



Examination of student perceptions about helicopter parental attitudes

Metin Işık ^{a *}, İsa Bahat ^{b *}

^a Kırşehir Ahi Evran Üniversitesi, Campus, Kırşehir, 40100, Turkey

^b Kırşehir Ahi Evran Üniversitesi, Campus, Kırşehir, 40100, Turkey

Abstract

The aim of this research was to determine whether the attitudes and behaviors of helicopter parents of secondary school students differ according to gender, grade level, family income level, parental education level, and parental income level. The participants of the research consisted of randomly selected 374 girls, 301 boys; 675 students in total. In the research, helicopter parent scale and personal information form were used as the data collecting tools. Relational survey model was utilized, and the data were analyzed via t-test and ANOVA as statistical methods. At the end of the research it was found out that helicopter parental attitudes affected children's school lives. Along with that, it was stated that students' perception level towards helicopter parent attitudes varied depending on gender and class. The child's life experiences were linked to the conditions and approaches of the family. It was also determined that helicopter parent attitudes resembled each other, and that the socio-economic competence of the parents, age groups, education levels and the number of individuals in the family were some of the determining factors in the students' life and learning life.

Keywords: Helicopter parent; Attachment to school; Success; Motivation

© 2016 IJCI & the Authors. Published by *International Journal of Curriculum and Instruction (IJCI)*. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (CC BY-NC-ND) (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

1. Introduction

As a social phenomenon, education is a system that is expected to be affected by the changes experienced by the elements that form it such as school, school culture, school administrator, teacher, student, and parents. The fact that education, which is the most important way of social development, is affected by every change may cause it to become more complex as a process. As the most important building block of education, the positive change of schools can be considered as individual and social development.

Vieira, de Almeida & Ribeiro, (2018) emphasized that schools are key institutions that affect individual identity and social movement, and shape exclusion processes. The way to become an individual that is compatible with society, happy and productive is through family and educational institutions. Therefore, when it is considered that the things that

* Corresponding author name: Metin Işık
E-mail address: isik.metin@ahievran.edu.tr

happen in school can affect the individual's quality of life, level of success and vision of the future negatively; the influence of the school environment should be cared about and not ignored (Sağlam & İkiz, 2017: 1237). Students mostly shape their own lives with the information, skill and the experiences acquired from family and school (Balkıs., Duru., Buluş & Duru, 2011). The importance of self-school relationship is seen especially when the time an individual spends at school, and the reflections of school on the daily life are taken into consideration. The impact parental attitudes have on child development are very important. The child's emotions, thoughts, thoughts and self-perceptions are a reflection of the parent's perceptions of engagement with them (Ünlütürk, 2013). Recently, helicopter parents are seen as a spreading parental attitude, that focus on their children's lives; especially excessively care about educational situations. Firstly used by Foster W. Cline and Jim Fay (Parenting with Love and Logic: Teaching Children Responsibility) "*helicopter parent*", are parents that show their children intense care and intimacy; that are invested in their experiences, problems and education status more than the average parent (Hotlar, 2017). Helicopter parental attitude has been showing an increase in all cultures in the last quarter of the century, and this instance is more common in families that are above the average socio-economic level (Kwon, Yoo & De Gagne, 2017). Because the parents that have this type of attitude, who are observed in families with one or few children, are constantly focused on the possibility of their children doing something inadequately, their anxiety levels are high as a result. (Kalkan & Odacı, 2007; Gui ve Koropecjy-Cox, 2016). Helicopter parenting is a way of parenting that is intense, based on behaviour and causes negative results in children (Bronson & Merryman, 2009; Gibbs, 2009; Hofer & Moore, 2010; Levine, 2006; Marano, 2008). Helicopter parents in Western societies that are ready for and waiting to prevent their children from getting hurt are considered as a psychological and sociological problem. These parents, with the sense of themselves knowing what is right, do what they prefer even when they are opposed to (Ünlütürk, 2013). These success-oriented parents intervene every moment of the child's life including their education lives (Kwon, Yoo and Bingham, 2016; Schiffrin and Miriam, 2017). Whereas the impact on the student of the knowledge and skills acquired through school-self relationship, and mutual communication with teacher and friends, participation in activities both in and out of the class is very high.

It is very crucial that the parents are close to the child and show their love, care and support enough to ensure the feeling of trust. Even though every parent wants the best for their child, sometimes this attitude may affect children's development negatively. For example, too much love, care and support reflect negatively on the child's development and capacity (Hotlar, 2017). Because these children cannot act freely, take responsibility or show their talents and start their lives inexperienced; they see themselves as incapable, untalented and worthless (Emik Aksoy, 2014). But helicopter parents seeing their children as a part of themselves, preventing them from developing as individuals or

doing things they need to do for them, turns the children into people that are not self sufficient, have weak sense of self and are not confident. Even though the children get their parents to do whatever they want, they go through confidence problems and become individuals that are self-conscious in social environments, cannot stand up for their rights and cannot resist authority (Hotlar, 2017). Because middle school contains a different academic structure after primary school and the period of adapting to puberty stage changes, it can be interpreted as a threatening period in people's lives. In this period, family and school can be seen as protective factors. In the level of attachment to school, usually defined as the individual's belief of being valuable as a member of the school, the quantity and quality of the communication with friends and the teachers, indirectly with the family, holds an important place (Karababa., Oral & Dilmaç, 2018: 271). During puberty, family comes first among the most important sources of support. When friends are considered as people that are linked with school, the teen's close personal relationships affecting their physical and psychological states, and increasing the sense of parental support could be expected to contribute positively to the sense of self (Savi, 2011: 82). Being overly interested, protective and valuing academic success come first among the most prominent features of the helicopter parents. Helicopter parents are also inclined to protect their children from various problems and responsibilities that they come across (Lemoyne & Buchanan, 2011; as cited in Okant Yaşın, 2018: 137). These are possible behaviors to be seen in children who grew up with helicopter parents, in other words, overprotective parents (Hotlar, 2017):

- Low self-esteem and sense of competence,
- Repressed personality,
- Lack of common-sense,
- Having trouble making decisions,
- Poor problem-solving skills,
- Low willingness to do better and strive,
- Dependence on family.

Students that grow up with overprotective parental attitude and are unsatisfied with the environment they are in may have problems in terms of academic success and motivation (Altuntaş, 2017: 87).

Students that have positive feelings towards school and participate in events at school actively have a higher chance of becoming individuals that learn independently (Thomson, 2005). It is observed that children that are exposed to helicopter parent attitude and behaviors go through different problems at school, face various negativities and become unsuccessful. After looking at the literature, it was determined that the concept of helicopter parents was not examined enough in terms of middle school students. This study is important in the sense that it presents how students that study in public/private middle schools are affected by helicopter parent attitudes. The aim of this

study is to investigate whether if there's a significant correlation between the perception of students that study in public/private middle schools towards helicopter parent attitudes; and gender, age, class, number of children, the parents' education and income levels. In line with these goals, answers were sought for the questions below:

1. Do the helicopter attitudes and behaviors of the parents of secondary school students differ significantly by gender?
2. Do the helicopter attitudes and behaviors of the parents of secondary school students differ significantly by the student's grade level?
3. Do the helicopter attitudes and behaviors of the parents of secondary school students differ significantly by the family's income?
4. Do the helicopter attitudes and behaviors of the parents of secondary school students differ significantly by the number of children present in the family?
5. Do the helicopter attitudes and behaviors of the parents of secondary school students differ significantly by the parents' education level?
6. Do the helicopter attitudes and behaviors of the parents of secondary school students differ significantly by the parents' age?

2. Method

2.1. Research Design

The research is a relational study in scanning model, and students from one private and one public school participated in it. Relational scanning model aims to determine the degree of change between two or more variants (Karasar, 2013; Tekbiyık, 2014: 101). It is one of the most important determinatives of socio-economical level and the parents' expectation, care and education levels (Kurt and Taş, 2019: 981). Therefore, in order for the participants to consist of similar socio-economical levels, parents from a private middle school and a public school that's thought to have similar qualities were chosen as sample.

2.2. Participants

The participants were composed of 675 (374 girls and 301 boys) students studying in public and private schools in Beylikdüzü in the 2018-2019 education-teaching year. Beylikdüzü district was preferred due to the high socio-economic and educational level of the parents. Simple random sampling method was used to determine the participants.

2.3. Instruments

In the scope of the research, two separate scales were used in order to test the variants in the model. As data collecting tools, "Personal Info Form" and "Helicopter Parent Scale"

developed by the researcher were used. T-Test was used for dual variants, and ANOVA statistics technique was used for multiple variants.

3. Results

3.1. Data Analysis

In order to determine whether if students' helicopter parent attitudes differ depending on gender, T-test was used; and to determine if they differ depending on students' class, family income and parents' education levels, ANOVA was used.

In Table 1, the findings related to the analysis done to determine whether if helicopter mother attitudes differ depending on the students' gender variant are found.

Table 1. T-test results related to helicopter mother attitudes depending on students' *gender variant*

Groups	Gender	N	X	S	sd	t	P
Helicopter Mother Fundamental Trust	Girls	374	2,63	,62	673	-1,30	,000*
	Boys	301	2,69	,57			
Helicopter Mother Emotional Personal Life	Girls	374	2,30	,69	673	-4,26	,000*
	Boys	301	2,53	,65			
Helicopter Mother Academic Life	Girls	374	1,53	,49	673	-5,05	,472
	Boys	301	1,73	,50			
Helicopter Mother Attitude Towards Moral Issues	Girls	374	2,61	,60	673	,72	,002*
	Boys	301	2,58	,59			
Helicopter Mother General	Girls	374	2,27	,48	673	-3,06	,162
	Boys	301	2,38	,45			

* $p < .05$

The girls and boys students' agreement level upon the helicopter mother's effect on the fundamental trust behaviour, statistically varies significantly between the .95 confidence interval. The boys students' agreement level upon this sentence ($X = 2,69$) is higher than the girls students' ($X = 2,63$). It is understood from this result that in the fundamental confidence aspect, the helicopter parent mother exhibits helicopter parent behaviors more dominantly towards boys children than girls children.

The girls and boys students' agreement level upon the helicopter mother's effect on the emotional personal life behaviour, statistically varies significantly between the .95 confidence interval. The boys students' agreement level upon this sentence ($X = 2,53$) is higher than girls students' ($X = 2,30$). It is understood that the helicopter parent mother's attitude and behaviors vary depending on gender, and that they exhibit helicopter parent behaviors towards boys children more dominantly in terms of emotional personal life compared to girls children.

The girls and boys students' agreement level upon the helicopter mother's effect on the students' moral issue attitude behaviors, statistically varies significantly between the .95 confidence interval. The girls students' agreement level upon this sentence ($X = 2,61$) is

higher than boys students' ($X=2,56$). It is understood that helicopter mother's attitude and behaviors vary depending on gender, and that they exhibit helicopter parent attitudes more dominantly towards girls children than boys children in the aspect of attitude towards morality issues.

In Table 2, the findings related to the analysis made in order to determine whether helicopter father attitudes differ depending on the students' gender are found.

Table 2. T- test results on helicopter father attitudes according students' gender

Groups	Gender	N	X	S	sd	t	P
Helicopter Father	Girls	374	2,52	,64	673	-1,399	,000*
Fundamental Trust	Boys	301	2,58	,58			
Helicopter Father	Girls	374	1,97	,63	673	-3,579	,000*
Emotional Personal Life	Boys	301	2,15	,68			
Helicopter Father	Girls	374	1,29	,36	673	-4,140	,000*
Academic Life	Boys	301	1,42	,42			
Helicopter Father Attitude	Girls	374	2,32	,66	673	,505	,614
Towards Moral Issues	Boys	301	2,30	,60			
Helicopter Father General	Girls	374	2,02	,45	673	-2,494	,013
	Boys	301	2,11	,44			

* $p<.05$

The girls and boys students' agreement level upon the helicopter father's effect on the fundamental trust behaviour, statistically varies significantly between the .95 confidence interval.

The boys students' agreement level upon this sentence ($X= 2,58$) is higher than the girls students' ($X= 2,52$). It is understood from this result that in the fundamental confidence aspect, the helicopter parent father exhibits helicopter parent behaviors more dominantly towards boys children than girls children.

The girls and boys students' agreement level upon the helicopter father's effect on the academic life, statistically varies significantly between the .95 confidence interval. The boys students' agreement level upon this sentence ($X= 2,15$) is higher than the girls students' ($X= 1,97$). It is understood from this result that the helicopter parent father's attitude and behaviors vary depending on gender, and that in the emotional personal life aspect, the helicopter parent father exhibits helicopter parent behaviors more dominantly towards boys children than girls children.

The girls and boys students' agreement level upon the helicopter father's effect on the students' academic life, statistically varies significantly between the .95 confidence interval. The boys students' agreement level upon this sentence ($X= 1,42$) is higher than the girls students' ($X= 1,29$). It is understood from this result that the helicopter parent father's attitude and behaviors vary depending on gender, and that in the academic life aspect, the helicopter parent father exhibits helicopter parent behaviors more dominantly towards boys children than girls children. It can be concluded from this result that boys parents do not have any effect on their children's academic lives.

The girls and boys students' agreement level upon the helicopter father's effect on general student attitudes, statistically varies significantly between the .95 confidence

interval. The boys students' agreement level upon this sentence ($X= 2,11$) is higher than the girls students' ($X= 2,02$). It is understood from this result that the helicopter parent father's attitude and behaviors vary depending on gender, and that in general attitude aspect, the helicopter parent father exhibits helicopter parent behaviors more dominantly towards boys children than girls children. It can be concluded from this result that boys parents trust their girls children more than their boys children.

In Table 3, the findings related to the analysis done to determine whether if helicopter mother attitudes differ depending on the students' grade variant are found.

Table 3. ANOVA test on helicopter father attitudes according students' grade levels

	Source of Variance	Sum of Squares	sd	Mean Square	F	p	Significant Difference
Helicopter Mother Fundamental Trust	Between Groups	24,930	4	6,233	19,131	,000 *	5th Grade – 6th Grade – 7th Grade – 8th Grade
	In-Group	218,275	670	,326			
	Total	243,206	674				
Helicopter Mother Emotional Personal Life	Between Groups	50,837	4	12,709	32,364	,000 *	5th Grade – 6th Grade – 7th Grade – 8th Grade
	In-Group	263,109	670	,393			
	Total	313,946	674				
Helicopter Mother Academic Life	Between Groups	20,167	4	5,042	22,528	,000 *	5th Grade – 6th Grade – 7th Grade – 8th Grade
	In-Group	149,942	670	,224			
	Total	170,108	674				
Helicopter Mother Attitude Towards Moral Issues	Between Groups	14,535	4	3,634	10,827	,000 *	6th Grade – 7th Grade – 8th Grade
	In-Group	224,863	670	,336			
	Total	239,398	674				
Helicopter Mother General	Between Groups	25,151	4	6,288	34,091	,000 *	6th Grade – 7th Grade – 8th Grade
	In-Group	123,576	670	,184			
	Total	148,727	674				

* $p < .05$

The girls and boys students' agreement level upon the helicopter mother's effect on the fundamental trust behaviour, statistically varies significantly between the .95 confidence interval.

The helicopter mother's effect on the student's fundamental trust behaviour depending on students' grade levels, statistically varies significantly between the .95 confidence interval. Starting from the highest average rate, the order of agreement levels upon this sentence is as follows:

The helicopter mother's effect on the students' emotional personal lives depending on students' grade levels, statistically varies significantly between .95 confidence interval. Starting from the highest average rate, the order of agreement levels upon this sentence is as follows: The source of difference, grade levels, are listed as 6th grade ($X=2,68$), 7th grade ($X=2,59$), 5th grade ($X=2,37$), and 8th grade ($X=2,37$). It is seen that depending on

the student’s grade level, the helicopter mother affects the student’s emotional personal life.

The helicopter mother’s effect on the student’s academic life depending on students’ grade levels, statistically varies significantly between the .95 confidence interval. Starting from the highest average rate, the order of agreement levels upon this sentence is as follows: The source of difference, grade levels, are listed as 5th grade (X=1,794), 6th grade (X=1,790), 7th grade (X=1,72) and 8th grade (X=1,53). It is seen that depending on the student’s grade level, the helicopter mother affects the student’s academic life.

The helicopter mother’s effect on the student’s attitude towards moral issues depending on students’ grade levels, statistically varies significantly between the .95 confidence interval. Starting from the highest average rate, the order of agreement levels upon this sentence is as follows: The source of difference, grade levels, are listed as 7th grade (X=2,75), 6th grade (X=2,72), and 8th grade (X=2,47). It is seen that depending on the student’s grade level, the helicopter mother affects the student’s life of attitude towards moral issues.

The helicopter mother’s effect on the student’s general attitude depending on students’ grade levels, statistically varies significantly between the .95 confidence interval. Starting from the highest average rate, the order of agreement levels upon this sentence is as follows: The source of difference, grade levels, are listed as 6th grade (X=2,50), 7th grade (X=2,47), and 8th grade (X=2,25). It is seen that depending on the student’s grade level, the helicopter mother affects the student’s general attitude life.

In Table 4, the findings related to the analysis done in order to determine whether if helicopter father attitudes differ depending on the students’ grade level variant are found.

Table 4. ANOVA test on helicopter father attitudes according students’ grade levels

	Source of Variance	Sum of Square	sd	Mean Square	F	P	Significant Difference
Helicopter Father Fundamental Trust	Between Groups	16,075	4	4,019	11,237	,000*	
	In-Group	239,612	670	,358			
	Total	255,688	674				
Helicopter Father Emotional Personal Life	Between Groups	30,178	4	7,545	19,589	,000*	
	In-Group	258,045	670	,385			
	Total	288,223	674				
Helicopter Father Academic Life	Between Groups	10,655	4	2,664	19,231	,000*	5th Grade – 6th Grade – 8th Grade
	In-Group	92,804	670	,139			
	Total	103,459	674				
Helicopter Father Attitude Towards Moral Issues	Between Groups	23,171	4	5,793	15,639	,000*	6th Grade – 8th Grade
	In-Group	248,160	670	,370			
	Total	271,330	674				
Helicopter Father General	Between Groups	18,486	4	4,621	26,342	,000*	6th Grade – 8th Grade
	In-Group	117,545	670	,175			
	Total	136,030	674				

* p<.05

The helicopter father's effect on the student's academic life depending on the student's grade level, statistically varies significantly between the .95 confidence interval. However, this difference was not reported because it was determined that it was caused by some students, that didn't specify their class, or specified it incorrectly.

The helicopter father's effect on the student's academic life depending on the student's grade level, statistically varies significantly between the .95 confidence interval. Starting from the highest average rate, the order of agreement levels upon this sentence is as follows: The source of difference, grade levels, are listed as 5th grade ($X=1,52$), 6th grade ($X=1,49$), and 8th grade ($X=1,30$). It is seen that depending on the student's grade level, the helicopter father affects the student's academic life.

The helicopter father's effect on the student's attitude towards moral issues depending on the student's grade level, statistically varies significantly between the .95 confidence interval. Starting from the highest average rate, the order of agreement levels upon this sentence is as follows: The source of difference, grade levels, are listed as 6th grade ($X=2,47$) and 8th grade ($X=2,25$). It is seen that depending on the student's grade level, the helicopter father affects the student's life of attitude towards moral issues.

The helicopter father's effect on the student's general attitude, depending on the student's grade level, statistically varies significantly between the .95 confidence interval. Starting from the highest average rate, the order of agreement levels upon this sentence is as follows: The source of difference, grade levels, are listed as 6th grade ($X=2,22$) and 8th grade ($X=2,02$). It is seen that depending on the student's grade level, the helicopter father affects the student's general attitude life.

In Table 5, the findings related to the analysis done to determine whether if helicopter mother attitudes differ depending on the family income variant are found.

Table 5. ANOVA test on helicopter mother attitudes according family's income

	Source of Variance	Sum of Squares	sd	Mean Square	F	p	Significant Difference
Helicopter Mother Fundamental Trust	Between Groups	,872	5	,174	,481	,790	
	In-Group	242,334	669	,362			
	Total	243,206	674				
Helicopter Mother Emotional Personal Life	Between Groups	,937	5	,187	,401	,848	
	In-Group	313,009	669	,468			
	Total	313,946	674				
Helicopter Mother Academic Life	Between Groups	3,980	5	,796	3,206	,007*	10.000TL and over – In between 2.000TL and 3.000TL – In between 3.000TL and 5.000TL – In between 5.000TL and 10.000TL
	In-Group	166,128	669	,248			
	Total	170,108	674				
Helicopter Mother Attitude Towards Moral Issues	Between Groups	1,459	5	,292	,820	,535	
	In-Group	237,939	669	,356			
	Total	239,398	674				
Helicopter Mother General	Between Groups	,942	5	,188	,853	,513	
	In-Group	147,785	669	,221			
	Total	148,727	674				

* p<.05

The helicopter mother’s effect on the student’s academic life depending on the family income level, statistically varies significantly between the .95 confidence interval. Starting from the highest average rate, the order of agreement levels upon this sentence is as follows: The source of difference, family income levels, are listed as higher than 10.000TL (X=1,80), between 2.000-3.000TL (X=1,60), between 3.000-5.000 (X=1,59) and between 5.000-1.000 (X=1,56). It is seen that depending on the family income level, the helicopter mother affects the student’s academic life.

In Table 6, the findings related to the analysis done in order to determine whether if helicopter father attitudes differ depending on the family income level variant are found.

Table 6. ANOVA test on helicopter father attitudes according family’s income

	Source of Variance	Sum of Squares	sd	Mean Square	F	p	Significant Difference
Helicopter Father Fundamental Trust	Between Groups	3,554	5	,711	1,886	,095	
	In-Group	252,133	669	,377			
	Total	255,688	674				
Helicopter Father Emotional Personal Life	Between Groups	2,952	5	,590	1,385	,228	
	In-Group	285,270	669	,426			
	Total	288,223	674				
Helicopter Father Academic Life	Between Groups	3,297	5	,659	4,404	,001*	10.000TL and over – In between 2.000TL and 3.000TL – In between 3.000TL and 5.000TL – In between 5.000TL and 10.000TL
	In-Group	100,162	669	,150			
	Total	103,459	674				
Helicopter Father Attitude Towards Moral Issues	Between Groups	2,459	5	,492	1,224	,296	
	In-Group	268,871	669	,402			
	Total	271,330	674				
Helicopter Father General	Between Groups	2,381	5	,476	2,383	,037*	In between 5.000TL and 10.000TL – In between 3.000TL and 5.000TL
	In-Group	133,650	669	,200			
	Total	136,030	674				

* p<.05

The helicopter father’s effect on the student’s academic life depending on the family income level, statistically varies significantly between the .95 confidence interval. Starting from the highest average rate, the order of agreement levels upon this sentence is as follows: The source of difference, family income levels, are listed as higher than 10.000TL (X=1,51), between 2.000-3.000 (X=1,35), between 3.000-5.000 (X=1,32), and between 5000-1000TL (X=1,28). It is seen that depending on the family income level, the helicopter father affects the student’s academic life.

The helicopter parents’ general effect on the student depending on the family income level, statistically varies significantly between the .95 confidence interval. Starting from the highest average rate, the order of agreement levels upon this sentence is as follows: The source of difference, family income levels, are listed as between 5000-1000TL

($X=2,03$), and between 3.000-5.000 ($X=2,00$). It is seen that depending on the family income level, the helicopter father affects the student generally.

In Table 7, the findings related to the analysis done in order to determine whether if helicopter mother attitudes differ depending on the number of children in the family variant are found.

Table 7. ANOVA test on helicopter mother attitudes according the number of children present in a family

	Source of Variance	Sum of Square	sd	Mean Square	F	p	Significant Difference
Helicopter Mother Fundamental Trust	Between Groups	1,834	4	,458	1,272	,279	
	In-Group	241,372	670	,360			
	Total	243,206	674				
Helicopter Mother Emotional Personal Life	Between Groups	12,581	4	3,145	6,993	,000*	One Child – Two Children – Three Children
	In-Group	301,365	670	,450			
	Total	313,946	674				
Helicopter Mother Academic Life	Between Groups	6,846	4	1,711	7,023	,000*	Five Children and Above – Four Children – One Child – Two Children – Three Children
	In-Group	163,263	670	,244			
	Total	170,108	674				
Helicopter Mother Attitude Towards Moral Issues	Between Groups	6,252	4	1,563	4,492	,001*	One Child – Three Children
	In-Group	233,146	670	,348			
	Total	239,398	674				
Helicopter Mother General	Between Groups	4,580	4	1,145	5,322	,000*	One Child – Two Children – Three Children
	In-Group	144,146	670	,215			
	Total	148,727	674				

* $p < .05$

The helicopter mother's effect on the student's emotional personal life depending on the number of children, statistically varies significantly between the .95 confidence interval. Starting from the highest average rate, the order of agreement levels upon this sentence is as follows: The source of difference is listed as one child ($X=2,58$), two children ($X=2,41$) and three children ($X=2,13$). It is seen that the helicopter mother affects the student's emotional personal life depending on the number of children.

The helicopter mother's effect on the student's academic life depending on the number of children, statistically varies significantly between the .95 confidence interval. Starting from the highest average rate, the order of agreement levels upon this sentence is as follows: The source of difference is listed as five or more children ($X=1,88$), four children (1,73), one child ($X=1,72$), two children ($X=1,61$) and three children ($X=1,41$). It is seen

that depending on the number of children, the helicopter mother affects the student’s academic life.

The helicopter mother’s effect on the student’s attitude towards moral issues depending on the number of children, statistically varies significantly between the .95 confidence interval. Starting from the highest average rate, the order of agreement levels upon this sentence is as follows: The source of difference is listed as one child (X=2,73) and three children (X=2,44). It is seen that depending on the number of children present in the family, the helicopter mother affects the student’s attitude towards moral issues.

The helicopter mother’s effect on the student’s general attitude depending on the number of children, statistically varies significantly between the .95 confidence interval. Starting from the highest average rate, the order of agreement levels upon this sentence is as follows: The source of difference is listed as one child (X=2,41), two children (X=2,32) and three children (X=2,14). It is seen that depending on the number of children, the helicopter mother affects the student’s attitudes toward general issues.

In Table 8, the findings related to the analysis done in order to determine whether if helicopter father attitudes differ depending on the number of children variant are found.

Table 8. ANOVA test on helicopter father attitudes according the number of children *present in a family*

	Source of Variance	Sum of Squares	sd	Mean Square	F	p	Significant Difference
Helicopter Father Fundamental Trust	Between Groups	2,786	4	,696	1,845	,118	
	In-Group	252,902	670	,377			
	Total	255,688	674				
Helicopter Father Emotional Personal Life	Between Groups	5,013	4	1,253	2,965	,019*	One Child – Three Children
	In-Group	283,209	670	,423			
	Total	288,223	674				
Helicopter Father Academic Life	Between Groups	2,900	4	,725	4,830	,001*	Five Children and Above – One Child – Two Children – Three Children
	In-Group	100,560	670	,150			
	Total	103,459	674				
Helicopter Father Attitude Towards Moral Issues	Between Groups	2,088	4	,522	1,299	,269	
	In-Group	269,243	670	,402			
	Total	271,330	674				
Helicopter Father General	Between Groups	1,821	4	,455	2,273	,060	
	In-Group	134,209	670	,200			
	Total	136,030	674				

p<.05

The helicopter father’s emotional personal life effect on the student depending on the number of children, statistically varies significantly between the .95 confidence interval. Starting from the highest average rate, the order of agreement levels upon this sentence is as follows: The source of difference is listed as one child (X= 2,13), and three children

($X=1,81$). It is seen that depending on the number of children present in the family, the helicopter father affects the student's emotional personal life.

The helicopter father's academic life effect on the student depending on the number of children, statistically varies significantly between the .95 confidence interval. Starting from the highest average rate, the order of agreement levels upon this sentence is as follows: The source of difference is listed as five children and above ($X= 1,67$), one child ($X= 1,36$), two children ($X= 1,35$) and three children ($X= 1,23$). It is seen that depending on the number of children present in the family, the helicopter father affects the student's academic life.

In Table 9, the findings related to the analysis done in order to determine whether if helicopter mother attitudes differ depending on the education level variant are found.

Table 9. ANOVA test on helicopter mother attitudes according mother's education level

	Source of Variance	Sum of Squares	sd	Mean Square	F	p	Significant Difference
Helicopter Mother Fundamental Trust	Between Groups	2,001	5	,400	1,110	,354	
	In-Group	241,205	669	,361			
	Total	243,206	674				
Helicopter Mother Emotional Personal Life	Between Groups	1,004	5	,201	,429	,828	
	In-Group	312,943	669	,468			
	Total	313,946	674				
Helicopter Mother Academic Life	Between Groups	1,623	5	,325	1,288	,267	
	In-Group	168,486	669	,252			
	Total	170,108	674				
Helicopter Mother Attitude Towards Moral Issues	Between Groups	3,354	5	,671	1,901	,092	
	In-Group	236,044	669	,353			
	Total	239,398	674				
Helicopter Mother General	Between Groups	,274	5	,055	,247	,941	
	In-Group	148,453	669	,222			
	Total	148,727	674				

The helicopter mother's effect on the student's fundamental trust, emotional personal development, academic life and attitude towards moral issues; depending on the mother's education level, statistically does not vary significantly between the .95 confidence interval.

In Table 10, the findings related to the analysis done in order to determine whether if the helicopter father attitudes differ depending on the education level variant are found.

Table 10. ANOVA test on helicopter father attitudes according father's education level

	Source of Variance	Sum of Squares	sd	Mean Square	F	p	Significant Difference
Helicopter Father Fundamental Trust	Between Groups	1,749	5	,350	,921	,466	
	In-Group	253,939	669	,380			
	Total	255,688	674				
Helicopter Father Emotional Personal Life	Between Groups	4,705	5	,941	2,220	,051	
	In-Group	283,518	669	,424			
	Total	288,223	674				
Helicopter Father Academic Life	Between Groups	2,104	5	,421	2,777	,017*	Primary School – Secondary School – Undergraduate
	In-Group	101,355	669	,152			
	Total	103,459	674				
Helicopter Father Attitude Towards Moral Issues	Between Groups	2,093	5	,419	1,040	,393	
	In-Group	269,238	669	,402			
	Total	271,330	674				
Helicopter Father General	Between Groups	1,908	5	,382	1,903	,092	
	In-Group	134,123	669	,200			
	Total	136,030	674				

p<.05

The helicopter father's academic life effect on the student depending on his education level, statistically varies significantly between the .95 confidence interval. Starting from the highest average rate, the order of agreement levels upon this sentence is as follows: The source of difference is listed as secondary school (X=1,42), undergraduate (X= 1,38), and primary school (X= 1,17). It is seen that depending on the education level, the helicopter father affects the student's attitude towards moral issues.

In Table 11, the findings related to the analysis done in order to determine whether if the helicopter mother's attitudes differ depending on the age variant are found.

Table 11. ANOVA test on helicopter mother attitudes according mother's age

	Source of Variance	Sum of Squares	sd	Mean Square	F	p	Significant Difference
Helicopter Mother Fundamental Trust	Between Groups	3,829	4	,957	2,679	,031*	23-35 years old – 45-55 years old
	In-Group	239,377	670	,357			
	Total	243,206	674				
Helicopter Mother Emotional Personal Life	Between Groups	8,751	4	2,188	4,803	,001*	23-35 years old – 35-45 years old – 45-55 years old
	In-Group	305,195	670	,456			
	Total	313,946	674				
Helicopter Mother Academic Life	Between Groups	1,452	4	,363	1,442	,218	
	In-Group	168,656	670	,252			
	Total	170,108	674				
Helicopter Mother Attitude Towards Moral Issues	Between Groups	2,938	4	,735	2,081	,082	
	In-Group	236,460	670	,353			
	Total	239,398	674				
Helicopter Mother General	Between Groups	3,336	4	,834	3,843	,004*	23-35 years old – 45-55 years old
	In-Group	145,391	670	,217			
	Total	148,727	674				

p<.05

The helicopter mother's effect on the student's fundamental trust depending on parental age level, statistically varies significantly between the .95 confidence interval. Starting from the highest average rate, the order of agreement levels upon this sentence is as follows: The source of difference is listed as ages 23-35 (X=2,76) and ages 45-55 (X=2,25). It is seen that depending on the parent's age, the helicopter mother affects the student's fundamental trust attitude.

The helicopter mother's effect on the student's emotional personal life depending on parental age level, statistically varies significantly between the .95 confidence interval. Starting from the highest average rate, the order of agreement levels upon this sentence is as follows: The source of difference is listed as ages 23-35 (X=2,65), ages 35-35 (X=2,41) and ages 45-55 (X=2,25). It is seen that depending on the parent's age, the helicopter mother affects the student's emotional personal life.

The helicopter mother's effect on the student's general attitude depending on parental age level, statistically varies significantly between the .95 confidence interval. Starting from the highest average rate, the order of agreement levels upon this sentence is as follows: The source of difference is listed as ages 23-35 (X=2,44) and ages 45-55 (X=2,21). It is seen that depending on the parent's age, the helicopter mother affects the student's general attitude.

In Table 12, the findings related to the analysis done in order to determine whether if the helicopter father attitudes differ depending on the age variant are found.

Table 12. ANOVA test on helicopter father attitudes according father's age

	Source of Variance	Sum of Squares	sd	Mean Square	F	p	Significant Difference
Helicopter Father Fundamental Trust	Between Groups	4,053	4	1,013	2,698	,030*	
	In-Group	251,635	670	,376			
	Total	255,688	674				
Helicopter Father Emotional Personal Life	Between Groups	6,194	4	1,548	3,679	,006*	
	In-Group	282,029	670	,421			
	Total	288,223	674				
Helicopter Father Academic Life	Between Groups	3,120	4	,780	5,209	,000*	
	In-Group	100,339	670	,150			
	Total	103,459	674				
Helicopter Father Attitude Towards Moral Issues	Between Groups	2,407	4	,602	1,499	,201	
	In-Group	268,923	670	,401			
	Total	271,330	674				
Helicopter Father General	Between Groups	2,938	4	,735	3,698	,005*	
	In-Group	133,092	670	,199			
	Total	136,030	674				

$p < .05$

The helicopter father's effect on the student's fundamental trust depending on parental age level, statistically varies significantly between the .95 confidence interval. However, this difference was not reported because it was determined that it was caused by some students, that didn't specify their father's age, or specified it incorrectly.

4. Discussion

It has been determined that the attitudes and behaviors of helicopter mothers and fathers differ according to their respective gender. It is understood that helicopter parent mothers exhibit helicopter parent behaviors in the aspects of fundamental trust, emotional personal life and attitude towards moral issues more dominantly towards boys children than girls children; and helicopter parent fathers exhibit helicopter parent attitudes in the aspects of fundamental trust and emotional personal life more dominantly on boys children than girls children. It is understood from this result that girls and boys parents exhibit similar helicopter parent behaviors towards boys children in the aspects of fundamental trust behaviour and emotional personal life, however the helicopter parent mother behaves differently than the boys parent in the aspect of attitude towards moral issues.

In a small number of studies in the literature, it is seen that gender does not affect helicopter parental attitudes in general and is displayed independently of characteristics such as gender (McGinley, 2018). According to Kelly, Duran & Miller-Ott, (2017), helicopter parenting attitudes based on attachment and autonomy are observed independently of the child's gender and similar variables. A study conducted in Turkey (Yilmaz, 2019) Helicopter father differed according to gender attitudes and behaviors of boys in academic life and general attitudes than girls helicopter parent behavior in the size predominantly exhibit; In another study (Yilmaz, 2020), although there was no difference in the helicopter parent attitude according to the gender of the children, when evaluated in terms of the dimensions of the helicopter parent attitudes, it was observed that they were more dominant in terms of helicopter attitude towards boys in academic life and girls in ethical and moral life issues.

It is understood that helicopter parent father's attitudes and behaviors differ depending on gender, in the aspects of academic life and general attitudes, they exhibit helicopter parent attitudes more dominantly towards boys children than girls children. It can be concluded from these results that boys parents do not have any effects on their children's academic lives, and that they trust their girls children more than their boys children.

It has been determined that the helicopter mother attitudes differ according to the grade levels of the students in the dimensions of fundamental trust, emotional personal life, academic life, attitudes towards moral issues and general behaviour. Thoughts of students in different grade levels on the mothers' effects on their life vary. For example, 6th Grade students think that their mothers affect their emotional personal life, 5th Grade students think that their mothers affect their academic life, 7th grade students think that their mothers affect their attitude towards moral issues and 6th Grade

students think that their mothers affect their general attitude more than the students in different grade levels.

It has been determined that the helicopter father attitudes differ according to the grade levels of the students in the dimensions of fundamental trust, emotional personal life, academic life, attitudes towards moral issues and general behaviour. 5th grade students believe that the helicopter father affects their academic lives more than 6th and 8th grade students; and 6th grade students believe the helicopter father affects their attitude towards moral issues and general attitudes more than 8th grade students.

In this research and Gude's (2014) study, the helicopter parental attitudes perceived by middle school students were found to be high. This situation can be interpreted that the parents of middle school students have more intense helicopter attitudes. It is also seen in the studies of Yılmaz (2019 and 2020) that helicopter father attitudes of the students are more effective than their mother attitudes according to their grade levels. The fact that the helicopter attitudes of fathers are more effective in adolescents compared to the attitudes of mothers can be interpreted that helicopter father attitudes are more effective than mothers' attitudes (Yılmaz, 2019).

It has been determined that the helicopter mother attitudes differ according to the family's income in the dimensions of academic life. Students whose families have an income of 10.000TL and above believe the helicopter mother affects their academic lives more than helicopter mothers of any other income level. At the same time, it can be interpreted when the averages are taken into account, that helicopter mothers of all income levels have a similar effect on academic success.

It has been determined that the helicopter father attitudes differ according to the family's income in the dimensions of academic life and general behaviour. Students whose families have an income of 10.000TL and above believe the helicopter father affects their academic lives more than helicopter mothers of any other income level. In the general attitude aspect, the difference is seen in fathers from families with an average income of between 5000-10000TL and 3.000-5.000TL. It is seen that the helicopter father affects the student's general attitude according the income level of the family. Helicopter parental attitude has increased in every culture in the last quarter century, and this situation is more common in families with a socioeconomic level above the average (Kwon, Yoo & De Gagne, 2017).

It has been determined that the helicopter mother attitudes differ according to the number of children present in the family in the dimensions of emotional personal life, academic life, attitudes towards moral issues and general behaviour. It is seen that the effect mothers with one child have on the child's emotional personal life is higher than the mothers with two or three children. It has been determined that helicopter mothers with five or more children have the highest effect on the student's academic life according to the number of children. The helicopter mother's effect on the student's attitude

towards moral issues according to the number of children is listed as one child and three children. It is seen that the effect the helicopter mother with one child has towards the child's general attitude is higher than mothers with two and three children. It is seen that the helicopter mother affects the student according to the number of children in the academic life, attitude towards moral issues and general attitude aspects. In the literature, it is the result of the research (Bradley-Geist & Olson-Buchanan, 2014) that parents adopt the same level of helicopter attitudes on ethical-moral issues, no matter how many children in the family.

It has been determined that the helicopter father attitudes differ according to the number of children present in the family in the dimensions of emotional personal life, and academic life. It was determined that the effect the helicopter father has on the emotional personal lives of only child students is higher than students that are three children. When the effect of the helicopter father on academic life was considered, it was determined that this effect was exhibited the highest by helicopter fathers with one child. It is seen that the helicopter father affects the student's life according to the number of children in the aspects of emotional personal and academic lives. Studies show that parents with one child exhibit more helicopter attitudes. As a matter of fact, it has been determined that in families with more than one child, the helicopter attitude towards the first children is more than the other siblings (Yılmaz, 2020). In addition, the excessive attention and intervention of the mother may have been accepted by the mother's love and interest for the children, and similar attitudes may have been more dominant on the children (Yılmaz, 2019).

No significant difference was observed in helicopter mother attitudes in any aspects according to the education level of the mother. However, helicopter parental attitude can be accepted (Almendrala, 2015; West & Lewis, 2018) as a personality trait in some parents.

The helicopter father's effect on the academic life depending on education level is listed as secondary school, undergraduate and primary school. It is seen that depending on the parent's education level, the helicopter father affects the student's attitude towards moral issues. The sample consists of students from families with a high socio-economic level. It can be said that helicopter fathers with relatively high life standards, and low education levels have more oppressive and controlled attitudes compared to other helicopter parents with different education levels due to them not wanting their children to go through the negativities they went because of their education level.

According to Yılmaz (2019), helicopter fathers do not have any effect on the academic life of their children; it seems that they trust girls more than boys. The results obtained differ due to factors such as the small number of studies conducted in the literature, the samples of the studies, the school types of the students, their class levels, family structures, and cultural differences. Yılmaz, (2020) and Stone et al. (2011) argue in their

research that helicopter parental attitudes have increased today, especially in recent years, in terms of the proportion of parents with this attitude. A significant difference was found between the family's economic level and the parents' attitude to helicopters.

It was determined that the highest effect on the student's fundamental trust depending on parent age level is from mothers of the age group between 23-35, followed by the age group between 44-55. The helicopter mother's effect on the student's emotional personal life is listed as ages between 23-35 the highest, ages 35-45 and ages 45-55. It is seen that helicopter mothers affect the student's fundamental trust, emotional personal life and general attitude depending on the mother's age. When helicopter mothers are evaluated according to their age levels, it can be concluded that younger mothers have a more protective, controlling and intrusive attitude towards their children. Socio-economic factors have an important effect on families' child-raising styles. Parents' approaches towards raising a child differ according their education and income level. Parents with high education and income levels value their own wishes and control over their children's lives in the raising of their children. Socialization is affected by social structure and life experiences (Kılbaş Köktaş, 2004: 93). The life experiences of a child are closely related to the conditions the family lives under and the approaches they have.

5. Conclusions and Suggestions

As a result of the research, it was determined that the helicopter mother's and father's attitudes were similar, and the socio-economic competence of the parents, age groups and education levels, and the number of family members were determinants in the education and life of the student. The ability of the helicopter parents' children to participate in social activities and communicate with social groups at school is low. The student's negative attitude towards school, not fulfilling their school responsibilities, becoming insensitive to those around them, perceiving themselves as incapable, doubting their talents and a drop in academic success can be seen as important in terms of showing similar results with the effect helicopter parent attitude and behaviors have on children. Considering the suggestions of the participants and the findings and results of the research, the following can be suggested to researchers:

Investigating helicopter parental attitudes in terms of possible positive consequences can bring different perspectives to the field.

Students studying at different levels and levels of helicopter parental attitudes can be investigated comparatively.

Helicopter parents' attitudes in Turkey can be made based on the work of teachers and administrators opinions.

Studies that contribute to the international literature that include and aim to compare the results of domestic and foreign studies can be conducted.

References

- Altuntaş, S. & Sezer, Ö. (2017). Ortaokul öğrencilerinin okula bağlanmalarının incelenmesi. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 18(1), 83-97.
- Almendrala, A. (2015). 'Helicopter Parent' Doesn't Mean What You Think It Means, Just because you don't follow your kid to her job interview doesn't mean you aren't helicopter parenting. <https://www.huffpost.com/entry/what-is-a-helicopterparents-56453977e4b08cda34883f85>.
- Balkıs, M., Duru, E., Buluş, M. & Duru, S. (2011). Tükenmişliğin öğretmen adayları arasındaki yaygınlığı, demografik değişkenler ve akademik başarı ile ilişkisi. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 29(29), 151-165.
- Bradley-Geist J., Olson-Buchanan J. (2014). Helicopter parents: An examination of the correlates of over-parenting of college students. *Education Training*, 56(4), 314-328.
- Bronson, P., & Merryman, A. (2009). *Nurture Shock: New Thinking About Children*. New York, NY: Twelve Publishing.
- Cline, F. W. & Fay, J. (1990). *Parenting with Love and Logic: Teaching Children Responsibility*. Updated and expanded ed. (2006) Colorado Springs, CO: NavPress.
- Duy, B. & Yıldız, M. A. (2014). Farklı zorbalık statüsüne sahip erinlerde okula bağlanma ve yalnızlık. *Eğitim ve Bilim*, 39(174).
- Emik Aksoy, G. (2014). Helikopter aileler kimdir? https://www.tavsiyeediyorum.com/makale_12188.htm
- Ertuna, E. (2016). The Turkish Translation, And Reliability, Validity Study of Helicopter Parenting Instrument. Master's Thesis, Near East University, Cyprus.
- Gibbs, N. (2009). The growing backlash against overparenting. <http://www.time.com/time/magazine/article/0,9171,1940697,00.htmlb>
- Gude, K. (2014). "College Students and their Helicopter Parents: a Recipe for Stress." Huffington. http://www.huffingtonpost.com/karl-gude/parents-the-worst-kind-of_b_5097971.html.
- Gui, T., & Koropecykj-Cox, T. J. (2016). "I Am the Only Child of my Parents: "Perspectives on future elder care for parents among Chinese only-children living overseas. *Journal of Cross-Cultural Gerontology*, 31(3): 255-275.
- Henry, K. L., & Slater, M. D. (2007). The contextual effect of school attachment on young adolescents' alcohol use. *Journal of school health*, 77(2): 67-74.
- Hofer, B. K. and Moore, A. S. (2010). *The iconnected parent: Staying close to your kids in college (and beyond) while letting them grow up*. New York, NY: Free Press.
- Hotlar, D. (2017). Helikopter anne babalar ve çocukların benlik gelişimi. https://www.tavsiyeediyorum.com/makale_18194.htm
- Jill, B.-G. & Julie, B. O. (2014). Helicopter parents: An examination of the correlates of over-parenting of college students. *Education + Training*, 314-328.
- Kalkan, M., & Odacı, H. (2007). Psikolojik doğum sırası ve ana babaya bağlanma: okul öncesi öğretmen adayları üzerine bir çalışma. *E-Journal of New World Sciences Academy Education Sciences*, 5(3), 810-819.
- Karababa, A., Oral, T. & Dilmaç, B. (2018). Ortaokul öğrencilerinde okula bağlılığın yordanmasında algılanan sosyal destek ve değerler rolü. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 33(2): 269-279.
- Karasar, N. (2013). *Bilimsel Araştırma Yöntemi*. Ankara: Nobel Yayın Dağıtım.

- Kelly, L., Duran, R. L. & Miller-Ott, A. E. (2017) Helicopter parenting and cell-phone contact between parents and children in college. *Southern Communication Journal*, 82(2), 102-114.
- Kılbaş Köktaş, Ş. (2004). *Rekreasyon Boş Zamani Değerlendirme*. Nobel Yayın Dağıtım, Ankara.
- Klem, A. M. & Connell, J. P. (2004). Relationships matter: Linking teacher support to student engagement and achievement. *Journal of School Health*, 74(7), 262-273.
- Kurt, U. & Taş, Y. (2019). Ebeveynlerin sosyoekonomik düzeyleri ile çocuklarının okul hayatına katılımları arasındaki ilişki. *Kuramsal Eğitim Bilim Dergisi*, 12(3), 978-991.
- Kwon, K.-A., Yoo, G. & E. Bingham, G. (2015). Helicopter parenting in emerging adulthood: support or barrier for Korean college students' psychological adjustment? *Journal of Child and Family Studies*, 136-145.
- Kwon, K.-A., Yoo, G. & E. Bingham, G. (2016). Helicopter parenting in emerging adulthood: Support or barrier for Korean college students' psychological adjustment? *Journal of Child and Family Studies*, 136-145.
- Kwon, K.-A., Yoo, G., & De Gagne, J. C. (2017). Does culture matter? A qualitative inquiry of helicopter parenting in Korean American college students. *Journal of Child and Family Studies*, 26(7), 1979-1990.
- Lemoyne, T. & Buchanan, T. (2011). Does "hovering" matter? Helicopter parenting and its effect on well-being. *Sociological Spectrum*, 399-418.
- Levine, M. (2006). *The Price of Privilege*. New York, NY: Harper Collins Publishers.
- McGinley, M. (2018). Can Hovering hinder helping? Examining the joint effects of helicopter parenting and attachment on prosocial behaviors and empathy in emerging adults. *The Journal of Genetic Psychology*, 179(2), 102-115.
- Marano, H. E. (2008). *A Nation of Wimps: The High Cost of Invasive Parenting*. New York, NY: The Crown Publishing Group.
- Okant Yaşın, Ç. (2018). *Helikopter Ebeveyn Sahibi Y Kuşağının İş ve Yaşam Tatmini Üzerine Sosyolojik Bir Analiz*. (Master Thesis). Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.
- Osterman, F. K. (2000). Students' need for belonging in the school community. *Review of Educational Research*, 17(3), 323-367.
- Önen, E. (2014). Öğrencinin okula bağlılığı ölçüğü: Türk ortaokul ve lise öğrencileri için uyarılma çalışması., *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 5(42), 221-234.
- Sağlam, A. & İkiz, F. E. (2017). Ortaokul Öğrencilerinin Şiddet Eğilimleri ile Okula Bağlılık Düzeyleri Arasındaki İlişkinin İncelenmesi, *İlköğretim Online*, 16(3), 1235-1246.
- Samdal, O., Wold, B. & Bronis, M. (1999). Relationship between students' perceptions of school environment, their satisfaction with school and perceived academic achievement: An international study. *School Effectiveness and School Improvement*, 10, 296-320.
- Savi, F. (2011). Çocuk ve ergenler için okula bağlanma ölçüğü: Geçerlik ve güvenirlik çalışması. *İlköğretim Online*, 10(1), 80-90.
- Schiffrin, H. H. & Miriam L. M. (2017). The effects of helicopter parenting on academic motivation. *Journal of Child and Family Studies*, 26(5), 1472-1480.
- Tashner, T. (2014). Helping or hovering? The effects of helicopter parenting on college students' well-being. *Journal of Child and Family Studies*, 548-557.
- Tekbıyık, A. (2014). *İlişkisel Tarama (M. Metin, ed.), Kuramdan Uygulamaya Eğitimde Bilimsel Araştırma Yöntemleri*. Ankara: Pegem A.

- Thomson, S. (2005). *Engaging Students with School Life*. Youth Studies Australia, 24.
- Ünlütürk, Z. (2013). (Çocuğa pervane olan) Helikopter Anne Babalar. Contact adress: https://www.tavsiyeeediyorum.com/makale_10220.htm
- Vieira, Maria & Almeida, Ana & Ribeiro, Ana Sofia. (2018). Including and excluding. Schools' reputations: students, families and choices. 10.31447/ics9789726715030.
- West, A. and Lewis, J. (2018). *Helicopter Parenting and Boomerang Children: How Parents Support and Relate to Their Student and Co-Resident Graduate Children*. by Routledge, 711 Third Avenue, New York, NY 10017.
- Yılmaz, Z. (2016). Ortaöğretim kurum öğrencilerinde okula bağlılık olgusunun başarı düzeylerine etkisi. Yüksek lisans tezi, Sosyal Bilimler Enstitüsü, İstanbul Okan Üniversitesi.
- Yılmaz, H. (2019). İyi ebeveyn, çocuğu için her zaman her şeyi yapan ebeveyn değildir: Algılanan Helikopter Ebeveyn Tutum Ölçeği (AHETÖ) Geliştirme Çalışması. *Erken Çocukluk Çalışmaları Dergisi*, 3(1), 3-30.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the Journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (**CC BY-NC-ND**) (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).