highest level of education they have obtained to be a bachelor's degree (f

=63, 64.9%) with a mean of 5.21 (SD= 1.01), the level of education obtained by the

fathers of the participants within this geographic group with the most responses was a

master's degree (f = 30, 30.9%) with a mean of 5.04 (SD= 2.14) while most participants

indicated that the highest level of education obtained by their mother was a high school

diploma or equivalent (f = 24, 24.7%) with a mean statistic of 4.23 (SD= 2.42). Pie charts

displaying the highest levels of education obtained by the mothers and fathers of

participants are displayed in Figures 3 and 4.

Greece

With a total of 30 (N=30) participants, the mean age for this population was 25.90

years old (SD= .62, variance = .39). Results show that the majority of this population

indicated that their highest level of education was a master's degree (f = 10, 33.3%) with

a mean of 5.07 (SD= 1.51), the level of education obtained by the fathers of the

participants within this geographic group with the most responses was a high school

diploma or equivalent (f = 27, 43.3%) with a mean of 3.37 (SD= 1.81) while most

participants indicated that the highest level of education obtained by their mother was a

bachelor's degree (f = 10, 33.3%) with a mean statistic of 3.93 (SD= 1.51). Pie charts

displaying the highest levels of education obtained by the mothers and fathers of

participants are displayed in Figures 3 and 4.

Inferential Statistics

Since the total population is greater than 30 (N = 127), normality is automatically

assumed. Independence of responses was also applied since the respondents remained

anonymous and unrelated to one another. Finally, Levine's test of homogeneity of

variance resulted in non-significant scores, p > 0.05 hence we can assume that all

variances are roughly equal, and the assumption is satisfied. Since data normality was

confirmed, further analyses were carried out using parametric testing.

An independent t-test was computed to determine if there was a significant

difference in levels of perceived parenting reported among Greeks and Ghanaians.

Findings showed that that there was no statistically significant difference between Greeks

(M = 83.6, SD 8.1) and Ghanaians (M = 81.7, SD = 8.8) for levels of perceived

parenting, t (113) = 1.00, p = .32. Descriptive statistics for the independent t-testing

among Ghanaians and Greeks are displayed in figure 8.

An independent t-test was also computed to determine if there was a significant

difference in levels of personality development reported among Greeks and Ghanaians.

Findings indicated that there was no statistically significant difference between Greeks

(M = 32.9, SD 2.7) and Ghanaians (M = 33.3, SD = 3.1) for levels personality development, t (121) = -.66, p = .51 (Figure 8).

To assess the statistical differences in mean scores of both variables (perceived parenting and personality development) a one-way ANOVA was computed. Results showed that there was no statistically significant difference between the variables F (33, 79) = 0.67, p = .899. Results for the analysis of variance can be found displayed in figure 7.

Linear Relationships: Pearson Correlation Coefficient

Pearson Correlations

A Pearson Correlation Coefficient was computed to assess the linear relationship between the various parenting styles (authoritative, authoritarian, permissive) and levels of personality development (openness, conscientiousness, extraversion, agreeableness, and neuroticism). Findings indicated a significant positive correlation between authoritative parenting and conscientiousness r (125) = .32, p = .00 and neuroticism r (125) = .21, p = .04), with weak strengths of association. Findings also indicated a negative relationship between authoritative parenting and openness, with a weak strength of association r (125) = -.15, p = .13. Authoritative parenting and agreeableness were found to have no clear relationship between them, with a negative direction r (125) = -.00, p = .98. Finally, authoritative parenting and extraversion showed no apparent association, with a positive direction r (125) = .10, p = .33.

Results from the Pearson's Correlation Coefficient revealed a significant positive relationship between authoritarian parenting and conscientiousness, with a moderate strength of association r (125) = .35, p = < .00. Results also revealed a significant positive relationship between authoritarian parenting and neuroticism, with a weak strength of association r (125) = .27, p =.01. Authoritarian parenting and openness were found to have no apparent association, with a positive direction r (125) = .00, p = .99, while the correlation between authoritarian parenting and extraversion revealed a negative correlation with a weak association r (125) = -.19, p = .07. Finally, authoritarian parenting and agreeableness were shown to have a positive correlation with a weak strength of association r (125) = .16, p = .11 (Table 6).

Results from a Pearson's Correlation Coefficient revealed that there is no apparent relationship between permissive parenting and both agreeableness r (125) = -.05, p = .66 and neuroticism r (125) = -.09, p = .36, with negative directions for both variables. Results also indicated a significant positive correlation between permissive parenting and conscientiousness, with a weak strength of association r (125) = .25, p = .01. Finally, results revealed no apparent correlation between permissive parenting and extraversion, with a positive direction r (125) = .00, p = .97. The general correlations for this study can be seen in table 5.

Greece. A Pearson Correlation Coefficient was computed to assess the linear relationship between the various parenting styles (authoritative, authoritarian, permissive) and levels of personality development (openness, conscientiousness, extraversion, agreeableness and neuroticism) within the Greek population alone. Findings indicated a negative relationship between authoritative parenting and extraversion, with a strong

association, r (125) = -.92, p = .63. Results also revealed a positive correlation between authoritative parenting and conscientiousness with a weak strength of association r (125) = .16, p = .40, a negative correlation with openness with a moderate strength of association r (125) = -.40 and a negative correlation with neuroticism with a weak strength of association r (125) = -.24, p = .90. Finally, results revealed no apparent relationship between authoritative parenting and agreeableness with a positive direction r (125) = .10, p = .96.

A Pearson's Correlation Coefficient between authoritarian parenting against the various personality traits revealed a negative relationship between authoritarian parenting and openness, with a strong association r (125) = -.96, p = .61, a positive correlation with conscientiousness with a weak strength of association r (125) = .10, p = .58, a positive correlation with extraversion with a weak strength of association r (125) = .27, p =.14, a negative correlation with agreeableness with a weak strength of association r (125) = -.20, p = .31 and a negative relationship with neuroticism with a weak strength of association r (125) = .20.

Finally, another Pearson's Correlation Coefficient was run to assess the linear relationship between permissive parenting and the various personality traits. Findings indicated no apparent relationships, with positive directions, between permissive parenting and conscientiousness r (125) = .05, p =.80, extraversion r (125) = .05, p = .80 and neuroticism r (125) =.03, p = .90. Findings also revealed no apparent relationship between permissive parenting and agreeableness with a negative direction r (125) = -.02, p = .90. Lastly, findings indicated a positive relationship between permissive parenting and openness with a weak strength of association r (125) =.20, p =.40 (Figure 2).

Ghana. A Pearson Correlation Coefficient was computed to assess the linear relationship between the various parenting styles (authoritative, authoritarian, permissive) and levels of personality development (openness, conscientiousness, extraversion, agreeableness and neuroticism) within the Ghanaian population alone. Testing authoritative parenting against the various personality traits revealed no apparent relationship with agreeableness with a negative direction r (125) = -.03, p = .97. Findings also indicated a significant positive correlation with a weak strength of association with neuroticism r (125) = .21, p = .04, a positive relationship with a weak strength of association with extraversion r (125) = .10, p = .33, a weak negative correlation with openness r (125) = -.20, p =.13 and a significant negative correlation with a weak strength of association with conscientiousness r (125) = -.32, p = .00 (Figure 1).

A Pearson's Correlation Coefficient between authoritarian parenting against the various personality traits revealed no apparent relationship with openness with a positive direction r (125) = .00, p = .99, a weak negative correlation with extraversion r (125) = -.20, p = .70 and a significant negative correlation with a weak strength of association neuroticism r (125) = -.30, p = .01. Results revealed a significant positive correlation between permissive parenting and conscientiousness with a moderate strength of association r (125) = .40, p < .00 and a weak positive correlation with agreeableness r (125) = .20, pp = .11.

Finally, another Pearson's Correlation Coefficient was run to assess the linear relationship between permissive parenting and the various personality traits. Findings indicated a positive correlation between permissive parenting and openness, with a moderate strength of association r (125) = .60, p= .60, a significant negative correlation

with conscientiousness with a weak strength of association r (125) = -.25, p = .01, no

apparent relationship with extraversion with a positive direction r (125) = .00, p = .97, no

apparent correlation with agreeableness with a negative direction r (125) = -.05, p = .70

and no apparent correlation with neuroticism with a negative direction r (125) = -.09, p

= .40. Descriptive statistics and correlations for all study variables are displayed in Table

5.

Summary of Hypotheses to be Analyzed

H1: Emerging adults in Ghana raised under the authoritarian parenting style will exhibit

higher levels of neuroticism compared to the emerging adults in Greece raised under the

authoritarian parenting style

Table 1: Correlation Between Authoritarian Parenting and Neuroticism

Variables	df	r	p
Authoritarian Parenting (Ghana)	125	.30	.00
Authoritarian Parenting (Greece)	125	.20	.30

N =127, p < .05 [Ghana], p > .05 [Greece]

Findings from this Pearson's Correlation Coefficient indicate that this hypothesis was not

supported.

H2: Emerging adults in Greece raised under authoritarian parenting styles will exhibit

higher levels of conscientiousness compared to those raised under permissive or

authoritative parenting styles.

Table 2: Correlation Between Authoritative, Authoritarian and Permissive

Parenting and Conscientiousness

Variables	df	r	p
Authoritative Parenting	125	.16	.40
Authoritarian Parenting	125	.10	.60
Permissive Parenting	125	.05	.40

N =127, p > .05

Findings from this Pearson's Correlation Coefficient indicate that this hypothesis was not

supported.

H3: Emerging adults in Ghana raised under permissive parenting styles will show higher

levels of extraversion compared to those raised under authoritarian or authoritative

parenting styles.

Table 3: Correlation Between Authoritarian, Authoritative and Permissive

Parenting Styles and Extraversion

Variables	df	r	p
Authoritative Parenting	125	.10	.33

Authoritarian Parenting	125	-.20	.70
Permissive Parenting	125	.00	.97

N =127, p > .05

Findings from this Pearson's Correlation Coefficient indicate that this hypothesis was not supported.

H4: Emerging adults raised under authoritative parenting styles will exhibit high levels of agreeableness in both the Greek and Ghanaian populations.

Table 4: Correlation Between Authoritative Parenting and Agreeableness

Variables	df	r	p
Authoritative Parenting (Ghana)	125	-.03	.97
Authoritative Parenting (Greece)	125	.10	.96

N =127, p > .05 [Ghana], p > .05 [Greece]

Findings from this Pearson's Correlation Coefficient indicate that this hypothesis was not supported.

IV. DISCUSSION

The main objective of this research was to assess the association between the various parenting styles and personality development among emerging adults in Greece and to compare the results with the emerging adults of the Ghanaian population to not only establish relationships but explore the differences between these two cultures. The first hypothesis "emerging adults in Ghana raised under the authoritarian parenting style

will exhibit higher levels of neuroticism compared to the emerging adults in Greece raised under the authoritarian parenting style" was assessed and proven to not be supported. Results from correlations showed that the emerging adults in Ghana exhibit significantly lower levels of neuroticism than the emerging adults in Greece.

This means that emerging adults in Ghana tend to have lower levels of neuroticism compared to their counterparts in Greece. Neuroticism is a personality trait characterized by emotional instability, anxiety, and moodiness. Lower levels suggest that Ghanaian emerging adults are generally more emotionally stable. The correlations being weak indicate that while there are relationships between Ghana and Greece and levels of neuroticism, it is not a strong one. The absence of significance in the results suggests that other factors besides authoritarian parenting and the country of residence might also play significant roles in determining neuroticism levels. A negative correlation means that as one variable increases, the other decreases. In this context, it suggests that being an emerging adult in Ghana is associated with lower levels of neuroticism compared to being an emerging adult in Greece.

The lower levels of neuroticism experienced by Ghanaians compared to Greeks could be influenced by cultural differences, social support systems, and environmental factors. In Ghana, collectivist cultural values that emphasize community, social harmony, and interconnectedness may contribute to lower levels of neuroticism. Additionally, strong family ties and social support networks dominant in the Ghanaian society could act as buffers against stress and anxiety, thus reducing neurotic tendencies (Kpanake, 2018; Oppong, 2013).

Research by Sarfo-Mensah, A., et al. (2020) found that collectivist cultures like Ghana tend to prioritize social relationships and group cohesion, which may promote emotional stability and lower neuroticism levels. Moreover, studies by Osei-Tutu, A. et al. (2018) highlighted the role of extended family systems in Ghana in providing emotional support and reducing psychological distress, potentially impacting neuroticism levels. These cultural and social factors in Ghana may contribute to the observed differences in neuroticism levels between Ghanaians and Greeks among emerging adults.

Overall, these results indicate that cultural or environmental factors in Ghana might contribute to lower levels of neuroticism among emerging adults, but the relationship is not very strong, implying that other variables should also be considered.

The second hypothesis "emerging adults in Greece raised under authoritarian parenting styles will exhibit higher levels of conscientiousness compared to those raised under permissive or authoritative parenting styles" was also not supported. Instead, results revealed that emerging adults in Greece exhibited higher levels of conscientiousness under the authoritative parenting style than any other parenting style. Even though the correlation with authoritative parenting was higher than the other parenting styles in this study, it was a low one. Low levels of conscientiousness that individuals raised under authoritative parenting, which emphasizes being supportive and responsive to the needs of one's offspring even while setting high expectations that are ambitious and realistic, are more spontaneous, reckless and impulsive than they would be being raised under any of the other parenting styles (Baumeister, 2024).

According to Brown et al. (2020), cultural expectations in Greek society regarding family roles and traditions, influence the development of individual conscientious traits. The study suggested that these cultural norms may give precedence to respect for authority and adherence to communal values over individual conscientious behaviors. According to Barber (1996), the high levels of control and scarce emotional support under the authoritarian parenting can lead to increased levels of anxiety and stress which can interfere with the development of discipline and the more organized behaviors present within the conscientious personality trait.

The collectivistic nature of the Greek society characterized by strong familial bonds and where independence is valued, reinforces the positive effects of authoritative parenting on conscientiousness (Georgiou et al., 2015; Mastrotheodoros et al., 2019).

The third hypothesis "emerging adults in Ghana raised under permissive parenting styles will show higher levels of extraversion compared to those raised under authoritarian or authoritative parenting styles" was tested and proven to not be supported. Findings revealed that emerging adults experienced the highest levels of extraversion under the authoritative parenting style with no correlation between this personality trait and the permissive parenting style at all. However, the strength of this association is a very weak one. This suggests that individuals are not necessarily any less or any more sociable, talkative or assertive under the permissive parenting style.

Assertiveness is occasionally viewed differently in Ghanaian society than it is in Western culture. Since Ghana places a strong focus on respect and social harmony, there is a delicate line between being assertive or talkative and being impolite, rude,

disrespectful or ignorant even though assertiveness is praised in many cultures for efficient communication (Dzokoto et al., 2006). This cultural nuance emphasizes how crucial it is to comprehend cultural norms in communication styles because it implies that anything that one culture may view as aggressive may be seen as impolite in another.

There is a word in the Ghanaian local dialect (Ga) used to describe, according to the perception and understanding of extraversion within the Ghanaian culture, the assertive and talkative individual. This word is "onukpaa nii" which directly translates to "grown up stuff" which implies that the trait of being assertive and talkative is one that is socially acceptable for adults to experience and express otherwise you as a young adult or younger is just "in a hurry to grow up" (Gyekye, 1996). This can serve as an explanation as to why, even under the permissive parenting style which emphasizes less rule and structure and more freedom and nonchalance, individuals identify and are careful of that fine line as society's expectations draw them out (Dzokoto et al., 2006).

The final hypothesis "emerging adults raised under authoritative parenting styles will exhibit high levels of agreeableness in both the Greek and Ghanaian populations" was tested and proven to not be supported. Findings indicated that there was no apparent correlation between authoritative parenting and agreeableness within both the Greek and Ghanaian populations. Results for the Ghanaian population revealed a negative direction indicating an inverse effect suggesting that in cases where parents use an authoritative parenting style, which emphasizes setting clear rules and expectations while also being warm, supportive and responsive, their children may exhibit lower levels of agreeableness. This means that the individuals raised in such environments may show less willingness to cooperate, be empathetic, or considerate towards others.

Meanwhile, results for the Greek population showed a positive direction suggesting that even though the authoritative parenting style does not have a significant impact on the development of agreeableness in individuals, when the use of these authoritative practices go up there is a likelihood that agreeableness goes up with it as well. The absence of a clear correlation between agreeableness and authoritative parenting implies that the way parents with this style raise their offspring does not necessarily lead to higher levels of selfishness, lack of empathy or competitive nature among other agreeable traits in those individuals as they grow into emerging adults. The emphasis on community, family dynamics, and social relationships within the Greek culture could potentially overshadow the direct impact of authoritative parenting on agreeableness (Papadopoulous t al.., 2018). Additionally, the influence of extended family networks and strong social support systems in Greek culture might play a significant role in shaping personality traits independently of parenting styles (Nikolaou et al., 2016). These cultural nuances could explain why the relationship between authoritative parenting and agreeableness may not be as pronounced among Greek young adults.

 To satisfy the questions we began this study with, results indicate that there are differences in perceived authoritarian parenting styles between the emerging adults in Greece and in Ghana. Even though these differences are not statistically significant, the differences are seen through the difference in cultures between these two countries.

Authoritarian vs Openness

Among the Greek populations, statistics reveal a strong negative correlation suggesting that parents who are stricter than they are warm do not encourage creativity, active imaginations, and willingness to try new things among other traits that characterize openness. However, results from the Ghanaian population reveal no relationship between these variables suggesting that the willingness of an individual to be more creative and adventurous is not directly linked to a parent who is strict.

Authoritarian vs Conscientiousness

Results from the Ghanaian population reveal much higher levels of correlation as compared to the Greek population. Again, this can be linked to cultural influences like the methods of discipline parents use within each culture to instill discipline and encourage more organized traits and curb other undesired traits. Ghanaian parents use more physical or pain inflicting and fear inducing methods of discipline like whipping or beating with canes, hands, belts and the most unlikely objects. They also use excess domestic assignments and having the individual pose in a painful and uncomfortable manner for long periods of time and so on (Imoh, 2013). An example of this punishment is "the motorcycle" where an individual is made slightly squat with arms stretched out and fists clenched as though on a motorcycle and hang in that position until released.

On the other hand, Greek parents are seen to utilize more intense threats that are often empty or not carried out like "tha se sfakso!" meaning "I will slaughter you or "tha se skotoso!" meaning "I will kill you". They also use fear tactics, and exaggerated superstitions, which with no direct effect to the individual, are less effective in

persuading them to heed instructions that built conscientiousness in an individual (Phillips, 2016).

In both cultures, the individuals on the receiving end of these disciplinary methods have normalized these experiences with some growing up to understand, accept and believe these were necessary for their parents to do with one Ghanaian saying they would have "grown up to become a bad person" without these punishments (Imoh, 2013).

Authoritarian vs Extraversion

Ghanaian authoritarian parents are very restrictive in how much access to the world they give their offspring. Outings that do not contribute to the high standards and expectations they have set for their offspring are either non-existent or rare which over time makes it difficult for these individuals to develop the necessary social skills to encourage traits of extraversion within them (Greenfield et al., 1994; Selin, 2014). However, statistics indicate with a moderate and positive correlation that Greek authoritarian parents are more lenient than Ghanaian parents engage in practices that foster extraversion among their offspring even with their restrictions and expectations in place (Gialamas et al., 2021).

Authoritarian vs Agreeableness

Results revealed an inverse correlation between the authoritarian parenting style and agreeableness within the Greek population of emerging adults. This implies that the more authoritarian the parenting style, the less likely an individual will develop tendencies towards cooperation, kindness and empathy towards others (Baumrind, 1991). This might be the outcome of accumulated stress and anxiety that is often induced by this

strict and controlling parental behavior. Results from the Ghanaian population revealed a weak positive correlation between these two variables. This suggests that there is a slight tendency for individuals raised under authoritarian parenting to exhibit slightly higher levels of agreeableness in their personality. Positive correlation indicates that as the level of authoritarianism in parenting increases, the level of agreeableness in children also tends to increase, albeit weakly. Agreeableness includes traits like cooperation, kindness, and empathy towards others.

Authoritarian vs Neuroticism

Statistical results show that both Greece and Ghana correlate negatively with neuroticism which suggests that these variables progress in different directions, that is, individuals raised under authoritarian practices tend to be less anxious, depressed or sad. The collective nature of these two cultures provides extra support to the individuals under this parenting style that allows them to find comfort or warmth outside of their primary caregivers who are more strict than warm (Ansong et al., 2017; Georgas et al., 2006). These extra supports come in the form of friend groups and more evidently, extended family systems.

Other supports include spirituality; God, ancestors and spirits that people incorporate into their daily lives which greatly influence them. With 71% of Ghanaians and 98% Greeks identifying as Christians and 20% of Ghanaians and 2% of Greeks identifying as Muslim, many find their comfort and hope in Christ and in church or in Allah or ancestors whom they believe are guarding them or other spiritual bodies, which most often than not bring them the warmth and satisfaction that they lack within the

home (Kpanake, 2018) in effect, lowering the chances of neuroticism amongst these groups.

The topic of psychology and mental health does not have such a strong awareness and presence in Ghana which often leads to unrecognized mental struggles. A study by Asare (2022), with the mean age of 15 years old (N = 150), revealed that 25% of Ghanaian youth had knowledge of mental health with only 10% out of that 10% having deeper knowledge of mental health and understanding more severe mental health conditions. This could also be a contributing factor to why levels of neuroticism recorded remain inverse and low.

A research study by Arnett (2000) that explores the period of emerging adulthood and its impact on coping mechanisms in response to negative parenting suggests that the adaptability of emerging adults play a significant role in how they cope with negative or harsh parenting. Emerging adults have the ability to develop coping mechanisms and resilience as they navigate challenging situations. Evolutionarily, this adaptability may stem from the period of emerging adulthood being a time of transition and growth, where individuals are learning to navigate the complexities of the world around them (Arnett, 2000). In terms of coping with negative parenting, emerging adults are seen to be more equipped to handle these challenges due to their developing cognitive and emotional abilities. They can begin to understand their experiences in a broader context and may seek out support from other sources such as peers, mentors, or mental health professionals.

Another contributing factor as to why neuroticism scores recorded are so low and results remain inconsistent with reviewed literature may be because modern authoritarian parenting styles have evolved to be less harsh than traditional authoritarian approaches (Grolnick et al., 2009). Present day authoritarian parents are more inclined to explain rules and expectations to their children, emphasizing communication and understanding all while maintaining control and unrealistically high expectations of their offspring –as characterized by this parenting style –. This shift, validated by recent studies, suggests that a balanced approach incorporating warmth and structure is more effective in individual development (Grolnick et al., 2009). By combining firm boundaries with open communication, modern authoritarian parents aim to instill discipline while maintaining a positive parent-child relationship.

Limitations

One limitation of this study is the insufficient time available to gather a representative sample of participants from one of the geographic locations being assessed, the Greek population. This limitation may have influenced the results, potentially affecting the generalizability of the findings to the broader population in that area. It may also have influenced the validity of comparisons made between these two cultures, Greece and Ghana, as the Ghanaian population gathered and assessed for this study was significantly larger than the Greek population gathered and assessed.

Future Research

Directions for future research may include aiming at allocating more time for participant recruitment, particularly in underrepresented geographic locations, to ensure a more comprehensive and balanced representation across all geographic locations which will improve the chances of generalization. Given the uniqueness of this research's focus, future studies should focus on developing and validating new questionnaires specifically designed to fully capture and assess the relationship between perceived parenting styles and personality development within this developmental stage. This will improve the accuracy and depth of the data collected.

Future researchers should also consider conducting cross-cultural validation studies to ensure that the newly developed questionnaires are applicable/valid and reliable across diverse cultural contexts, such as Greece and Ghana or the specific geographical areas the researcher aims to explore. This will help in understanding the cultural nuances and their impact on the research findings.

It would also be helpful to consider conducting longitudinal studies to examine how perceived parenting styles influence personality development over time and to observe the changes in parental approach as individuals transition from one developmental stage to another. This approach can provide more comprehensive insights into the long-term effects and causal relationships. It may also be beneficial to consider more variables as influences of parental behavior like the level of parental education, socioeconomic status of the family, and so on. Finally, aiming for larger sample sizes in the future to increase the statistical power of the study is also recommended. This will help in detecting smaller effects and provide more robust and reliable results.

Implications for Interventions

Theoretically, this study illustrates how individual personalities are shaped by our unique social environments and relationships. It proves that the environment and the people in it are a crucial part of personality development (Adler, 1912). This study also adds to relevant literature and fills gaps in research as the topic of perceived parenting and its relationship with personality development is severely under researched within this specific developmental stage – emerging adulthood.

This comparative study brings insight into how cultural differences, social support systems, and environmental factors influence personality traits in emerging adults from diverse backgrounds (Gyekye, 1996; Oppong et al., 2015). Understanding these dynamics provides valuable information for developing culturally sensitive interventions and support systems tailored to the specific needs of individuals in these populations.

It also sheds light on the universality versus cultural specificity of certain parenting practices. It can help identify commonalities and differences in how parenting styles shape personality traits across diverse cultural contexts (Amoah, 2017). Moreover, by examining the similarities and differences in perceived parenting styles and their effects on personality development in Ghanaian and Greek emerging adults, researchers can highlight the importance of considering cultural nuances in studies of human development. This type of research can enhance cross-cultural understanding and promote culturally sensitive approaches to supporting the psychological well-being of emerging adults in distinct cultural settings (Gyekye, 1996; Oppong et al., 2015).

The practical implication of this study suggests that people are capable of creating and altering their own personalities, to a considerable extent and not including factors or variables like the environment, predispositions, and unforeseen contingencies that can influence this process, which can predict future behavioral patterns. Correlations reveal the relationships between perceived parenting and personality development making it evident which parenting style encourages specific or desired personality traits which would then advise or inform one's intentional decision on how to then proceed.

V. CONCLUSION

Overall, this study makes unique contributions to our understanding on parenting in relation to the various dimensions of personality assessed by the Big Five Inventory-10 among emerging adults across the Greek and Ghanaian cultures. The findings imply that culture may be one of the major influences on the personality development of individuals regardless of the parental style adopted by their primary caregivers. Correlations from tested hypotheses reveal that even under parenting styles that do not prioritize warmth or responsiveness, collaboration or active parental involvement, independence or expression, emerging adults experience lower levels of neuroticism – are more emotionally stable. This can be seen in the absence of significance among results and the range of correlations being weak or non-existent. This emphasizes the adaptability of individuals as we age and develop more stable and mature emotional regulators that minimize the harsh effects of some parental activities.

Findings confirm that there are more similarities than there are differences between the Ghanaian culture and the Greek culture in how they parent and how individuals perceive this parenting and are affected by it. Most of the difference noted is seen in the intensity of disciplinary methods implemented by each culture with the Ghanaian culture having a more severe delivery of punishments to negatively reinforce desired personality traits. The similarities are also noted in the collective nature of both cultures that prioritize family bonds and respect over individual pursuits. As I grew up and eventually gained this freedom, I became more interested in being at home and surrounded by fewer people than I desired back then. They also share similarities in seeking solace from spirituality; whether that is through God, Allah, ancestors and so on.

This study is relevant to the field of child and adolescent psychology as it creates more awareness and a deeper understanding of how parenting styles influence personality development which provides valuable insights for psychologists working with children and adolescents. Insights from this study inform psychologists working with children and adolescents of the importance of considering cultural factors when assessing and intervening in issues related to personality development. It can also help in tailoring interventions and support systems to better meet the needs of emerging adults from diverse cultural backgrounds, ultimately enhancing the effectiveness of psychological services in applied child and adolescent psychology (Bornstein, 2012; Garcia Coll et al., 1996).

Personal Remarks and Reflections

I was raised in a mostly authoritarian household and as strict as it was, the environments you are placed in allow you to dream big beyond the expectations your parents hold for you and experience life. These environments include boarding schools, university hostels, and so on which allow you to meet people from diverse backgrounds. Personally, I was less open and extroverted before I experienced these environments where I met adventurous and extroverted people that influenced me and gave me experiences that altered my mindset and personality. When the pressure from experiencing this parenting style became intense, I found comfort in church with the Lord and fellow Christians and from friends I made from hostels and boarding schools. These experiences align with the literature that suggests that individuals find warmth and

satisfaction from spirituality among other things which leads to lower levels of neuroticism among the Ghanaian population (Kpanake, 2018).

One thing I noticed within the Ghanaian culture is that the more freedom you have the less you are interested in doing. I noticed most of the people I knew who had parents who were more lenient, giving them the freedom to explore and express themselves, were more reserved or less extroverted than the people I knew, including myself, who had more restricting parents. As I grew up and eventually gained this freedom, I became more interested in being at home and surrounded by fewer people than I desired back then. This experience falls in alignment with the results for the third hypothesis tested in this study which revealed no evident relationship between permissive parenting and extraversion.

I was surprised by the inverse correlation between authoritative parenting and agreeableness because the Ghanaian culture, from my experience, thrives on teaching children to place the needs of others – specifically family – before their own and to be empathetic which in turn increases conscientiousness in a more general sense than on an individual level. The literature presented in this study and the second hypothesis tested aligns with my experience with the Greek population regarding the development of conscientiousness on an individual level. I witnessed this among my Greek friends who centered everything around family and appeared disorganized and less enthused when it came to their lives and the things they had to do.

Generally, most of the results gotten from this study was surprising to me as they were contradictory to the experiences I had growing up and from the results gotten from a

similar study conducted on university students in Ghana (Addo, 2021). Pondering this, I considered the adaptability of individuals and social knowledge – the changes that have occurred over the years. Research suggests the possibility that individuals have adapted to the negative effects of the parenting they received like I can say I did.

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LISTS OF TABLES

Table 5.

Measures of Frequency for Demographic Variables

Variable	n	%	Cumulative %
Gender			
Male	58	45.7	45.7
Female	68	53.5	99.2
Non-binary	1	.8	100.0
Age			
18 – 21 yo	11	8.7	8.7
22 – 25 yo	71	55.9	64.6
26 – 29 yo	45	35.4	100.0
Ethnicity			
Greece	30	23.6	23.6
Ghana	97	76.4	100.0
Total	127	100	

Table 6.

Descriptive Statistics and Pearson Correlations for Study Variables

Variable	n	M	SD	1	2	3	4	5	6	7	8
1. Authoritative Parenting	127	3.60	.62	-			-.14	-.19*	.05	.30	.11
2. Authoritarian Parenting	127	2.50	.70		-		-.13	.286**	-.08	.09	-.23**
3. Permissive Parenting	126	2.22	.65			-	.08	.208*	.01	-.04	-.08

Variables	n	M	SD						
4.Openness	126	3.78	.71	-.14		-	.06	-.07	.14	.10
5.Conscientiousness	127	2.98	.91	-.19*			-	-.11	.06	-.50**
6.Extraversion	127	3.34	.54	.05				-	-.08	.08
7.Agreeableness	127	3.30	.70	.03					-	
8.Neuroticism	127	3.30	.83	.11						-

Table 7.

Descriptive Statistics for the Big Five Inventory

Variables	n	M	SD
Openness	126	3.80	.71
Conscientiousness	127	2.98	.91
Extraversion	127	3.34	.54
Agreeableness	127	3.30	.70
Neuroticism	127	3.30	.83

N = 127, Mean for BFI = 33.24, SD = 2.98

Table 8.

Descriptive Statistics for the Perceived Parenting Styles Scale

Variables	n	M	SD
Authoritative	127	3.60	.62
Authoritarian	127	2.50	.70
Permissive	126	2.22	.70

N = 127, Mean for PPSS = 82.20, SD = 8.61

LISTS OF FIGURES

Figure 1.

Pearson's Correlations for Study Variables for Ghanaian Population

Correlations

		Authoritative	Authoritarian	Permissive	Openness	Conscientious ness	Extraversion	Agreeableness	Neuroticism
Authoritative	Pearson Correlation	1	-.547**	-.685**	-.154	-.319**	.100	-.003	.213*
	Sig. (2-tailed)		<.001	<.001	.134	.001	.332	.976	.036
	N	97	97	96	96	97	97	97	97
Authoritarian	Pearson Correlation	-.547**	1	.569**	.001	.348**	-.185	.163	-.272**
	Sig. (2-tailed)	<.001		<.001	.994	<.001	.070	.111	.007
	N	97	97	96	96	97	97	97	97
Permissive	Pearson Correlation	-.685**	.569**	1	.058	.253*	.004	-.045	-.094
	Sig. (2-tailed)	<.001	<.001		.577	.013	.971	.661	.360
	N	96	96	96	95	96	96	96	96
Openness	Pearson Correlation	-.154	.001	.058	1	.068	-.079	.164	.132
	Sig. (2-tailed)	.134	.994	.577		.513	.441	.109	.200
	N	96	96	95	96	96	96	96	96
Conscientiousness	Pearson Correlation	-.319**	.348**	.253*	.068	1	-.095	.013	-.498**
	Sig. (2-tailed)	.001	<.001	.013	.513		.355	.897	<.001
	N	97	97	96	96	97	97	97	97
Extraversion	Pearson Correlation	.100	-.185	.004	-.079	-.095	1	-.066	.038
	Sig. (2-tailed)	.332	.070	.971	.441	.355		.519	.714
	N	97	97	96	96	97	97	97	97
Agreeableness	Pearson Correlation	-.003	.163	-.045	.164	.013	-.066	1	.104
	Sig. (2-tailed)	.976	.111	.661	.109	.897	.519		.311
	N	97	97	96	96	97	97	97	97
Neuroticism	Pearson Correlation	.213*	-.272**	-.094	.132	-.498**	.038	.104	1
	Sig. (2-tailed)	.036	.007	.360	.200	<.001	.714	.311	
	N	97	97	96	96	97	97	97	97

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Figure 2.

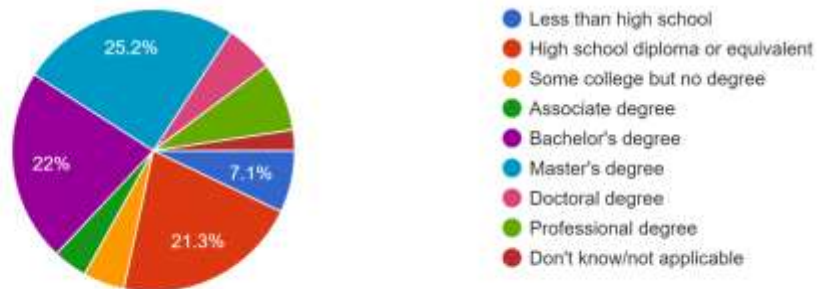*Pearson's Correlations for Study Variables for Greek Population*

Correlations

		Authoritative	Authoritarian	Permissive	Openness	Conscientiousness	Extraversion	Agreeableness	Neuroticism
Authoritative	Pearson Correlation	1	-.454*	-.700**	-.039	.162	-.092	.010	-.024
	Sig. (2-tailed)		.012	<.001	.838	.393	.630	.958	.901
	N	30	30	30	30	30	30	30	30
Authoritarian	Pearson Correlation	-.454*	1	.480**	-.096	.104	.273	-.194	-.199
	Sig. (2-tailed)	.012		.007	.613	.583	.144	.305	.293
	N	30	30	30	30	30	30	30	30
Permissive	Pearson Correlation	-.700**	.480**	1	.160	.048	.054	-.021	.029
	Sig. (2-tailed)	<.001	.007		.399	.801	.776	.911	.878
	N	30	30	30	30	30	30	30	30
Openness	Pearson Correlation	-.039	-.096	.160	1	.071	-.037	.142	-.173
	Sig. (2-tailed)	.838	.613	.399		.711	.844	.454	.361
	N	30	30	30	30	30	30	30	30
Conscientiousness	Pearson Correlation	.162	.104	.048	.071	1	-.124	.146	-.483**
	Sig. (2-tailed)	.393	.583	.801	.711		.514	.443	.007
	N	30	30	30	30	30	30	30	30
Extraversion	Pearson Correlation	-.092	.273	.054	-.037	-.124	1	-.113	.168
	Sig. (2-tailed)	.630	.144	.776	.844	.514		.553	.375
	N	30	30	30	30	30	30	30	30
Agreeableness	Pearson Correlation	.010	-.194	-.021	.142	.146	-.113	1	-.092
	Sig. (2-tailed)	.958	.305	.911	.454	.443	.553		.629
	N	30	30	30	30	30	30	30	30
Neuroticism	Pearson Correlation	-.024	-.199	.029	-.173	-.483**	.168	-.092	1
	Sig. (2-tailed)	.901	.293	.878	.361	.007	.375	.629	
	N	30	30	30	30	30	30	30	30

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

**. Correlation is significant at the 0.01 level (2-tailed).

Figure 3.

Pie Chart Displaying the highest level of Education Obtained by Participants' Fathers

What is the highest level of education obtained by your father?
127 responses

- Less than high school
- High school diploma or equivalent
- Some college but no degree
- Associate degree
- Bachelor's degree
- Master's degree
- Doctoral degree
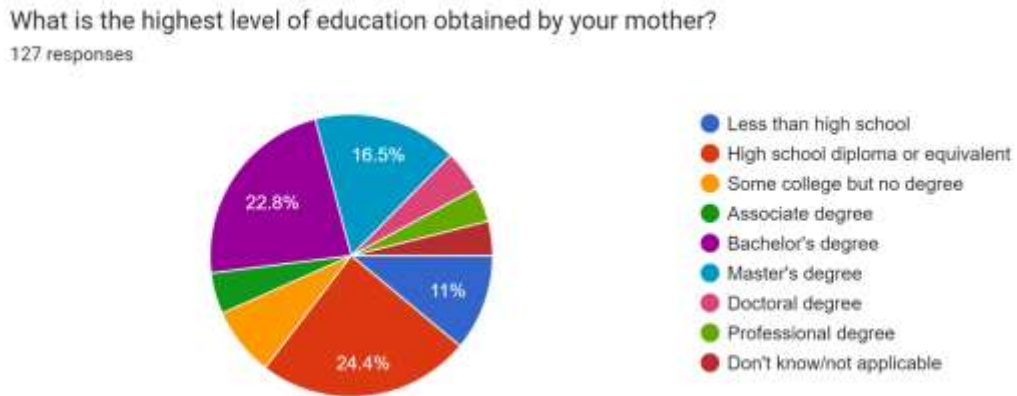- Professional degree
- Don't know/not applicable

Figure 4.

Pie Chart Displaying the highest level of Education Obtained by Participants' Mothers

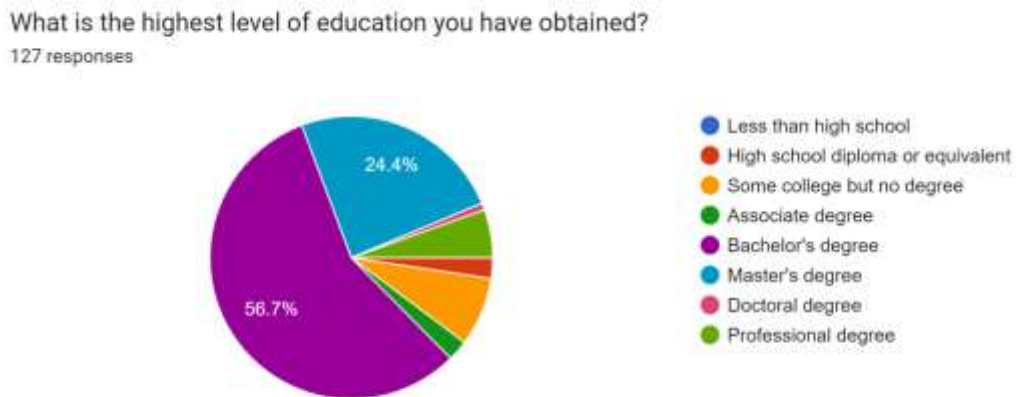What is the highest level of education obtained by your mother?
127 responses

Figure 5.

Pie Chart Displaying the highest level of Education Obtained Among Participants

What is the highest level of education you have obtained?
127 responses

Figure 6.

Output for Independent Samples T-Testing

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
BFI	Equal variances assumed	.105	.746	-.656	121	.257	.513	-.41075	.62638	-1.65083	.82933
	Equal variances not assumed			-.698	54.773	.244	.488	-.41075	.58880	-1.59085	.76934
PPSS	Equal variances assumed	.720	.398	.996	113	.161	.321	1.88805	1.89488	-1.86605	5.64215
	Equal variances not assumed			1.043	46.534	.151	.302	1.88805	1.81028	-1.75472	5.53081

Figure 7.

Output for Analysis of Variance (ANOVA)

ANOVA

BFI

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	213.350	33	6.465	.670	.899
Within Groups	761.871	79	9.644		
Total	975.221	112			

Figure 8.

Descriptive Statistics for Independent T-Testing Between Countries

Group Statistics

	What is your ethnic background?	N	Mean	Std. Deviation	Std. Error Mean
BFI	Greek	30	32.9333	2.71564	.49581
	Ghanaian	93	33.3441	3.06273	.31759
PPSS	Greek	27	83.5926	8.05395	1.54998
	Ghanaian	88	81.7045	8.77321	.93523

Appendices

A. Informed Consent

You are invited to participate in a research project titled: **The Relationship Between Perceived Parenting Styles and the Personality Development of Emerging Adults in Greece: A Cross-Comparison with the Ghanaian Population of Emerging Adults;** which seeks to explore the relationship between the active parenting styles in present-day Greece and Ghana and the personality development of their offspring, not only to establish relationships, but to explore the differences across these two cultures. If you decide to participate, you will complete two surveys. This online survey should take about 10 to 15 minutes. Submission of the survey will be interpreted as your informed consent to participate and that you affirm that you meet the requirements for participation. There aren't any immediate advantages, but it could be worthwhile to think about how you answer inquiries concerning areas of your personality and the parenting you have and are currently experiencing. Participation is voluntary, and responses will be kept confidential to the degree permitted by the technology being used. After the data collected has been utilized, all traces of it will be deleted to ensure this is upheld. Your data and identity will be accessible only to the principal investigator and the co-investigators of the present study. When research results are reported, responses will be added together and described in summary. Your participation is completely voluntary, you have the option to not respond to any questions that you choose and to withdraw from participating during the survey if you please without penalty.

If you have questions or concerns about this research at any time, please contact:

Uberta Narkie Addo; Phone: ; Email: u.addo@acg.edu. You may also

contact the faculty member supervising this work: Dr. Athena Stefanatou, PhD,

astefanatou@acg.edu.

I have read and understood the information provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.

Signature _____ Date _____

B. Debriefing Statement

This study assesses the association between perceived parental styles and personality

development across cultures. Previous research has found the Ghanaian society to be a

very collective and family-oriented one with its parenting heavily influenced by culture.

The predominant parenting style among this group was suggested to be authoritative

parenting. Similarly, research has found the Greek society to be collectivists who are

family focused with the predominant parenting style within this developmental stage

being the permissive parenting style.

How was this tested?

In this study, you were asked to complete two surveys, of which one assessed the

development of your personality and where you lie in the five dimensions measured by

the Big Five Inventory, and the other assessed your perspective and understanding of the

parenting you currently receive from your caregivers. All participants answered these

questionnaires for about 10-15 minutes each.

Hypotheses and main questions

We expect to find the authoritative parenting style to be the dominant parenting style

among the Ghanaian culture, fostering agreeableness, openness, and low levels of

neuroticism, and the permissive parenting style within Greek society, fostering

extraversion, agreeableness, openness, and low levels of neuroticism. We also assume,

based on the similarities of both the Ghanaian and Greek culture (family-oriented,

collectivist, etc.) as well as substantial research on the matter, that results from both

samples will be similar to one another.

Why is this important to study?

Understanding the relationship parenting styles have with the development of individual

personalities can be helpful with behavior prediction and modification to some extent.

Some may say this reveals the ideal parenting techniques to use to help foster preferred or

socially acceptable characteristics and which ones are more harmful to parent-child

relationships and the development of "healthy" characteristics.

What if I want to know more?

If you are interested in learning more about the relationship between perceived parenting styles and personality development, you may want to read:

Sanvictores, T. & Mendez, M. D. (2022). Types of parenting styles and their effects on children. National Library of Medicine: StatPearls.

https://www.ncbi.nlm.nih.gov/books/NBK568743/

If you would like to receive a report of this research when it is completed (or a summary of the findings), please contact Uberta Narkie Addo at u.addo@acg.edu or Dr. Athena Stefanatou at astefanatou@acg.edu

Furthermore, if you experienced any distress or discomfort during or after the completion of this questionnaire, you may contact a counsellor/therapist nearest you or the following for help;

1. The American College of Greece, Counselling Center (210 6009800, ext. 1080, 1081)

http://www.acg.edu/current-students/student-services/acg-counseling-center

2. Psy-Diktyo (Ψ-Δίκτυο) http://psy-diktyo.gr/

Whom to contact about your rights in this research or for questions, concerns, suggestions, complaints that are not being addressed by the research team, or in case of research-related harm: Institutional Review Board at the American College of Greece. E-mail: irb@acg.edu

Please do not disclose research procedures and hypotheses to anyone who might participate in this study between now and the end of the data collection as this could

affect the results of the study. Once again, thank you for your time, interest and participation!

C. Demographics

Age:

How old are you?

- 18 – 21

- 22 – 25

- 26 – 29

Gender:

What is your gender identity?

- Male

- Female

- Non-binary/third gender

- Prefer not to say

Nationality:

What is your ethnic background?

- Greek

- Ghanaian

Educational Background

What is the highest level of education you have obtained?

- Less than high school

- High school diploma or equivalent (e.g., GED)

- Some college, but no degree

- Associate degree (e.g., AA, AS)

- Bachelor's degree (e.g., BA, BS)

- Master's degree (e.g., MA, MS, MBA)

- Doctoral degree (e.g., PhD, MD, JD)

- Professional degree (e.g., MD, DDS, DVM)

What is the highest level of education attained by your father?

- Less than high school

- High school diploma or equivalent

- Some college, but no degree

- Associate degree

- Bachelor's degree

- Master's degree

- Doctoral degree

- Professional degree

- Don't know/Not applicable

What is the highest level of education attained by your mother?

- Less than high school

- High school diploma or equivalent

- Some college, but no degree

- Associate degree

- Bachelor's degree

- Master's degree

- Doctoral degree

- Professional degree

- Don't know/Not applicable

D. Big Five Inventory-10 (BFI-10)

I see myself as someone who is reserved

I see myself as someone who is generally trusting

I see myself as someone who tends to be lazy

I see myself as someone who handles stress well, is relaxed

I see myself as someone who has some artistic abilities

I see myself as an outgoing, social individual

I see myself as someone who tends to find fault with others

I see myself as someone who gets nervous easily

I see myself as someone who is orderly

I see myself as someone who has an active imagination

E. Perceived Parenting Style Scale (PPSS)

1. Capable of making me understand "Right" and "Wrong".

2. Views everything with a critical mind.

3. Never finds time to help me during difficult situations.

4. Congratulate me on passing the exams.

5. I am compared with other friends/classmates.

6. Never helps me in doing day-to-day activities on time

7. My suggestions and ideas are considered.

8. Insults or beats me in front of others.

9. No directions are given while doing things.

10. I have freedom to discuss about anything.

11. I often feel that I am being rejected for affection.

12. No inquiries are made for the decisions taken by me.

13. During the crisis situation they inquire about it.

14. Blame me even for minor issues/things.

15. Never provide an atmosphere for my studies.

16. I get love and care from parents.

17. Behave to me in a strict manner.

18. Never do anything to satisfy my needs.

19. Being pursued for taking my own decisions.

20. Being scolded for not meeting their expectations.

21. Fail to inquire about the disturbances and suggest remedial measures.

22. My opinions are considered in all important decisions related to the home.

23. Blame me for not doing things properly.

24. No effort is made to know about the progress of my studies.

25. Provide guidance in studies and suggest ways for character formation.

26. Being scolded without knowing the reasons for being late from college.

27. No inquiries are made about my likes and interests.

28. At free time they spend time with me.

29. There is control over each of my activities.

30. They will not inquire about my about my abilities and goals.

F. IRB Approval Letter

Institutional Review Board

May 13th, 2024

Principal Investigator: Ms Uberta Addo

Re: Exempt determination (IRB protocol #202404431)

Dear Researcher,

Thank you for submitting your study entitled, "The Relationship Between Perceived Parenting Styles and the Personality Development of Emerging Adults in Greece: A Cross-Comparison with the Ghanaian Population of Emerging Adults". The IRB has reviewed and approved your study.

Please keep in mind that the IRB Committee must be contacted if there are any changes to your research protocol. Feel free to contact the IRB [irb@acg.edu] if you have any questions.

Best Wishes for your research work.

Ion Beratis, Ph.D.
Chair, IRB
Cc: Office of the Chief Academic Officer

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