

**NEAR EAST UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
APPLIED (CLINICAL) PSYCHOLOGY
MASTER'S PROGRAMME**

MASTER'S THESIS

**THE TURKISH TRANSLATION, AND RELIABILITY,
VALIDITY STUDY OF HELICOPTER PARENTING
INSTRUMENT**

Emine ERTUNA

**NICOSIA
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ÖZET**Helikopter Ebeveynlik Ölçeği'nin Türkçe'ye Çevirisi, ve Geçerlilik, Güvenirlik Çalışması**

Hazırlayan: **Emine Ertuna**

Ocak, 2016

Bu çalışmada Odenweller, Booth-Butterfield ve Weber (2014) tarafından geliştirilen Helikopter Ebeveynlik Ölçeği'nin Türkçe'ye çevirilmesi, geçerlik ve güvenirlik çalışmasının yapılması amaçlanmıştır. HEÖ, Y kuşağının ebeveynlerinin helikopter ebeveynlik davranışları hakkındaki algılarını ölçmekte kullanılan önemli bir araçtır.

İlk olarak, HEÖ İngilizce'den Türkçe'ye çevirilmiştir. Çalışmaya Yakın Doğu Üniversitesi, Psikoloji Bölümü birinci ve ikinci sınıf öğrencisi 200 birey katılmıştır. Katılımcılara sırasıyla Sosyodemografik Bilgi Formu, Helikopter Ebeveynlik Ölçeği, Anne-Baba Tutum Ölçeği, Kişiler Arası Bağımlılık Ölçeği, Problem Çözme Envanteri, Psikolojik İyi Oluş Ölçeği, Yaşam Doyum Ölçeği uygulanmıştır.

HEÖ'nin Cronbach alfa katsayısı .77 olarak tespit edilmiştir. Madde-toplam puan korelasyonları 0.18 ile 0.66 arası değişmektedir. Faktör analizi sonucunda, Türkçe'ye uyarlanan ölçeğin, orjinal ölçekteki gibi tek boyutlu olduğu ortaya çıkmıştır. Ölçüt bağıntılı geçerlilik kapsamında, HEÖ ile ABTÖ'nün Kabul/İlgi/Özerklik, KABÖ'nün Özerklik, PÇE'nin Planlı yaklaşım alt boyutları arasında anlamlı, olumlu ilişki bulunurken, KABÖ'nün Duygusal Güven alt ölçeği ile anlamlı, olumsuz ilişkisi bulundu.

Öğrencilerin HEÖ puanları ile yaş, cinsiyet, doğum yeri, kardeş sayısı, ikamet şekilleri arasında anlamlı ilişki bulunmazken, HEÖ puanları ile kaçınıcı çocuk olma durumları arasında istatistiksel olarak anlamlı bir fark olduğu bulundu.

Yapılan çalışma sonucunda, HEÖ'nin Türkçe formunun geçerli ve güvenilir olduğu tespit edilmiş, Türk toplumunda kullanılabileceği sonucuna varılmıştır.

Anahtar Kelimeler: Helikopter Ebeveynlik, geçerlilik, güvenirlik

ABSTRACT**The Turkish Translation, And Reliability, Validity Study Of Helicopter Parenting Instrument**

Prepared by **Emine Ertuna**

January,2016

The aim of the present study is to translate Helicopter Parenting Instrument (HPI) which developed by Odenweller, Booth-Butterfield and Weber (2014) to Turkish and conduct reliability and validity studies. HPI is an important tool used to measure the perceptions of Millennials about helicopter parenting behaviors of their parents.

The translation of HPI from English to Turkish was conducted, firstly. 200 students attending to Near East University, Psychology Department first and second class participated in the study. A socio-demographic form, Helicopter Parenting Instrument, The Parenting Style Scale, Interpersonal Dependency Inventory, Problem-Solving Inventory, Psychological Well-Being Scale, The Satisfaction With Life Scale were administered to the participants.

The Cronbach alpha coefficient of HPI was .77. Item-total correlations ranged between 0.18 and 0.66. As a result of factor analysis, it has emerged that Turkish adaptation of the scale was single-factor structure as in the original scale. Within the scope of the criterion-related validity, there was a significant, positive relationship between HPI and Acceptance/Involvement/Autonomy subscale of PSS, Assertion of Autonomy subscale of IDI, Planned Approach of PSI. Also, there was a significant, negative relationship between HPI and Emotional Reliance subscale of IDI.

In addition, there was not significant difference between students' HPI scores and their age, gender, birthplace, sibling numbers, accommodation type. However, there was a significant difference between HPI scores of students and their sequence between siblings.

According to these results, the Turkish form of HPI is reliable and valid scale and can be in Turkish Society.

Keywords: Helicopter Parenting, validity, reliability.

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ABBREVIATIONS

- HPI** : Helicopter Parenting Instrument
- PSS** : The Parenting Style Scale
- IDI** : Interpersonal Dependency Inventory
- PSI** : Problem Solving Inventory
- PWB** : Psychological Well-Being Scale
- SWLS** : The Satisfaction With Life Scale

1. INTRODUCTION

Family is the primary place and environment where individual's basic needs are met in his/her life. Relationship between family members and the family environment is the place where most interaction of developing individuals from psychosocial aspects. These relations are major factor on individual's development (Milli Eğitim Bakanlığı, 2011, 4). Individual's family environment is closely related with to have balanced and compatible personalities. Especially, the attitude of parents toward children plays a role in the child's psychosocial development. It means that one of the most important factors in a child's health and positive personality development, is parents attitudes toward their children (Yavuzer, 2003, 145-160). Aksoy, Kılıç and Kahraman (2009, 21) stated that in children development, parenting styles are important to shaped children's every period of lives and be healthy, happy people in the future. Different parenting styles lead to children exhibit different behaviors (Zanden, Crandell, Crandell, 2007, 287). Family environment which include tolerance, understanding, limitations in a balance, considering the needs and development level of child is the important for children's healthy development (Sezer, 2010, 15). Also, children who grow up in free, compatible family environment and in a consistent, healthy relationship reach adult life as an autonomous individual (Yavuzer, 2007, 26). However, negative parental attitudes on the individual can create psychologically negative outcomes (Çakmak, Hevedanlı, 2005, 125). Parent's negative attitudes or behaviors which include give inadequate love and to be oppressive against the child lead to child's unhealthy development like to have dependent personality and lack of self-esteem (Yamanoğlu, 2009, 43).

Parental involvement is important for children's health development in their lives. When parents involve in their children lives, children have better social (Grolnick, Ryan, 1989, 152), academic outcomes (Fan, Chen, 2001, 17). Steinberg et al. (1992, 1278) investigated the effects of parenting practices on adolescent achievement and they found that adolescents whose parents involved have better school performance and more engagement to school. A limited form of parental involvement in a child's life, play an useful and supporting role (Lampert, 2009, 45).

Bradley-Geist and Olson-Buchanan (2014, 325) differentiate parental involvement and over-parenting which called helicopter parenting from each other. For example;

if a child has an important exam, involved parents ask the child how passed the exam. On the other hand, helicopter parents ask their children again and again every assignment. In the research, they found that parental involvement was positively associated with student's outcomes like higher self-efficacy but over-parenting was negatively associated with student outcomes like lower self-efficacy as well as maladaptive job research and work behavior. Relatively, Schiffrin et al. (2014, 554) stated that parents who adopt the attitude of over-parenting give the message to children that they do not believe their children's abilities. For this reason, over parenting lead to children feel themselves less competent and less able to manage life as autonomous and it may be cause higher levels of depression and lower level of satisfaction. In fact, support is more important than control. If parents support children's autonomy and they give active role to children solve their problem, it is beneficial for children to have less anxiety, depression and better social, emotional adjustment (Grolnick, Ryan, 1989, 151-152; Barber et al., 1994 quoted by Schiffrin et al., 2014). So, parental attitudes/ behaviors in raising children are important factor to shaping the child's development (Zanden, Crandell, Crandell, 2007, 287-290).

1.1 Helicopter Parenting

'Helicopter parenting' term firstly was used by Cline and Fay's (1990) parenting book series. Helicopter parenting refers to over-involved, ultra protective, ultra interested, remove obstacles which were in their children life, make decisions for their children, interfere children's all of work, save their children from adversity (Padilla-Walker, Nelson, 2012; LeMoyne, Buchanan, 2011; Odenweller, Booth-Butterfield, Weber, 2014, 419). For examples; when children are not at home, parents call them a lot, parents intrude to social relationships of their children, they do their homework, they go to school to check their children bring school supplies which are needed for child. Also, the parents call the professionals by phone about their child's assignment, grades or making excuses about some situation instead of the students (Lock, Campbell, Kavanagh, 2012, 10-11).

Helicopter parenting is not ancient parenting style, considered that it is new. The style of parenting includes over-involvement and low autonomy granting (Cornell, 2014, 9-10). These parents control behaviors of their children (Schiffrin et al., 2014, 554). According to Roman et al. (2012, 1170), mothers are the unique providers of the family and they care, protect their children until become the adult. For this reason, mothers exhibit controlling behavior and they manage children's daily lives. Because of this controlling behavior, young adults cannot make decisions independently about their lives and they feel anger to their parents. In their study, results showed that psychological control was positively associated with antisocial behavior of children. Relatedly, in a study of children, Aunola and Nurmi (2005, 1154) found that mothers who have love with psychological control toward their children are supportive and establish warm relationships with them. However, the mothers manage children's psychological world and children become dependent. Grolnick and Ryan (1989, 151) stated that children who grow with parents whose have extreme control are be blocked for assimilate their own behaviors about school-related. On the other hand, Padilla-Walker and Nelson (2012, 1187) stated that helicopter parenting differ from behavioral and psychological control. Controlling behaviors of parents are more harmful for children than helicopter parenting behaviors because, controlling parents have lack of sincerity and not emotional support. However, helicopter parenting includes good feelings such as guidance, emotional support in their relationships with children.

Helicopter parents are called Baby Boomers (Insch, Heames, McIntyre, 2010, 55). Baby Boomers are generation who was born between 1946 and 1964 (Zanden, Crandell, Crandell, 2007, 444) and who was the most inclusive to their children's lives. For this reason, they called 'helicopter parents'. Helicopter parenting style was most common in Millennials generation (LeMoyne, Buchanan, 2011, 412; Haber, Merck, 2010, 163). According to some reseaches, Millennials who was born between 1980 and 2000 are called Generation Y (Zanden, Crandell, Crandell, 2007, 445). Millennials were the most protected generation. Communication between parents and students get easy and increase with the development of technology and electronic communication (Shoup, Gonyea, Kuh, 2009, 19; Van Dyck, 2015, 108). In earlier generation of Millennials, technology did not develop and children play outside, ride bicycle and families did not reach them easily. However, in Millennials generation, parents met technology and begin to use cell phone, social network, e-mail etc. So, they started to check their children's whereabouts easily (Kantrowitz, Tyre, 2006, quoted by LeMoyne, Buchanan, 2011, 400). Basically, technology provides ease to parents to control their children and take information about all of things of their lives (Haber, Merck, 2010, 163). Shoup, Gonyea and Kuh (2009, 17) investigated the frequency of communication and the issues which talked between college students and their families. They found that the majority students are often communicate with their parents (especially mother) via electronic media. Students reported that they talk or discuss with their parents about many topics, especially academic performance, personal issues and family matters. Academic topics are spoken with most fathers. University faculty members met first with the effects of helicopter parenting because of they met with students who live first major separation from their overprotective parents due to start university (Odenweller, Booth-Butterfield, Weber, 2014, 419).

Helicopter parents overinvolve to life of their children (LeMoyne, Buchanan, 2011, 412) and direct their lives (Graves, 2007; Padilla-Walker, Nelson, 2012, 1186) because of worry about children's well-being and success (Padilla-Walker, Nelson, 2012, 1186). One of a study of Lock, Campbell and Kavanagh (2012, 15) was used 128 professionals (psychologists, school counselors, mental health professionals) and they stated that professions reported that anxious parents have greater intensity of the parental actions. Relatedly, Segrin et al. (2013, 588) found that there was a positive

relationship between parental anxiety and overparenting. It means that, parents who are overinvolved or overcontrolling have anxiety. The reason of this was parents feel that children are vulnerable and they are worried about their children's progress, so, they behave more controlling. Yavuz and Özmete (2012, 24) stated that young adults are in the level of making decisions and choices and this situation often escapes the attention of parents, also they found that over the control of parents on their children who are over 18 years negatively affects the socialization process of the young adult. Parent's control and demandingness is very important on children's development. The amount of control and the level of demand should be neither too little nor too much to have positive impacts on children (Chang, 2007, 27). If parent extreme oversee their children, the situation negatively affects children's ability to learn and to experience something. For example; when parents always tell how to behave to their children in every situation, children cannot do something alone and when they become adult, they have not ability to success anything on their own. On the other hand, child's development is affected negatively by parents who have not lead (guidance) on a developing child like a child cannot go in the right direction. Actually, the underlying message of parent's controlling behavior is that they do not rely on children about to make their own decisions. Also, when parents behave over controller, their children think that parents are not satisfied with them. So, their self-satisfaction ratings decrease (Chang, 2007, 28). In relatively, the other study of Ingen et al. (2015, 14) found that students who perceived their parents as helicopter parents have low general self-efficacy and poor peer attachment. They stated that helicopter parenting damage students independence and self-agency because students who have intrusive parents felt that they have not sufficient skills to perform and fulfill a task.

According to Locke, Campbell and Kavanagh (2012, 17-18), overparenting means that high demand of parents for the success of their children and high levels of responsiveness. On the other hand, they stated that some of parents who with low demandingness have active role to solve their children's problems because they do not want to be disappointed and encounter with the challenges of the child. So, when parents have low expectations about children's active role to complete task, the task is completed by parents or others' support and effort. Their research results showed that overparenting behaviors affect children's negatively. These type behaviors cause anxiety of child, undeveloped responsibility or self-efficacy sense, inadequate life

skills. Also, helicopter parents intervene to their children's lives. If this intervention is without being too overbearing and be controlled, it provides to children's well-being and success (Padilla-Walker, Nelson, 2012, 1186). On the other hand, Padilla-Walker and Nelson (2012, 1187) found that helicopter parenting include parental involvement which cause to healthy development of children because of include emotional support, guidance etc. However, these parents have low parental autonomy granting. Grolnick and Ryan (1989, 151) stated that autonomy support of parents is associated with children's self-regulation and competence. When parents encourage children to be autonomous, they equip them educational life that need independence and self-regulation. In the other research, Insch, Heames and McIntyre (2010, 54) found that Millennials are not view negatively some parental involvement. According to Millennials, 'mentoring' dimension of parental involvement is appropriate when parents give advice and making suggestion to them, they were pleased. However, Millennials stated that 'meddling' dimension of parental involvement like intervene to the life is not appropriate. On the other hand, Taris and Bok (1997, 102) researched the association between parents styles, depression and locus of control among young adults. They found that involvement of father is associated with internal locus of control of child but involvement of mother is negatively associated with internal locus of control. They stated that fathers and mothers involve in different ways to children's lives. For example, involved fathers induce their child to be independent, to be accomplish etc., but involved mothers provide comfort when something goes wrong in children's lives. Also, they found that mothers' and fathers' involvement lead to decreasing feelings of depression.

Grolnick and Ryan (1989, 152) found that fathers are less involved than mothers while raising children because mothers carve out more time to interact actively with children. In the past year, parents were involve their children's undergraduate years but in time, they start to involved their children's school life after licenses and job search process (Insch, Heames, McIntyre, 2010, 55). Van Dyck (2015, 108) stated that helicopter parents love their children and they want their children to succeed. Shoup, Gonyea and Kuh (2009, 22) investigated that how was parents' highly involved affect students' outcomes of education and students' engagement. The results showed that children who have parental involve are better in many aspects. Like that they have high level of engagement, satisfaction, deep learning activities

vs. children who have high involving parents have high engagement. The other finding of research was that the students with highly involved parents have meaningful progress in personal, social development, education and personal competence and have greater satisfaction with their college experience. Students with highly involved parents have high engagement in effective educational practices in college. The cause of the situation is that parents have high expectations, give encouragement and support to their children during college life (Shoup, Gonyea, Kuh, 2009, 21). According to Shoup, Gonyea and Kuh (2009, 19), 'a defining characteristic of helicopter parents is that they interacted with college officials on behalf of their child to solve problems'. Also, the students whose parents contact with college officials to solve their problems reported that they feel they are supported. Relatedly, Ulusoy and Durmuş (2011, 17) reported that in Turkey, authority of parents is seen natural and therefore a condition accepted by children.

In fact, helicopter parents have hovering behavior which is humane in nature but destructive to health development (physical, social, emotional) of children (Odenweller, Booth-Butterfield, Weber, 2014). Odenweller, Booth-Butterfield and Weber (2014, 417) investigate the relationship between helicopter parenting, family environments and relational outcomes for Millennials. The research found that helicopter parenting is not associated with authoritative or permissive parenting style but is positively associated with authoritarian parenting style. The association includes rigid and dominant parental control and monitoring, definitive child obedience and dependence. They said that the association led to negative child outcomes. In addition, they stated that hovering behavior of helicopter parents is benevolent in essence but it causes several negative outcomes for Millennials and damage their social, emotional, physical development. According to Odenweller, Booth-Butterfield and Weber (2014, 419), helicopter parenting was related to interpersonal dependency and ineffective coping skills of Millennials. Children who have over-involve parents rely on their family to always they assistance them. So, the children rely on others (friends etc.) to satisfy their needs. However, when the children face unfamiliar social settings, they have lack the confidence and they cannot cope life problems. Relatedly, Hong et al. (2015, 144) stated that children who are excessively monitored by parents always rely on them. In this case, children

cannot have control on their lives and they have no self-control. So, their daily lives and academic performance affected negatively.

1.2 Other Theories of Parenting Styles

1.2.1 Authoritarian Parents

Authoritarian parents develop clear and certain expectations for their children. According to the parents, force, threats, punishments are important to shape the behaviors of children. They considered obedience, order and traditional structure but they do not reasoning with their children (Zanden, Crandell, Crandell, 2007, 287). Authoritarian parents use yelling, scolding or physical punishment methods while applying the rules (Demir, Şendil, 2008, 23). Parents do not exchange ideas with their children (Yılmaz, 1999 quoted by Yılmaz, 2011, 18). Parental attitudes have significant effect on student's hostility, somatization, depression, anxiety and negative self-signs. Düzgün (2003, 159) researched the relationship between parental attitudes and psychological symptoms of students. According to results, authoritarian parenting is positively associated with psychological symptoms of students. In children who grow in authoritarian parents that apply rules and orders, not accept the wishes of children, anger, aggression and hostility occurs. This is because more discipline as a result of the family, children had to give up a lot of things that they receive pleasure. So, these frustrations cause anger. On the other hand, Givertz and Segrin (2015, 1127) found that authoritarian parenting is negatively associated with satisfaction of family (both parents and children). Also, they stated that children with over parental control have low self-efficacy and high psychological entitlement. According to Çeçen (2008, 425), authoritarian parents put strict rules, do not allow to their children to express themselves and they are not sensitive to the children's needs. For this reason, the children are insufficient to get social skills and improve trust toward around people. In relatively, Erkan, Güçray and Çam (2002, 72) investigated the relationship between parental attitudes and social anxiety. The research showed that children who grow up in overprotective parents and authoritarian parents have more social anxiety than children who have authoritative parents. Overprotective parents cause to be isolated to children from the environment experience can be acquired. So, child's autonomy blocked. Child may not be able to develop social skills because of his/her attempt is blocked. In this case, the child learns to associated it with the anxiety and social anxiety will be revealed (Bögels et al., 2001 quoted by Erkan, Güçray, Çam, 2002, 73).

1.2.2 Authoritative Parents

Authoritative parents are firm but not extreme restrictive. They set specific standards with due respect personality of children and they expect to children obey rules. They have democratic approach. They are warm, sensitive, patient and they take children opinions in the family decisions. Authoritative parents take decisions and reason with their children (Zanden, Crandell, Crandell, 2007, 287). Democratic parents make the rules to the children as authoritarian parents but they explain the reason of the rules and accept the children's individuality (Demir, Şendil, 2008, 23). Democratic parents have high levels of education (Kaya, Bozaslan, Genç, 2012, 221). The children who have authoritative parents have more developed sense of responsibility and social skills, curious, creative and successful than permissive and authoritarian parent's children (Bulut, 2006, 52). Similarly, Milevsky et al. (2007, 44) found that authoritative parenting style was associated with higher self-esteem, life satisfaction and lower depression. According to literature, children have more self-esteem with democratic parents who do not interfere to child's elections, who share the problems, who respect to their child's thoughts and feelings, who make explanations when they do not accept child's requests (Erbil, Divan, Önder, 2006, 14). Adolescents who grow up with authoritative parents have more positive social and emotional development (McClun, Merrell, 1998, 388). According to Çeçen (2008, 424), democratic parents are given the chance to their children to express their thoughts and feelings. For this reason, the children can develop a relationship of trust toward people and probably healthy peer relationships. In other research, Steinberg et al. (1991, 31) found that authoritative parents' adolescents have better school performance, self-confident, less anxiety and depression, also, they are not available in erring behavior. Similar results were found that authoritative attitudes cause positive outcomes of children behavior and their school achievement. Also, parents are more authoritative to girls than boys. So, girls are more successful in school (Talib, Mohamad, Mamat, 2011, 31).

Consistent with the findings in Western countries, researches conducted in Turkey showed that children who grow up in family environment which include love, warmth, attention, compassion have positive psychological outcomes. However, children of authoritarian and overbearing parents probably develop negative psychological features and behavior. Especially, individuals who perceived the

democratic family describe themselves as autonomous than individuals who with authoritarian parents. Democratic parents' children have less anxiety, depression, aggression, substance abuse and have more positive social behavior, cognitive ability and academic achievement (Sümer, Aktürk, Helvacı, 2010, 55).

1.2.3 Permissive Parents

Permissive parents think that they resource for their children (Baumrind, 1966, 889). They give a lot of freedom to their children. They do not control their children (Yılmaz, 2011, 62) and not demand a lot of things from their children (Chan, Chan, 2005, 19). Sometimes they act with a tolerance of up neglect and these parent's children watch television, eat and lie what time they want (Yılmaz, 1999 quoted by Yılmaz, 2011, 62). Also, permissive parents do not interfere behavior of their children (Baumrind, 1966, 889) and they are uninterested to their children (Chan, Chan, 2005, 19). Permissive parents let a lot of freedom but few or no responsibility. For this reason, these children have not responsibility sense and they live difficulties in their relationships with others. In these families, parent-child relationship is like friend (Berg, 2011, 32). Parents adopt to permissive attitudes for their children to be curious, to make their own choices and to be confident individuals (Nacak et al., 2011, 94). Permissive parents have high responsiveness and low demandingness (Lock, Campbell, Kavanagh, 2012, 19). Permissive parents fulfill the wishes of children and they see them as individual. For this reason, children are satisfied to be permissive of their parents. However, too permissive parents have not enough control and boundaries. Due to the uncontrolled children may go out of control, engage in illegal behavior and loss of your hand (Chang, 2007, 29).

Tunç and Tezer (2006, 40) researched that perceived parenting styles and self-esteem of high school students. They found that high school students who perceived that their parents are as authoritarian have lower self-esteem than students who perceived their parents as authoritative and permissive. In relatively, Martinez and Garcia (2007, 345) investigated the effects of parenting styles on adolescents' outcomes in Spain culture. They found that Spain adolescents who with indulgent (permissive) parents have the same or higher self-esteem (academic and family dimensions) and internalization of values than authoritative parent's adolescents. According to them, indulgent parents have high acceptance/involvement like authoritative parents and have low level of strictness/imposition. So, they stated that parent's involvement, affection, reasoning, acceptance practices have positive effects on adolescents' outcomes but adolescents have negative outcomes because of parents' strictness practices. In other research, Milevsky et al. (2007, 45) found that fathers' permissive attitudes has not negative outcomes on children as mothers' permissive attitudes. On

the other hand, Kazemi, Ardabili and Solokian (2010, 400) stated that mothers' permissive parenting styles contribute to be a secure affection environment as authoritative parenting styles. In research, adolescents reported that their mothers have permissive parenting styles and the mothers more involved than have control in their lives.

1.3 PARENTING STYLE AND INTERPERSONAL RELATION

1.3.1 Interpersonal Dependency

It refers to complex thoughts, behaviors, beliefs and feelings which turning around the need to establish close relationship, interaction and rely on important others (Hirschfeld et al., 1977). According to Ulusoy and Durmuş (2011, 16), dependent people are passive, anxious, introverted and docile. They are not take responsibility and they relies on the others. These people cannot decide on its own and act independently. Also, they have not self-confidence. Parents' authoritarian attitudes lead to interpersonal dependency in children. Overprotective parenting style limits the child's independence, autonomy, abilities and this case returns as dependence on parents (Erkan, Güçray, Çam, 2002, 72).

1.4 PARENTING STYLE AND PROBLEM SOLVING

1.4.1 Problem Solving

Individual interacts with the outside world from the moment of his/her birth. In this context, child's first social environment is composed of parents. When the individual starts to school life, his/her social environment expands. It is inevitable that individuals face various problems in social interaction. Children's coping strategies with their problems must be supported in term of a healthy personality development. Individuals who are successful in dealing with the problem develop a positive self-sense and personalities (Erdoğan, 2006, 103). Students' problem solving skills are associated with many variables. One of them is parents' attitudes (Türkay, İflazoğlu, 2000, 153).

There are a lot of definitions of 'problem solving' in literature. D'Zurilla, Nezu, Maydeu-Olivares (2002) quoted by Arslan, Kabasakal (2013, 34) explained that problem solving refers to cognitive and behavioral process which contain to consider that choose the most effective way for cope with person's life problems. According to Kılıç and Koç (2003) quoted by Çapri and Gökçakan (2008, 136), problem solving means that 'knowing that what is to be done in the situation of not knowing what to do depending on the problem'. People are faced with many problems in their daily lives. Each individual exhibits different behavior in the face of the problem (Tetik, Açıkgöz, 2013, 95). According to literature, development of problem solving skill is associated with parental attitudes. According to Kaya, Bozaslan and Genç (2012, 221), protective parents attitudes cause to children to have low problem solving skills. Also, the research found that university students who grow up with democratic attitudes of parents have high problem solving skills, academic achievement and low social anxiety. On the other hand, authoritarian parents' children have high academic achievement and social anxiety.

According to Karadayı (1994) quoted by Serin, Derin (2008, 13), individuals who grow up with authoritative (democratic) parent attitudes feel less anxiety in the face of problems, decide on their own to apply them and act more independently. Relatively, Kazemi, Ardabili and Solokian (2010, 401) used adolescents for investigate the relationship between mothers' parenting styles and adolescents' social competence in Iranian culture. Results showed that adolescent girls who with

permissive and authoritative mothers have better social competence in problem-solving skills dimension.

1.5 PARENTING STYLE AND PSYCHOLOGICAL WELL-BEING

1.5.1 Psychological Well-Being

Psychological well-being means that administer to challenges which are in person's life (Keyes, Shmotkin, Ryff, 2002, 1017). Segrin et al. (2013, 589) stated that overparenting behaviors damage psychological well-being of young adults. In their research they found that young adults who grow up with over-parenting behaviors have greater narcissism and poor coping skills. When parents solve their children's problem or remove challenges from their lives, they prevent the children from negative things to experience and the children cannot develop independent self and learn coping skills. So, children always want to approval from other people and they cannot solve their problems.

In the other study, Schiffrin et al. (2014, 554) research the effects of helicopter parenting behaviors on well-being of college student between 297 college student. They found that helicopter parenting behavior have negative effects on children's well-being such as they have higher levels of depression and lower satisfaction with life. It is caused by the perceived as their psychological needs (ex: autonomy, competence) are not met because of parents' controlling behavior. In an example; when parents control behaviors of children, children feel that their autonomy lessens. So, depression occurs due to control. Also, when helicopter parents solve problems for children, the children cannot feel competence and cannot solve their problems with self-confidence. Schiffrin et al. (2014, 554) resulted that students who have over-controlling parents have lower psychological well-being and feel less satisfied with life.

Also, LeMoyne and Bunchanan (2011, 412) researched the effects of helicopter parenting on well-being and other outcomes between 317 college students. They found that there was a negative relationship between helicopter parenting and psychological well-being but there has a positive relationship between helicopter parenting and medication use of depression and anxiety. Helicopter parents solve their children's problems which may they face and they do not allow to their children solve their problem in age appropriately and develop ability to face challenges which they face. Therefore, helicopter parents' children depend on others. So, children's general well-being is affected negatively (LeMoyne, Buchanan, 2011, 413). Also,

students who assert that their family show helicopter parenting behavior reported that feel more negatively themselves.

1.6 PARENTING STYLE AND SATISFACTION OF LIFE

1.6.1 Satisfaction of Life

It refers to obtained results by comparing people's expectations and what they have (Vara, 1999 quoted by Özgen, 2012, 1). Also, satisfaction of life refers to satisfaction with one's own life (Telman, Ünal, 2004 quoted by Özgen, 2012, 2). Person who are actively involved in making decisions about himself/herself can develop a sense of responsibility and have control over his/her life. These features contribute to person have life satisfaction. Parent attitudes have an impact of on development individual's decision-making strategies (Öztürk, Kutlu, Atlı, 2011, 59). According to a research, perceived democratic parental attitudes were positively associated with life satisfaction and subjective well-being of university students (Deniz et al., 2013, 172). The other research found that children who grow up in authoritarian families which interfere the freedom of children, forcing them to do anything, decide on behalf of children have low satisfaction and high depression level (Acun-Kapıkıran, Körükcü, Kapıkıran, 2014, 1250).

2. METHOD OF THE STUDY

2.1. Research Model

In this research the survey model, which is one of the descriptive research model, is applied in order to determine the attitudes of students toward parenting scale and the adaptation of Helicopter Parenting Inventory to Turkish. Survey models are the research approaches, which aspire to describe the current situation as it is existed in present or past (Büyüköztürk, 2009).

2.2. Population and Sample of the Research

The population of the research is constituted by 1st and 2nd grade students of Psychology Department in 2014-2015 school year in Near East University, which is located in Nicosia, Turkish Republic of Northern Cyprus. 200 participants, who would represent the population of the study, are chosen from the population by the way of convenience sample due to the fact that the time, cost and control hurdles.

2.3. Data Collection Tools

In research, questionnaire is used as the data collection tool. There are 7 categories in the questionnaire. The categories are Personal Information Form, Helicopter Parenting Inventory, Parental Attitude Scale, Interpersonal Dependency Scale, Problem Solving Inventory, Psychological Well-Being Scale and Life Satisfaction Scale.

2.3.1. Personal Information Form

The Personal Information Form is developed by the researcher and in this form 13 questions, which include the descriptive information such as age, gender, and birthplace of the students and the descriptive information about the participants' parents, are found.

2.3.2. Helicopter Parenting Instrument (HPI)

The scale is developed by Odenweller, Booth-Butterfield and Weber (2014) and the scale consists 15 items. The scale measures the apprehension of Y generation's parents toward helicopter parenting behaviors. The validity of the scale is found to

be high and the reliability of the scale is found to be close to ideal reliability (.80) (Odenweller, Booth-Butterfield and Weber, 2014).

The original version of the scale, which has 7-Likert point scale, is converted to 5-Likert point scale (1=strongly disagree, 5= strongly agree) that is used in this research. This change is made because of the fact that the more than five choices cause difficulties in Turkish meaning and clarity (Doğan, Çötök, 2011). In other words, participants would have difficulty to distinguish the options when they have similar and close meanings (Doğan, Çötök, 2011; Akın vd., 2009 quoted by Toprak, Aydın, 2015). Contact established with Kelly G. Odenweller who improved the scale via e-mail and it was allowed to be converted to a 5-Likert point scale.

The validity-reliability study of the Turkish version of the scale is given at result part of the thesis.

2.3.3. Parental Attitude Scale

The scale is developed by Lamborn, Mounts, Steinberg and Dornbush (1991) and its reliability and validity is done by Yılmaz (2000). It consists 26 items and it has 3 factors namely Acceptance/Involvement, Control/Inspection and Psychological Autonomy dimensions. The first dimension is measured by 9 items, second dimension is measured by 8 items and third dimension is measured by 9 items also. In Turkish version of the scale for college students consist 3 factors. One of them is ‘acceptance-involvement-autonomy’ factor which including ‘acceptance-involvement’ and ‘psychological autonomy’ dimensions. The other factors are ‘direct control’ and ‘indirect control’.

Acceptance/Involvement dimension measures the apprehension of children whether their parents are affectionate, concerned, and attendant. Moreover, Control/Inspection dimension measures the apprehension of children whether to what extent their parents are controller. In addition to these, Psychological Autonomy dimension also measures the apprehension of children whether to what extent their parents apply democratic manner and they encourage their children to express themselves.

The test-retest reliability of the scale is found to be high. Even though the internal consistency is found to be lower, it is efficient. The internal consistency of these 3 subscales is .76, .66, .65 (Yılmaz, 2000).

2.3.4. Interpersonal Dependency Scale

This scale is developed by Hirschfeld, Klerman, Gough, Barrett and Korchin (1977) and it is adapted to Turkish culture by Ulusoy (2010). It measures the tendency of the interpersonal dependency. The scale has 4 grades (very appropriate to me (1)-not appropriate at all (4)) and it consists 44 items. Also, it has 3 subscales, which are Emotional Reliance, Lack of Social Self-Confidence and Assertion of Autonomy. Emotional Reliance subscale comprises of 18 items, Lack of Social Self-Confidence consists 12 items and Assertion of Autonomy consists 14 items.

Emotional Reliance subscale measures the intensity and levels of the relationship with a person. Besides this, Lack of Social Self-Confidence subscale measures general personal relationships with people and it almost explains the concept of dependency. It indicates that person needs help. Assertion of Autonomy subscale measures independence of person or ignoring the evaluation of others. Being alone and behave independently is a priority for the person. The test-retest reliability of these three subscales is .77, .85, .61 (Ulusoy, 2010).

2.3.5. Problem Solving Inventory

Problem Solving Inventory is developed by Hepper and Petersen (1982) and the adaptation to Turkish is made by Şahin, Şahin and Hepper (1993). This inventory is an assessment scale and it measures the perception of individual's problem solving abilities. It consists 35 items and it is 6-Likert type ('I always behave like this (1)-"I never behave like this (6)'). It also includes 3 factors: Problem-Solving Confidence, Approach-Avoidant Style, and Personal Control. In Turkish version of the scale, 6 factors, which are impulsive style, reflective style, avoidant style, monitoring, problem-solving confidence and planfulness, are created. High points mean that the person perceives him/herself insufficient to solve his/her problem. It is found that Cronbach's alpha value is .82 (Savaşır, Şahin, 1997).

2.3.6. Psychological Well-Being Scale

This scale is developed by Diener and his colleagues (2009) and the name of the scales is changed as 'Flourishing Scale'. It is adapted to Turkish by Telef (2013) and its validity-reliability study is done. This scale measures the individual's socio-psychological well-being. It is 7-Likert type ('I totally agree'- 'I totally disagree') scale and it consists 8 items. High points show that the individual has various psychological source and strength. Also, the reliability and validity is found as high and Cronbach's alpha value is .80 (Telef, 2013).

2.3.7. The Satisfaction With Life Scale

This scale is also developed by Diener and his colleagues (1985) and it is adapted to Turkish by Yetim (1993). It measures the satisfaction that individual get from the life. It consists 5 items and it is 7-Likert type ('I totally disagree' (1)- 'I totally agree'(7)) scale. The low point shows that the individual have lower life satisfaction. The alpha value of the scale is .86 and test-retest reliability is found to be .73 (Özgen, 2012).

2.4. Data Collection

In the research, the questionnaire form is used as a data collection and this questionnaire is handed out to the students and they fill in by themselves in spring semester of 2014-2015 academic year. Participants are informed by the researcher about the aim of the study and the answering the scale before they start to fill in the data collection tools.

Questionnaire applied to the classes after giving the necessary information about the research. Participants, who wanted to participate to the study, filled in the consent form and signed it. Finally, socio-demographic form and scales were given to participants to answer them. This research took approximately 25-30 minutes to complete.

2.5. Data Analysis

The data collected from the questionnaire is analyzed statistically by SPSS 21 and AMOS 21 packet programs.

Also, frequency analysis and descriptive statistics are used in order to determine the answers given to scales and students' descriptive characteristics.

The reliability of the inventory is identified by internal consistency test and half-split test and the construct validity is provided by Confirmatory Factor Analysis.

The normal distribution of the data set is tested by Kolmogorov-Smirnov test in order to determine the hypothesis, which would be used in research and it is seen that the data set is fitted to the normal distribution by looking Q-Q plot graphic and skewness-kurtosis values. Because of this reason, parametric hypothesis tests are used in the study.

While comparing the dependent and independent variables; it is concluded as when the independent variable has two categories (for example; female-male) then independent sample t-test is used, but when independent variable has more than two categories (for example; age group) then Variance Analysis (ANOVA) used. As a result of Variance Analysis, if there is a difference between the groups then Tukey test, which is one of the post-hoc tests, is used in order to find out which category causes the difference. Furthermore, Pearson correlation analysis is applied to determine relations between the scales.

2.6. Limitations of the Study

There are some limitations of the study. One of them is, the research was conducted in private university. Another limitation of this study is, data would be collected from 1st and 2nd grade students of Psychology Department. Lastly, the research was done in Cyprus.

3. RESULTS

3.1. Content Validity

For the adaptation study of HPI, the contact with the scale developer Kell G. Odenweller via e-mail is established and the necessary permit is obtained for the scale to adapt. The adaptation process should consist of a series of steps that must be carried out meticulously because of intercultural contextual differences. This obligation becomes even more important in step which translated the scale into a different language.

Firstly, HPI translated into Turkish by two experts. Then, the Turkish version translated into English by other two experts and it is seen that there are consistency between Turkish and English form of the scale.

3.2. Construct Validity

Confirmatory Factor Analysis is applied in order to ensure the construct validity of the unidimensional 15-item scale, which is developed by Odenweller, Booth-Butterfield and Weber (2014).

3.2.1. Confirmatory Factor Analysis

The fix indices detected by the confirmatory factor analysis is shown in Table 3.1. When the fix indices of the model is examined, it is seen that χ^2/df is 1.73, RMSEA value is 0.06, GFI value is 0.91, NFI value is 0.80 and CFI value is 0.90. According to these results, it is concluded that the fix index of this scale is in the admissible limits and the fit of model is good.

When the goodness of fit indices given in Table 3.1. and Path diagram shown in Figure 3.1. is reviewed, it is determined that both the original scale developed by Odenweller, Booth-Butterfield and Weber (2014) and the Turkish version of the scale is unidimensional.

Table 1. CFA goodness of fit indices

χ^2/df	1.74
RMSEA(Root Mean Square Error of Approximation)	0.06
GFI(Goodness of Fit Index)	0.91
NFI(Normed Fit Index)	0.80
CFI (Comparative Fit Index)	0.90

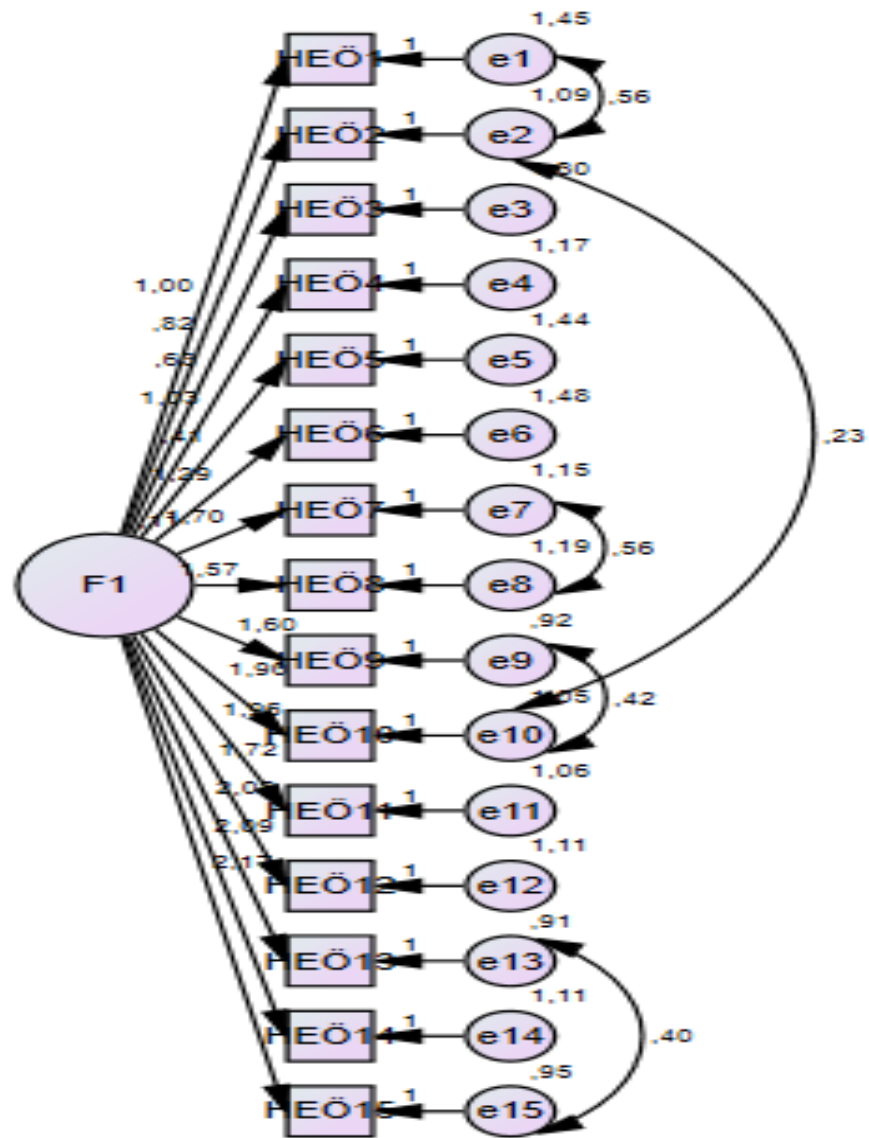


Figure 1. PATH diagram related to model

3.3. Criterion-Related Validity

Within the scope of the criterion-related validity, the relationship between the students' scale scores and the similar scaled is analyzed and the results are given in Table 2.

Table 2. The correlations between mean scores of HPI and other scales and their subscales

Scales		Helicopter Parenting Instrument
The Parenting Style Scale	r	0.35
	p	0.00*
Acceptance/involvement/autonomy	r	0.38
	p	0.00*
Direct control	r	0.04
	p	0.57
Indirect control	r	0.10
	p	0.14
Interpersonal Dependency Inventory	r	0.00
	p	1.00
Assertion of autonomy	r	0.16
	p	0.02*
Lack of social self-confidence	r	0.05
	p	0.51
Emotional reliance	r	-0.17
	p	0.02*
Problem-Solving Inventory	r	0.06
	p	0.41
Impulsive Style	r	0.03
	p	0.69
Reflective Style	r	0.00
	p	0.96
Planfulness	r	0.17
	p	0.01*
Avoidant Style	r	-0.04
	p	0.53
Monitoring	r	0.03
	p	0.68
Problem-Solving Confidence	r	0.02
	p	0.78
Psychological Well-Being Scale	r	-0.09
	p	0.22
The Satisfaction with Life Scale	r	-0.11
	p	0.13

* $p < 0,05$

In Table 2, the correlations between the total points taken from HPI and the total points taken from other scales and their subscales are given.

While Table 2 is examined, it is found that the correlation between the total points taken from PSS and the total points taken from Acceptance/Involvement/Autonomy subscales of the scale is statistically significant ($p < 0,05$) and this correlation is positive and weak. While the points taken from the overall of PSS and Acceptance/Involvement/Autonomy subscales increase, it is seen that the points taken from HPI increase too. Moreover, it is determined that the correlation between the points from the other subscales of PSS and the points from HPI is not statistically significant ($p > 0,05$).

In addition to this, the correlation between the total points taken from Assertion of Autonomy subscale placed in IDI and HPI is statistically significant ($p < 0,05$) and it is seen that this correlation is positive and weak. While the points from this subscale increase, also points from HPI increase too. Additionally, it is determined that the correlation between the total points of Emotional Reliance subscale and the total points of HPI is statistically significant ($p < 0,05$) and it is occurred that this correlation is negative and weak. During the total points of Emotional Reliance subscale ascend, it is observed that the total points of HPI decline. Besides, the correlation between the total points of IDI and its subscale “Lack of Social Self-Confidence” and the total points taken from HPI is not resulted as statistically significant ($p > 0,05$).

Moreover, when the correlation between the total points of Planfulness subscale placed in PSI and the total points of HPI is analyzed, it is resulted that the correlation is statistically significant ($p < 0,05$) and this correlation is observed as positive and weak. While the points taken from Planfulness subscale increase, the points taken from HPI increase too. Lastly, it is ensued that the correlation between the points from the overall PSI and other subscales of the inventory and the points from HPI is not statistically significant ($p > 0,05$).

3.4. Reliability

The reliability of the inventory is tested by the Cronbach's alpha and Split-alpha method. Also, item-total score analysis based on correlation is applied. As a result of the analysis applied by the researcher, it is resulted that the reliability co-efficient is 0.65 in consequence of applied both Spearman Brown and Guttman Split-Half method. Moreover, the Cronbach's alpha test is applied regarding to the reliability of the overall inventory and its subscales and as a result of this test, Cronbach's alpha reliability coefficient of overall scale is found to be 0.77.

Table 3. Item total correlations

Items	r
Item 1	0.40*
Item 2	0.43*
Item 3	0.18*
Item 4	0.41*
Item 5	0.23*
Item 6	0.44*
Item 7	0.57*
Item 8	0.56*
Item 9	0.53*
Item 10	0.62*
Item 11	0.57*
Item 12	0.51*
Item 13	0.62*
Item 14	0.58*
Item 15	0.66*

* $p < 0,05$

The item-total correlation coefficients given in Table 3 are between 0.18 and 0.66 and it is resulted that the entire is statistically significant ($p < 0,05$).

In addition to Split-half and Cronbach's alpha tests, the item-total correlations are resulted as they are adequate. According to these results, any item is not removed from the inventory and it is resulted that the inventory is reliable.

Table 4. The descriptive characteristics of students

	Frequency (n)	Percent (%)
Age Group		
18-21	108	54.00
22-24	72	36.00
25-27	15	7.50
28+	5	2.50
Gender		
Female	109	54.50
Male	91	45.50
Place of Birth		
TRNC	16	8.00
TR	178	89.00
Other	6	3.00
Number of siblings		
None	2	1.00
One	48	24.00
Two	43	21.50
Three	27	13.50
Four and more	80	40.00
Sequence between siblings		
First	76	38.00
Second	55	27.50
Third	23	11.50
Fourth and above	46	23.00
Parents		
Parents are together	182	91.00
Parents are separate	3	1.50
Parents divorced	5	2.50
Father has died	10	5.00
Accommodation Type		
At Home- Alone	16	8.00
At Home- With Parents	55	27.50
At Home- With Friend	77	38.50
At Dormitory- Alone	10	5.00
At Dormitory- With Friend	34	17.00
Others	8	4.00
Total	200	100.00

The distribution by the descriptive characteristics of students, who are included in the scope of research, is given in Table 4.

When Table 4 is analyzed, it is seen that 54% of the students are between 18-21 age range; 36% of them are between 22-24 age range; 7.50% of them are between 25-27 age range; and 2.50% of them are between 28 and above age range. In addition to this, 54.50% of the students are female and 45.50% of them are male. The students, who participate in the study, are from different nations; 8% of them are from TRNC, 89% of them are from Republic of Turkey, and 3% of them are from different nations. Furthermore; 24% of the students have one sibling, 21.5% of them have two siblings, 13.50% of them have three siblings, and 40% of them have four and more siblings. Besides these, 38% of them are firstborn, 27.5% of them are second child, 11.5% of them are third child and 23% of them are the fourth child. Also, 91% of the students in the survey live with their parents. 27.5% of the students live with their families in the same home, 38.5% of them live with their friends and 17% of them live in dormitory with their friends.

Table 5. The descriptive characteristics of students' parents

	Frequency (n)	Percent (%)
Age Group of Mother		
40 years and under	40	20.00
41-45 years old	75	37.50
46-50 years old	54	27.00
51 years and above	31	15.50
Age Group of Father		
45 years and under	55	27.50
46-50 years old	72	36.00
51-55 years old	50	25.00
56 years and above	23	11.50
Education Level of Mother		
Illiterate	29	14.50
Literate	8	4.00
Primary school	56	28.00
Secondary school	32	16.00
High School	51	25.50
University or above	24	12.00
Education Level of Father		
Illiterate	6	3.00
Literate	7	3.50
Primary school	44	22.00
Secondary school	36	18.00
High School	72	36.00
University or above	35	17.50
Profession of mother		
Housewife	155	77.50
Government employee	24	12.00
Self-employment	10	5.00
Others	11	5.50
Profession of father		
Government employee	27	13.50
Self-employment	79	39.50
Others	94	47.00

In Table 5, the distribution by descriptive features of students' parents is given.

The mother of 20% of the students are 40 years old and below, 37.5% of their mother are between 41-45 age range, 27% of their mother are between 46-50 age range and 15.50% of their mother are 51 years old and above. When the students' fathers age range is examined, it is seen that 27.5% of them are 45 years old and below, 36% of them are between 46-50 age range, 25% of them are between 51-55 age range and %11.50 of them are 56 years old and above. Besides these, when the education level of mothers are analyzed it is observed that 14.50% of the mothers are illiterate, 28% of them are primary school graduate, 16% of them are secondary school graduate, 25.50% of them are high school graduate and 12% of them have bachelor/master degree. On the other hand, 22% of the fathers are primary school graduate, 18% of them are secondary school graduate, 36.00% of them are high school graduate and 17.50% of them have bachelor/master degree. Even though 77.50% of the students' mothers do not work, 12% of them are state employees. Also, 13.50% of the students' fathers are state employees and 39.50% of them work freelance.

Table 6. The distribution of students' answers to statements of HPI

Items	Strongly Disagree		Disagree		Neither Agree Nor Disagree		Agree		Strongly Agree		\bar{x}	s
	n	%	n	%	n	%	n	%	n	%		
1. My parent tries to make all of my major decisions.	43	21.50	77	38.50	25	12.50	38	19.00	17	8.50	2.55	1.26
2. My parent discourages me from making decisions that he or she disagrees with.	23	11.50	77	38.50	48	24.00	43	21.50	9	4.50	2.69	1.07
3. If my parent doesn't do particular things for me, they will not get done.	59	29.50	87	43.50	21	10.50	20	10.00	13	6.50	2.21	1.16
4. My parent overreacts when I encounter a negative experience.	39	19.50	91	45.50	32	16.00	24	12.00	14	7.00	2.42	1.14
5. My parent doesn't intervene in my life unless he or she notices me experiencing physical or emotional trauma.	26	13.00	68	34.00	28	14.00	63	31.50	15	7.50	2.87	1.21
6. Sometimes my parent spends more time and energy into my projects than I do.	34	17.00	60	30.00	28	14.00	59	29.50	19	9.50	2.85	1.28
7. My parent considers oneself a bad parent when he or she does not step in and "save" me from difficulty.	26	13.00	62	31.00	41	20.50	53	26.50	18	9.00	2.88	1.20
8. My parent feels like a bad parent when I make poor choices.	31	15.50	65	32.50	42	21.00	46	23.00	16	8.00	2.76	1.20
9. My parent voices his or her opinion about my personal relationships.	12	6.00	25	12.50	22	11.00	104	52.00	37	18.50	3.65	1.10
10. My parent considers himself or herself a good parent when he or she solves problems for me.	17	8.50	38	19.00	25	12.50	88	44.00	32	16.00	3.40	1.21
11. My parent insists that I should keep him or her informed of my daily activities.	29	14.50	61	30.50	32	16.00	62	31.00	16	8.00	2.88	1.23
12. When I have to go somewhere, my parent accompanies me.	31	15.50	59	29.50	37	18.50	60	30.00	13	6.50	2.83	1.20
13. When I am going through a difficult situation, my parent always tries to fix it.	20	10.00	18	9.00	16	8.00	108	54.00	38	19.00	3.63	1.18
14. My parent encourages me to take risks and step outside of my comfort zone.	28	14.00	35	17.50	42	21.00	67	33.50	28	14.00	3.16	1.27
15. My parent thinks it is his or her job to shield me from adversity.	18	9.00	18	9.00	26	13.00	91	45.50	47	23.50	3.66	1.19

In Table 6, the distribution of students' answers to the statements, which are partaking in HPI, is given.

While the Table 3 is reviewed, it is seen that the most of the students answer as “I agree” to the statements “My parent voices his or her opinion about my personal relationships” , “When I am going through a difficult situation, my parent always tries to fix it.” and “My parent thinks it is his or her job to shield me from adversity.”

Moreover, students generally answer the statements “My parent discourages me from making decisions that he or she disagrees with.” , “My parent doesn't intervene in my life unless he or she notices me experiencing physical or emotional trauma.” , “Sometimes my parent invests more time and energy into my projects than I do.” , “My parent considers oneself a bad parent when he or she does not step in and “save” me from difficulty.” , “My parent feels like a bad parent when I make poor choices.” , “My parent insists that I keep him or her informed of my daily activities” and “My parent encourages me to take risks and step outside of my comfort zone.” as “I neither agree nor disagree”.

The overall students answer as “I disagree” to the statements “My parent tries to make all of my major decisions.” , “. If my parent doesn't do certain things for me, they will not get done” and “My parent overreacts when I encounter a negative experience.”

In addition to these, students mostly agree to the statement “My parent thinks it is his or her job to shield me from adversity.”; however they agree at least to the statement “If my parent doesn't do certain things for me, they will not get done.”

Table 7. The mean scores of the participants from the scales and subscales

Scales	n	\bar{x}	s	Min	Max.
Helicopter Parenting Instrument	200	42.29	8.09	21	62
The Parenting Style Scale	200	60.27	7.58	32	81
Acceptance/involvement/autonomy	200	43.57	6.12	18	62
Direct control	200	2.44	0.75	2	4
Indirect control	200	14.27	2.94	6	18
Interpersonal Dependency Inventory	200	109.19	15.95	43	153
Assertion of autonomy	200	35.64	6.75	14	49
Lack of social self-confidence	200	33.94	6.20	12	79
Emotional reliance	200	39.62	8.23	17	72
Problem-Solving Inventory	200	112.41	17.77	51	171
Impulsive Style	200	49.22	6.93	29	66
Reflective Style	200	12.50	4.74	5	27
Avoidant Style	200	17.10	4.35	4	24
Monitoring	200	7.62	3.13	3	17
Problem-Solving Confidence	200	16.56	5.14	6	34
Planfulness	200	9.43	3.86	4	23
Psychological Well-Being Scale	200	43.98	10.30	8	56
The Satisfaction with Life Scale	200	25.08	6.78	5	35

The descriptive statistics belong to the total points of students taken from scales and their subscales are shown in Table 7.

While Table 7 is examined, it is observed that the students get 42.29 ± 8.09 mean points from HPI. The minimum point that students get from this scale is 21 and the maximum point is 62.

The average point that students get from PSS is 60.27 ± 7.58 . They get 32 points at least and the highest point that they get from this scale is 81 points. Moreover, it is observed that the mean point taken from Acceptance/involvement/autonomy subscale is 43.57 ± 6.12 . On the other hand, the average point taken from direct control subscale is 2.44 ± 0.75 and the average point taken from Indirect subscale is 14.27 ± 2.94 .

In addition to these, students take 109.19 ± 15.95 average points from the thorough out IDI. The lowest score taken from this scale is 43 and the highest score is 153. The mean point from Assertion of Autonomy subscale is 35.64 ± 6.75 ; the students get 33.94 ± 6.20 average points from Lack of Social-Self Confidence subscale and moreover they get 39.62 ± 8.23 average points from Emotional Reliance subscale.

When PSI is analyzed, it is seen that the students get 112.41 ± 17.77 mean points from the overall inventory. Also, the lowest score taken from this scale is 51 and the highest score is 171. It is also observed that they take 49.22 ± 6.93 mean points from Impulsive Style subscale; 12.50 ± 4.74 average points from Reflective Style subscale; 17.10 ± 4.35 average points from Avoidant Style subscale; 7.62 ± 3.13 mean points from Monitoring subscale; 16.56 ± 5.14 mean points from Problem-Solving Confidence subscale and 9.43 ± 3.86 average points from Planfulness subscale.

The total average points that students take from PWB is 43.98 ± 10.30 . The lowest point that they get from this scale is 8 and the highest point is 56.

When SWLS is examined, it is seen that the total average points taken from this scale is 25.08 ± 6.78 . Also, the lowest score is 5 and the highest score is 35 that it is taken from this scale.

Table 8. The comparison of the total scores from HPI by the age groups of students

Age Group	n	\bar{x}	s	Min.	Max.	F	p
18-21 years	108	42.09	8.55	23	58	1.48	0.22
22-24 years	72	42.39	7.23	25	59		
25-27 years	15	45.13	7.91	31	62		
28+ years	5	36.60	8.99	21	44		

In Table 8, the results of Variance Analysis (ANOVA) with respect to the comparison of the total points from HPI by the age groups of students who attend to the study.

When Table 8 is assessed, it is seen that the students, who are in 18-21 age range, get 42.09 ± 8.55 average points from HPI. Also, students in 22-24 age range get 42.39 ± 7.33 average points, students in 25-27 age range take 45.13 ± 7.91 average points and besides students in 28 and above age range get 36.60 ± 8.99 average points from the scale. It is established that the difference between the total points taken from HPI by the age groups of students is not statistically significant ($p > 0,05$).

Even though the total points that the students in 28 and above age range take from the scale is found to be lower than the other age groups, this difference is not statistically significant.

Table 9. The comparison of the total scores from HPI by the gender of students

Gender	n	\bar{x}	s	t	p
Female	109	42.57	7.93	0.53	0.59
Male	91	41.96	8.30		

The result of t-test in regard to the comparison of the total points taken from HPI by the gender of the students is given in Table 9.

The average total points that female participants take is 42.57 ± 7.93 and also male participants get 41.96 ± 8.30 average total points from the scale. With the results, it is determined that the difference between the total points that is taken from the scale by their gender is not statistically significant. Although it is observed that the female students get higher average total points from HPI than the male students, it is found out that the difference is not statistically significant.

Table 10. The comparison of the total scores from HPI by the birthplace of students

Place of Birth	n	\bar{x}	s	Min.	Max.	F	p
TRNC	16	38.31	8.24	21	50	2.23	0.11
TR	178	42.69	8.05	23	62		
Other	6	41.17	6.94	28	48		

The results of Variance Analysis (ANOVA) in respect of the comparison of the total points taken from HPI by the birthplace of the students are shown in Table 10.

When Table 10 is construed, it is seen that students born in TRNC get 38.31 ± 8.24 average points from HPI. Moreover, it is occurred that students born in TR take 42.69 ± 8.05 mean points and students, who born in other countries, get 41.17 ± 6.94 average points. It is detected that the difference between the total points taken from HPI according to the birthplace of the students is not statistically significant ($p > 0,05$). Nevertheless it is observed that the total points that TRNC born students take from the scale is lower than the students born in TR and other countries; however this difference is not statistically significant.

Table 11. The correlations between the mean scores from HPI and the age of students' mother and father

Ages		Helicopter Parenting Instrument
Age of mother	Pearson Correlation	-0.16
	Sig. (2-tailed)	0.03*
	N	200
Age of Father	Pearson Correlation	-0.24
	Sig. (2-tailed)	0.00*
	N	200

* $p < 0,05$

In Table 11, the correlations between the total points of HPI and the ages of the students' mother and father are shown.

When Table 11 is investigated, it is resulted that the correlation between the total points of HPI and the ages of the students' mother is statistically significant ($p < 0,05$). This correlation is negative and weak. In other words; while the mother ages of the students increase, the points of HPI also decrease.

Moreover, the correlation between the ages of the students' fathers and the total points of HPI is statistically significant ($p < 0,05$). This correlation is also negative and weak. That is to say; while the ages of students' fathers increase, the points of Helicopter Parenting Inventory diminish.

Table 12. The comparison of the total scores from HPI by the students' motherhood education status

Education Level of Mother	n	\bar{x}	s	Min.	Max.	F	p
Illiterate	29	46.52	8.89	25	62	3.03	0.01*
Literate	8	43.75	6.02	36	54		
Primary school	56	41.14	7.82	21	53		
Secondary school	32	42.84	7.18	28	58		
High School	51	42.29	8.29	23	58		
University or above	24	38.63	7.23	26	50		

* $p < 0,05$

In Table 12, the comparison of the total points taken from HPI by the education level of students' mothers is given.

Students, whose mother is illiterate, get 46.52 ± 8.89 average points. Moreover, when the comparison is analyzed, it is seen that whose mothers are literate get 43.75 ± 6.02 points; whose mothers have primary school graduate take 41.14 ± 7.82 points; whose mothers graduate from secondary school get 42.84 ± 7.18 points; whose mothers graduate from high school take 42.29 ± 8.29 points; and students, whose mothers have bachelor or higher degree get 38.63 ± 7.23 points from the scale. The difference between the scale points by the students' mothers' education level is found to be statistically significant ($p < 0,05$). This differentiation is caused by the students, whose mothers are illiterate; whose mothers have primary school graduation and whose mothers have bachelor/master degree. It is found that the total points that students, whose mothers are illiterate, are higher than the total points that the students, whose mothers have primary school graduation and bachelor/master degree, get.

Table 13. The comparison of the total scores from HPI by the students' fatherhood education status

Education Level of Father	n	\bar{x}	s	Min.	Max.	F	p
Illiterate	6	50.17	8.73	33	57	1.95	0.08
Literate	7	42.86	11.45	25	59		
Primary school	44	41.45	6.91	21	54		
Secondary school	36	44.31	7.15	30	55		
High School	72	41.54	8.53	23	62		
University or above	35	41.34	8.05	23	56		

The comparison of the total points taken from HPI by the participants' fatherhood education status is given in Table 13.

It is observed that the students, whose father is illiterate, get 50.17 ± 8.73 mean points from the scale. Moreover, it is seen that students, whose father is primary school graduate, take 41.45 ± 6.91 average points. Also, the students, whose father graduate from secondary school, get 44.31 ± 7.15 points; students, whose father graduate from high school, take 41.54 ± 8.53 points and whose father has bachelor or above degree get 41.34 ± 8.05 average points.

When the results are analyzed, it is confirmed that the difference between the scale points by the students' fatherhood education level is not statistically significant ($p > 0,05$). Even though the scale points of the students, whose father is illiterate, is seen to be higher than the other students, this difference is not statistically significant.

Table 14. The comparison of HPI total scores by mothers' working situation of students

Working situation	n	\bar{x}	s	t	p
Unemployed	155	42.97	8.22	2.60	0.01*
Employed	45	36.27	8.66		

* $p < 0,05$

In Table 14, the comparison of the total points taken from HPI by mothers' working situation of students is given.

When Table 14 is analyzed, the students, whose mothers are unemployed, get 42.97 ± 8.22 average points from the scale. Also, it is seen that students, whose mothers are employed, take 36.27 ± 8.66 mean points from the scale. Despite the fact that the difference between the total points of the scale by mothers' working situation of students is found to be statistically significant ($p < 0,5$), the students, whose mother is unemployed, get higher points from the students, whose mother is employed, and this difference is statistically significant.

Table 15. The comparison of HPI total scores by fathers' occupations of students

Profession of Father	n	\bar{x}	s	Min.	Max.	F	p
Government employee	27	39.59	8.62	21	56	2.08	0.13
Self-employment	79	42.18	7.78	23	62		
Others	94	43.16	8.09	23	59		

The compare of the total points taken from HPI by fathers' occupations of the students are shown in Table 15.

In Table 15, it is seen that the students, whose fathers are government employees, get 39.59 ± 8.62 average points; whose fathers have self-employment get 42.18 ± 7.78 mean points; and whose fathers work in other occupations take 43.16 ± 8.09 average points. It is established that the difference between the total points from the scale by fathers' occupations of the students is not statistically significant ($p > 0,5$). In spite of the fact that the students, whose father is government employee, take lower points from the other students, this difference is not statistically significant.

Table 16. The compare of the HPI total scores by the students' number of siblings

Number of Siblings*	n	\bar{x}	s	Min.	Max.	F	p
One	48	40.44	8.51	23	56	2.52	0.06
Two	43	41.51	7.31	23	54		
Three	27	41.59	7.39	27	56		
Four and more	80	44.16	8.23	21	62		

**Who have no siblings are not included to the analysis.*

The comparison of the HPI total points according to the number of siblings of the students is shown in Table 16.

It is seen that the students, who have one sibling, get 40.44 ± 8.51 average points, also students, who have two siblings, get 41.51 ± 7.31 average points; students, who have three siblings, take 41.59 ± 7.39 points; and who have four and more siblings get 44.16 ± 8.23 mean points from this scale. It is established that the difference between the total points from this scale according to number of siblings is not statistically significant ($p > 0,05$). Even though the average total points that the one sibling students get is lower than the other students, this difference is not statistically significant.

Table 17. The comparison of the total scores of HPI according to the sibling sequence

Sequence between siblings	n	\bar{x}	s	Min.	Max.	F	p
First	76	39.28	8.28	23	56	6.25	0.00*
Second	55	44.31	6.34	26	56		
Third	23	43.26	7.28	30	58		
Fourth and above	46	44.37	8.69	21	62		

* $p < 0,05$

The compare of the total points from HPI according to the sibling sequence that the students are placed in is given in Table 17.

When Table 17 is analyzed, it is seen that students, who are the firstborn, get 39.28 ± 8.28 average points; students, who are second child in the family, take 44.31 ± 6.34 mean points; students, who are third child in the family, take 43.26 ± 7.28 points; and students, who are fourth or above child in the family, get 44.37 ± 8.69 mean points from the scale. It is identified that the difference between the total points that is taken from the scale according to the birth order in the family that students are placed in is statistically significant ($p < 0,05$). The firstborn students get lower points from the scale than the other students.

Table 18. The comparison of the HPI total scores by the togetherness of students' parents

Family	n	\bar{x}	s	t	p
Live Together	182	42.15	8.11	-0.79	0.43
Not Live Together	18	43.72	7.94		

In Table 18, the comparison of the total points taken from HPI according to the togetherness of students' parents is shown.

When the Table 18 is analyzed, it is seen that students, whose parents are together, get 42.15 ± 8.11 average points and students, whose parents are divorced, take 43.72 ± 7.94 mean points from the scale. It is determined that the difference between the total points of the scale that the students, whose parents are together and divorced, take is not statistically significant ($p > 0,05$). In spite of the fact that the students, whose parents are together, have lower scale points than the students, whose parents are divorced, this difference is not found to be statistically significant.

Table 19. The comparison of mean scores of HPI of the participants according to different types of accommodation

Accommodation Type	n	\bar{x}	s	Min.	Max.	F	p
At Home- Alone	16	38.69	6.60	28	52	0.91	0.48
At Home- With Parents	55	43.20	8.36	23	62		
At Home- With Friend	77	42.69	7.75	21	58		
At Dormitory- Alone	10	43.00	6.58	32	51		
At Dormitory- With Friend	34	41.41	9.52	23	59		
Others	8	42.25	6.90	31	56		

The comparison of the total points taken from HPI according to the accommodation type of students is investigated with ANOVA Analysis.

When Table 19 is investigated, students, who live alone at home, get 38.69 ± 6.60 average points; students, who live with their family at home, take 43.20 ± 8.36 average points; students, who accommodate with friends at home, take 42.69 ± 7.75 average points; students, who live at dormitory alone, get 43.00 ± 6.58 average points; and students, who live at dormitory with friends, take 43.00 ± 6.58 average points from the scale.

It is confirmed that the difference between the total points taken from the scale according to the accommodation type of the students is not statistically significant ($p > 0,05$). Despite the fact that the students, who live alone at home, get lower points from the other students, this difference is not statistically significant.

4. DISCUSSION

In the research, HPI which was developed by Odenweller et al. was translated to Turkish and reliability, validity study of Turkish version was conducted. The result of the study which conducted in a sample of university students showed that the instrument has validity and reliability.

The confirmatory factor analysis was conducted in order to determine the factor structure. The confirmatory factor analysis was performed to determine the single factor structure of original form retained as in sample of Turkish university students. The results revealed that single-factor structure of the scale is protected in a sample composed of Turkish university students.

Reliability was tested by Cronbach alpha and split-half methods. Also, item-total correlations were calculated for determine the reliability of Turkish adapted form of Helicopter Parenting Instrument. In reliability analysis, the Cronbach alpha coefficient was found .77. The reliability coefficient of .70 or higher is sufficient for the reliability of test scores for a psychological test (Büyüköztürk, 2009). Item-total correlations ranged from 0.18 and 0.66. Any items of helicopter parenting scale were not removed due to the item total correlation was found sufficient and the scale has been found to be reliable.

In addition, it was examined the correlations between HPI scores of participants and PSS, IDI, PSI, PWB, SWLS scores within the scope of the criterion-related validity. The results showed that there is a significant, positive and weak correlation between HPI and ‘Acceptance/Involvement/Autonomy’ subscale of PSS. It means that students who have helicopter parents perceived their parents as democratic, loving, caring and according to them, they are autonomous in expressing themselves. Consistently with prior research, helicopter parenting behaviors include love (Van Dyck, 2015, 108), acceptance/warmth and control (Ulutaş, Aksoy, 2014, 202). Also, Odenweller, Booth-Butterfield and Weber (2014, 418) stated that helicopter parenting gives opportunities to their children to express their ideas and feelings clearly. Maybe for this reason, the participants feel themselves autonomous and positive correlation was found between HPI and ‘Acceptance/Involvement/Autonomy’ subscale. However, there was not statistically significant correlation between HPI and other subscales of PSS.

There was a statistically significant and positive correlation between HPI and 'Assertion of Autonomy' subscale of IDI. It means that students who perceived their parents as helicopter parents assess themselves as independent person. In contrast, according to researches, students whose mother and father interfere too much to their lives do not feel autonomous (Cullaty, 2011, 435; Odenweller, Booth-Butterfield, Weber, 2014, 419). Actually, helicopter parents intervene to lives of children to protect them, they make decisions on behalf of and they do not want them to be independent from themselves. However, these parents give permission to their children what they want to do (İpek, 2014, 6). So, maybe, participants feel independent themselves because most of the participants in the present study come from Turkey and they live away from their parents. According to other findings, there was a significant, weak and negative relationship between HPI and 'Emotional Reliance' subscale of IDI. It means that students who perceived their parents as helicopter parents have low level relationship with other people. Similarly, Segrin, Givertz and Swiatkowski (2014, 96) stated that overparenting lead to difficulty young adults' relationship with others. Also, the other research found that children whose parents adopt protective attitude have higher level of loneliness (Çeçen, 2008, 424). There was not statistically significant relationship between HPI and 'Lack of Social Self-Confidence' subscale of IDI.

There was a statistically significant and positive relationship between HPI and 'Planfulness' subscale of PSI. Scores of HPI increase, 'Planfulness' subscale of PSI decrease because high scores of PSI indicate negative situations. It means that students who have helicopter parents have low planned approach in the process of problem solving. The data of other study findings support that, when children have helicopter parents who interfere to solve their problems on behalf of the children, these children do not feel confident to solve a problem without the help of someone and they are not self-confidence (Schiffrin et al., 2014, 554; Evely, Ganim, 2011, 3). In relatively, helicopter parenting behaviors which included protection of children in difficult situation and interfere to their lives caused to failure in coping with life problems of children (Odenweller, Booth-Butterfield, Weber, 2014, 419). According to our other result, there was not statistically significant relationship between HPI and other subscales of PSI.

Also, our study found that there was not statistically significant correlation between HPI and PWB. In contrast to these findings, literature stated that being satisfied with the relationship with the parents is one of the factor that affect well-being (Cenkseven, Akbaş, 2007, 53; Mersin, Öksüz, 2014, 648). In relatively, according to one research, helicopter parenting behaviors affected negatively psychological well-being of university students (LeMoyne, Buchanan, 2011, 412). Participants probably solve their daily problems and they are capable of managing their lives because of most of them are living away from their parents. For this reason, they may be see themselves competent, feel self- confident and make positive assessment of their own.

There was not statistically significant correlation between HPI and SWLS. In contrast to these findings, literature stated that life satisfaction of university students was related with parental attitudes (Dost, 2010, 87; Seydooğulları, Arıdağ, 2012, 763). In relatively, Schiffrin et al. (2014, 554) stated that helicopter parenting prevents the fulfillment of people's basic psychological needs like autonomy and competence and they found that college students who have helicopter parents have low satisfaction of life. The result was expected because previous finding showed that the participants feel themselves autonomous. According to other studies, while life satisfaction of university students had a negative relationship with authoritarian and protective parent attitudes (Seydooğulları, Arıdağ, 2012, 763), positive relationship with democratic parent attitudes (Dost, 2010, 87).

In addition, the relationship between sociodemografic variables with HPI was examined. In a literature, there are not enough researches on the helicopter parenting. Therefore, researches about other widely parenting styles viewed.

Our study findings showed that there was a significant correlation between HPI score and mothers' age. Maternal age increased, HPI scores of participant decreased. Our finding was supported in the literature. Prior studies found that mothers who are at young age have high over-protective and strict discipline attitudes (Şanlı, Öztürk, 2012, 38; Haktanır, Baran, Alisinanoğlu, 1998, 29).

There was significant difference between mother education level and scores of HPI. Students who have illiterate mothers have higher scores of HPI than others. Mothers who have low education level adapt to authoritarian and protective attitudes because

of based on adherence to traditional child-rearing attitudes (Gürsoy, Coşkun, 2006, 155; Haktanır, Baran, Alisinanoğlu, 1998, 30). In addition, Ersoy (2015, 174) found that high educated mothers have less protective attitudes. Relatively, the other researchers found that parents who are high educated have more democratic attitudes (Şahin, Özyürek, 2008, 409; Kaya, Bozaslan, Genç, 2012, 221). Although there was no significant correlation between father's education level and HPI scores of students.

Additionally, there was significant relationship between mothers' working situation and HPI scores. Students whose mothers are employed have significantly lower scores of HPI than others. Other studies show the similar results with our results. Şanlı and Öztürk (2012, 36) stated that mothers who are not working have high over-protective and strict discipline attitudes. In relatively, Kulaksızoğlu (1989) found that mother's socio-economic and cultural levels increased, their 'over-protective' of motherhood is declining. Also, Tatlıoğlu (2010, 153) stated that parents who have higher socio-economic status leave their children more freedom to make their own decisions. However, parents who have low socio-economic status make decisions about the future of their children more than higher socio-economic status parents. In this case, these parents are more restrictive and controller toward their children. Also, according to our results, there was no significant difference between father's occupation and HPI score of students.

There was no significant difference between the HPI scores and participants' sibling numbers. Students who have one sibling have lower scores of HPI than others. According to Ulutaş and Aksoy (2014, 203), helicopter parents with many children have more monitoring and protective behaviors. Relatively, other researches found that parents are more protective (Ersoy, 2015, 174) and they have strict/rigid attitudes because of the patience level of the parents decreases and their love and interest divided with the increasing number of children (Özyürek, Şahin, 2005, 29).

There was significant difference between the HPI scores and participants' sequence between their siblings. Students who are first child in the family have lower scores of HPI than others. Our result was supported in the literature. According to Özyürek and Şahin (2005, 28), parents have more strict/rigid discipline and more protective attitudes toward child who was born in third or next order than other children who

was born in first and second order. The cause of this condition was that parents considered them as small children of house. Also, parents' ages, experiences, knowledge were less, so they were more interests toward first children than others. Also, Yılmaz (2009, 122) found that last offspring perceived their parent's attitudes more protective than median offspring and first child perceived them attitudes more democratic than median and last offspring.

5. CONCLUSION

The results of the present study showed that the Turkish version of Helicopter Parenting Instrument is psychometrically sufficient. According to the results of reliability and validity study of the Turkish form, tend to be said that the scale is valid and reliable to measure perception of university students about their parents' helicopter parenting behaviors. This study provides a reliable and a valid scale that can be used by researchers both in TRNC and Turkey. Suggestions to further studies should be done is provided below.

1. The study was limited to university students. Further studies should also be applied the scale to different age groups (high school students) other than university students.
2. They should also be applied the scale in state universities.
3. They should investigate the relationships between the Turkish version of scale and different variables.
4. Further studies should be examine cultural differences.

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APPENDIX 1**SOSYODEMOGRAFİK BİLGİ FORMU**

1. Cinsiyet:
2. Yaş:
3. Doğum Yeri:.....
4. Anne Yaş:..... Baba Yaş:.....
5. Anne Eğitim Durumu:
 - a) Okur-yazar değil
 - b) Okur-yazar
 - c) İlkokul mezunu
 - d) Ortaokul mezunu
 - e) Lise mezunu
 - f) Üniversite mezunu veya üstü
6. Baba Eğitim Durumu:
 - a) Okur-yazar değil
 - b) Okur-yazar
 - c) İlkokul mezunu
 - d) Ortaokul mezunu
 - e) Lise mezunu
 - f) Üniversite mezunu veya üstü
7. Annenizin Mesleği:
 - a) Ev hanımı
 - b) Memur
 - c) Serbest meslek
 - d) Diğer.....
8. Babanızın Mesleği:
 - a) Memur
 - b) Serbest meslek
 - c) Diğer.....
9. Kardeş sayınız
 - a) 1
 - b) 2
 - c) 3
 - d) 4 ve üzeri
10. Kaçınıcı çocuksunuz:.....
11. Aşağıdakilerden hangisi aileniz için doğrudur?
 - a) Anne-baba bir arada
 - b) Anne-baba ayrı
 - c) Anne-baba boşanmış
 - d) Anne vefat etmiş
 - e) Baba vefat etmiş
12. Nerede ve kiminle yaşamaktasınız?
 - a) evde- tek başına
 - b) evde- anne baba ile
 - c) evde- arkadaş ile
 - d) yurttta- tek başına
 - e) yurttta- arkadaş ile
 - f) diğer

APPENDIX 2

HELİKOPTER EBEVEYNLİK ÖLÇEĞİ (HEÖ)

	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
1. Bütün önemli kararlarımı ebeveynlerim vermeye çalışır.					
2. Ebeveynlerim benimle aynı fikirde olmadıkları kararları almam konusunda beni vazgeçirler.					
3. Ebeveynlerim benim için bazı işleri yapmazlarsa (ör. Çamaşır yıkama, odayı temizleme, doktordan randevu alma), bu işler hallolmaz.					
4. Olumsuz bir deneyim yaşadığımda ebeveynlerim aşırı tepki gösterir.					
5. Ebeveynlerim fiziksel ya da duygusal travma yaşadığımı farketmedikçe hayatıma müdahale etmezler.					
6. Bazen ebeveynlerim projelerime benden daha fazla zaman ve enerji sarf ederler.					
7. Ebeveynlerim devreye girip beni güçlüklerden 'kurtaramadığında' kendilerini kötü bir ebeveyn olarak görürler.					
8. Ebeveynlerim, ben kötü seçimler yaptığım zaman kendilerini kötü ebeveyn gibi hissederler.					
9. Ebeveynlerim, benim kişisel ilişkilerim hakkında görüşlerini dile getirirler.					
10. Ebeveynlerim sorunları benim için çözdüklerinde kendilerini iyi ebeveyn olarak görürler.					
11. Ebeveynlerim, benim günlük aktivitelerimi onlara haber vermem konusunda ısrar ederler.					
12. Bir yerlere gitmem gerektiğinde (ör. doktor randevuları, akademik toplantılar, banka, giysi mağzaları), ebeveynlerim bana eşlik ederler.					
13. Zor bir durum içerisine gireceğimde, ebeveynlerim her zaman bu durumu düzeltmeye çalışır.					
14. Ebeveynlerim risk almam ve güvenlik alanımın dışına çıkmam konusunda beni cesaretlendirir.					
15. Ebeveynlerim, beni güçlüklerden korumanın görevleri olduğunu düşünürler.					

APPENDIX 3

ANNE-BABA TUTUM ÖLÇEĞİ

Açıklama: Lütfen aşağıdaki sorulara kendi anne ve babanızı düşünerek dikkatle okuyunuz. Aşağıdaki durumun anne ve babanızın davranışına ne kadar benzediğini düşünün.

LÜTFEN HİÇBİR MADDEYİ BOŞ BIRAKMAYINIZ.

	Hiç benzemiyor	Benzemiyor	Biraz benziyor	Tamamen benziyor
1-Herhangi bir sorunum olduğunda, eminim annem ve babam bana yardım ederler.				
2- Annem ve babam büyüklerle tartışmamam gerektiğini söylerler.				
3- Annem ve babam yaptığım her şeyin en iyisini yapmam için beni zorlarlar.				
4- Annem ve babam herhangi bir tartışma sırasında başkalarını kızdırmamak için, susmam gerektiğini söylerler.				
5- Annem ve babam bazı konularda “sen kendin karar ver” derler.				
6- Derslerimden ne zaman düşük not alsam, annem ve babam kızar.				
7- Ders çalışırken anlayamadığım bir şey olduğunda, annem ve babam bana yardım ederler.				
8- Annem ve babam kendi görüşlerinin doğru olduğunu bu görüşleri onlarla tartışmamam gerektiğini söylerler.				
9- Annem ve babam benden bir şey yapmamı istediklerinde, niçin bunu yapmam gerektiğini de açıklarlar.				
10- Annem ve babamla her tartıştığımda bana “büyüdüğün zaman anlarsın” derler.				
11- Derslerimden düşük not aldığımda, annem ve babam beni daha çok çalışmam için desteklerler.				
12- Annem ve babam yapmak istediklerim konusunda kendi kendime karar vermeme izin verirler.				
13- Annem ve babam arkadaşlarımı tanırlar.				
14- Annem ve babam istemedikleri bir şey yaptığımda, bana karşı soğuk davranırlar ve küserler.				
15- Annem ve babam sadece benimle konuşmak için zaman ayırırlar.				
16- Derslerimden düşük notlar aldığımda, annem ve babam öyle davranırlar ki suçluluk ve utanırım.				
17- Ailemle birlikte hoşça vakit geçiririz.				
18- Annemi ve babamı kızdıracak bir şey yaptığımda, onlarla birlikte yapmak istediğim şeyleri yapmama izin vermezler.				

19. Genel olarak annen ve baban okul zamanı hafta içinde gece arkadaşlarıyla bir yere gitmenize izin verir mi?

Evet () Hayır ()

Cevabınız Evet ise, aşağıdaki soruyu cevaplayınız.

Hafta içinde en geç saat kaç kadar gece dışarıda kalmanıza izin verilir (Pazartesi-Cuma arası)?

20.00'dan önce ()

20.00-20.59 arası ()

21.00-21.59 arası ()

22.00-22.59 arası ()

23.00- ya da daha geç ()

İstediğim saate kadar ()

20. Genel olarak annen ve baban hafta sonları gece arkadaşlarıyla bir yere gitmene izin verirler mi?

Evet () Hayır ()

Cevabınız Evet ise, aşağıdaki soruyu cevaplayınız.

Hafta içinde en geç saat kaç kadar gece dışarıda kalmanıza izin verilir (Pazartesi-Cuma arası)?

20.00'dan önce ()

20.00-20.59 arası ()

21.00-21.59 arası ()

22.00-22.59 arası ()

23.00- ya da daha geç ()

İstediğim saate kadar ()

Annen ve baban aşağıdakileri öğrenmek için ne kadar çaba gösterirler?

	Öğrenmek için hiç çaba göstermez	Öğrenmek için çok az çaba gösterir	Öğrenmek için çok çaba gösterir
21. Eğer gece bir yere gittiysen nereye gittiğini,			
22. Boş zamanlarınızda ne yaptığını,			
23. Okuldan çıktıktan sonra ne yaptığını,			

Annen ve babanın aşağıdakiler hakkında ne kadar bilgileri vardır?

	Bilgileri yoktur	Çok az bilgileri vardır	Çok bilgileri vardır
24. Eğer gece bir yere gittiysen nereye gittiğin,			
25. Boş zamanlarınızda ne yaptığın,			
26. Okuldan çıktıktan sonra nereye gittiğin			

APPENDIX 4

KİŞİLER ARASI BAĞIMLILIK ÖLÇEĞİ

Bu ölçek devam etmekte olan bir araştırma için kullanılmaktadır. Vereceğiniz içten yanıtlar bu araştırmanın sağlıklı yürüyebilmesi açısından önem taşımaktadır. Aşağıda 48 tane ifade yer almaktadır. Lütfen her bir ifadeyi dikkatlice okuyunuz ve sizin tutum ve davranışlarınıza uygun olup olmadığına karar verin. Sizden istenen her bir ifadenin karşısına Tamamen uygun, Oldukça uygun, Biraz uygun, Hiç uygun değil şeklindeki derecelendirmeleri dikkate alıp (X) kullanarak yanıtınızı vermenizdir. Araştırma bilimsel bir nitelik taşıdığından, sorulara verilecek cevaplar kimsenin kimliğini ortaya koymayacak biçimde kullanılacak ve kesinlikle kişisel bir değerlendirme yapılmayacaktır. Lütfen hiçbir soruyu boş bırakmayınız.

	Tamamen uygun	Oldukça uygun	Biraz uygun	Hiç uygun değil
1.Kendimle baş başa kalmayı tercih ederim.				
2.Yaptığım işin takdir edileceğini bildiğim zaman, elimden gelenin en iyisini yaparım				
3.Hasta olduğum zaman, üstüme titrenilmesine tahammül edemem.				
4.Lider olmaktansa geri plandaki kişi olmayı tercih ederim.				
5.İnanıyorum ki; insanlar istedikleri takdirde benim için daha fazlasını yapabilirler.				
6.Çocukken ailemi memnun etmek benim için çok önemliydi.				
7.Kendimi iyi hissetmek için başkalarına ihtiyaç duymam.				
8.Önemsediğim biri tarafından beğenilmemek bana acı verir.				
9.Hayatta karşılaşacağım kişisel problemlerimin çoğuyla başa çıkmada kendime güvenirim.				
10.Yalnızca kendimi memnun etmek isterim.				
11.Yakın bir arkadaşımı kaybetme düşüncesi beni korkutur.				
12.Başkalarının fikirlerini çabuk kabul ederim.				
13.Başkasının yardımı olmadan kendi başımın çaresine bakabilirim.				
14.Özel bir arkadaşım olmazsa, kendimi yolumu kaybetmiş biri gibi hissederim.				
15.Yaptığım hatayı başkası fark ederse çok üzülürüm.				
16.İnsanların bana sempatik görünmeye çalışmalarından nefret ederim.				
17.Başkalarından beklediğimi elde edemediğim zaman hemen moralim bozulur.				
18.Bir tartışmada kolay pes ederim.				
19.İnsanlardan çok fazla bir şey beklemem.				

20.Hayatımda benim için özel olan biri olmalı.				
21.Bir partiye (sosyal eğlence ortamı) gittiğim zaman, diğer insanlar tarafından beğenilirim.				
22.Kontrolün başka birinin elinde olduğunu bildiğim zaman kendimi daha iyi hissedirim.				
23.Hasta olduğum zaman, arkadaşlarımdan beni yalnız bırakmalarını tercih ederim.				
24.Beni, insanların iyi bir iş yaptığımı söylemelerinden daha mutlu edecek başka bir şey yoktur.				
25.Benim için önemli olan bir şeyi başarmak adına, başkalarının duygularını göz ardı etmeye hazırım.				
26.Beni diğer insanlardan üstün tutan birine ihtiyaç duyarım.				
27.Sosyal ortamlarda çok çekingen davranırım.				
28.Hiç kimseye ihtiyacım yok.				
29.Kendi kendime aldığım kararların çoğunda sorun yaşadım.				
30.Sevdiğim bir kişi beklediğim süre içinde gelmezse, aklıma en kötü olasılıklar gelir.				
31. İşler ters gitse bile, arkadaşlarımdan yardım almadan var olan durumla baş edebilirim.				
32.Başkalarından beklentilerim çoktur.				
33.Tek başıma kendime kıyafet satın alamam.				
34.Yalnız kalmayı tercih ederim.				
35.İnsanlardan umduğumu bulamıyorum.				
36.Bütün insanlar bana karşı gelse bile, yanımda sevdiğim kişi olduğu sürece yoluma devam edebilirim.				
37.İnsanlar tarafından hayal kırıklığına uğratılma riskini göze alamadığım için onlardan uzak dururum.				
38.Başkalarının benim hakkımdaki düşünceleri, benim duygularımı etkilemez.				
39.İnsanların çoğunun beni nasıl kolayca incittiklerinin farkında olmadıklarını düşünüyorum.				
40.Kendi kararlarıma çok güvenirim.				
41.Desteğine ve sevgisine çok ihtiyaç duyduğum insanları kaybetmekten her zaman çok korkarım.				
42. İyi bir liderde olması gereken özellikler bende yok.				
43.Sevdiğim biri tarafından terk edilirse, kendimi çaresiz hissedirim.				
44.Başkalarının ne söylediği beni rahatsız etmez.				

APPENDIX 5

PROBLEM ÇÖZME ENVANTERİ (PÇE)

Aşağıda günlük yaşantınızdaki problemlerinize (sorunlarınıza) genel olarak nasıl tepki gösterdiğinizde dair ifadeler yer almaktadır. Lütfen aşağıdaki maddeleri elinizden geldiğince samimiyetle ve bu tür sorunlarla karşılaştığınızda tipik olarak nasıl davrandığınızı göz önünde bulundurarak cevaplandırın. Cevaplarınızı, bu tür problemlerin nasıl çözülmesi gerektiğini düşünerek değil, böyle sorunlarla karşılaştığınızda gerçekten ne yaptığınızı düşünerek cevap vermeniz gerekmektedir. Bunu yapabilmek için kolay bir yol olarak her soru için kendinize şu soruyu sorun: “ Burada sözü edilen davranışı ben ne sıklıkla yaparım? “

Yanıtlarınızı aşağıdaki ölçeğe göre değerlendirin:

1. Her zaman böyle davranırım
2. Çoğunlukla böyle davranırım
3. Sık sık böyle davranırım
4. Arada sırada böyle davranırım
5. Ender olarak böyle davranırım
6. Hiçbir zaman böyle davranmam

Ne kadar sıklıkla böyle davranırsınız?

		Her zaman	Çoğunlukla	Sık Sık	Arada sırada	Ender olarak	Hiç bir zaman
1	Bir sorunumu çözmek için kullandığım çözüm yolları başarısız ise bunların neden başarısız olduğunu araştırmam.						
2	Zor bir sorunla karşılaştığımda ne olduğunu tam olarak belirleyebilmek için nasıl bilgi toplayacağımı uzun boylu düşünmem.						
3	Bir sorunumu çözmek için gösterdiğim ilk çabalar başarısız olursa o sorun ile başa çıkabileceğimden şüpheye düşerim.						
4	Bir sorunumu çözdükten sonra bu sorunu çözerken neyin işe yaradığını, neyin yaramadığını ayrıntılı olarak düşünmem.						
5	Sorunları çözme konusunda genellikle yaratıcı ve etkili çözümler üretebilirim.						
6	Bir sorunumu çözmek için belli bir yolu denedikten sonra durur ve ortaya çıkan sonuç ile olması gerektiğini düşündüğüm sonucu karşılaştırırım.						
7	Bir sorunum olduğunda onu çözebilmek için başvurabileceğim yolların hepsini düşünmeye çalışırım.						
8	Bir sorunla karşılaştığımda neler hissettiğimi anlamak için duygularımı incelerim.						









9	Bir sorun kafamı karıştırdığında duygu ve düşüncelerimi somut ve açık-seçik terimlerle ifade etmeye uğraşmam.						
10	Başlangıçta çözümü farketmesem de sorunlarımın çoğunu çözme yeteneğim vardır.						
11	Karşılaştığım sorunların çoğu, çözebileceğimden daha zor ve karmaşıktır.						
12	Genellikle kendimle ilgili kararları verebilirim ve bu kararlardan hoşnut olurum.						
13	Bir sorunla karşılaştığımda onu çözmek için genellikle aklıma gelen ilk yolu izlerim.						
14	Bazen durup sorunlarım üzerinde düşünmek yerine gelişigüzel sürüklenip giderim.						
15	Bir sorunla ilgili olası bir çözüm yolu üzerinde karar vermeye çalışırken seçeneklerimin başarı olasılığını tek tek değerlendirmem.						
16	Bir sorunla karşılaştığımda, başka konuya geçmeden önce durur ve o sorun üzerinde düşünürüm.						
17	Genellikle aklıma ilk gelen fikir doğrultusunda hareket ederim.						
18	Bir karar vermeye çalışırken her seçeneğin sonuçlarını ölçer, tartar, birbirleriyle karşılaştırır, sonra karar veririm.						
19	Bir sorunumu çözmek üzere plan yaparken o planı yürütebileceğime güvenirim.						
20	Belli bir çözüm planını ortaya koymadan önce, nasıl bir sonuç vereceğini tahmin etmeye çalışırım.						
21	Bir soruna yönelik olası çözüm yollarını düşünürken çok fazla seçenek üretmem.						
22	Bir sorunumu çözmeye çalışırken sıklıkla kullandığım bir yöntem; daha önce başıma gelmiş benzer sorunları düşünmektir.						
23	Yeterince zamanım olur ve çaba gösterirsem karşılaştığım sorunların çoğunu çözebileceğime inanıyorum.						
24	Yeni bir durumla karşılaştığımda ortaya çıkabilecek sorunları çözebileceğime inancım vardır.						
25	Bazen bir sorunu çözmek için çabaladığım halde, bir türlü esas konuya giremediğim ve gereksiz ayrıntılarla uğraştığım duygusunu yaşıyorum.						
26	Ani kararlar verir ve sonra pişmanlık duyarım.						

27	Yeni ve zor sorunları çözebilme yeteneğime güveniyorum.						
28	Elimdeki seçenekleri karşılaştırırken ve karar verirken kullandığım sistematik bir yöntem vardır.						
29	Bir sorunla başa çıkma yollarını düşünürken çeşitli fikirleri birleştirmeye çalışmam.						
30	Bir sorunla karşılaştığımda bu sorunun çıkmasında katkısı olabilecek benim dışındaki etmenleri genellikle dikkate almam.						
31	Bir konuyla karşılaştığımda, ilk yaptığım şeylerden biri, durumu gözden geçirmek ve konuyla ilgili olabilecek her türlü bilgiyi dikkate almaktır.						
32	Bazen duygusal olarak öylesine etkilenirim ki, sorunumla başa çıkma yollarımdan pek çoğunu dikkate bile almam.						
33	Bir karar verdikten sonra, ortaya çıkan sonuç genellikle benim beklediğim sonuca uyar.						
34	Bir sorunla karşılaştığımda, o durumla başa çıkabileceğimden genellikle pek emin değilimdir.						
35	Bir sorunun farkına vardığımda, ilk yaptığım şeylerden biri, sorunun tam olarak ne olduğunu anlamaya çalışmaktır.						

APPENDIX 6

PSİKOLOJİK İYİ OLUŞ ÖLÇEĞİ

Aşağıda katılıp ya da katılamayacağınız 8 ifade vardır. 1-7 arasındaki derecelendirmeyi kullanarak, her bir madde için uygun olan cevabınızı belirtiniz.

1	2	3	4	5	6	7
Kesinlikle katılmıyorum	Katılmıyorum	Biraz katılmıyorum	Kararsızım	Biraz katılıyorum	Katılıyorum	Kesinlikle katılıyorum
1. Amaçlı ve anlamlı bir yaşam sürdürüyorum						
2. Sosyal ilişkilerim destekleyici ve tatmin edicidir						
3. Günlük aktivitelerime bağlı ve ilgiliyim						
4. Başkalarının mutlu ve iyi olmasına aktif olarak katkıda bulunurum						
5. Benim için önemli olan etkinliklerde yetenekli ve yeterliyim						
6. Ben iyi bir insanım ve iyi bir hayat yaşıyorum						
7. Geleceğim hakkında iyimserim						
8. İnsanlar bana saygı duyar						

APPENDIX 7

YAŞAM DOYUM ÖLÇEĞİ

Aşağıda 5 cümle ve her bir cümlenin yanında da cevaplarınızı işaretlemeniz için

1’den 7’ye kadar rakamlar verilmiştir. Her cümlede söylenenin sizin için ne kadar çok

doğru olduğunu veya olmadığını belirtmek için o cümlenin yanındaki rakamlardan yalnız

bir tanesini daire içine alarak işaretleyiniz. Bu şekilde 5 cümlenin her birine bir işaret koyarak cevaplarınızı veriniz.

		Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılmıyorum	Kararsızım	Kısmen Katılıyorum	Katılıyorum	Kesinlikle katılıyorum
1	Hayatım birçok yönden idealimdekine yakın.	1	2	3	4	5	6	7
2	Hayat şartlarım mükemmel.	1	2	3	4	5	6	7
3	Hayatımdan memnunum.	1	2	3	4	5	6	7
4	Hayattan şimdiye kadar istediğim önemli şeyleri elde ettim.	1	2	3	4	5	6	7
5	Eğer hayata yeniden başlasaydım hemen hemen hiçbir şeyi değiştirmedim.	1	2	3	4	5	6	7

APPENDIX 8

BİLGİLENDİRME FORMU

HELİKOPTER EBEVEYNLİK ÖLÇEĞİ TÜRKÇE ÇEVİRİSİ VE GEÇERLİLİK, GÜVENİRLİK ÇALIŞMASI

Bu çalışmanın amacı Helikopter Ebeveynlik Ölçeği'nin Türkçe'ye çevirisini ve geçerlilik, güvenirlik çalışmasını yapmaktır.

Bu çalışmada size bir sosyo-demografik bilgi formu ve altı ölçek sunuyoruz. Sosyo-demografik bilgi formu sizin yaş, eğitim, medeni durum gibi demografik bilgileriniz hakkında sorular içermektedir. Ölçeklerde ise, ebeveynlerinizin tutumları hakkındaki algılarınızı, kişiler arası bağımlılık eğiliminizi, problem çözme becerilerinizi, yaşam doyumunuzu, psikolojik iyi oluş halinizi saptıyoruz.

Ölçeklerde verdiğiniz cevaplar gizli kalacaktır. Eğer çalışma ile ilgili herhangi bir şikayet, görüş veya sorunuz varsa bu çalışmanın araştırmacılarından biri olan Psk. Emine Ertuna ile iletişime geçmekten lütfen çekinmeyin (emineertuna2008@hotmail.com telefon: 0090 533 847 96 92).

Eğer bu çalışmaya katılmak sizde belirli düzeyde stres yaratmışsa ve bir danışmanla konuşmak istiyorsanız, ülkemizde ücretsiz hizmet veren şu kuruluşlar bulunmaktadır:

Eğer üniversite öğrencisiyseniz, devam ettiğiniz üniversitede Psikolojik Danışmanlık, Rehberlik ve Araştırma Merkezine (PDRAM) başvurabilirsiniz.

Eğer öğrenci değilseniz, Barış Ruh ve Sinir Hastalıkları Hastanesine başvurabilirsiniz.

Eğer araştırmanın sonuçlarıyla ilgileniyorsanız, Haziran 2015 tarihinden itibaren araştırmasıyla iletişime geçebilirsiniz.

Katılımınız için teşekkür ederim.

Psikolog Emine Ertuna

Psikoloji Bölümü

Yakın Doğu Üniversitesi

Lefkoşa

APPENDIX 9**AYDINLATILMIŞ ONAM**

Helikopter Ebeveynlik Ölçeği ile ilgili yeni bir araştırma yapmaktayız. Araştırmanın ismi “Helikopter Ebeveynlik Ölçeği Türkçe Çevirisi ve Geçerlilik, Güvenirlik Çalışması”dır.

Sizin de bu araştırmaya katılmanızı öneriyoruz. Bu araştırmaya katılıp katılmamakta serbestsiniz. Çalışmaya katılım gönüllülük esasına dayalıdır. Kararınızdan önce araştırma hakkında sizi bilgilendirmek istiyoruz. Bu bilgileri okuyup anladıktan sonra araştırmaya katılmak isterseniz formu imzalayınız.

Bu araştırmayı yapmak istememizin nedeni, Helikopter Ebeveynlik Ölçeği’ni Türkçe’ye çevirmek ve ölçeğin, üniversite öğrencileri arasında geçerliliğini ve güvenirliliğini ölçmektir. Yakın Doğu Üniversitesi Fen ve Edebiyat Fakültesi, Psikoloji Anabilim Dalı Uygulamalı Klinik Yüksek Lisans’ın ortak katılımı ile gerçekleştirilecek bu çalışmaya katılımınız araştırmanın başarısı için önemlidir.

Eğer araştırmaya katılmayı kabul ederseniz, size araştırmacı tarafından uygulanacak araştırmanın amacına bağlı anket uygulanacaktır. Yaklaşık 25-30 dakika sürmesi düşünülmektedir.

Bu çalışmaya katılmanız için sizden herhangi bir ücret istenmeyecektir. Çalışmaya katıldığınız için size ek bir ödeme de yapılmayacaktır.

Sizinle ilgili tıbbi bilgiler gizli tutulacak, ancak çalışmanın kalitesini denetleyen görevliler, etik kurullar ya da resmi makamlarca gereği halinde incelenebilecektir.

Bu çalışmaya katılmayı reddedebilirsiniz. Bu araştırmaya katılmak tamamen isteğe bağlıdır ve reddettiğiniz takdirde size uygulanan tedavide herhangi bir değişiklik olmayacaktır. Yine çalışmanın herhangi bir aşamasında onayınızı çekmek hakkına da sahipsiniz.

Katılımcının Beyanı

Sayın Psk. Emine Ertuna tarafından Klinik Psikoloji Anabilim Dalları’nda Helikopter Ebeveynlik Ölçeği konusunda bir araştırma yapılacağı belirtilerek bu araştırma ile ilgili yukarıdaki bilgiler bana aktarıldı. Bu bilgilerden sonra böyle bir araştırmaya “katılımcı” olarak davet edildim.

Eğer bu araştırmaya katılırsam araştırmacı ile aramda kalması gereken bana ait bilgilerin gizliliğine bu araştırma sırasında da büyük özen ve saygı ile yaklaşılacağına inanıyorum. Araştırma sonuçlarının eğitim ve bilimsel amaçlarla kullanımı sırasında kişisel bilgilerimin ihtimamla korunacağı konusunda bana yeterli güven verildi.

Projenin yürütülmesi sırasında herhangi bir sebep göstermeden araştırmadan çekilebilirim. (Ancak araştırmacıları zor durumda bırakmamak için araştırmadan çekileceğimi önceden bildirmemim uygun olacağının bilincindeyim) Ayrıca tıbbi durumuma herhangi bir zarar verilmemesi koşuluyla araştırmacı tarafından araştırma dışı tutulabilirim.

Araştırma için yapılacak harcamalarla ilgili herhangi bir parasal sorumluluk altına girmiyorum. Bana da bir ödeme yapılmayacaktır.

İster doğrudan, ister dolaylı olsun araştırma uygulamasından kaynaklanan nedenlerle meydana gelebilecek herhangi bir sağlık sorununun ortaya çıkması halinde, her türlü tıbbi müdahalenin sağlanacağı konusunda gerekli güvence verildi. (Bu tıbbi müdahalelerle ilgili olarak da parasal bir yük altına girmeyeceğim).

Araştırma sırasında bir sağlık sorunu ile karşılaştığımda; herhangi bir saatte, Psk. Emine Ertuna’yı 0090 533 847 96 92 (cep) no’lu telefondan arayabileceğimi biliyorum.

Bu arařtırmaya katılmak zorunda deęilim ve katılmayabilirim. Arařtırmaya katılmam konusunda zorlayıcı bir davranıřla karřılařmıř deęilim. Eęer katılmayı reddedersem, bu durumun tıbbi bakımına ve hekim ile olan iliřkime herhangi bir zarar getirmeyeceęini de biliyorum.

Bana yapılan tüm aıklamaları ayrıntılarıyla anlamıř bulunmaktayım. Kendi bařıma belli bir dūřünme sūresi sonunda adı geen bu arařtırma projesinde “katılımcı” olarak yer alma kararını aldım. Bu konuda yapılan daveti büyük bir memnuniyet ve gönüllölük ierisinde kabul ediyorum.

İmzalı bu form kâğıdının bir kopyası bana verilecektir.

Katılımcı

Adı, soyadı:

Adres:

Tel.

İmza

APPENDIX 10

Date: Mon, 15 Dec 2014 14:31:24 -0500
 Subject: Re: Permission to study on Helicopter Parenting Instrument
 From: kodenwel@mix.wvu.edu
 To: emineertuna2008@hotmail.com

Hi Emine Ertuna,

I appreciate you contacting me about my helicopter parenting research. I am absolutely in favor of you investigating the reliability and validity of my scale with Turkish families so long as you are able to cite my findings and scale in any manuscripts you present/publish. I have attached the piece I published with Melanie Booth-Butterfield and Keith Weber on helicopter parenting in *Communication Studies* to assist you with your research.

Like you, I am interested in studying helicopter parenting within cultures outside the United States in order to better understand the types of parents who employ this parenting style and for what reasons. It is interesting to hear you say this is a style of parenting you have personally witnessed in Turkey as American media often claims this is simply a "Western, White, middle-class" phenomenon. One of my colleagues and I have started a study in which we are gathering perceptions of many types of parents/families regarding their level of helicopter parenting. If we put together an online questionnaire to gather this data, would you be able to distribute this to parents and/or children in Turkey (either via classrooms or directly to families)? I'd love to talk more about potentially collaborating on this type of research.

Let me know if you have any other questions and how else I can help you with your research.

Thanks,
 Kelly

 Kelly G. Odenweller, M.A.
 Visiting Instructor/Ph.D. Candidate
 Department of Communication Studies
 West Virginia University
 210P Armstrong Hall
 Morgantown, WV 26506
 Office Phone: (304) 293-3905
 Office Fax: (304) 293-8667

On Fri, Dec 12, 2014 at 9:35 AM, emine ertuna <emineertuna2008@hotmail.com> wrote:

Dear Miss Odenweller,

My name is Emine Ertuna. I am studying Clinical Psychology in Near East University. This semester, I am trying to determine my thesis. While I was doing a research on the internet, I found your article which helped me to find out my aim. Your article was Investigating Helicopter Parenting, Family Environments, and Relational Outcomes For Millennials. The subject of Helicopter Parenting was interesting to me. I live in North Cyprus and in this island these kind of families are widely distributed. This is the reason that I determined to study of reliability validity of the Helicopter Parenting Instrument in Turkish. I would like to take permission from you about the reliability validity study that I really desire to study. Additionally, I desire to get your own suggestions if you have for my study.

Thank you for your attention.

EMİNE ERTUNA

Address Sıdıka Bada Sokak, c 57, Tuzla/Gazimağusa
Phone (533)8479692
E-mail emineertuna2008@hotmail.com

Personal Information

Gender Kadın
Date of birth/Birth Place 08/09/1990- Gazimağusa
Nationality K.K.T.C

Career &Goals

Bugüne kadar almış olduğum eğitimlere, birçok eğitim daha katarak mesleğimi hakkıyla icra etmek.

Education

- **Yüksek Lisans** **Yakın Doğu Üniversitesi**
Klinik Psikoloji Yüksek Lisans Programı
09/2013- 01/2016
- **Üniversite** **Doğu Akdeniz Üniversitesi**
Psikoloji Bölümü - (Bölüm birincisi)
09/2008 – 02/2013
- **Lise** **Bülent Ecevit Anadolu Lisesi**
09/2004 – 06/2008

Work Experience

Derin Nefes Psikolojik Danışmanlık ve Terapi Merkezi (2015 - ...)

Internship

- **Barış, Ruh ve Sinir Hastalıkları Hastanesi- 2014 (6 ay)**
- **Etik Hastanesi- 2012 (3 ay)**

Other Information

İnsanlarla iletişimim çok iyidir. Ayrıca kendime güvenim her zaman tamdır. Üniversite hayatımı bölüm birinciliği ile sonlandırdım. Ayrıca 3 dönem onur, 2 dönem ise yüksek onur öğrencisi oldum.

Seminars: VI. Kıbrıs Psikanaliz Günleri ‘Yerli Yerinde Yersiz Yurtsuz’
 7. Ruh Sağlığı ‘Seçimlerimiz ve Toplumsal Kabul’ konulu Sempozyumu
 6. Ruh Sağlığı ‘Günlük Yaşamda Şiddet’ konulu Sempozyumu
 4. Ruh Sağlığı ‘kayıplar ve Yas’ konulu Sempozyumu
 3. Ruh Sağlığı ‘İlişkiler’ konulu Sempozyumu
 Doğu Akdeniz Üniversitesi 5. Psikoloji Günleri
 Doğu Akdeniz Üniversitesi 4. Psikoloji Günleri

Thesis:

- The Turkish Translation, And Reliability-Validity Of Helicopter Parenting Instrument (Yakın Doğu Üniversitesi- 2016)

Language

İngilizce

Yüksek Düzey