

Helicopter Parenting: Helpful or Hurtful in Relation to the
Vocational Identity Development Process?

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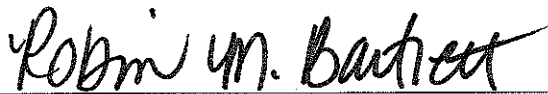
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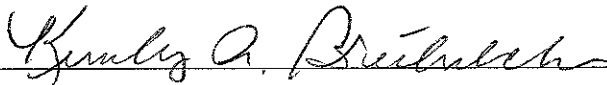
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Abstract

This study examined whether a new form of parenting, known as “helicopter parenting,” was negatively associated with aspects of vocational identity development. College students ($N = 157$) between the ages of 18 and 27 completed a series of questionnaires on-line that measured their perceived levels of helicopter parenting and levels of career exploration, decidedness, and decision-making confidence. While no significant relations were found between perceived levels of helicopter parenting and vocational identity development, results yielded a positive association between perceived levels of autonomy supportive parenting and progress toward the establishment of vocational identity. Students who reported higher levels of autonomy supportive parenting had more confidence in their ability to make career related decisions and had explored more in terms of careers. In addition, the results showed a trend for a relationship between autonomy supportive parenting and higher levels of career decidedness. Results of this study extend the literature on helicopter parenting by investigating its relation to vocational identity development. Furthermore, the results support previous research by documenting the importance of positive parenting behaviors in establishing an identity.

Helicopter Parenting: Helpful or Hurtful in Relation to the Vocational Identity Development Process

In the 1960's, Erik Erikson put forth his psychosocial theory of development in which he outlined eight age periods of the life-span (e.g., infancy, childhood, adolescents, young adulthood). According to Erikson, successful development centered on the resolution of or progress toward resolving a "crisis" or conflict associated with each age period (Feldman, 2015). The "crisis" associated with the period of adolescence (12-years to late teens) is referred to as *identity versus identity confusion* and is a time during which adolescents explore and attempt to answer questions such as "who am I," "what is important to me in life," "what do I want to do in terms of a career," "what do I believe in," etc. (Feldman, 2015).

While establishing an identity traditionally was viewed as a major developmental task of the adolescent period, more recent work recognizes that aspects of the identity development process continue through the young adulthood period. Specifically, Arnett suggests that identity development begins during the adolescent period and continues into "emerging adulthood" (as cited in Dumas, Lawford, Tieu, & Pratt, 2009), a new, transitional age period of development between the ages of 18-25-years (Arnett, 2007). The notion of "emerging adulthood" is supported by survey data that showed 38% of 18-25-year-olds felt they had reached adulthood compared to 64% of 28-35-year-olds (Nelson & Barry, 2005). In addition to continued identity development, emerging adults are working on other tasks such as becoming independent decision-makers, accepting responsibility for the consequences of one's actions, and striving to achieve financial independence (Padilla-Walker & Nelson, 2012). As noted by researchers, this "in-between" period may lead to challenges for parents as they still feel the desire and need to assist children while also working to promote autonomy (Padilla-Walker & Nelson, 2012).

Research has long demonstrated the importance of parenting factors such as warmth, responsiveness, and involvement in contributing to successful child and adolescent development. For example, parental warmth, sensitivity, and responsiveness promote the development of secure attachment in infants (Feldman, 2015). Authoritative parenting, marked by setting age appropriate limits on children's behavior and warmth and responsiveness in communication with children, is associated with a host of positive developmental outcomes including behavioral control, self-reliance, and achieving an identity (Feldman, 2015). While parental involvement is important to many developmental processes, new research is shedding light on the potential negative effects of a new *form* of parental involvement called "helicopter parenting." This new parenting style has been related to Diana Baumrind's authoritative parenting style (Baumrind, 1971) in terms of being concerned for children's well-being and success. Instead of using reasoning and communicating with children in handling problems or making decisions (as authoritative parents generally do), however, helicopter parents are proposed to "step in" and solve problems directly for children, thereby impacting the development of independent problem-solving abilities (LeMoyne & Buchanan, 2011).

Characteristics of "helicopter parenting" include "hovering" over or being *overly* involved in children's lives, continuing to make important decisions for children, and carrying out tasks for children that they should be doing themselves (Padilla-Walker & Nelson, 2012). In addition, helicopter parents tend to be in constant contact with their children, averaging "10.4 forms of communication (e.g., e-mail, cell phone, text message) per week" (Hofner as cited in Ingen, et al., 2015, pg. 7). A 2007 Indiana University study of first year college students found 13% reported that their parents "often" interfere if there is a problem at school and 25% reported that their parents "sometimes" intervene (as cited in Somers & Settle, 2010). An article in *Forbes*

magazine reported that 33% of millennials indicated their parents were “very involved in their job hunt process,” 10% reported their parents accompanied them to a job interview, and 3% stated their parents actually went to and sat in on a job interview. Furthermore, before accepting a job offer, 70% of college recruits indicated the need to first talk to their parents about the offer (Stahl, 2015).

While definitions and views of helicopter parenting are relatively new, research has documented support for this form of parenting as a qualitatively distinct construct. Padilla-Walker and Nelson (2012) measured college students’ perceptions of helicopter parenting (e.g., “my parent solves any crisis or problem I might have,” “my parent intervenes in settling disputes with my roommates or friends”) as well as their perceptions of parental behavioral control (e.g., “my parent tries to limit or control who my friends are,” “my parent tries to control how I spend my money”), and psychological control (e.g., “my parent is less friendly to me if I do not see things his/her way”). Helicopter parenting emerged as a separate factor from both behavioral and psychological control. Thus, this pattern of parenting is not believed to merely reflect quantitative changes in levels of parental involvement and control. Rather, “helicopter parenting” is viewed as a unique pattern of parenting behaviors that go beyond appropriate monitoring of children’s behaviors and activities to inappropriate responses that may lead to negative developmental outcomes (Padilla-Walker & Nelson, 2012).

Research is just beginning to examine the potential impact of this type of parenting on aspects of development. LeMoyne and Buchanan (2011) surveyed a sample of 317 college students and found that students who reported higher levels of perceived helicopter parenting had more negative thoughts about themselves and lower overall well-being. This study also showed that perceived helicopter parenting was associated with a greater likelihood to be prescribed

medication for anxiety and depression and greater use of pain pills without the proper prescription. A study by Schiffrin et al. (2014) surveyed 297 college students and showed that higher levels of perceived helicopter parenting were associated with a decrease in life satisfaction and higher levels of depression. Finally, Ingen et al. (2015) found that higher perceived helicopter parenting was associated with lower general self-efficacy when they surveyed 190 16-28-year-olds.

It is important to keep in mind that the previously described research examined the *relationship* between levels of perceived helicopter parenting and adjustment outcomes. We cannot be certain of the direction of the relationship. For example, it may be that parenting behavior is influencing adjustment, or it might be that children who have adjustment issues require a different approach to parenting that includes being overly involved or intrusive. It is also possible that there is a third variable that influences both parenting behaviors and adjustment difficulties. As research on the topic of “helicopter parenting” is relatively new, it appears that, to date, efforts have been aimed at establishing a relationship between this form of parenting and a variety of outcomes – research examining issues related to answering questions of directionality will likely come later.

While research has examined the relationship between helicopter parenting and global well-being outcomes in college students, no studies could be found investigating the potential connection between this type of parenting and outcomes related to identity development. Accordingly, the present study is designed to examine college students’ perceptions of helicopter parenting and its relation to one facet of identity development, namely vocational identity development. As noted by James Marcia (1966), successful establishment of an identity is based on two dimensions: exploration and commitment. Specifically, adolescents and emerging adults

need to engage in the process of *exploring* and considering different alternatives and subsequently make an *commitment* or demonstrate personal investment related to their identity (Marcia, 1966), or in the case of the present study, their vocational identity (i.e., career path). Given the previously mentioned characteristics of helicopter parenting (e.g., “over” involvement in children’s lives and continuing to make important decisions for them) and the results of Ingen et al.’s (2015) research documenting a negative correlation between perceived helicopter parenting and self-efficacy, it seems possible that this approach to parenting may hinder the career development process in terms of lowering exploration of career possibilities and making a decision about and committing to a particular career path. Using a quasi-experimental design, this study assessed college students’ perceptions of helicopter parenting and examined its relation to their levels of career-related exploration, career decidedness, and career-related decision-making self-efficacy. Higher perceived helicopter parenting was expected to be associated with less vocational exploration and career decidedness, and lower self-efficacy regarding career-related decision-making. Given the lack of previous research on this topic, our hypotheses were considered exploratory.

Method

Participants

College students ($N = 167$) enrolled at Northern Kentucky University participated in this study. Seven of these participants were excluded from the analyses because, while they consented to participate, they did not complete any further information on the survey. Three additional participants (a 16-year-old, 17-year-old, and 31-year-old) were eliminated because they were not within the appropriate age parameters of the study. Thus, the final sample consisted of 157 college students (18-27-years-old; $M = 19.7$ years). These participants were

predominately female (67%) and Caucasian (84%). Participants were recruited using SONA, an online research participation management system. Students received two points of extra or course credit for participating in this study.

Procedure and Measures

Information about the study was posted on SONA. Students interested in participating were provided a link to SurveyMonkey to complete the study materials on-line. After giving informed consent, students completed several questionnaires designed to assess helicopter parenting and aspects of their vocational identity development. These measures are described below in the order in which participants completed them. Participation took approximately 30-minutes.

Vocational identity development. The Career Exploration and Decidedness Inventory-Revised (CEDI-R; Thomas, McDaniel, & Wagner, 2005) consisted of a 27 item instrument designed to measure both self and career exploration and career decidedness (see Appendix A). Sample exploration items included, "I have never really examined my values in relation to my future vocation" and "I have not spent much time examining the pros and cons of different careers." Sample decidedness statements included, "I have made a definite decision about what my future career will be" and "It is clear in my mind just what vocation I want to enter." Items were rated on a 5-point scale ranging from (1) *not at all like me* to (5) *very much like me*. The CEDI-R has two primary subscales: (a) overall exploration (self-exploration + career exploration) and (b) career decidedness. Higher scores reflect higher levels of exploration and decidedness. Previous versions of the CEDI demonstrated adequate test-retest reliability ($r = .83$ for the decidedness subscale and $r = .76$ for career exploration; Thomas, McDaniel, & Nance, 2003). The CEDI-R has demonstrated adequate concurrent validity with other measures of

decidedness and exploration (see Thomas, McDaniel, & Wagner, 2005). Cronbach's alphas in the present study were .77 for the career exploration, .71 for self-exploration, and .93 for the decidedness subscale, thereby demonstrating adequate internal consistency.

Career decision-making self-efficacy. The Career Decision-Making Self-Efficacy Scale (CDMSE; Betz, Klein, & Taylor, 1996; Betz, Hammond, & Multon, 2005) consisted of 25 items designed to measure an "individual's belief that he or she can successfully complete tasks necessary to making career decisions" (Taylor & Betz, 1983, pg. 132; see Appendix B). Each item was rated on a 5-point scale where (1) *no confidence at all* to (5) *complete confidence*. Scores ranged from 25-125 with higher scores indicating more confidence in making decisions career-related choices. In the present study, this measure demonstrated superior internal consistency (Cronbach's alpha = .94).

Helicopter parenting. Students completed several measures designed to assess their perceptions of exposure to different parenting styles, namely helicopter parenting behaviors (see Appendix C). After a review of literature, three measures of helicopter parenting were found. In responding to these questions, students were instructed to think about the time "*Since I started college...*" as a frame of reference. The first questionnaire was a 5 item measure designed to assess the extent to which respondents feel their parent(s) makes decisions for them, intervenes or solves their problems, etc. (HPS-1; Padilla-Walker & Nelson, 2012). Examples of items included, "My parent(s) makes important decisions for me (e.g., where I live, where I work, what classes I take) and "My parent(s) solves any crisis or problem I might have." Each item was rated on a 5-point scale where (1) = *not at all like my parent(s)* to (5) = *a lot like my parent(s)*. Scores ranged from 5-25 with higher scores indicating stronger levels of perceived helicopter parenting.

In the present study, this scale demonstrated adequate internal consistency (Cronbach's alpha = .79).

The second measure of helicopter parenting consisted of 7 items designed to measure the extent of perceived parental control during one's upbringing (HPS-2; LeMoyne & Buchanan, 2011). Sample items included, "My parent(s) let me figure things out independently" and "My parent(s) often stepped in to solve life problems for me." Items were rated on a 5-point scale ranging from (1) *strongly disagree* to (5) *strongly agree*. Scores ranged from 7-35 with higher scores indicating higher levels of perceived helicopter parenting. The HPS-2 has demonstrated adequate internal consistency in previous research (Cronbach's alpha = .71; LeMoyne & Buchanan, 2011) as well as in the present study (alpha = .79).

The third survey consisted of 9 items that were designed to reflect helicopter parenting behaviors (HPS-3; Schiffrin et al., 2014). It included statements such as, "My parent(s) monitors who I spend time with" and "If I am having an issue with my roommate, my parent(s) would try to intervene." Items were rated on a 6-point scale with (1) = *strongly disagree* to (6) = *strongly agree*. Scores ranged from 9-54 with higher scores reflecting greater perceptions of helicopter parenting. These items demonstrated adequate internal reliability in past studies (Cronbach's alpha = .77) and the present study (alpha = .84).

Autonomy supportive parenting. The final survey consisted of 6 items and assessed respondents' perceptions of supportive parental behaviors that promote the development of independence (Schiffrin et al., 2014; see appendix D). Sample items included, "My parent(s) encourages me to keep a budget and manage my own finances" and "My parent(s) encourages me to deal with any interpersonal problems between myself and my roommate or my friends on my own." Acceptable internal consistency of autonomy supportive parenting behaviors items has

been shown in both previous research (Cronbach's alpha = .71) and in the present study (alpha = .85). Items were rated on a 6-point scale with (1) = *strongly disagree* to (6) = *strongly agree*. Scores ranged from 6-36 with higher scores reflecting greater perceptions of autonomy supportive parenting behaviors.

Results

Descriptive Data and Preliminary Analyses

Table 1 displays the means and standard deviations for the measures of helicopter parenting and the vocational identity development scales. A comparison of our sample means to those of previous research (e.g., LeMoyne & Buchanan, 2011, Padilla-Walker & Nelson, 2012, Schiffrin et al., 2014) found similar low levels of perceived helicopter parenting for each of the scales. When examining the sample means for autonomy supportive behaviors in the present sample versus previous research, the present sample reported relatively higher levels of autonomy supportive parenting than those found in Schiffrin et al. (2014).

Before conducting the focal analyses, we wanted to assess whether our sample of participants responded similarly to those in past studies on the measures of vocational identity development. In order to do so, we correlated the scores on these measures and as expected, the scores were all interrelated (see Table 2). Higher levels of exploration were associated with higher levels of career decidedness. Higher levels of confidence in making career related decisions were associated with higher levels of career exploration and decidedness.

Similarly, we looked at the intercorrelations among the helicopter parenting scales. As seen in Table 3, the total scores on these scales were highly related to one another. That is, higher scores on one of the helicopter parenting scales were associated with higher scores on the other perceived helicopter parenting scales. As previously noted in the "Method: Procedures and

Measures” section, these scales demonstrated strong internal consistency (alphas ranged from .79 to .84). Thus, the scores on these scales were standardized and then summed to create a total perceived helicopter parenting score.

Focal Analyses

Using a median split, we created three groups of perceived helicopter parenting (low, medium, and high). We then conducted a series of one-way ANOVAs where the independent variable was level of perceived helicopter parenting and the dependent variables were career and self-exploration, total exploration (career + self-exploration), career decidedness, and career decision-making self-efficacy. No significant relations between perceived helicopter parenting and career decidedness, exploration, or career decision-making self-efficacy were found (see Table 4).

We also examined the relation between perceived autonomy supportive parenting and vocational identity development. Using a median split, we created low versus high groups of perceived autonomy supportive parenting. We then conducted a series of one-way ANOVAs where the independent variable was level of perceived autonomy supportive parenting behaviors and the dependent variables were total exploration, career decidedness, and career decision-making self-efficacy. Significant differences were found for total exploration, $F(1, 131) = 7.47, p = .007$, and career decision-making self-efficacy, $F(1, 138) = 15.25, p < .001$. Students reporting higher levels of autonomy supportive parenting explored more and had more confidence in their ability to make career-related decisions (see Table 5). The results for career decidedness approached significance indicating a trend for a relationship between autonomy supportive parenting and higher levels of career decidedness, $F(1, 142) = 3.48, p = .064$.

Discussion

Contrary to our hypotheses, higher levels of perceived helicopter parenting were not related to aspects of the vocational identity development process. Given that previous studies documented relationships between perceived helicopter parenting and adjustment difficulties in college students (e.g., LeMoyne & Buchanan, 2011; Schiffrin et al., 2014), we were expecting this new type of parenting to be associated with reduced progress toward vocational identity development. It appears that helicopter parenting is a better predictor of well-being related outcomes such as depression, anxiety, and life satisfaction as opposed to typical or normal developmental processes like establishing a vocational identity.

Our secondary analysis examined the relationship between autonomy supportive parenting behaviors and career-related identity development outcomes. Previous studies have documented an association between positive parenting behaviors and establishing an identity. For example, good communication (a defining characteristic of Baumrind's *authoritative* parenting style) between parents and adolescents has been linked with more positive identity development (see Santrock, 2012). The results of the present study were consistent with past research as autonomy supportive parenting behaviors (e.g., encouraging independent decision-making, taking responsibility) were associated with increased exploration and confidence in making career decisions. Taken together, the present findings provide further evidence of positive parenting behaviors as an important predictor of vocational identity development.

Several limitations of the study need to be addressed. First, as research on helicopter parenting is relatively new, it is important to note that the scales used to measure this construct were developed recently (2011, 2012, and 2014) and may not be well-established as of yet with regard to their psychometric properties. Future research is needed to further establish the

reliability and validity of these measures. Secondly, this study relied solely on self-report measures that required students to reflect and report on their parents' behaviors. Accordingly, caution should be exercised in interpreting the results due to concerns regarding the reliability of students' responses. In particular, participants may have given "socially desirable or acceptable" responses to the parenting-related items. The descriptive data clearly demonstrated rather low mean levels of perceived helicopter parenting compared to reports of autonomy supportive behaviors. Future research should include comparisons of perceived helicopter parenting across multiple raters to address this issue.

In sum, the present study contributes to the literature by serving as an initial attempt at exploring the relationship between helicopter parenting and vocational identity development. Given the exploratory nature of this study and lack of significant findings related to helicopter parenting, additional research is clearly warranted.

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Table 1

*Descriptive Statistics for the Helicopter Parenting Measures and the Vocational Identity**Development Measures*

	<i>M (SD)</i>	Minimum	Maximum
Helicopter Parenting #1	9.82 (4.29)	5	25
Helicopter Parenting #2	18.70 (5.61)	7	35
Helicopter Parenting #3	25.46 (10.51)	9	63
Autonomy Supportive Parenting	32.32 (7.25)	6	42
Career Decidedness (CEDI)	31.84 (9.60)	9	45
Career Exploration (CEDI)	24.37 (5.22)	9	35
Self Exploration (CEDI)	22.46 (4.19)	10	30
Total Exploration (CEDI)	46.65 (8.61)	19	65
Decision-Making Self-Efficacy (CDMSE)	92.96 (16.23)	44	125

Table 2

Intercorrelations Among the Vocational Identity Development Measures

	Career Decidedness	Total Exploration	Career Decision- Making Self-Efficacy
Career Decidedness	---	.27**	.61**
Total Exploration		---	.53**
Career Decision-Making Self-Efficacy			---

** $p \leq .002$

Table 3

Intercorrelations Among the Helicopter Parenting Scales

	HPS 1	HPS 2	HPS 3
HPS 1	---	.46**	.66**
HPS 2		---	.55**
HPS 3			---

** $p < .001$

Table 4

Means (Standard Deviation) for Vocational Identity Measures by Perceived Helicopter Parenting

	Low	Medium	High	<i>F</i>	<i>p</i>
Career Decidedness	31.96 (9.63)	33.33 (9.86)	30.38 (9.54)	1.08	.343
Career Exploration	24.68 (5.18)	24.04 (5.79)	24.50 (5.12)	.18	.837
Self-Exploration	22.54 (4.33)	23.23 (4.59)	21.72 (3.59)	1.52	.222
Total Exploration	46.80 (8.77)	47.23 (9.64)	46.07 (7.74)	.19	.825
Career Decision Making Self-Efficacy	94.89 (14.93)	94.64 (16.28)	89.85 (17.97)	1.37	.257

Table 5

Means (Standard Deviation) for Vocational Identity Measures by Perceived Autonomy

Supportive Parenting

	Low	High
Career Decidedness	30.25 (9.26)	33.23 (9.75)*
Total Exploration	44.49 (8.59)	48.54 (8.40)**
Career Decision Making Self-Efficacy	87.30 (16.05)	97.60 (15.03)**

* $p = .064$

** $p \leq .007$

Appendix A

Career Exploration and Decidedness Inventory-Revised (CEDI-R)

CEDI-R

1. I have gathered information about possible careers from many different sources.
2. I have made a definite decision about what my future career will be.
3. I have seriously considered several different occupations for my future career.
4. I have never really examined my values in relation to my future vocation.*
5. I have sought out experiences to help me clarify my values and how they can be expressed in my future career.
6. I have spent a lot of time contemplating the “Who Am I?” question and how it relates to my future career.
7. I have not spent much time examining the pros and cons of different careers.*
8. When I have heard other people talk about their jobs, I have sometimes tried to envision myself in that career.
9. I have struggled to make a decision about what career is right for me.
10. I have sought out knowledgeable individuals in order to research the career options that are available to me.
11. I have talked with people in several different occupations to find out more about what their careers are like.
12. I am confident that I have chosen the career that is right for me.
13. I have used the career center or the internet to explore various career possibilities.
14. I have spent a lot of time and energy trying to decide what my future career will be.
15. I am not at all sure what career path I will choose.*
16. It is clear in my mind just what vocation I want to enter.
17. I have taken personality tests designed to help identify my vocational interests.

18. I have not looked into a lot of different career options.*
19. I am sure about what kind of work I want to do for a living.
20. I have not thought much about how my particular skills and abilities might relate to the career I choose.*
21. I am pretty certain about the type of job I will have in the future.
22. I have carefully evaluated the skills I possess and how they can be put to use in the world of work.
23. I really have no idea what occupation I will eventually decide to enter.*
24. I have a well-defined goal concerning my future occupation.
25. I have spent time reflecting on what my interests really are and how they can fit with a meaningful career for me.
26. I have investigated a variety of different career possibilities.
27. I have chosen a career and am currently preparing for it.

Notes:

1. Items rated on a 5-point scale where: (1) = not at all like me to (5) = very much like me.
2. An "*" indicates the item is reversed scored.
3. Higher scores indicated higher levels of career exploration and decidedness.

Appendix B

Career Decision-Making Self-Efficacy Scale (CDMSE)

CDMSE

How much confidence do you have that you could:

1. Find information in the library about occupations you are interested in.
2. Select one major from a list of potential majors you are considering.
3. Make a plan of your goals for the next five years.
4. Determine the steps to take if you are having academic trouble with an aspect of your chosen major.
5. Accurately assess your abilities.
6. Select one occupation from a list of potential occupations you are considering.
7. Determine the steps you need to take to successfully complete your chosen major.
8. Persistently work at your major or career goal even when you get frustrated.
9. Determine what your ideal job would be.
10. Find out the employment trends for an occupations over the next ten years.
11. Choose a career that will fit your preferred lifestyle.
12. Prepare a good resume.
13. Change majors if you did not like your first choice.
14. Decide what you value most in an occupation.
15. Find out about the average yearly earnings of people in an occupation.
16. Make a career decision and then not worry about whether it was right or wrong.
17. Change occupations if you are not satisfied with the one you enter.
18. Figure out what you are and are not ready to sacrifice to achieve your career goals.
19. Talk with a person already employed in the field you are interested in.
20. Choose a major or career that will fit your interests.

21. Identify employers, firms, and institutions relevant to your career possibilities.
22. Define the type of lifestyle you would like to live.
23. Find information about graduate or professional schools.
24. Successfully manage the job interview process.
25. Identify some reasonable major or career alternatives if you are unable to get your first choice.

Notes:

1. Items rated on a 5-point scale where: (1) = no confidence at all to (5) = complete confidence.
2. Higher scores indicated more confidence in making decisions related to career choice.

Appendix C

Helicopter Parenting Measures

HPS- 1

“Since I started college...”

1. My parent(s) made important decisions for me (e.g., where I live, where I work, what classes I take).
2. My parent(s) intervened in settling disputes with my roommates or friends.
3. My parent(s) intervened in solving problems with my employers or professors.
4. My parent(s) solved any crisis or problem I might have.
5. My parent(s) looked for jobs for me or tries/tried to find other opportunities for me (e.g., internships, study abroad).

Notes:

1. Items rated on a 5-point scale where: (1) = not at all like my parent(s) to (5) = a lot like my parent(s).
2. Higher scores reflect greater levels of agreement with helicopter parenting behaviors.

Padilla-Walker, L., & Nelson, L. (2012). Black hawk down?: Establishing helicopter parenting as a distinct construct from other forms of parental control during emerging adulthood. *Journal of Adolescence*, 35, 1177-1190.

HPS- 2

“Since I started college...”

1. My parent(s) supervised my every move growing up.
2. I sometimes feel that my parent(s) didn't feel I could make my own decisions.
3. My parent(s) let me figure things out independently. *
4. It was very important to my parent(s) that I never fail in life.
5. My parent(s) were not afraid to let me stumble in life. *
6. My parent(s) often stepped in to solve life problems for me.
7. Growing up, I sometimes felt like I was my parent (s') project.

Notes:

1. Items rated on a 5-point scale where: (1) = strongly disagree to (5) = strongly agree.
2. An “*” indicates reverse scored items.
3. Higher scores reflect greater levels of helicopter parenting.

Lemoyne, T., & Buchanan, T. (2011). Does “Hovering” matter? Helicopter parenting and its effect on well-being. *Sociological Spectrum, 31*, 399-418.

HPS- 3

“Since I started college...”

1. My parent(s) monitored who I spend time with.
2. My parent(s) called me to track my schoolwork (i.e., how I’m doing in school, what my grades are like, etc.).
3. My parent(s) regularly wanted me to call or text her to let her know where I am.
4. If I am having an issue with my roommate, my parent(s) would try to intervene.
5. My parent(s) had a have say in what major I chose/will choose.
6. My parent(s) monitored my exercise schedule.
7. My parent(s) monitored my diet.
8. If I were to receive a low grade that I felt was unfair, my parent(s) would call the professor.
9. When I was home with my parent(s), I had a curfew (a certain time that I must be home by every night).

Notes:

1. Items rated on a 6-point scale where: (1) = strongly disagree to (6) = strongly agree.
2. Higher scores reflect greater perceptions of helicopter parenting behaviors.

Schiffirin, H. H., Liss, M., Miles-McClean, H., Geary, K. A., Erchull, M. J., & Tashner, T. (2013).

Helping or hovering? The effects of helicopter parenting on college students’ well-being.

Journal of Child and Family Studies, 23(3), 548-557.

Appendix D

Autonomy Supportive Behaviors

Autonomy Supportive Behaviors

“Since I started college...”

1. My parent(s) encouraged me to make my own decisions and take responsibility for the choices I have made.
2. My parent(s) encouraged me to keep a budget and manage my own finances.
3. My parent(s) encouraged me to choose my own classes.
4. My parent(s) encouraged me to deal with any interpersonal problems between myself and my roommate or my friends on my own.
5. My parent(s) encouraged me to discuss any academic problems I am having with my professor.
6. My parent(s) has given me tips on how to shop for groceries economically.

Notes:

1. Items rated on a 6-point scale where: (1) = strongly disagree to (6) = strongly agree.
2. Higher scores reflect greater perceptions of autonomy supportive parenting behaviors.

Schiffirin, H. H., Liss, M., Miles-Mclean, H., Geary, K. A., Erchull, M. J., & Tashner, T. (2013).

Helping or hovering? The effects of helicopter parenting on college students' well-being.

Journal of Child and Family Studies, 23(3), 548-557.

Appendix E

Demographic Information Form

Demographic Information Form

1. What is your age? _____
2. What is your gender?
 - Male
 - Female
 - Other: _____
3. What is your race/ethnicity?
 - American Indian
 - Asian or Asian-American
 - African-American/Black (non-Hispanic)
 - Caucasian/White, non-Hispanic
 - Native Hawaiian or Other Pacific Islander
 - Hispanic/Latino
 - Other (specify): _____
4. What is your current class rank?
 - Freshman (0-29 credit hours completed)
 - Sophomore (30-59 credit hours completed)
 - Junior (60-89 credit hours completed)
 - Senior (90+ credit hours completed)
 - Post-baccalaureate
 - Other: _____
5. Where do you currently live?
 - At home with parent(s)/guardian

- On campus housing (campus residence hall)
- Off campus house with roommate (house, apartment)
- Other: _____