

IS HAVING A HELICOPTER MOTHER A TRAUMATIC EXPERIENCE? THE RELATIONSHIP BETWEEN HELICOPTER MOTHER ATTITUDE AND TRAUMATIC EXPERIENCES AND LEARNED HELPLESSNESS

Abstract: The aim of the study is to determine whether the attitude of the helicopter mother is within the scope of the traumatic experience. For this purpose, the rates of explaining the traumatic experiences and learned helplessness of helicopter parental attitude were tested. 539 secondary school students between the ages of 16-18 participated in the study. Helicopter Parental Attitude (mother form), Traumatic Experiences and Learned Helplessness Scales were used to analyze the data using structural equation modeling. At the end of the study, 36% of the traumatic experiences of helicopter mothers' attitudes) predicted 35% of learned helplessness. It was observed that mostly helicopter attitudes in the field of basic life skills and learned helplessness were the predictors for the helicopter mothers. The highest correlation with helicopter mothers' attitude was observed in the emotional abuse dimension of traumatic experiences. As a result, it was concluded that the being raised up by a mother with helicopter attitude should be accepted within the scope of traumatic experience. The results of the research are expected to be useful in the fields of parenting and family counseling.

Keywords: Helicopter motherhood, Traumatic experiences, Learned helplessness

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INTRODUCTION

Childhood experiences are considered to be the most important predictors of self-control, adjustment and problem behaviours of individuals at later ages (Scaramella and Leve, 2004, p.89; Tahirović and Jusić, 2016, p.149). Among these experiences, parental attitudes and child-parent relationships are of particular importance. Parenting styles, which are defined as psychological structures representing the standards and strategies used by parents in raising children, are related to how and to what extent the parents respond to the physiological and psychosocial needs of children (Skinner, et al., 2005, p. 175).

Helicopter parenting, first described by Cline and Fay (1990), is a concept used to describe the attitudes of parents who are concerned with their children's education, safety and all kinds of activities, in short, with all aspects of their children's lives, in an obsessed manner; who are overly protective and programmatic and who have aimed to make their children perfect (Lee and Kang, 2018). This concept has entered the scientific literature after 2010 and its relationship with many variables has been tested. The concept of helicopter parenting is also seen to be called as parenting mower (Locke et al., 2012, p. 249), bulldozing parenting (Sharma and Sarna, 2018, p. 13) and over-parenting (Hesse et al., 2018, p. 457). No matter what concept is used; extremely anxious, overly controlling, perfectionist and interventionist behaviour for their children; expectation of high success and excessive effort that constantly revolves around their children (Padilla-Walker and Nelson, 2012, p. 1177) are the common characteristics of the parents who have this attitude. There are numerous studies on the permanent, negative results of this parenting style on children's psycho-social development which is not yet sufficiently researched in the scientific environment in Turkey. Self-efficacy weakness (Reed, et al., 2016 p. 3136; Van Ingen et al., 2015, p. 7), narcissistic personality traits (Findley and Ojanen, 2013, p. 504), anxiety and depression problems (Garner, 2017, p. 6), problems with self and identity development (Schiffrin et al., 2014, p. 548), social adjustment problems (Ungar, 2009, p. 258), negative effects on subjective happiness and psychological well-being (Segrin et al., 2012, p. 237; Schiffrin, et al., 2014, p. 54; Redd et al., 2016; Kouros et al., 2017, p. 939) were revealed with the findings of these researches.

This parental attitude, which starts at the age when children start to walk, increases during school age and adolescence and often lasts until the adult's age. (Stafford et al., 2016, p. 329). Helicopter parenting is thought to have four main causes. Extreme anxiety and fear of possible poor consequences for the child's physical, academic, social and emotional life are among the most important reasons (Luebbe et al., 2016, p. 841). Mistrust of the outside world, the economy, the labour market and world-wide concerns are another important reason for families to have more control over their lives to protect their children (Hesse et al., 2018, p. 457). The desire of adults who think that they are not liked, neglected or ignored in their childhood lives (Rousseau and Scharf, 2018, p. 919) and finally environmental pressure from other parents (Odenweller et al., 2014, p. 407) are considered as the reasons that lead parents to helicopter attitudes.

The number of studies on the various dimensions and results of helicopter parental attitudes is increasing. In contrast, there has not been a study yet neither in Turkey nor abroad regarding whether having a helicopter parent possesses the quality of direct traumatic experiences. The research was carried out in order to find answers to this question. While the relationship between childhood traumatic experiences and helicopter parental attitudes was sought, learned helplessness was included in the variables in terms of providing evidence.

Learned helplessness is a concept put forward as a result of a series of experiments with dogs after implementing shocks against the animals which were observed to stay inactive although there existed the possibility of avoiding shocks (Overmier, 2002, p. 4). In subsequent studies, it was found that the same effect exists for people and that the person shows motivation and

cognitive deficits as a result of the expectation of uncontrollability (Seligman and Maier, 1967, p. 1). As a result of the findings of these studies; learned helplessness is defined as the failure of an organism to take action or fail to perform the necessary behaviours even if it can control the process or the result after having an experience in which it cannot control the negative events or outcome (Maier and Watkins, 2000, p. 505). Research has shown that one's subsequent attempts to believe that undesirable events or consequences occur independently of his or her behaviour prevent them from learning (Sorrenti et al., 2016, p. 1; Nuvvula, 2016, p. 426). The common emphasis of all the models put forward is that learned helplessness is an indifferent attitude resulting from the belief that one's behaviour and efforts are not enough to change the situation or outcome (Derek, 2016). Research has shown that people who cannot control the outcome with their behaviour remain inactive at the beginning, become passive as trials progress, and at the next stage feel complete helplessness/inability in terms of behaviour-outcome relationship, and choose to remain indifferent to events or situations (Sorrenti et al., 2016, p. 1).

Many studies show that learned helplessness is based on childhood experiences (Filippello et al., 2017, p. 298). In this regard, it is stated that the environment in which the child is in, family experiences and parental attitudes are the most important factors (Palker-Corell and Marcus, 2004, p. 445). Especially early childhood and primary school age are known to affect the negative experiences of children more and faster (Barber and Harmon, 2002, p. 15). During these developmental periods, children internalize the messages they receive from their environment (Barber et al., 2005, p. 1), high expectations and negative feedback leave permanent traces on their perception of success (Sorrenti et al., 2016, p. 1). In the child who constantly relies on the causes of his failure and perceives this as a condition that will never change, the learned helplessness becomes settled and is carried to later ages (Filippello et al., 2017, p. 113; Perrone et al., 2016, p. 3387). However, there are findings of research on the lack of self-efficacy perceptions due to insufficient self-efficacy perceptions in children who are over-pampered, whose needs are met more than necessary, who are raised up without being given responsibility even in the works they can do, and who are not allowed to differentiate from parents (Lythcott-Haims, 2015). (Filippello et al., 2015, p. 298). Although many studies have been conducted on the effect of parental attitudes on learned helplessness, no study has been found specifically looking for a relationship between helicopter parental attitude and learned helplessness. It is hoped that the research will meet the information need on this subject to some extent.

The other variable of the study is the traumatic experiences; It is defined as physical, sexual or psychological abuse of children by a parent or caregiver (Bottiroli et al., 2018). Although the concepts of abuse and ill-treatment are often used interchangeably; traumatic experiences are accepted as an umbrella term covering all kinds of child abuse and neglect (Herrenkohl, 2005, p. 413). Although neglect as a general point of view is less important than abuse, both express intentional abuse (Toth and Manly, 2019, p. 59). Researchers see neglect as part of the definition of abuse in terms of the problems it raises (Herrenkohl, 2005, p. 413). The unintentional harm or lack of awareness of the caregivers' inaccuracy does not change the consequences for the child. Neglect and abuse can also arise as a result of cultural beliefs about how to raise a child (Friedman and Billick, 2015, p. 253; Mehnaz, 2013, p. 101). From this perspective, helicopter parental attitude may be considered unintentional or well-intentioned, but can be considered within the scope of child neglect and abuse. In this research, this idea was tested.

Helicopter parental attitudes might be observed in only one of the parents, or both can have this attitude. On the other hand, it is observed in the literature that helicopter attitude is mostly observed in mothers (Nelson et al., 2015, p. 282; Sciffrin and Liss, 2017, p. 548) and that mothers' helicopter attitude has more effect on children (Wall and Arnold 2007, p. 508; Nelson

et al., 2015, p. 282; Sciffrin and Liss, 2017, p. 548). In this study, fathers were excluded from the scope and the relationship between mothers' helicopter attitudes and traumatic experiences and learned helplessness was tested. The Perceived Helicopter Parental Attitude Scale used in the study also allows the mother and father attitudes to be scored separately. There are other reasons for limiting the study to perceived helicopter attitudes in mothers. The fact that the person responsible for the care of the child is the source of trauma is more effective on developmental problems (Schore, 2001, p. 201; Rudy and Grusec, 2006, p. 68; Herrenkohl et al., 2013, p. 191; van der Kolk, 2017, p. 401). Research findings suggest that insecure attachment-related developmental problems are also observed more frequently in children who have been mistreated by their mothers (van der Kolk, 2017, p. 401; Mikulincer and Shaver 2007, p. 139). In the studies conducted on the traumatic experiences, it was pointed out that the rate of physical and emotional neglect and abuse caused by the mother was significantly higher than other sources (Bilir et al., 1991; Güler et al., 2002, p. Rudy, & Grusec, 2006, p. 68; Muzik, et al., 2015, p. 507; Pierce et al., 2017, p. 673).

The scope of child neglect and abuse is an extremely broad matter. The research aims to determine whether the attitude of the helicopter mother can be considered as neglect and abuse. The World Health Organization (WHO, 2016) defines child abuse and child maltreatment as “any physical and / or emotional maltreatment, sexual abuse, neglect or negligent treatment, or commercial or other exploitation”. In the same definition, it is emphasized that any behavior that causes actual or potential harm to children's health, survival, development and self-realization is considered as neglect and abuse. From this perspective, it was found important to answer the question whether the attitudes of the helicopters are included in the scope of child neglect and abuse. However, sexual abuse was excluded from the scope of the study since it could not be considered as a traumatic experience related to helicopter maternal attitude. In this study, traumatic experiences were handled with physical and emotional neglect and abuse dimensions. If it is revealed that the helicopter mother's attitude significantly explains the physical and emotional traumatic experiences and learned helplessness, the need for reviewing the scope of neglect and abuse will be emphasized. When it is considered that most helicopter parents believe that their attitudes are correct (Schiffrin et al., 2014, p. 548; Segrin et al., 2015, p. 237; Schiffrin and Liss, 2017, p. 1472) and helicopter parenting is becoming increasingly common in the world (Locke et al., 2012, pp. 249; Schiffrin et al., 2014, pp. 548; Schiffrin and Liss, 2017, pp. 1472; Rousseau and Scharf, 2018, pp. 919), the research results are expected to provide a new perspective and important contributions to the field. Within the framework of this general purpose, the following questions were sought:

- i. To what extent does helicopter maternal attitude predict physical and emotional traumatic experiences in general?
- ii. To what extent do each dimension of helicopter maternal attitude (basic life skills, academic subjects-school life, emotional and private life, moral-ethical issues) predict physical and emotional traumatic experiences?
- iii. To what extent does helicopter maternal attitude predict learned helplessness?
- iv. To what extent does each dimension of helicopter maternal attitude (basic confidence-life skills, academic issues-school life, emotional private life, moral-ethical issues) predict the learned helplessness?

METHOD

STUDY GROUP

The study was carried out on secondary school students aged 16 to 18 years. Demographic characteristics of the study group are shown in Table 1.

Table 1. Working Group's Demographic Characteristics

<i>Gender</i>	<i>N</i>	<i>%</i>	<i>Birthplace</i>	<i>N</i>	<i>%</i>	<i>Birth Order</i>	<i>N</i>	<i>%</i>
Female	333	61.8	Metropolis	304	56.4	First	109	20.2
Male	206	38.2	District	159	29.5	Median	218	40.5
Total	539	100.0	Village	76	14.1	Last Child	212	39.3
<i>Age</i>	<i>N</i>	<i>%</i>	<i>Education Level of Mothers</i>	<i>N</i>	<i>%</i>	<i>Number of Siblings</i>	<i>N</i>	<i>%</i>
16	270	50.1	Primary Education	83	15.4	Only Child	107	19.9
17	208	38.6	Secondary Education	291	54.0	Two - Three.	376	69.8
18	61	11.3	University	165	30.6	Four and +	56	10.4
Total	539	100.0	Total	539	100.0	Total	539	100.0

61.8% of the study group consisted of female students and 38.2% of them were male students. The proportion of participants aged 16 years was 50.1%, 38.6% of seventeen years old and 11.3% of eighteen years old. 19.9% of the study group were only child, 69.8% had two and three siblings and 10.4% had four or more siblings. 15.44% of the mothers of the participants were primary and 54.0% were secondary and 30.6% were higher education graduates.

DATA COLLECTION TOOLS AND APPLICATIONS

To determine the perceived helicopter parenting attitudes of the parents in the participants, “Perceived Parenting Style Scale” developed by Yilmaz (2019) was utilised. The scale in which the mother and father form can be applied together and separately, has four sub-dimensions including helicopter attitude in basic life skills, helicopter attitude in academic life, helicopter attitude in emotional and private life and helicopter attitude in ethical and moral issues. The high scores obtained from the scale, which can also be considered as total points, indicate the excess helicopter attitude perceived by the participants in their parents. The internal consistency coefficient of the scale was reported for the mother form as.85 for the father form as.83. The mother form of the scale was used in the study and helicopter father attitudes were excluded from the scope of the study. In the study, first level DFA of the scale was performed and internal consistency coefficients were calculated.

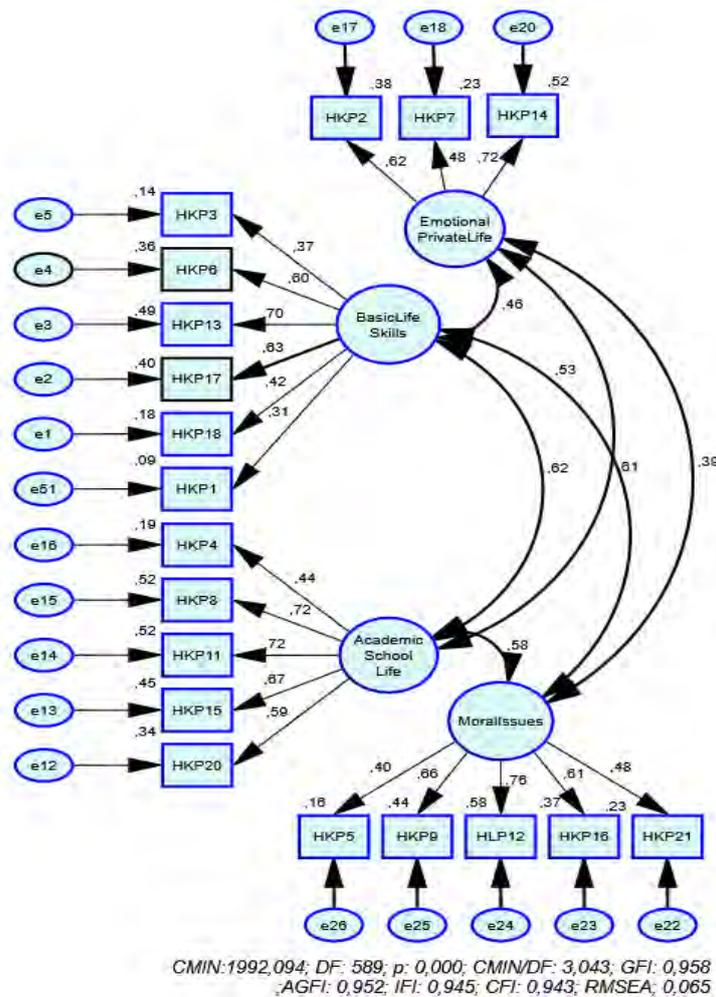
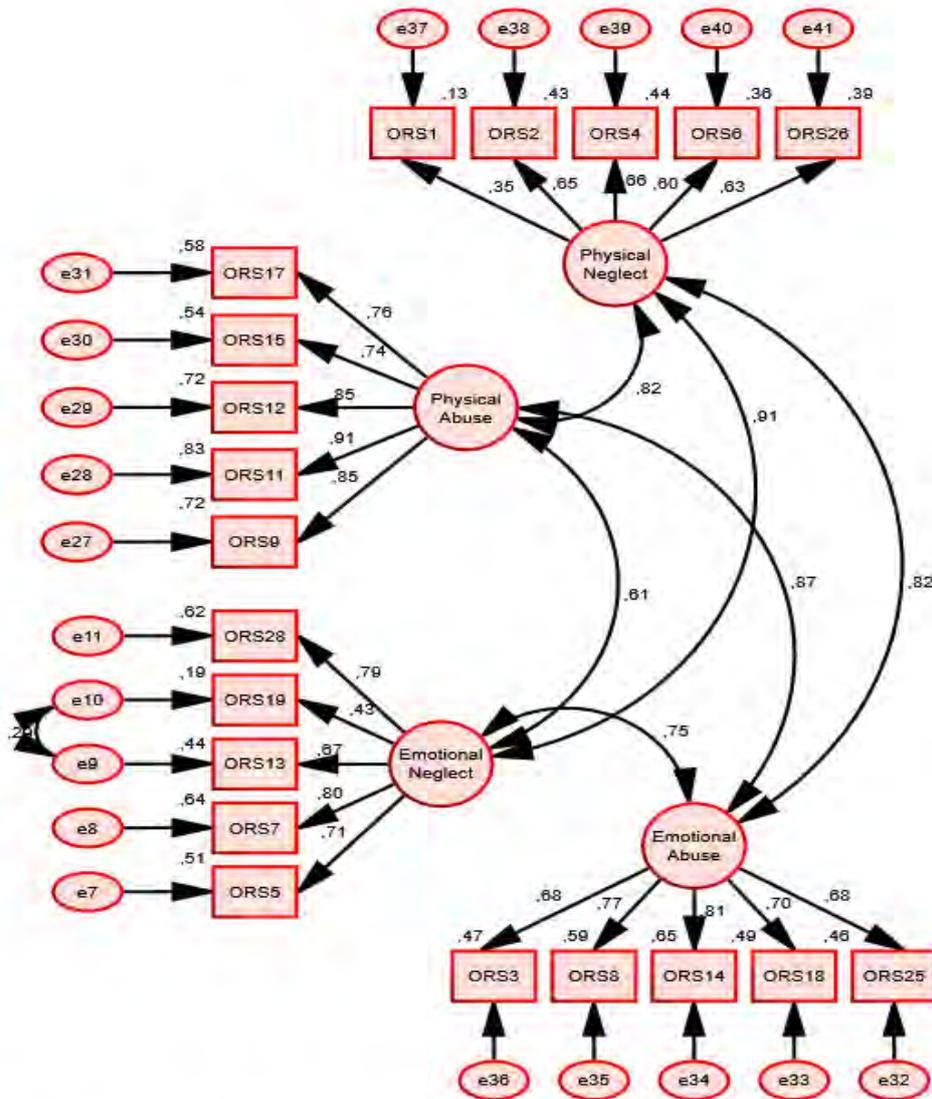


Figure 1. Perceived Helicopter Maternal Attitude Scale First Level Confirmatory Factor Analysis

As a result of DFA, items 10 and 19 in the original scale were removed from the scale because they did not have sufficient factor load. The factor loadings of the basic life skills dimension of the Perceived Helicopter Maternal Attitude Scale is observed to be between 31-70; academic life and school life dimension 44-72; Emotional private life dimension is between 48-72 and helicopter dimension on moral issues is between 40-76. Goodness of fit values of the scale; $X^2 / Sd = 3.043$, $GFI = .958$, $AGFI = .952$, $IFI = .945$, $CFI = .943$ and $RMSEA = .065$. Internal consistency coefficients are for the basic life skills dimension .784 academic life school life .762, emotional-private life .729, helicopter on moral issues .707 and for the overall of the scale were found as .893. First level DFA results and internal consistency values indicate that Perceived Helicopter Maternal Attitude Scale will provide reliable and valid results.

The second data collection tool used in the study was the Short Form of Childhood Trauma Experiences Scale developed by Bernstein et al. (2003, p. 169) and adapted to Turkish culture by Kaya (2014, p. 68-78). The scale, which is a retrospective measurement tool for reviewing childhood abuse history, consists of 28 items and five sub-dimensions. The scale is suitable to be evaluated both at the total score and at the subscale level, and the increase in the scores means that the traumatic experiences experienced during childhood are intensified. Internal consistency coefficients .84-. The sexual abuse dimension of the study was not included in the analysis because it was not found to be related to the research. Before testing the hypothesis-related models in the study, the first-level confirmatory factor analysis of the Traumatic Experiences Scale was conducted and internal consistency coefficients were calculated. The results obtained in this regard are shown in Figure 2.

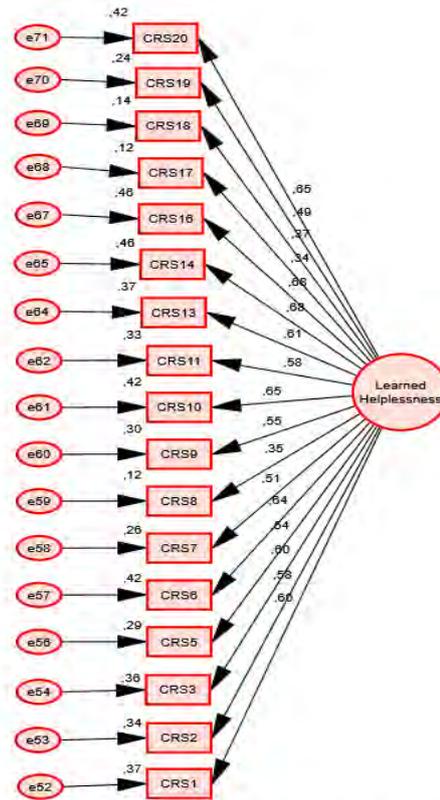


CMIN:2087,339; DF: 692; p: 0,000; CMIN/DF: 3,016; GFI: 0,919; AGFI: 0,896; IFI: 0,947; CFI: 0,946; RMSEA: 0,061

Figure 2. Results of First Level Confirmatory Factor Analysis of Trauma Experiences Scale

As a result of the DFA, the four-factor structure of the 20-item Trauma Experiences Scale was confirmed. The physical neglect dimension of the Trauma Experiences Scale was found to be 35-66; physical abuse dimension 74-91; emotional neglect dimension was between 43-80 and emotional abuse dimension was between 68-81. Goodness of fit values of the scale were found as; $X^2/Sd=3.016$, $GFI=.919$, $AGFI=.896$, $IFI=.947$, $CFI=.946$ and $RMSEA=.061$. Internal consistency coefficients for physical neglect size.693, physical abuse .909, emotional neglect.829, and emotional abuse.847 and for the overall of the scale .were found as 927. The first level DFA results and internal consistency values indicate that the Trauma Experiences Scale gives reliable and valid results.

The third data collection tool used in the study is the Learned Helplessness Scale adapted by Turkish culture by Boysan (2006, pp. 70-80) developed by Quinless and McDermott (1988, pp. 225-256). Quinless and McDermott (1988, pp. 225- 256) report the internal consistency of the scale as.85, Boysan (2006) .73. As the total scores obtained from the scale increase, the level of learned helplessness also increases. The DFA results of the Learned Helplessness Scale for this study are shown in Figure 3.



CMIN:1992,094; DF: 589; p: 0,000; CMIN/DF: 3,043; GFI: 0,958; AGFI: 0,952; IFI: 0,945; CFI: 0,943; RMSEA: 0,065

Figure 3. Learned Helplessness Scale First Level Confirmatory Factor Analysis Results

As a result of DFA, items 4, 12 and 15 in the Learned Helplessness Scale were excluded from the scale because they did not have sufficient factor loadings. Factor load values of the scale items were observed to vary between 34 and 68. Internal consistency coefficient was calculated as .884.

Descriptive statistical values were also calculated in order to check whether the data collected in the study conformed to the normal distribution. The results obtained from this analysis are shown in Table 2.

Table 2. Descriptive Statistical Values of Measurement Tools Used in Research

Scales and Sub-Dimensions	N	Loss Value	Avg.	Median	Top Value	Std. S	Skewness	Std. E	Kurtosis	Std. E
Basic Life B.	539	0	2.83	2.80	3.20	.58	.67	.11	-.26	.21
Academic Life	539	0	2.17	2.20	2.23	.74	.25	.11	-.83	.21
Emotional Life	539	0	2.52	2.33	2.53	.76	.12	.11	-.64	.21
Moral Issues	539	0	1.75	1.67	1.83	.70	-.15	.11	-.87	.21
Helicopter Total.	539	0	2.27	2.21	2.24	.50	.23	.11	-.06	.21
Physical Neglect	539	0	1.92	1.80	1.85	.77	.66	.11	-.20	.21
Physical Abuse	539	0	1.54	1.34	1.66	.67	1.55	.11	1.82	.21
Emotional Neglect	539	0	2.28	2.20	2.90	.73	.49	.11	-.56	.21
Emotional Abuse	539	0	1.97	1.80	2.06	.44	.85	.11	-.25	.21
Trauma Total.	539	0	1.93	1.80	2.10	.51	.70	.11	-.33	.21
Learned Helplessness	539	0	2.22	2.24	2.59	.53	.03	.11	-.96	.21

When the values in Table 2 are examined, it is seen that the collected data show normal distribution.

ETHICAL DECLARATION

Necessary permission was obtained from the National Education Directorate of the province where the research was conducted and the scales were applied by the guidance counsellors of the schools under the control of the researchers on the same day in four schools. Before the implementation started, the purpose of the study was explained to the participants and a volunteer statement was requested. The participants were also informed that they may leave for any reason before, during and after the implementation.

ANALYSIS METHODS

The data obtained from the study were analysed by using SPSS (Statistical Package for Social Sciences) for Windows 22.0 and Amos 22.0. Descriptive statistical values, skewness and kurtosis values were used to test the suitability of the data for normal distribution and internal consistency coefficients were calculated to test the reliability of the scales. First level confirmatory factor analyses of all three scales were carried out before the actual analysis. After these analyses, the effect of perceived helicopter mother attitude on childhood traumatic experiences and learned helplessness was tested using structural equation modelling. In order to determine how well the models established for this purpose explain the data, goodness of fit was measured; then calculated beta, standard error and R² values were interpreted.

FINDINGS

Correlation values between variables were calculated before testing the research models. The result obtained is shown in Table 3.

Table 3. Correlation values between the variables of the research

N= 539	Helicopter Mother Attitude Dimensions				Helicopter Attitude Total
	Basic Approach	Academic	Emotional Approach	Moral	
Physical Neglect	.49**	.26**	.06	.24**	.38**
Physical Abuse	.49**	.31**	.10*	.36**	.46**
Emotional Neglect	.27**	.05	.16**	.084	.11**
Emotional Abuse	.54**	.37**	.18**	.37**	.51**
Trauma Total	.52**	.28**	.04	.30**	.42**
Learned Helplessness	.54**	.42**	.24**	.41**	.56**
Table Continues...					
**. Correlation is significant at the 0.01 level (2-tailed).					
*. Correlation is significant at the 0.05 level (2-tailed).					

The highest correlation was found between helicopter mother attitude and learned helplessness (r=.56, p<.000). This was followed respectively by emotional abuse (r=.51, p<.000) and physical abuse (r=.46, p<.000). Between helicopter mother attitude and traumatic experiences.418 correlations were found (p<.000). In terms of sub-dimensions of helicopter mother attitude; it was found that helicopter attitude with regard to basic life skills was related to highest with emotional abuse (r=.54 p<.000), Helicopter on academic and school life (R=.42, p<.000) and learned helplessness of helicopter attitude in the field of emotional life (r=.24, p<.000) and helicopter attitude on moral issues, learned helplessness (r=.41, p<.000) and emotional abuse (r=.37).

In the research, the first model was established between the general attitude of the helicopter mother and traumatic experiences. The results for this model are shown in Figure 4.



Figure 4. The Effect of Helicopter Mother Attitude on (General) Trauma Experiences (General)

Goodness of fit values of the model established; $X^2/df=3.016$, $GFI=.919$, $AGFI=.896$, $IFI=.947$, $CFI=.946$ and $RMSEA=.061$. According to these values, it can be said that the model is compatible with the data and the validity of the results will be high. The results of the analysis of the relationship between helicopter maternal attitude and traumatic experiences are shown in Table 4.

Table 4. Results of the Relationship Between Helicopter Mother Attitude and Traumatic Experiences

Hypothesis Relations	R ²	Standard β	Standard Error	p	Acceptance / Rejection
Helicopter Mother Attitude (General) → Abuse Y.	.36	.60	.15	.00	Accepted

As shown in Table 4, there is a positive significant relationship between helicopter maternal attitude and traumatic experiences ($\beta = .60$, $p < .05$). One point increase in helicopter maternal attitude causes 0.6 point increase in traumatic experiences. Helicopter maternal attitude explains 36% of the change in trauma experiences scores ($R^2=.36$).

The second model of the study was established between sub-dimensions of helicopter mother attitude (helicopter attitude in basic life skills, helicopter attitude in academic and school life, helicopter attitude in emotional-private life, and helicopter attitude in moral issues) and traumatic experiences. The results for this model are shown in Figure 5.



CMIN:2009,713; DF: 687; p: 0,000, CMINDF: 2,925; GFI: 0,927; AGFI: 0,929; IFI: 0,955; CFI: 0,954; RMSEA: 0,060

Figure 5. The Effect of Helicopter Attitudes on Trauma Experiences on Basic Life Skills, Academic Life, Emotional Life and Moral Issues

Goodness of fit values of the model established; $X^2/df= 2.925$, $GFI=.929$, $AGFI= .929$, $IFI=.955$, $CFI=.954$ and $RMSEA=$ were found as .060. According to these values, it can be said that the model is compatible with the data and the validity of the results will be high. The results of the analysis of the relationship between helicopter maternal attitude and traumatic experiences are shown in Table 5.

Table 5. Results of the Relationship Between Helicopter Mother Attitude and Traumatic Experiences

Hypothesis Relations	Standard β	Standard Error	p	Acceptance / Rejection
Basic Life Skills → Abuse Y.	.69	.12	.00	Accepted
Academic Life-School Life→Trauma Y.	.12	.07	.15	Rejection
Emotional-Private Life→Trauma Y.	.26	.06	.00	Accepted
Ethical-Moral Issues → Trauma Y.	.04	.06	.54	Rejection

As shown in Table 5, there is a positive significant relationship between basic life skills of helicopter mother attitude ($\beta=.69$, $p<.05$, $R^2=.48$) with emotional-private life ($\beta =.26$, $p<.05$, $R^2=.066$) and traumatic experiences. This shows that helicopter attitude is a significant predictor of traumatic experiences in basic life skills and emotional-private life. It was observed that one point increase in basic life skills was 0.7 points in traumatic experiences; one-point increase in emotional-private life helicopters caused an increase of 0.26 points. The four helicopter attitude dimensions together account for 50% of the traumatic experiences.

Academic life-school life ($\beta=.072, p>.05$) and helicopter attitude on moral issues ($\beta=.06, p>.05$) and the relationship between the traumatic experiences was not found statistically significant. The sixth model of the study was established to test the relationship between the general attitude of helicopter mother and learned helplessness. The results for this model are shown in Figure 6.

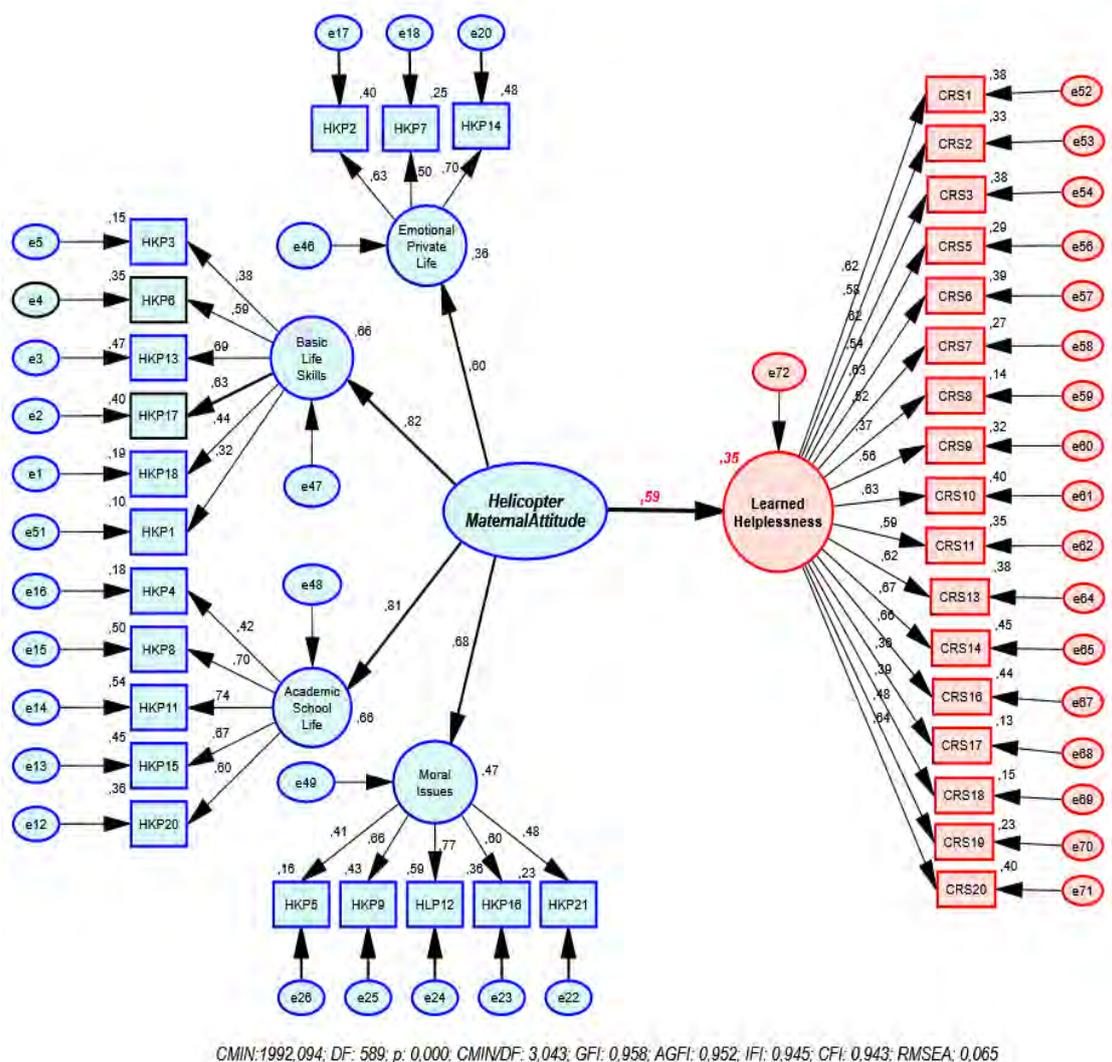


Figure 6. The Effect of Helicopter Mother Attitude on (General) Learned Helplessness

Table 6. Analysis Results of the Relationship Between Helicopter Mother Attitude and Learned Helplessness

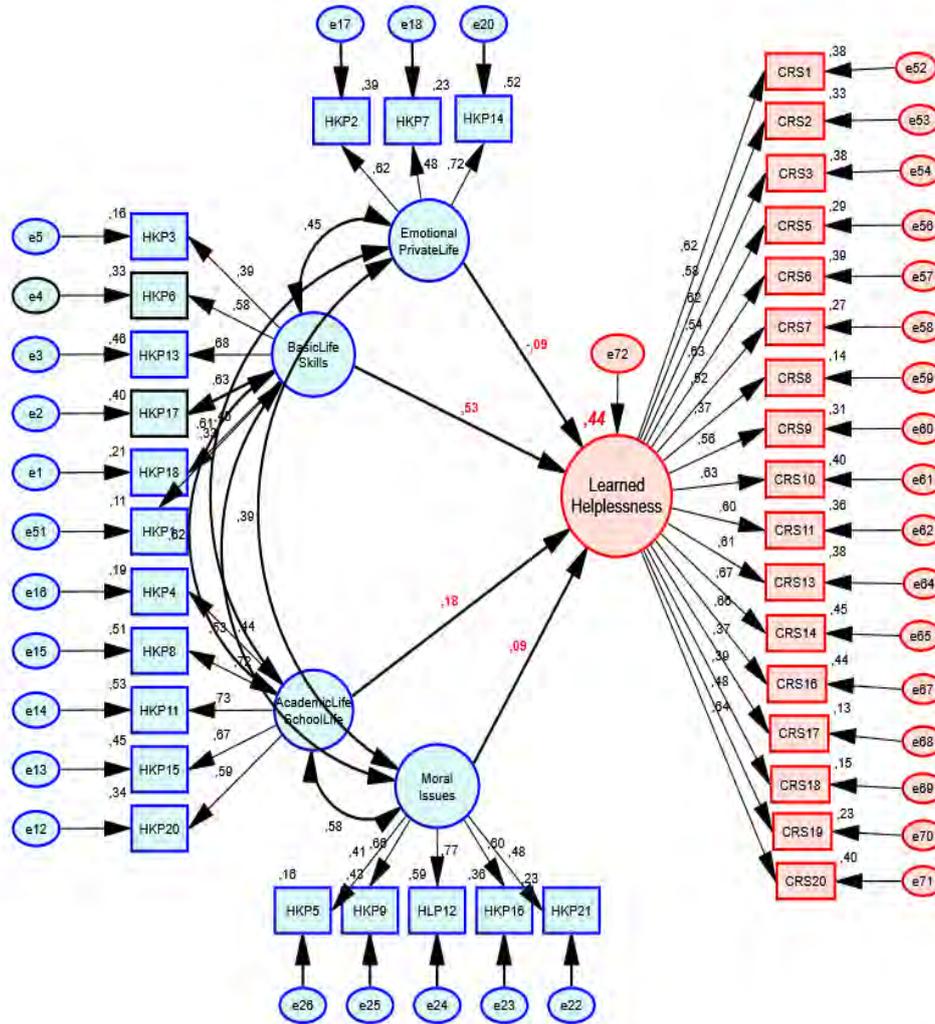
Hypothesis Relations	R ²	Standard β	Standard Error	p	Acceptance / Rejection
Helicopter Mother Attitude (General) → Learned H.	.35	.59	.15	.00	Accepted

Sixth model goodness of fit values; $X^2/df=3.043$, $GFI=.958$, $AGFI=.952$, $IFI=.945$, $CFI=.943$ and $RMSEA=.065$ were found. According to these values, it can be said that the model is compatible with the data and the validity of the results will be high. The results of the analysis of the model of the relationship between the overall helicopter mother attitude and learned helplessness are shown in Table 6.

As shown in Table 6, there is a positive significant relationship between helicopter maternal attitude and learned helplessness ($\beta=.59, p<.05$). One point increase in helicopter maternal

attitude causes 0.59 point increase in traumatic experiences. Helicopter mother attitude explains 35% of the change in learned helplessness scores ($R^2=.35$).

The last model of the study was established to test the relationship between the general attitude of helicopter mother and learned helplessness. The results for this model are shown in Figure 7.



CMIN:1763,547, DF: 584, p: 0,000, CMIN/DF: 3,020, GFI: 0,964, AGFI: 0,954, IFI: 0,950, CFI: 0,948, RMSEA: 0,064

Figure 7. The Effect of Helicopter Attitudes of Mothers on Learned Helplessness in Basic Life Skills, Academic Life, Emotional Life and Moral Issues

Table 7. Analysis Results of the Relationship Between Helicopter Mother Attitude Sub-Dimensions and Learned Helplessness

Hypothesis Relations	Standard β	Standard Error	p	Acceptance / Rejection
Basic Life Skills → Learned H.	.53	.18	.00	Accepted
Academic Life-School Life → Learned H.	.18	.09	.02	Accepted
Emotional-Private Life → Learned H.	-.09	.07	.20	Rejection
Ethical-Ethical Issues → Learned H.	.09	.07	.21	Rejection

Goodness of fit values of the model established; $X^2/df= 3.020$, $GFI=.964$, $AGFI=.954$, $IFI=.950$, $CFI=.948$ and $RMSEA=.064$. According to these values, the model is compatible with the data and it can be stated that the results to be obtained will be high validity.

The analysis results of the model of the relationship between helicopter mother attitude sub-dimensions and learned helplessness are shown in Table 7.

When the standard beta values of the roads leading to learned helplessness were examined in the sub-dimensions of helicopter mother attitude; it was observed that there was a positive significant relationship between helicopter attitude in basic life skills ($\beta=.53, p<.05, R^2=.220$) and helicopter attitude on academic-school life ($\beta =.18, p<.05, R^2=.037$) and learned helplessness. These values indicate that helicopter attitudes about basic life skills and academic-school life are significant predictors of learned helplessness; whereas emotional-private life ($\beta=-.09, p>.05$) and the helicopter attitude on moral issues ($\beta =.09, p>.05$) did not explain learned helplessness significantly. A one-point increase in helicopter attitude about mothers' basic life skills was found to increase the learned helplessness as 0.53; one-point increase in helicopter attitude in academic life-school life increases 0.18 points.

All the results obtained in the research are summarized in the Figure 8.

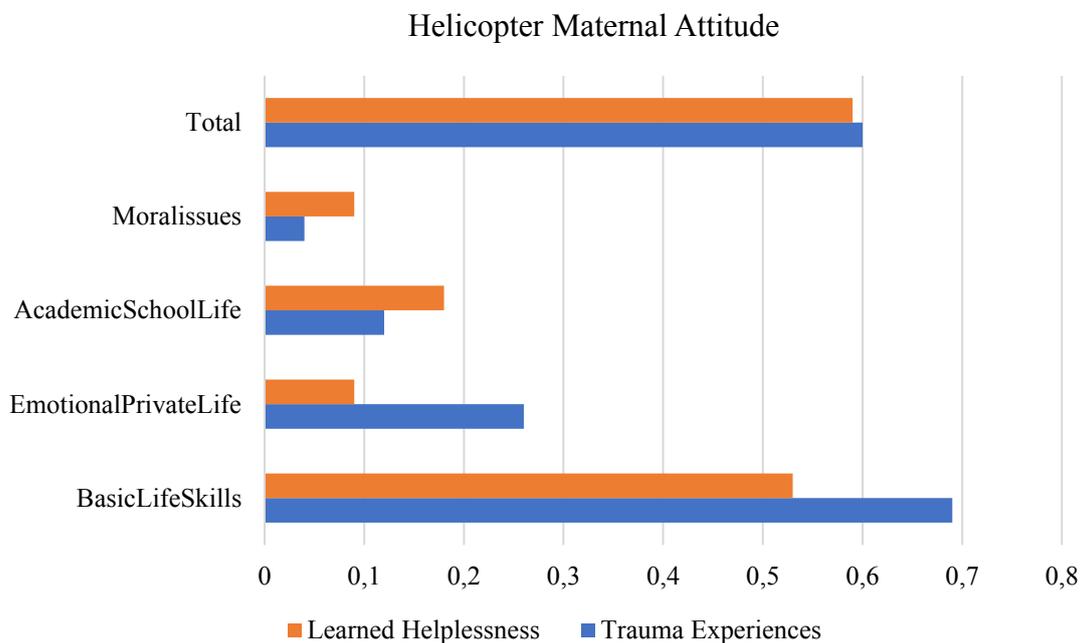


Figure 8. Graphical Expression of Research Results

As can be seen from the graph above, mothers' helicopter attitudes explain the totality of traumatic experiences and learned helplessness in close proportions. On the other hand, it is seen that helicopter attitude in basic life skills predicts traumatic experiences twice as much as learned helplessness. Helicopter attitudes in emotional and private life have more impact on learned helplessness than traumatic experiences. Similarly, the helicopter attitude of mothers on moral issues is particularly effective on learned helplessness.

DISCUSSION

The findings of the study showed that helicopter mother attitudes were strong predictors of perceived trauma and learned inability. Helicopter maternal attitude was found to be related to basic life skills. Relatively, this was followed by an emotional-private living space. Helicopter attitude was found to be less effective on trauma in academic and school life and moral issues. These findings show that mothers' over-parenting is mostly related to subjects related to children's basic life skills and emotional-private life. Basic life skills include all kinds of behaviors related to fulfilling their age-appropriate responsibilities as an individual (Filippello,

Sorrenti, Buzzai and Costa, 2015, p. 298; Filippello et al., 2017, p. 113). Excessive, exaggerated and unnecessary interventions in this field result in the failure to meet the needs of autonomy and competence (Schiffirin et al., 2014, pp. 548-557; Sciffirin and Liss, 2017, p. 1472-1480). Children who fail to develop autonomy and competence as a result of their inability to perform a task on their own cannot differentiate from their parents and have difficulty in assuming the responsibilities of their lives as an independent individual (Sciffirin et al., 2014, p. 548; Filippello et al., 2017, p. 54). 113; Sciffirin and Liss, 2017, p. Considering the definition of neglect and abuse of the world health organization "*any kind of behavior that is potentially harmful to children's health, survival, development and self-realization is neglect and abuse*" (WHO, 2016), the helicopter attitude of mothers towards children's basic life skills can be considered as a traumatic experience.

The most important feature of helicopter parenting is that parents believe that this attitude will benefit their children. This belief makes the helicopter parenting a hidden traumatic experience covered with goodwill. Although it is becoming more widespread due to this feature, it leads to under-awareness of its negative consequences. It is hoped that the research will draw some attention to this issue. There are research findings regarding that a better academic achievement of parental attitudes supporting the autonomy and competence of their children (Fan and Chen, 2001, p. 1; Pomerantz et al., 2007) reveal emotional (Cicchetti and Toth, 1998, p. 221) and socially healthier development (Grolnick and Ryan, 1989, pp. 143), and less behavioral and adaptation problems (Grolnick and Ryan, 1989, pp. 143-144). However, the fact that parental involvement becomes over-controlling, exceeding the child's current standards and obstructing the child's own experiences causes excessive anxiety, depression and inability perceptions to develop in children (Gibbs, 2009; Levine, 2006; Marano, 2008). Because of this feature of helicopter parenting, it is considered that there is no less risky experience than other traumatic experiences. Despite the large number of studies on the negative consequences of over-parenting (Kim et al., 2013, p. 7; Padilla-Walker and Nelson 2012; Nelson et al., 2015, p. 282; van Ingen, et al., 2015, p.7; Murray et al., 2009; Garner, 2017, p. 3; Eberly-Lewis, et al., 2018, p. 207; Sharma and Sarna, 2018, p. 15) there is no study that correlates this parental attitude with traumatic experiences. In this respect, the research is expected to provide a different perspective and contribute to the subject.

An important feature of helicopter mothers is that they are extremely perfectionist (Schiffirin et al., 2014, p. 548; Segrin et al., 2015, p. 237; Rousseau and Scharf, 2018, p. 919). Excessive perfectionism, on the other hand, causes fear of mistakes in children and deprives them to take advantage of their mistakes as an opportunity to learn (Gibbs, 2009; Levine, 2006; Marano, 2008; Scifferring and Liss, 2017, p. 1472). Learned helplessness is a natural consequence of this situation. The result of this study suggesting that helicopter maternal attitude explains more than one third of learned helplessness is important from this point of view. The observation that helicopter maternal attitude is a stronger predictor of learned helplessness compared to other dimensions in the field of basic life skills indicates the consistency of the research findings. Both traumatic experiences and learned helplessness were higher predicted by the same helicopter attitude dimension.

When the correlation values among the research findings are examined, it is seen that the highest relationship is between the helicopter mother attitude and the emotional abuse dimension of the trauma experiences. Emotional neglect and abuse; gives the child the message that he is worthless, imperfect, unpopular, unwanted, and only important enough to meet the expectations of others (Polat, 2007, p. 182). The behaviours of helicopter mothers can be perceived by the child as similar messages. It is possible that the children who see that their mothers do not comply with the standards and do not respond adequately to expectations have a belief in guilt (Rice and Slaney 2002, p. 35; Aunola and Nurmi 2005, p. 1144; Barber et al., 1994, p. 1120; De Kemp et al., 2006, p. 488; Soenens et al., 2005, p. 358; Schiffirin et al., 2014,

p. 548; Segrin et al., 2015, p. 237). From this perspective, it can be said that helicopter mother attitude should be seen within the scope of emotional abuse. Schifffrin and Liss (2017, pp. 1472-1480); stated that the perfectionism observed in helicopter mothers increased the perception of inadequacy, reduced the ability to set goals, and decreased academic achievement and motivation. It was also emphasized in the same study that the fear of not being able to meet the expectation of the mother caused avoidance of performance and effort. Although Schifffrin and Liss (2017, pp. 1472-1480) did not use the concept of learned helplessness in their study, the characteristics they define point to this concept. In this study, it was found those mothers' basic life skills and helicopter attitudes in academic and school life areas were significant predictors of learned helplessness. In contrast, learned helplessness was found related to the emotional and private life and helicopter attitude in moral issues. These findings are consistent with the results of Schifffrin and Liss (2017, p. 1472).

The finding that learned helplessness is a result of the individual's perception of inability to determine his / her own destiny, which is the result of 35% helicopter motherhood, confirms the hypothesis that having a helicopter mother should be considered a type of traumatic experience. There are many studies that do not directly relate to the learned helplessness relationship with helicopter parenting but support this interpretation. There are research findings that helicopter parental attitudes cause high levels of depressive symptoms, less life satisfaction, and lower levels of autonomy and self-efficacy (Schifffrin et al., 2014, pp. 548-557; van Ingen et al., 2015, p. 7). In addition to these researches; individuals with helicopter parents find themselves inadequate in setting targets (Hong et al., 2015, p. 139), performs less school attendance (Padilla-Walker & Nelson 2012; Nelson et al., 2015, p. 282; Kim et al., 2013, p. 7), they feel powerless to cope with stress (Schifffrin et al. 2014, pp. 548-557) which can be said to support the results of the research. When the results of the research in the literature and the findings of the research are evaluated together, it is concluded that having a helicopter mother is an important reason of learned helplessness and as a result of this it should be seen as neglect and abuse.

Many helicopter parents have good intentions. They believe that this attitude with increasing parenting anxiety (Segrin et al., 2013, p. 238) will lead to correct and beneficial results for their children. It is seen that studies conducted in recent years have focused on the negative consequences of helicopter parental attitude. However, a very limited number of studies argue that this approach may have positive results (Cutright, 2008). In particular, it can be said that the helicopter parenting attitude to be displayed by the fathers is welcomed more positively by the children and less associated with helicopter. In the study conducted by Zienty and Nordling (2018), it was found that the helicopter parenting degrees and results of mothers and fathers were different. They explained that this situation might have resulted from the fact that the mothers' helicopter attitude was perceived as interventionism by the children, but the same attitude of the fathers was perceived as protection and support. In another study, it was reported that fathers' interest in their children and taking a participatory role in their upbringing provide psychological benefits, especially on self-esteem (Roberts & Bengtson, 1993; Kouros et al. (2017), it has been stated that the positive consequences of helicopter parenting on children that can be carried to advanced ages cannot be denied. Yoo, Liu, and Cho (2016) found that helicopter parenting had a positive effect on subjective well-being in their study on university students. However, the findings of our the study showed that helicopter mothers attitudes had traumatic effects to the extent of psychological neglect and abuse and increased the feelings of learned helplessness which made it difficult for individuals to become strong and competent.

LIMITATIONS AND SUGGESTIONS

Although the research is a study that looks for a relationship between helicopter maternal attitude and traumatic experiences and learned helplessness, it has some important limitations. The first limitation of the study was related to the characteristics of the study group. The research was carried out on secondary school students. It is not known to what extent the data obtained are affected by the developmental characteristics of this age group. However, it is thought that new studies on helicopter parental attitudes will be conducted on various risk groups and individuals who have received psychological support in terms of autonomy, self-efficacy, self-esteem, psychological resilience will provide more detailed and deep information about the negative consequences of these parental attitudes. An important limitation of the study is that various demographic variables were excluded. It can be thought that the characteristics of the participants such as gender, age, parent association and number of siblings may change the effect of helicopter mother attitude to a certain extent. Findings on this subject can be obtained with new studies including demographic variables. The inclusion of helicopter attitudes observed only in mothers is another limitation. Therefore, if both parents have helicopter attitude, the outcome is not known. The majority of the studies conducted on helicopter parents, including the research, are descriptive which aim to determine the situation. The findings with high internal consistency can be found with the experimental or half-experimental modelled researches on the sample consisted of parents thought to have helicopter attitudes. It is suggested that more research on helicopter parents needs to be done in Turkey. In addition to this, it is recommended that helicopter parental attitudes and results should be included in parent education and family counselling studies. Gaining sufficient awareness is thought to be effective in reducing helicopter parental trauma and learned helplessness on children.

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