MEDIATING EFFECT OF SELF-REGULATION ON THE RELATIONSHIP BETWEEN HELICOPTER PARENTING STYLE AND ACADEMIC ACHIEVEMENT AMONG FIRST YEAR UNDERGRADUATES IN KLANG VALLEY

TOH POH LIN

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TOH POH LIN

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MEDIATING EFFECT OF SELF-REGULATION ON THE RELATIONSHIP BETWEEN HELICOPTER PARENTING STYLE AND ACADEMIC ACHIEVEMENT AMONG FIRST YEAR UNDERGRADUATES IN KLANG VALLEY

Abstract

Helicopter parenting is a relatively new parenting style compared to Baumrind's established parenting styles, and its effects within the Malaysian context remain underexplored, with most studies conducted in other cultural settings. Prior research has indicated that parenting style significantly impacts both academic achievement and self-regulation, and that self-regulation itself may influence academic performance. This study aimed to investigate the relationships among helicopter parenting, academic achievement, and self-regulation, with a particular focus on whether self-regulation mediates the relationship between helicopter parenting and academic achievement. Using a convenience sampling method, 436 first-year undergraduates aged 18 to 20 (mean = 19.36) from universities in the Klang Valley participated by completing a self-reported questionnaire. The data were analysed using SPSS and the PROCESS Macro. The correlation analyses revealed a significant negative relationship between helicopter parenting and academic achievement among public undergraduates (ρ= -0.205, p<0.006) but not for those in private universities. In private universities, helicopter parenting did not significantly impact self-regulation or academic achievement, and self-regulation did not mediate this relationship as indicated by confidence intervals including zero in the regression. In public universities, self-regulation significantly improved academic achievement (B = -0.437, SE = 0.125, p < 0.050, 95% CI [-0.682, -0.191]), but while helicopter parenting negatively affected

academic performance, it did not do so through self-regulation as indicated by confidence intervals including zero in the regression.

These findings suggest that while helicopter parenting may not directly affect academic performance, self-regulation plays a crucial role in influencing academic success in specific educational contexts. Future studies could benefit from longitudinal designs to explore the long-term impacts of helicopter parenting.

Keywords: helicopter parenting, academic achievement, self-regulation

KESAN PENGATURAN KENDIRI TERHADAP HUBUNGAN ANTARA GAYA KEIBUBAPAAN HELIKOPTER DAN PENCAPAIAN AKADEMIK DALAM KALANGAN PELAJAR UNIVERSITI TAHUN PERTAMA DI LEMBAH KLANG

Abstrak

Gaya keibubapaan helikopter adalah gaya keibubapaan yang agak baru berbanding dengan gaya keibubapaan yang telah diterangkan oleh Baumrind, dan kesannya dalam konteks Malaysia masih kurang diterokai, dengan kebanyakan kajian dijalankan dalam konteks budaya lain. Kajian sebelum ini menunjukkan bahawa gaya keibubapaan memberi kesan yang signifikan terhadap pencapaian akademik dan pengaturan kendiri, dan pengaturan kendiri itu sendiri mungkin mempengaruhi pencapaian akademik. Kajian ini bertujuan untuk menyiasat hubungan antara gaya keibubapaan helikopter, pencapaian akademik, dan pengaturan kendiri, dengan fokus khusus pada sama ada pengaturan kendiri memediasi hubungan antara gaya keibubapaan helikopter dan pencapaian akademik. Menggunakan kaedah persampelan keselesaan, 436 pelajar tahun pertama berumur 18 hingga 20 tahun (purata = 19.36) dari universiti di Lembah Klang telah mengambil bahagian dengan melengkapkan soal selidik yang dilaporkan sendiri. Data dianalisis menggunakan SPSS dan PROCESS Macro. Analisis korelasi menunjukkan hubungan negatif yang signifikan antara gaya keibubapaan helikopter dan pencapaian akademik di kalangan pelajar universiti awam ($\rho = -0.205$, $p < 0.006$) tetapi tidak bagi mereka di universiti swasta. Di universiti swasta, gaya keibubapaan helikopter tidak memberi kesan yang signifikan terhadap pengaturan kendiri atau pencapaian akademik, dan pengaturan kendiri tidak memediasi hubungan ini seperti yang ditunjukkan oleh selang keyakinan yang termasuk sifar dalam regresi. Di universiti awam, pengaturan kendiri secara signifikan meningkatkan pencapaian akademik ($B = -0.437$, $SE = 0.125$, $p < 0.050$, 95% CI [-0.682, -0.191]), tetapi walaupun gaya

keibubapaan helikopter memberi kesan negatif kepada prestasi akademik, ia tidak melakukannya melalui pengaturan kendiri seperti yang ditunjukkan oleh selang keyakinan yang termasuk sifar dalam regresi. Penemuan ini mencadangkan bahawa walaupun gaya keibubapaan helikopter mungkin tidak memberi kesan langsung kepada prestasi akademik, pengaturan kendiri memainkan peranan penting dalam mempengaruhi kejayaan akademik dalam konteks pendidikan tertentu. Kajian akan datang boleh mendapat manfaat daripada reka bentuk longitudinal untuk meneroka kesan jangka panjang gaya keibubapaan helikopter.

Kata Kunci: gaya keibubapaan helicopter, pencapaian akademik, pengaturan kendiri

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Table of Contents

CHAPTER 2 LITERATURE REVIEW

CHAPTER 3: METHODOLOGY

CHAPTER 5: DISCUSSION AND CONCLUSION

List of Figures

List of Tables

List of Abbreviations

CGPA	: Cumulative Grade Point Average
HPS	: Helicopter Parenting Scale
SSRQ	: Short Self-regulation Questionnaire
UMREC	: University of Malaya Research Ethics Committee

List of Appendices

CHAPTER 1

INTRODUCTION

1.1 Background of Study

"Education is the most powerful weapon which you can use to change the world," a sentiment famously echoed by Nelson Mandela (1990, as cited in Ratcliffe, 2017). This assertion continues to resonate in today's evolving world, where increasing educational attainment levels among the populace underscore its pivotal role. Consequently, contemporary society has placed a profound emphasis on academic achievement, recognising it as a multifaceted outcome influenced by various determinants such as self-confidence (Ballane, 2019; Ngware et al., 2021), socioeconomic status (Gobena, 2018; Tomul & Savasci, 2012), and parenting style (Hassan & Sen, 2018; Masud et al., 2019).

One determinant of academic achievement is self-confidence, which refers to an individual's belief in their ability to navigate and excel in academic challenges. According to Ballane (2019), students with robust self-confidence often exhibit higher academic performance due to enhanced motivation, reduced anxiety levels, and a positive outlook towards learning and problem-solving. Supporting this view, Ngware et al. (2021) argued that self-confident students are more likely to actively participate in classroom activities, engage in discussions, and seek assistance when needed. This proactive approach enriches their learning experience and equips them with resilience to tackle academic setbacks as opportunities for growth rather than obstacles.

Another critical factor shaping academic achievement is socioeconomic status, a multifaceted construct that encompasses family income, parental educational attainment, and occupational status, all of which collectively influence a student's educational journey. Gobena (2018) contends that students from more affluent backgrounds typically benefit from greater access to educational resources, including books, technology, and extracurricular opportunities. Furthermore, parents with higher educational qualifications are better positioned to provide academic support and cultivate a conducive learning environment at home.

Tomul and Savasci (2012) underscored the stark disparities in educational outcomes linked to socioeconomic status, highlighting how students from economically disadvantaged backgrounds often contend with inadequate school facilities, limited access to educational materials, and heightened stress stemming from financial constraints. These challenges impede academic progress and diminish long-term educational attainment prospects. Moreover, socioeconomic status significantly influences students' educational aspirations and expectations, with those from more affluent backgrounds often aiming for and achieving higher academic milestones.

Another influential factor is parenting style, which encompasses the array of strategies parents employ in nurturing their children. According to Hassan and Sen (2018), parenting styles are categorised into authoritative, authoritarian, permissive, and uninvolved types, each exerting distinct influences on children's developmental trajectories and academic outcomes.

Masud et al. (2019) assert that authoritative parenting, characterised by a blend of warmth and structure, correlates most strongly with academic achievement. This parenting approach fosters independence while maintaining clear expectations and providing support, creating an environment conducive to scholastic success. Authoritative parents set firm yet reasonable boundaries and encourage open communication, nurturing their children's self-discipline and responsibility (Masud et al., 2019). This supportive environment facilitates critical thinking and problem-solving skills essential for academic excellence. Moreover, the emotional support and encouragement from authoritative parents bolster their children's self-esteem and confidence, crucial attributes for navigating academic challenges.

In contrast, authoritarian parenting, marked by stringent rules and minimal warmth, often leads to heightened stress levels and lower academic performance (Masud et al., 2019). This parenting style emphasises obedience and conformity without fostering independence or critical thinking skills. Children raised under authoritarian parenting may excel in structured environments but struggle in settings requiring autonomy and initiative. The lack of emotional warmth and nurturing can contribute to anxiety and low self-esteem, ultimately hindering academic achievement. Masud et al. (2019) highlighted that the pressure to meet exacting standards without emotional support can lead to burnout and disengagement from learning.

Permissive parenting, characterised by leniency and few demands, similarly correlates with lower academic achievement (Masud et al., 2019). While permissive parents create

a nurturing and supportive atmosphere, they often fail to establish clear expectations or enforce consistent discipline. This laissez-faire approach may hinder children's development of self-regulation and time management skills necessary for academic success. Without structured guidance, children of permissive parents may struggle to meet academic challenges, lacking the resilience and focus required for sustained scholastic performance.

Uninvolved parenting represents a neglectful approach with minimal interaction and guidance, exerting the most detrimental impact on academic outcomes (Masud et al., 2019). Children of uninvolved parents often experience profound emotional and academic challenges due to the absence of parental support and supervision. This neglect can lead to poor academic performance, low self-esteem, and behavioural issues. Without parental involvement, these children lack the necessary guidance to develop essential academic skills and navigate educational challenges effectively. This may result in a sense of abandonment and further exacerbate academic difficulties.

As children spend significant developmental years under their parents' influence, the impact of parenting styles on their academic journey remains profound (Kuppens & Ceulemans, 2019; Rahman et al., 2017). Parenting styles not only significantly influence academic achievement (Masud et al., 2019; Hassan & Sen, 2018) but also continue to shape young adults' lives as they transition into independence (Doepke & Zilibotti, 2019; Hind, 2016; van Ingen et al., 2015). This enduring parental influence

underscores the growing recognition of academic attainment as a prerequisite for career opportunities, heightening parental focus on academic achievement in recent decades.

Traditionally viewed positively as supportive roles in children's development (Ulferts, 2020), parenting styles have undergone notable shifts in recent years, with instances of excessive parental involvement emerging prominently (Chiam, 2018). This phenomenon, termed helicopter parenting, has garnered considerable attention from researchers and the public alike, prompting scrutiny of its implications for individuals.

Helicopter parenting represents a relatively modern parenting style characterised by excessive parental intervention in children's lives, potentially stunting their age-appropriate developmental milestones (Srivastav & Lal Mathur, 2021). Helicopter parenting shares similarity with authoritarian parenting in terms of demandingness and responsiveness. Both parenting demonstrated high in demandingness and low in responsiveness. While the demandingness and responsiveness levels of helicopter parenting resembled those of the authoritarian style, the two differ significantly in their emphasised values. Authoritarian parents emphasised obedience and discipline (Baumrind, 1991), often using strict rules and punitive measures to control their children's behaviour. In contrast, helicopter parents focused on shielding their children from potential physical and emotional failures (Dwairy, 2010).

Noteworthy instances include parents monitoring undergraduates schedules (Hind, 2016), intervening in their relationships (Hind, 2016), managing their diet and exercise

routines (Hind, 2016), negotiating their academic grades with university professors (van Ingen et al., 2015), and even contacting university admission officers on their behalf (Doepke & Zilibotti, 2019). Such overbearing behaviours deprive young adults of the autonomy and self-directed learning experiences crucial for their personal growth.

Consequently, university students become the focal demographic in this study. The transition from secondary education to university represents a pivotal juncture characterised by heightened personal and academic autonomy (Kyndt et al., 2017), particularly poignant for first year undergraduates (Cobo‐Rendón et al., 2020). Helicopter parenting tends to manifest most prominently during this transition from adolescence to young adulthood, a phase where parents may exert excessive control over their undergraduates' educational choices, personal decisions, and daily routines. This developmental phase is critical for undergraduates to cultivate independence, decision-making prowess, and self-regulation as they navigate the challenges of higher education (LeBlanc & Lyons, 2022; Parola & Marcionetti, 2021). However, persistent parental intervention may impede the development of these essential life skills (LeBlanc & Lyons, 2022).

With increased reports of helicopter parenting behaviours, researchers worldwide have examined its potential effects on individuals, including academic achievement (Jung et al., 2019), autonomy (Kouros et al., 2017), and decision-making abilities (Luebbe et al., 2016). Nevertheless, variations in study findings across different contexts outside Malaysia underscore the need for a localised investigation into this phenomenon.

In addition to the substantial influence of helicopter parenting on academic achievement, prior research underscores the critical role of self-regulation in determining the academic success (Bakar et al., 2017; Sahranavard & Salehiniya, 2018). Self-regulation encompasses an individual's capacity to manage their thoughts, emotions, behaviours, and coping strategies amid environmental challenges to achieve their goals (Matric, 2018; Ozhiganova, 2018). In academic settings, self-regulation dictates the coping mechanisms individuals employ under stress, whether focusing on emotions or problem-solving (de la Fuente et al., 2020). Consequently, individuals with robust self-regulation skills are better equipped to navigate academic demands, laying the groundwork for future accomplishments (Rosanbalm & Murray, 2017) and enhancing adaptability in diverse life situations (Moilanen & Manuel, 2019).

Furthermore, self-regulation is influenced by various factors, with parenting style being a significant determinant. Previous studies suggest that self-regulation skills begin to develop in early childhood through interactions with primary caregivers and environmental stimuli (Gunin, 2015; Rosanbalm & Murray, 2017). Consequently, the parenting styles that parents adopt play a crucial role in providing the necessary support and shaping the development of self-regulation abilities.

Given the potential impact of parenting styles on self-regulation and its profound influence on academic achievement, it becomes imperative to explore these interrelationships comprehensively. However, limited research has simultaneously examined these variables within the Malaysian context, particularly in the context of

helicopter parenting. Thus, this study aims to fill this gap by providing an initial exploration of the relationship between helicopter parenting, self-regulation as a mediator, and academic achievement among first year undergraduates.

This chapter has provided a comprehensive overview of the current study, encompassing its background, rationale, problem statement, objectives, research questions, hypotheses, significance, limitations, and operational definitions of key terms. The subsequent chapter will review and discuss relevant literature, establishing the foundation for the research framework underpinning this study.

1.2 Statement of Problem

Helicopter parenting, a term that gained significant attention in the 1990s, describes an intensely involved parenting style where parents exercise extensive control over their children's academic, social, and personal lives (LeMoyne & Buchanan, 2011). Educators and psychologists alike began noticing this shift when parents increasingly participated in activities traditionally considered the child's responsibility. This phenomenon quickly sparked academic discourse, primarily focusing on Western cultures where it originated. Studies by researchers like Segrin et al. (2012) and Odenweller et al. (2014) documented the detrimental impacts of helicopter parenting on children's autonomy, self-esteem, and mental health, underscoring its potential to limit developmental opportunities.

However, despite this body of research, many of these studies largely centred on Western contexts, where parenting norms and cultural expectations may differ significantly from those in other parts of the world, such as Asia. This Western-centric focus leaves a significant gap in the literature, particularly in non-Western societies like Malaysia, where parenting practices are deeply influenced by cultural, societal, and educational dynamics. This study aims to address this gap by examining the relationship between helicopter parenting, self-regulation, and academic achievement within the unique sociocultural framework of Malaysia, thereby contributing new insights to the field.

In Malaysia, a country characterised by its rich cultural diversity, parenting styles are shaped by complex interplays of ethnic, religious, and socio-economic factors. The nation's multi-ethnic composition, including Malays, Chinese, Indians, and indigenous groups, fosters a variety of parenting norms that differ in their approaches to child-rearing, educational priorities, and levels of parental involvement (Jamil et al., 2018). These cultural variances can shape parental expectations, with a strong emphasis on academic success often linked to future socio-economic mobility. The high value placed on education in Malaysia, coupled with its examination-oriented education system, has resulted in a growing trend of intensive parental involvement in children's academic lives. Parents view academic success as a gateway to future economic stability, which has, in turn, contributed to the rise of helicopter parenting (Ganaprakasam et al., 2018). This environment makes Malaysia a particularly intriguing context in which to examine the impact of helicopter parenting on students' academic achievement and personal development.

The concept of academic achievement holds significant importance in both individual and societal contexts. On an individual level, academic success is frequently associated with better career opportunities, higher earning potential, and improved life outcomes (Masud et al., 2019). From a societal perspective, a highly educated population is seen as a driver of economic growth, innovation, and social stability. In Malaysia, the link between education and economic advancement is particularly strong. A report by the Malaysian Ministry of Education (2020) highlights the financial benefits of higher education, with degree holders earning a median monthly salary significantly higher than diploma holders, illustrating the economic incentives associated with academic achievement. Additionally, education has been linked to better health outcomes. Research indicates that individuals with higher educational attainment in Malaysia report better health-related quality of life compared to those with less education (Ismail et al., 2017). Given these profound implications, understanding the factors that contribute to academic achievement, such as parenting styles and self-regulation, becomes crucial in supporting students' success and well-being.

One key factor influencing academic achievement is self-regulation, a psychological construct that refers to an individual's ability to manage their emotions, behaviours, and thoughts in pursuit of long-term goals (de la Fuente et al., 2020). Self-regulation is particularly vital in the context of higher education, where students are required to manage complex academic tasks, navigate stress, and maintain motivation in the absence of constant external oversight. Strong self-regulation skills enable students to plan effectively, persevere through challenges, and engage in adaptive coping strategies, all of which are essential for sustaining academic performance (Pichardo et al., 2014).

In high-pressure academic environments, such as universities, where the demands of coursework and examinations can be overwhelming, the ability to self-regulate becomes a critical determinant of success. Students who possess high levels of self-regulation are more likely to set realistic goals, monitor their progress, and adjust their behaviours accordingly, which directly contributes to their academic achievement.

While much research has been conducted on self-regulation, it has often focused on younger students, such as adolescents or primary school children, leaving a notable gap in the literature regarding university students, particularly first-year undergraduates (Ganaprakasam et al., 2023). The transition to university life is a critical developmental stage, marked by newfound independence, increased academic responsibilities, and exposure to new social environments. This period of adjustment can be particularly challenging for first-year students, who may struggle with time management, academic stress, and the demands of higher education. As such, understanding the role of self-regulation in this context is vital, as it has the potential to inform strategies that can help students better navigate these challenges, thus enhancing their academic achievement and overall well-being.

Helicopter parenting, however, can interfere with the development of self-regulation. Research has shown that over-involved parenting practices, such as those characteristic of helicopter parenting, can stifle the development of independence and autonomy in children, as they are often shielded from challenges and decision-making opportunities (Newman, 2017). For instance, helicopter parents may intervene in their children's

academic lives by controlling their study schedules, completing their assignments, or micromanaging their extracurricular activities. This level of control can prevent children from experiencing failure or learning to overcome obstacles, which are critical experiences for developing problem-solving skills, resilience, and, ultimately, self-regulation (Cui et al., 2019). Consequently, children raised by helicopter parents may struggle to develop the self-regulatory skills necessary to succeed in university environments, where independence and personal responsibility are key to academic success.

Despite the established links between parenting styles and self-regulation, and between self-regulation and academic achievement, research that directly examines the triadic relationship between helicopter parenting, self-regulation, and academic achievement remains scarce. Studies such as those by Perry et al. (2018) and Sahranavard and Salehiniya (2018) have indicated that helicopter parenting can negatively affect self-regulation, which, in turn, hampers academic performance. However, the mediating role of self-regulation in this relationship is underexplored, particularly within the context of Malaysian higher education. By investigating these interrelated factors, this study aims to contribute to the growing body of literature on parenting styles and their impact on academic outcomes, while offering a unique focus on the Malaysian cultural context, where parenting norms and expectations may differ significantly from Western models.

Additionally, first-year undergraduates represent a particularly vulnerable population. Research indicates that these students often experience heightened levels of stress,

anxiety, and even physical health issues as they navigate the transition to university life (Cobo‐Rendón et al., 2020). This period is marked by significant personal and academic adjustments, including adapting to new academic standards, forming social connections, and managing increased independence. The vulnerability of first-year students makes them an important group for studying the impact of helicopter parenting, as their success in this transitional phase can have long-term implications for their academic careers and overall well-being. Understanding how helicopter parenting influences their development of self-regulation and academic performance is crucial for designing interventions that support their adjustment to university life.

Malaysia provides an ideal setting for exploring these dynamics, given the cultural emphasis on education and the growing trend of helicopter parenting observed in recent years (Ganaprakasam et al., 2018). In many Asian cultures, including Malaysia, smaller family sizes and increasing economic pressures have led parents to invest more time and resources in their children's academic success, often resulting in more intensive forms of parental involvement. This phenomenon has been widely reported in Malaysia, with parents frequently accompanying their children to university on the first day, micromanaging their academic decisions, and closely monitoring their progress (Ooi, 2016). These practices reflect the broader global trend of helicopter parenting but are shaped by unique cultural and socio-economic factors present in Malaysia.

Interestingly, some research suggests that helicopter parenting may not always have entirely negative effects, particularly in cultures where academic achievement is highly

valued. For instance, Kwon et al. (2017) found that Korean-American students raised by helicopter parents showed improved academic performance, suggesting that in some cultural contexts, the high expectations and close monitoring associated with helicopter parenting can drive students to achieve higher academic standards. Similarly, studies of Chinese parents have indicated that helicopter parenting is positively correlated with academic success, unlike in Western contexts where it is often linked to poorer academic outcomes (Kim et al., 2015). These cultural variations highlight the need for context-specific research to understand how helicopter parenting operates in different settings and how it influences academic outcomes.

In light of these cultural nuances, this study seeks to examine the relationship between helicopter parenting, self-regulation, and academic achievement within the Malaysian context. By focusing on first-year undergraduates, a population that is particularly susceptible to the challenges of academic transition and parental involvement, this study aims to provide valuable insights into how helicopter parenting affects students' self-regulation and academic success. Through this research, we hope to contribute to a deeper understanding of the complex interplay between parenting styles, personal development, and academic achievement, ultimately informing both educational practices and parenting strategies aimed at fostering student success in higher education.

By investigating these factors within the context of Malaysia, this study seeks to provide a more nuanced understanding of the effects of helicopter parenting on academic achievement and self-regulation. Given the limited research on this topic in

non-Western contexts, this study fills an important gap in the literature and offers insights that are relevant not only to educators and policymakers but also to parents seeking to support their children's academic and personal development in ways that foster independence and success. Ultimately, this research aims to inform strategies that can better support students as they navigate the challenges of university life, thereby promoting their academic achievement and overall well-being.

1.3 Purpose of the Study

This study adopted a quantitative approach, employing both descriptive and causal relationship research designs. The primary objective of this research was to investigate the connections within a specific set of variables. Specifically, the study aimed to uncover and comprehend the relationships that exist among helicopter parenting style, academic achievement, and the role of self-regulation as a potential mediator.

The focus of this study is directed towards first year undergraduates who were pursuing their education in universities situated in the Klang Valley region. The rationale for targeting this population stemmed from the observation that prior investigations had predominantly explored these variables in different contexts, leaving a significant gap in the literature when it came to examining the intricate interplay of helicopter parenting style, academic achievement, and self-regulation within the Malaysian setting.

Thus, this study seised the opportunity to delve into the Malaysian context and examine how these variables interact. By conducting this research, the aim was to contribute to a deeper understanding of how helicopter parenting practices related to academic achievements, while also considering the mediating influence of self-regulation. This pursuit represented a crucial step forward in comprehending these connections within the specific cultural and educational milieu of Malaysia.

In recent decades, there had been a noticeable rise in the prevalence of parents adopting the helicopter parenting style. This trend has seen an increasing number of parents becoming overly involved and excessively protective of their children, spanning from toddlers to young adults (Doepke & Zilibotti, 2019; Hind, 2016; Ooi, 2016). This style of parenting has been observed to manifest without a full awareness of its potential repercussions on the children involved. Despite harbouring well-intentioned motives to safeguard their children from negative experiences, these parents might not fully recognise the potential consequences of their approach.

This prevailing context underscored the significance of conducting the current study. It served as a means to offer valuable insights into the potential effects linked to the helicopter parenting style. By delving into the intricate relationships between helicopter parenting, academic achievement, and self-regulation, this research could have contributed to enhancing the understanding of the broader community. This understanding is crucial for enabling parents and caregivers to make informed decisions regarding their parenting approach, promoting an environment that nurtures healthy

development in children while considering the potential drawbacks of helicopter parenting.

Moreover, the study aimed to fill the existing research gap by providing empirical evidence on the effects of helicopter parenting within the Malaysian context. This was particularly important as the cultural background can significantly influence parenting practices and their outcomes. The study also was able to highlight the importance of self-regulation as a mediating factor, offering insights into how it could have potentially mitigate or exacerbate the effects of helicopter parenting on academic achievement.

By focusing on first year undergraduates, the study addressed a critical period in students' academic journeys. This group was often vulnerable to various challenges, including adjusting to a new educational environment, managing increased academic demands, and developing independence. Understanding how helicopter parenting influenced these students' academic achievements and self-regulation abilities could provide valuable guidance for educators, policymakers, and parents in supporting students' transition to higher education.

Ultimately, this study aspired to contribute to the existing body of knowledge by exploring the multifaceted effects of helicopter parenting. It aimed to provide a nuanced understanding of how parenting styles, academic achievement, and self-regulation interrelate, particularly within the context of Malaysian higher education. The findings from this study could have broader implications, informing interventions and policies

designed to foster supportive and balanced parenting practices that promote both academic success and personal development among students.

1.4 Objectives of the Study

The objectives of this study were presented as follows:

(1) To examine the relationship between the helicopter parenting style and academic achievement between the first year undergraduates who are pursuing in private and public universities located in the Klang Valley.

(2) To examine the mediating role of self-regulation in the relationship between helicopter parenting style and academic achievement of the first year undergraduates who are pursuing in private universities located in the Klang Valley.

(3) To examine the mediating role of self-regulation in the relationship between helicopter parenting style and academic achievement of the first year undergraduates who are pursuing in public universities located in the Klang Valley.

(4) To identify the significant difference of helicopter parenting style between the first year undergraduates who are pursuing in private and public universities located in the Klang Valley.

1.5 Research Questions

The research questions that would be answered in this study were as following:

(1) Is there any significant relationship between the helicopter parenting style and academic achievement of the first year undergraduates who are pursuing in private and public universities located in the Klang Valley?

(2) Is there any significant mediating effect of self-regulation on the relationship of helicopter parenting style and academic achievement of the first year undergraduates who are pursuing in private universities located in the Klang Valley?

(3) Is there any significant mediating effect of self-regulation on the relationship of helicopter parenting style and academic achievement of the first year undergraduates who are pursuing in public universities located in the Klang Valley?

(4) Is there any significant difference of helicopter parenting style between the first year undergraduates who are pursuing in private and public universities located in the Klang Valley?

1.6 Research Hypotheses

The following presented the hypotheses of each objective in the present study.

Objective 1:

To examine the relationship between the helicopter parenting style and academic achievement between the first year undergraduates who are pursuing in private and public universities located in the Klang Valley.

$H0_1$: There is no significant relationship between helicopter parenting style and the academic achievement of first year undergraduates who are pursuing in private and public universities located in the Klang Valley.

H1: There is a significant relationship between helicopter parenting style and the academic achievement of first year undergraduates who are pursuing in private universities and public universities located in the Klang Valley.

Objective 2:

To examine the mediating role of self-regulation in the relationship between helicopter parenting style and academic achievement of the first year undergraduates who are pursuing in private universities located in the Klang Valley.

$H0_2$: There is no significant mediating effect of self-regulation on the relationship between helicopter parenting style and academic achievement of the first year undergraduates who are pursuing in private universities located in the Klang Valley.

H2: There is a significant mediating effect of self-regulation on the relationship between helicopter parenting style and academic achievement of the first year undergraduates who are pursuing in private universities located in the Klang Valley.

Objective 3:

To examine the mediating role of self-regulation in the relationship between helicopter parenting style and academic achievement of the first year undergraduates who are pursuing in public universities located in the Klang Valley.

$H0_3$: There is no significant mediating effect of self-regulation on the relationship between helicopter parenting style and academic achievement of the first year undergraduates who are pursuing in public universities located in the Klang Valley.

H3: There is a significant mediating effect of self-regulation on the relationship between helicopter parenting style and academic achievement of the first year undergraduates who are pursuing in public universities located in the Klang Valley

Objective 4:

To identify the significant difference of helicopter parenting style between the first year undergraduates who are pursuing in private and public universities located in the Klang Valley.

$H0_4$: There is no significant difference of the helicopter parenting style between the first year undergraduates who are pursuing in private and public universities located in the Klang Valley.

H4: There is a significant difference of helicopter parenting style between the first year undergraduates who are pursuing in private and public universities located in the Klang Valley.

1.7 Significance of the Study

The significance of this study is underscored by several key criteria that highlight its importance and potential impact. Firstly, there has been a discernible increased in the number of parents adopting the helicopter parenting style, characterised by an excessive level of involvement and protection. However, what is particularly notable was that these parents often lacked of awareness of the potential consequences that such a parenting approach might have on their children's well-being and development. This knowledge gap underscored the need for research that not only delved into the dynamics of helicopter parenting but also raised awareness about its implications.

In light of this, the current study carried the potential to address a significant knowledge void. By investigating the concept and effects of helicopter parenting within the context of the Klang Valley and among various ethnic groups, this research had the capacity to shed light on the ramifications of this parenting style. Furthermore, the study aimed to amplify awareness among a diverse set of stakeholders, including caregivers, educators, parents, and psychologists. By targeting a broad audience, the research could influence a wide range of practices and policies, ensuring its findings have far-reaching applications.

Through increased awareness and understanding, caregivers and parents could make informed decisions about their parenting styles, potentially leading to more balanced and effective approaches. This, in turn, could foster environments that promote healthier development for children. Educators could gain insights that inform their interactions with students and guide their support strategies, ensuring that they were better equipped to recognise and address the needs of students who might be experiencing the effects of helicopter parenting. Psychologists could better comprehend the psychological implications of helicopter parenting, aiding them in providing appropriate guidance and interventions tailored to the needs of affected individuals.

Furthermore, this study would be able to demonstrate the importance of self-regulation ability to the relevant parties mentioned previously. Helicopter parents tend to take the responsibility to regulate and guide their children when they experience unpleasant situations (Schiffrin et al., 2019). However, this could lead to significant challenges

when individuals transition away from parental support. By unveiling the relationship between self-regulation and helicopter parenting, this study enabled relevant parties to evaluate the significance of allowing children to manage unpleasant experiences on their own. This understanding could help parents foster their children's independence and resilience, equipping them with the skills needed to navigate life's challenges effectively.

The target population of the current study were undergraduates; therefore, it is hoped that it could facilitate their understanding of the parenting style they were currently experiencing. By comprehending helicopter parenting, the undergraduates in question would become aware of the helicopter parenting style's effects, potentially leading them to seek appropriate assistance or guidance from professionals to overcome potential challenges. This awareness could empower students to take proactive steps in their personal development and academic journey, ensuring they could achieve their full potential despite any overprotective parenting they might have experienced.

Additionally, by focusing on first year undergraduates, this study addressed a critical transitional period in students' academic lives. Understanding the impact of helicopter parenting during this pivotal stage could inform strategies to support students as they navigate the challenges of higher education. The findings could lead to the development of tailored support programs that help students build self-regulation skills and resilience, thereby enhancing their academic achievement and overall well-being.

Lastly, the majority of previous studies have been conducted in different contexts, resulting in a scarcity of research concerning all three variables, which were helicopter parenting style, academic achievement, and self-regulation in the Malaysian context. As a result, this study is anticipated to make a significant contribution to the existing literature. By providing empirical evidence from a Malaysian perspective, this research could offer unique insights that enrich the global understanding of helicopter parenting and its effects. The findings could serve as a foundation for future research, paving the way for more comprehensive investigations into the intricate relationships between parenting styles, academic achievement, and self-regulation across diverse cultural settings.

In conclusion, this study is poised to make a meaningful impact by filling critical gaps in knowledge, raising awareness among various stakeholders, and contributing to the academic and personal development of undergraduates. Through its comprehensive exploration of helicopter parenting, self-regulation, and academic achievement, the research aims to foster healthier parenting practices and more supportive educational environments, ultimately benefiting students and their families.

1.8 Limitation of the Study

The current study faced several limitations that should be thoroughly acknowledged, as they impact the overall generalisability and depth of the findings. Firstly, the study exclusively focused on first year undergraduates attending universities located within the Klang Valley region. While the Klang Valley represents a highly urbanised and

academically centralised area of Malaysia, this geographical focus limits the extent to which the findings can be applied to the broader Malaysian population. The omission of participants from other states and regions introduced a potential regional bias. It is possible that students in rural or less urbanised parts of Malaysia experience different socio-cultural dynamics that influence parenting styles, including helicopter parenting. Consequently, the behaviours and attitudes of students and parents in the Klang Valley may not fully represent those of students in other regions, where cultural, socio-economic, and educational factors might vary considerably. Therefore, the study's conclusions may not be universally applicable across Malaysia, reducing the external validity of the findings.

Secondly, the study's narrow age range, which focused only on first-year undergraduates aged 18 to 20 years, further limits the scope of the research. This specific focus may have inadvertently excluded important insights into how helicopter parenting affects students at different stages of their academic journey or older students who may have different experiences and coping mechanisms. For example, older undergraduates, or those in their second, third, or final years, might respond differently to helicopter parenting as they gain more independence and experience in managing academic and personal challenges. Similarly, students who enter university later than their peers, or who return to education after a gap, may have different perspectives on parental involvement and self-regulation. By concentrating only on a narrow age group of first-year students, the study potentially missed important variations in how helicopter parenting influences self-regulation and academic achievement across a broader range of ages and academic stages.

Another significant limitation lies in the reliance on self-report measures, such as the Helicopter Parenting Scale (HPS) and the Short Self-Regulation Questionnaire (SSRQ). While self-report questionnaires are widely used in social science research, they carry inherent biases that could affect the validity and reliability of the data. Participants were asked to reflect on and assess their parents' behaviours, which may have been influenced by subjective perceptions and personal biases. These interpretations of helicopter parenting behaviours may not always be accurate or consistent, as different individuals may perceive the same behaviour in varying ways, depending on their personal experiences, attitudes, and relationships with their parents. Moreover, social desirability bias could have played a role, with participants potentially underreporting or over-reporting certain behaviours in order to align with perceived societal expectations. This limitation also extends to the self-assessment of self-regulation, as participants may not always provide an accurate reflection of their own abilities, either due to a lack of self-awareness or the tendency to present themselves in a favourable light. Such biases in self-report data could ultimately affect the reliability of the study's findings and reduce the precision with which it captures the true relationship between helicopter parenting and self-regulation.

Furthermore, the study did not investigate the underlying mechanisms or factors that might explain why helicopter parenting is associated with higher or lower levels of self-regulation in students. While the study identified a statistical relationship between helicopter parenting and self-regulation, it did not delve deeper into the reasons behind this correlation. For example, it remains unclear whether certain parenting strategies or specific aspects of helicopter parenting are more strongly associated with positive or

negative outcomes in terms of self-regulation. Without exploring these underlying factors, the study can only present correlational findings, leaving important questions unanswered about the causal mechanisms that drive these relationships. Understanding why some students raised by helicopter parents develop high self-regulation while others do not could provide valuable insights for educators and policymakers in developing interventions that support students' autonomy and academic success.

Additionally, the exclusive reliance on quantitative methods, while useful for identifying patterns and relationships, presents another limitation. The use of self-report questionnaires, although valuable for gathering a broad range of data, may not fully capture the nuanced and complex nature of participants' experiences with helicopter parenting and self-regulation. Quantitative data, while useful for measuring the strength of associations between variables, often lacks the depth required to explore the subjective experiences of individuals. By omitting qualitative methods, such as interviews or focus groups, the study missed an opportunity to gain richer insights into how students perceive and experience helicopter parenting, and how it shapes their self-regulation and academic achievement. Qualitative data could have provided more detailed accounts of the students' lived experiences, adding depth and context to the quantitative findings. This would have enhanced the overall comprehensiveness of the study.

Moreover, the cross-sectional design of the study poses an additional limitation. Cross-sectional studies provide a snapshot of data at one point in time, making it difficult to

establish long-term trends or causal relationships between variables. In the context of this study, the cross-sectional approach meant that the data only captured the immediate relationship between helicopter parenting and self-regulation at a specific point in students' academic lives. However, self-regulation is a developmental process that can evolve over time, and the long-term effects of helicopter parenting on self-regulation and academic achievement cannot be fully understood through a cross-sectional study. A longitudinal design, which tracks participants over a longer period, would be necessary to observe how these relationships develop and change over time. Such an approach could provide more robust insights into the lasting impacts of helicopter parenting on students' personal and academic development.

Lastly, the study's focus on the Malaysian context, while valuable for understanding helicopter parenting within a specific cultural setting, may limit the generalisability of the findings to other cultural environments. Parenting practices, including helicopter parenting, are influenced by cultural norms and values, which vary significantly across different societies. The relationship between helicopter parenting and self-regulation observed in Malaysia may not necessarily apply to students in other countries or cultural contexts, where different parenting styles and educational systems may shape students' experiences and outcomes in unique ways. Further research is needed in diverse cultural settings to determine whether the findings of this study are transferable to other populations, or whether cultural factors play a significant role in shaping the dynamics between helicopter parenting and self-regulation.

In conclusion, while the current study provides important insights into the relationship between helicopter parenting, self-regulation, and academic achievement among first-year undergraduates in the Klang Valley, its generalisability and depth are limited by geographical, methodological, and contextual factors. Future research should aim to address these limitations by including a more diverse and representative sample of participants, adopting mixed-methods approaches to incorporate both quantitative and qualitative data, and employing longitudinal designs to explore long-term effects. By addressing these limitations, future studies could provide a more comprehensive and nuanced understanding of the complex relationships between helicopter parenting, self-regulation, and academic success, both in Malaysia and beyond.

1.9 Operational Definitions

This section included the operational definition of the key terms that had been used in the current study.

1.9.1 Helicopter Parenting

Helicopter parenting refers to a specific parenting style characterised by an excessive level of involvement and control over various aspects of a child's life. This style is marked by high demandingness, where parents impose stringent expectations and requirements regarding their children's behaviour and achievements. At the same time, helicopter parents demonstrate a low level of responsiveness to their children's emotional needs and autonomy (Dwairy, 2010). This approach represents a significant shift from more balanced parenting practices, often leading to an overwhelming degree

of parental control over their children's decisions, academic pursuits, social interactions, and daily activities (Srivastav & Lal Mathur, 2021). Such an intrusive approach can inadvertently impede children's autonomy, hindering their ability to explore independently, learn from their experiences, and make age-appropriate decisions.

Helicopter parenting is characterised by its pervasive nature, wherein parents extend their involvement beyond what is considered healthy or developmentally appropriate. This excessive control and involvement can have a range of negative implications, including stunted personal development, reduced problem-solving skills, and diminished capacity for self-regulation. The behavioural and relational dynamics inherent in helicopter parenting create an environment where children are often shielded from challenges and opportunities for independent decision-making, ultimately impacting their overall growth and development.

In this study, helicopter parenting is operationalised using the Helicopter Parenting Scale, a validated instrument designed to measure the extent to which parents exhibit characteristics associated with this parenting style. The Helicopter Parenting Scale provides a quantitative assessment by capturing responses related to various dimensions of helicopter parenting, including the degree of parental control, involvement, and responsiveness. Participants are asked to rate their perceptions of their parents' behaviours, with scores indicating the presence and intensity of helicopter parenting traits.

Scores on the Helicopter Parenting Scale are interpreted as follows: a score equal to or close to five signifies a higher level of perceived helicopter parenting behaviours. This scale allows for the quantification of helicopter parenting traits, providing a measure of how frequently and intensely these characteristics are exhibited by participants' parents. By using this scale, the study aims to systematically evaluate the prevalence and impact of helicopter parenting among the sample population, offering insights into how this parenting style intersects with other variables under investigation, such as self-regulation and academic achievement.

Essentially, the operational definition of helicopter parenting in this study encompasses a spectrum of behaviours and dynamics associated with excessive parental involvement and diminished responsiveness. The Helicopter Parenting Scale serves as a critical tool in quantifying these traits, contributing to a deeper understanding of their influence on children's development and academic outcomes within the study's framework.

1.9.2 Academic Achievement

Academic achievement is broadly defined as the measurement of acquired knowledge and educational proficiency, typically assessed through standardised tests administered by educators (Narad & Abdullah, 2016; Steinmayr et al., 2014). This concept encompasses the extent of students' understanding and mastery across various subjects and disciplines, reflecting their ability to assimilate and apply learned information effectively. Academic achievement serves as a holistic measure of students' intellectual

growth and their ability to meet educational standards, offering insights into their overall proficiency and command of the curriculum.

Academic achievement is often represented by a range of indicators that assess students' grasp of course material and their performance in educational settings. It reflects not only the depth of knowledge acquired but also the students' capability to utilise this knowledge in different contexts. This measure provides a comprehensive view of students' educational progress and their success in navigating the academic challenges presented throughout their studies.

In this study, academic achievement is operationalised using the Cumulative Grade Point Average (CGPA), a widely accepted metric for quantifying academic performance. The CGPA is a numerical representation of students' overall academic success, calculated using a four-point scoring system where higher scores indicate superior performance (Universiti Malaya, n.d.). Specifically, the CGPA aggregates the grades students earn in individual courses over a defined period, providing a cumulative reflection of their academic achievements.

The CGPA metric captures variations in students' performance across different subjects and courses, offering a nuanced analysis of their educational attainment. By considering students' grades across multiple disciplines, the CGPA provides a comprehensive evaluation of their scholarly accomplishments and knowledge acquisition (GPA, 2021).

This measure highlights students' strengths and weaknesses, as well as their consistency and dedication to their academic pursuits.

Furthermore, the CGPA is recognised in academic settings as a reliable and standardised measure of student achievement, allowing for comparisons across various educational institutions and contexts. This standardised metric enhances the objectivity and consistency of academic performance assessments, thereby supporting the validity of the research findings. By employing the CGPA as the primary measure of academic achievement, this study aims to offer a detailed and accurate portrayal of students' academic success, contributing valuable insights into the broader discourse on educational attainment (Steinmayr et al., 2014; GPA, 2021).

1.9.3 Self-regulation

Self-regulation is defined as the ability to effectively manage one's thoughts, emotions, behaviours, and coping mechanisms in response to environmental challenges, with the ultimate aim of achieving personal objectives (Brown, Miller, & Lewendowski, 1999; Zimmerman, 2000). This multifaceted concept involves exerting control over cognitive and emotional processes to navigate various life situations and pursue specific goals. It encompasses a range of skills, including goal-setting, progress monitoring, and behavioural adjustments, all aimed at overcoming obstacles and achieving desired outcomes (Schunk & Zimmerman, 2012). Effective self-regulation enables individuals to remain focused on their tasks, manage stress and negative emotions, and sustain motivation even when faced with difficulties and setbacks (Baumeister & Vohs, 2007).

Self-regulation is a critical component of adaptive functioning and success across multiple domains, including academic, social, and personal contexts. It involves monitoring and regulating one's cognitive activities, emotional responses, and behavioural actions to promote goal attainment and overall well-being. The capacity for self-regulation supports the ability to manage complex demands and navigate challenges effectively, contributing to personal and professional growth.

In this study, self-regulation is operationalised using the Short Self-Regulation Questionnaire (SSRQ), a validated instrument developed by Carey et al. (2004) to assess self-regulation across various dimensions. The SSRQ includes a series of statements related to self-regulatory behaviours and attitudes, with participants providing responses on a Likert scale. Higher scores on the SSRQ reflect a greater level of self-regulation, indicating an individual's enhanced ability to manage cognitive, emotional, and behavioural responses in alignment with their goals.

The SSRQ serves as a quantitative tool for measuring self-regulation, offering an objective assessment of individuals' capacity to manage their responses and behaviours effectively, particularly in the face of challenges. Its structured format allows for systematic data collection on self-regulatory behaviours, making it a valuable instrument for research in this field (Carey, Neal, & Collins, 2004). By utilising the SSRQ, this study aims to quantify the self-regulation levels of first-year undergraduates and investigate how these levels relate to other variables, such as helicopter parenting and academic achievement.

1.9.4 First year Undergraduate

The term "first year undergraduate" refers to students who are in their initial year of tertiary education, typically aged between 18 and 20 years old. This period represents a significant transitional phase from secondary school to higher education institutions, such as colleges or universities (WEN, 2023). During this time, first-year undergraduates encounter a variety of new challenges and opportunities, marking a critical juncture in both their academic and personal development.

This transitional phase involves adapting to a new academic environment with increased workloads and the development of effective study habits. Students also experience greater independence and responsibility compared to their secondary school years, which includes learning essential life skills such as time management, financial planning, and self-care (Ciabattari, 2017). Additionally, first year undergraduates undergo considerable personality maturation as they interact with diverse peer groups and face new social and academic challenges. This stage of development involves refining their identity, values, and beliefs, and taking on responsibilities such as participating in extracurricular activities and possibly part-time work, which contribute to their holistic development by fostering leadership skills, teamwork abilities, and a sense of accountability.

In this study, "first year undergraduates" are operationally defined as students enrolled in their first year of tertiary education at either public or private universities located in the Klang Valley, Kuala Lumpur. This geographical focus allows for the examination of

students within a specific socio-cultural and educational context, capturing a representative sample of first-year students experiencing the unique dynamics of the Klang Valley.

By targeting this specific group, the study aims to gain insights into how helicopter parenting, self-regulation, and academic achievement interrelate within this particular setting. The operational definition of first-year undergraduates thus encapsulates their transitional status and the developmental milestones they encounter, providing a framework for exploring the impact of parenting styles on their academic performance and self-regulation. This focus on first-year undergraduates facilitates a nuanced understanding of the factors influencing their educational experiences and outcomes.

1.10 Summary

The phenomenon of helicopter parenting had become a focal point for parents, educators, and psychologists, drawing increasing scrutiny due to its notable effects. Research has shown that this parenting style could significantly impact individuals' academic achievement, potentially mediated by their self-regulation abilities. As such, the current study seeks to delve deeper into this dynamic by examining the mediating role of self-regulation in the relationship between helicopter parenting style and academic achievement. This investigation would be conducted among first year undergraduates enrolled at universities situated in the Klang Valley, providing insights into how these factors interact within the context of higher education.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter is dedicated to a comprehensive review of existing research. By critically examining prior studies, it would be able to provide valuable insights into the intricacies of helicopter parenting, academic achievement, and self-regulation. The initial section would delve into foundational theories, with a particular focus on Baumrind's Theory of Parenting Styles and the concept of self-regulation. These theoretical underpinnings would be able to establish a framework for understanding the variables under investigation. Following this theoretical exploration, the chapter would investigate the empirical relationship between helicopter parenting, academic achievement, and self-regulation. This examination would also highlight how these elements interact and influence each other, drawing on a broad range of studies to illuminate current understandings and identify gaps in the literature. Additionally, this chapter would be able to introduce and elaborate on the theoretical and conceptual frameworks guiding the present study. These frameworks would provide a structured approach to analysing the data and interpreting the findings, ensuring that the research is grounded in established academic principles. Finally, the chapter would be concluded with a summary, synthesising the key points discussed and setting the stage for the subsequent chapters. This summary would encapsulate the major themes and insights gleaned from the literature review, reinforcing the relevance and importance of the study's focus.

2.2 Related Theories and Models

This section provided a comprehensive introduction to the related theories and concepts integral to understanding the study's focus. It encompassed a detailed exploration of Baumrind's Theory of Parenting Styles, the concept of Helicopter Parenting, and the Self-regulation Theory. Baumrind's Theory, a foundational framework in the field of developmental psychology, categorised parenting styles into distinct types based on dimensions of responsiveness and demandingness. This theory would be serving as a basis for understanding the nuances of Helicopter Parenting, a specific style characterised by excessive involvement and control over students' lives. By delving into the characteristics and implications of Helicopter Parenting, this section aimed to elucidate how such parenting practices could impact first year undergraduates' development and behaviour. Additionally, the Self-regulation Theory would examine to shed light on the processes by which students manage their thoughts, emotions, and behaviours to achieve their goals. This theory is crucial for understanding how self-regulation could mediate the effects of Helicopter Parenting on academic achievement and overall well-being. Together, these theories and concepts would be able to provide a robust theoretical foundation for the study, guiding the exploration of the intricate relationships between parenting styles, self-regulation, and academic outcomes.

2.2.1 Baumrind Theory

Parenting styles continue to play a vital role in shaping behaviour and development during the transition to university. First-year students are likely to reflect the long-term effects of parenting on their academic performance, emotional well-being, and social

behaviour (Kuppens & Ceulemans, 2019). In the 1960s, Diana Baumrind established Baumrind's Parenting Styles Theory (Baumrind, 1991). Baumrind's theory of parenting styles was a seminal framework in the field of developmental psychology, providing a comprehensive understanding of how different parenting approaches impact child development. The theory categorised parenting into three well-known styles: authoritative, authoritarian, and permissive (Baumrind, 1991). Maccoby and Martin (1983) later expanded on Baumrind's theory by introducing a fourth style known as uninvolved or neglectful. Each style is defined by distinct patterns of parental responsiveness and demandingness, which in turn influence various aspects of a child's emotional, social, and cognitive development (Baumrind, 1966, 1967)

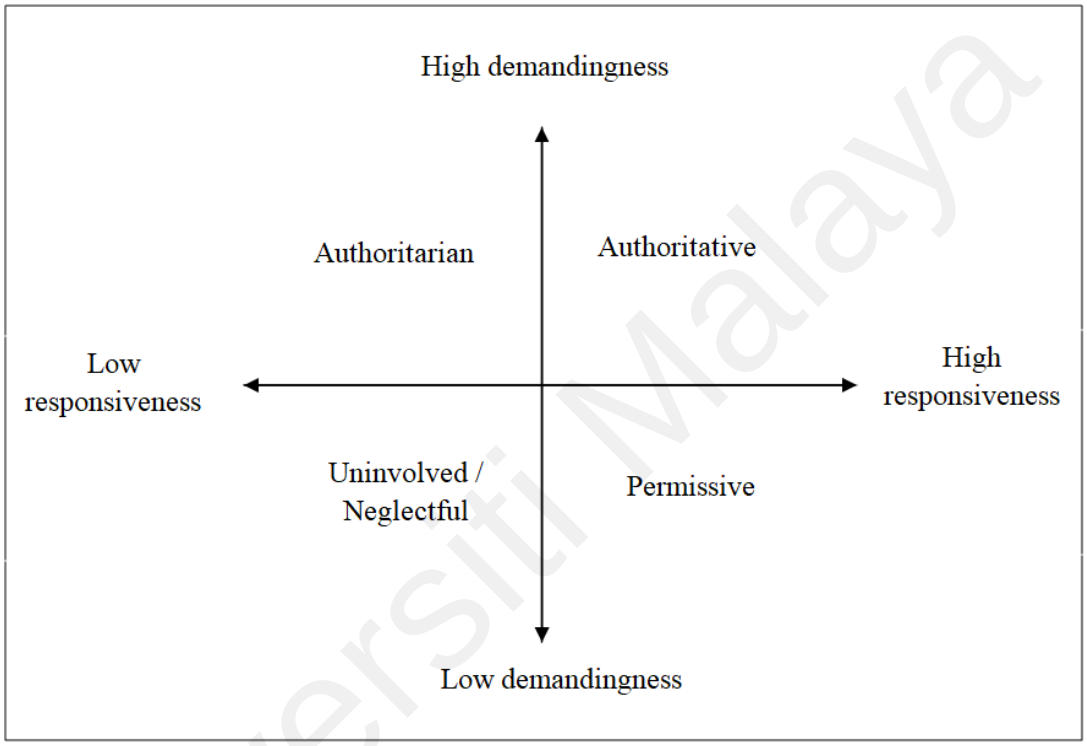
Demandingness pertained to the extent of expectations and rules set by parents to oversee their children's behaviour and compliance with these expectations and rules. This dimension also reflected the level of control and discipline implemented by parents. Parents who were high in demandingness would anticipate their children's compliance with established expectations and boundaries (Baumrind, 1967). Conversely, parents who were having low levels of demandingness would establish fewer expectations and boundaries, providing their children with more freedom and autonomy.

Responsiveness referred to the support and involvement that parents exhibited towards their children. Parents who were demonstrating a high level of responsiveness would provide emotional support, maintain open channels of communication, and were

attentive to their children's needs (Baumrind, 1967). They were nurturing and encourage independence while also being attuned to their children's emotional well-being.

Figure 2.1

Baumrind's Four Types of Parenitng Styles



Authoritative parenting is characterised by high levels of both responsiveness and demandingness. Parents who adopted this style were nurturing, supportive, and communicative, yet they also set clear and consistent boundaries. Authoritative parents encouraged independence while maintaining a framework of rules and expectations which are crucial for first year undergraduates in navigating new responsibilities. The authoritative parenting fosters a balance of support and discipline, which can lead to higher self-esteem and adaptability, essential in adjusting to university life (Baumrind, 1967).

Research has consistently shown that students raised by authoritative parents tend to exhibit fewer behavioural problems and were more likely to develop strong problem-solving skills. The authoritative style promoted open dialogue, allowing students to express their opinions and feelings, which in turn helped them develop a sense of autonomy and self-regulation. Studies have found that these students were more adaptable and resilient in the face of challenges (Maccoby & Martin, 1983).

In contrast, authoritarian parenting is marked by high demandingness but low responsiveness. Authoritarian parents enforced strict rules and expected obedience without questioning. They often used punitive measures to discipline their children and show little warmth or nurturing. This approach could have lead to a range of negative outcomes, including lower self-esteem, poor social skills, and increased anxiety or depression (Baumrind, 1991).

Students of authoritarian parents might perform well academically due to the emphasis on discipline and achievement, but they could struggle with social interactions and had the potential of having difficulty thinking independently. The lack of emotional support and rigid structure from home could stifle creativity and critical thinking in university environments. Research had also indicated that these students were more prone to experiencing high levels of stress and might potentially engaged in rebellious behaviours as a form of resistance when students seek independence in a more autonomous setting (Steinberg, 2001).

Permissive parenting is characterised by high responsiveness but low demandingness. Permissive parents were parents who were indulgent and lenient, often avoiding confrontation and allowing their children significant freedom to make their own decisions. First year undergraduates from permissive households may exhibit a lack of discipline and struggle with academic and social challenges due to poor impulse control and weak self-regulation. While this style could foster creativity and self-expression, it often resulted in students who were lacking of self-discipline and exhibiting behavioural problems (Baumrind, 1966).

Students raised by permissive parents might face difficulties adapting with structured and demanding university environment. They were more likely to engage in risky behaviours and might have the potential of facing difficulties in academic settings where structure and discipline were required. Studies have shown that these students often exhibited higher levels of aggression and lower levels of emotional regulation (Maccoby & Martin, 1983).The lack of structure and boundaries could lead to difficulties in self-regulation and accountability.

Lastly, uninvolved parents were characterised by low responsiveness and low demandingness. Uninvolved parents provided minimal emotional support and set few expectations or rules for their children. This neglectful approach is often associated with the poorest outcomes for students, including attachment issues, poor academic performance, and increased likelihood of engaging in delinquent behaviour (Baumrind, 1991).

Students of uninvolved parents often struggled with self-esteem and exhibited higher levels of anxiety and depression. The lack of parental guidance and support could result in difficulties in forming healthy relationships and achieving academic expectations from university. Research indicated that these students were at a higher risk for substance abuse and other maladaptive behaviours (Steinberg, 2001).The lack of parental engagement and guidance could have potential long-lasting negative effects on their well-being.

Baumrind's theory has been widely studied across different cultural contexts, revealing that cultural norms and values significantly influenced the effectiveness and perception of various parenting styles. For instance, authoritarian parenting might be more prevalent and less negatively perceived in cultures that emphasise respect for authority and hierarchical relationships (Chao, 1994). Conversely, authoritative parenting style tends to be more effective in Western cultures that valued independence and self-expression.

Research has demonstrated that the cultural context can mediate the impact of parenting styles on individual's development. For example, in some Asian cultures, authoritarian parenting is associated with high academic achievement, whereas in Western contexts, it is often linked to negative emotional and social outcomes. This cultural variability underscored the importance of considering cultural norms when evaluating the impact of parenting styles (Rudy & Grusec, 2006). Understanding cultural nuances helps

explain why students from different backgrounds respond differently to parental influences during their university transition.

Each parenting style could have significant effects on various aspects of students' lives. While there is no definitive 'best' parenting style, parents could draw insights from the styles proposed in Baumrind's Theory to inform and refine their parenting skills. By understanding the implications of each style, parents could have adopted a more balanced and informed parenting styles that best supports their development and better equip students for the challenges of university.

2.2.2 Helicopter Parenting Style

As the significance of parenting styles garnered increasing attention, various approaches have emerged, including the notable helicopter parenting style. Helicopter parenting, as derived from Baumrind's Parenting Styles Theory, reflects an adaptation of the authoritarian parenting style but with distinct characteristics and implications (LeMoyne & Buchanan, 2011). Baumrind's theory initially categorised parenting into three primary styles: authoritative, authoritarian, and permissive. Each style was distinguished by varying levels of demandingness and responsiveness.

Authoritarian parenting, characterised by high demandingness and low responsiveness, emphasises obedience and discipline. Parents who adopt this style enforce strict rules and expect compliance, often using punitive measures to control their children's

behaviour (Baumrind, 1991). Helicopter parenting, while sharing the authoritarian trait of high demandingness and low responsiveness, differs in its approach to responsiveness and control.

While the demandingness and responsiveness levels of helicopter parenting resembled those of the authoritarian style, the two differ significantly in their emphasised values. Authoritarian parents emphasised obedience and discipline (Baumrind, 1991), often using strict rules and punitive measures to control their children's behaviour. In contrast, helicopter parents focused on shielding their children from potential physical and emotional failures (Dwairy, 2010). This focus on protection often led helicopter parents to intervene inappropriately in their children's lives, preventing them from experiencing the challenges and setbacks that were essential for growth and development. For university students, the transition from such controlled environments can be difficult, as they may struggle with self-regulation and independence.

The notion of helicopter parenting first made it appearance in 1990s in Dr. Haim Ginott's book "Between Parent & Teenager" (1966), where a respondent metaphorically likened their parent to a hovering helicopter, overseeing every movement. The term "helicopter parent" has since became synonymous with various other descriptors, such as over-involvement (Givertz & Segrin, 2014), intensive parenting (Schiffrin et al., 2015), overparenting (Kouros et al., 2017), overprotection (Leung & Shek, 2018), intense parental support (Fingerman et al., 2012), intrusive parental involvement, "Black Hawk" parent, and "stealth missiles" (Wartman & Savage, 2008). This

metaphorical “hovering” aligns with Baumrind’s authoritarian style in terms of high demandingness but diverges significantly in its methodology. While authoritarian parents focus on discipline and obedience, helicopter parents engage in constant monitoring and intervention, prioritising protection and support over strict rules (LeMoyne & Buchanan, 2011). This parenting style can impact first year undergraduates by creating dependency and hindering their development of autonomy.

Helicopter parents engaged in this hovering behaviour with the intent to shield their children from perceived dangers (Ganaprakasam et al., 2018) or to prevent themselves from feeling bad when their children underperform (Padilla-Walker & Nelson, 2012). The motivations behind helicopter parenting could be multifaceted. Parents might have the best intentions, wanting to ensure their children's safety and success in an increasingly competitive world. However, these intentions could lead to over-involvement and control, especially for university students, this over-protection can limit their ability to face challenges and develop resilience, which are crucial for academic and personal success.

Previous studies have shown that this style of parenting could lead to various negative outcomes for children, including reduced self-efficacy, poor coping mechanisms, and difficulties in achieving independent functioning. Self-efficacy, or the belief in one's ability to succeed in specific situations, was crucial for personal development and resilience. Helicopter parenting could have undermined this belief by not allowing

children to face challenges on their own, thereby preventing them from developing confidence in their abilities (Schiffrin et al., 2014).

Additionally, the excessive involvement and control associated with helicopter parenting could have inhibited a students' ability to develop critical problem-solving skills and resilience, which were essential for navigating the challenges of adulthood. When parents consistently stepped in to resolve issues and make decisions, children would have missed out on valuable learning experiences that came from dealing with difficulties independently. This lack of experience could have left them ill-prepared to handle real-world problems as they grew older (Padilla-Walker & Nelson, 2012). First year undergraduates from such backgrounds might struggle with self-confidence and problem solving skills in the university setting.

Moreover, the constant oversight and intervention by helicopter parents might foster dependency and reduce opportunities for children to experience natural consequences. Experiencing failure and learning to overcome it was a crucial part of personal growth and maturity. Helicopter parenting, by shielding children from any form of failure, deprived them of these essential experiences. This could have led to dependency, where children relied on their parents for decision-making and problem-solving well into adulthood (Segrin et al., 2015).

The long-term effects of helicopter parenting could extend into academic and professional realms. Children raised by helicopter parents may initially perform well

academically due to the constant oversight and support. However, this advantage often dissipated as they enter higher education and the workforce, environments where independent thinking and self-regulation were crucial. Without these skills, these students might struggle to achieve sustained success and cope with the demands (LeMoyne & Buchanan, 2011). These students may face difficulties in adapting to the self-regulated nature of university life.

Helicopter parenting also showed impacts on the development of social and emotional development. The over-involvement of parents could hinder the ability to develop healthy peer relationships and social skills. First year undergraduates may experience difficulties in forming friendships and coping with social interactions due to their over-reliance on their parents. Additionally, the pressure to meet parental expectations and the lack of opportunities to develop coping mechanisms can contribute to higher levels of anxiety and depression (Odenweller et al., 2014).

While helicopter parenting shared some characteristics with authoritarian parenting, such as high demandingness and low responsiveness, it was distinct in its focus on protection and prevention of failure. Authoritarian parents typically enforced strict rules and expected obedience without much emotional engagement. In contrast, helicopter parents were highly involved and responsive, but in a way that often controls and limits the child's independence rather than fostering it. For university students, this can mean difficulty adjusting to a more autonomous and less controlled environment.

In summary, helicopter parenting exemplifies an evolved form of authoritarian parenting that emphasises protection and involvement over discipline, offering a nuanced perspective within Baumrind's theoretical framework. This adaptation reflects how parenting styles can adapt over time while still retaining core elements of demandingness and responsiveness.

2.2.4 Self-regulation Theory

Self-regulation can be defined as an individual's capacity to manage their thoughts, emotions, behaviours, and coping skills in the face of adversities, aiming to achieve specific goals even in challenging situations (Brown et al., 1999; Matric, 2018; Ozhiganova, 2018). This multifaceted process played a vital role in various aspects of life, including personal development, academic achievement, mental health, and overall life success. For first year university students, effective self-regulation is essential for adapting to the academic demands and independence required in higher education.

The concept of self-regulation was initially proposed by Albert Bandura within the framework of Social Cognitive Theory (Bandura, 1991). First year undergraduates will be benefiting from the aspect that were emphasised in concept of self-regulation proposed by Bandura in managing their academic responsibilities, emotional stress, and social interactions in a new environment. This is said so as Bandura emphasised that self-regulation is influenced by three key dimensions: cognitive, emotional, and social. According to Bandura, these dimensions interact to enable individuals to control their behaviour and achieve personal goals (Bandura, 1991). However, to date, no study had

definitively outlined the exact number of phases or processes involved in self-regulation. Nevertheless, researchers have made considerable efforts to elucidate self-regulation by building upon Bandura's foundation.

The scope of self-regulation has been expanded by other researchers such as Kanfer (1970), Miller and Brown (1999), and Zimmerman (2000). Kanfer (1970) built upon Bandura's work by proposing a three-phase theory of self-regulation, which included self-monitoring, self-evaluation, and self-reinforcement. Self-monitoring involves observing and recording one's behaviour, self-evaluation entails assessing one's performance against standards, and self-reinforcement involves rewarding oneself for achieving goals.

Miller and Brown (1991) further expanded the Kanfer's theory by introducing additional processes within the phases of self-regulation. Their model included the seven processes: receiving information, self-evaluation, instigation to change triggered by perceptions of discrepancy, employing methods to reduce discrepancy, planning for change, implementing the plan, and evaluating the plan while striving to achieve objectives. This comprehensive model underscored the complexity of self-regulation and its broad applicability. Brown (1998) emphasised that a deficiency in any of these seven processes could lead to unregulated or disrupted behaviour. While Miller and Brown (1991) initially formulated this model to investigate addictive behaviours, the seven processes they delineated had broader applicability as general principles for controlling

one's actions and impulses. First year undergraduates may find these models useful in understanding and improving their study habits, goal-setting, and self-monitoring.

Furthermore, Miller and colleagues (1999) developed a questionnaire comprising 63 items to measure individuals' self-regulatory skills based on the seven processes and it was said that self-regulation can began to develop as early as childhood (McClelland et al., 2017), and continued to evolve throughout an individual's life. Its predictive power for an individual's later life success is well-documented (Whitebread et al., 2019). The foundation of self-regulation could be laid during childhood through warm and responsive interactions with parents or caregivers (Gunin, 2015; Rosanbalm & Murray, 2017). These interactions can foster self-regulation skills, which are crutial for managing the transition to university life.

The development of self-regulation is also influenced by neurobiological changes that occur during childhood and adolescence (Murray et al., 2016). As the brain matures, children became better equipped to control their impulses, manage their emotions, and engage in goal-directed behaviour. Conversely, children who did not receive adequate support and guidance might struggle to develop self-regulation, leading to enduring negative outcomes in adulthood (McClelland et al., 2013; Murray et al., 2016).

Self-regulation can be viewed from three dimensions, which are cognitive, emotional, and social. Cognitive aspects of self-regulation involve processes such as planning, decision-making, and problem-solving. These cognitive processes were essential for

setting and achieving goals. For instance, effective self-regulation required students to set realistic goals, develop action plans, and monitor their progress. Additionally, cognitive self-regulation involved adjusting strategies as needed to overcome obstacles and achieve desired outcomes (Zimmerman, 2000). Research has shown that self-regulated learners were more likely to succeed academically because they employed effective study strategies, maintained focus, and persevered through challenges (Bakar et al., 2017). These students were proactive in their learning, seeking out resources and feedback to enhance their understanding and performance, contributing to better academic performance. Cognitive self-regulation is, therefore, a key determinant of academic success and lifelong learning.

Emotional self-regulation involved the ability to manage and respond to emotional experiences in adaptive ways. This included recognising and understanding one's emotions, regulating emotional responses, and coping with stress and anxiety. Effective emotional self-regulation is associated with better mental health and well-being (Rosanbalm & Murray, 2017). First year undergraduates who could regulate their emotions were better equipped to handle stress, maintain positive relationships, and achieve personal goals. For example, students with strong emotional self-regulation skills could stay calm under pressure of university life, manage frustration, and remain focused on their tasks effectively. Emotional self-regulation is also linked to resilience, which enables students to bounce back from setbacks and continue pursuing their goals (Ozhiganova, 2018).

Social self-regulation involved managing behaviour in social contexts, such as adhering to social norms, communicating effectively, and resolving conflicts. It played a crucial role in forming and maintaining relationships. Effective social self-regulation required the ability to understand others' perspectives, regulate one's behaviour to fit social contexts, and communicate effectively. This skill is important for first year undergraduates to build positive peer relationships and collaborate effectively in academic and social settings (Rosanbalm & Murray, 2017). Social self-regulation is thus integral to overall social competence and interpersonal success.

The application of self-regulation extended beyond childhood development and into various domains, including education, mental health, and overall life success. In the educational sphere, self-regulation has been shown to significantly enhance learning outcomes and academic achievement (Bakar et al., 2017; Sahranavard & Salehiniya, 2018). Student who possessed strong self-regulation skills were better equipped to manage their study habits, maintain focus, and persevere through academic challenges (Sahranavard & Salehiniya, 2018). Self-regulated learners took an active role in their education, setting goals, monitoring their progress, and adjusting their strategies as needed. Research has demonstrated that self-regulated learning is associated with higher academic performance, greater motivation, and increased engagement in the learning process (Zimmerman, 2000). Educators could support the development of self-regulation in first year undergraduates by providing opportunities for goal-setting, self-monitoring, and self-reflection. Teaching students how to plan, organize, and manage their learning can foster independence and academic success.

In terms of mental health, effective self-regulation could have mitigated the impact of stress and anxiety, promoting emotional well-being and resilience (Rosanbalm & Murray, 2017). Students with strong self-regulation skills were better able to manage their emotions, cope with challenges, and maintain a positive outlook. This ability to regulate emotions was crucial for mental health, as it helped prevent the escalation of negative emotions and reduces the risk of mental health issues. For example, first year undergraduates who can effectively manage their stress were less likely to experience anxiety and depression. They were also better equipped to handle challenges of university life, maintain positive relationships, and achieve their academic goals. Mental health professionals could support the development of self-regulation in students by teaching coping strategies, stress management techniques, and emotional regulation skills.

Furthermore, the ability to self-regulate was a key predictor of successful life outcomes, influencing everything from career success to personal relationships (de Ridder et al., 2018; Rosanbalm & Murray, 2017). Self-regulation skills enabled individuals to set and achieve goals, manage their responsibilities, and navigate the complexities of adult life. These skills were essential for personal and professional success. For instance, university students, developing self-regulation skills can lead to better career outcomes, effective time management, and healthy relationships. In the workplace, self-regulated individuals were more likely to be productive, manage their time effectively, and achieve their career goals. In personal relationships, self-regulation helped individuals communicate effectively, resolve conflicts, and build strong, healthy relationships. The

capacity for self-regulation is thus a fundamental skill that supports individuals in achieving their goals and navigating life's challenges.

Self-regulation, as highlighted by past studies, is a multifaceted construct crucial to various aspects of life. Its development, influenced by early parental interactions, extends to significant applications in education, mental health, and overall life success. For first-year university students, self-regulation is essential for managing academic responsibilities, coping with emotional and social challenges, and achieving long-term success. By understanding and promoting self-regulation, individuals can enhance their adaptive functioning and well-being, leading to better outcomes throughout their lives and particularly in navigating the complexities of university life.

2.3 Theoretical Framework of the Study

The theoretical framework employed in this study drew upon two prominent theories: Baumrind's Parenting Styles Theory and Self-regulation Theory. These theories provided a comprehensive lens through which the influences of helicopter parenting on the academic achievement of first year undergraduates can be understood. By examining the interplay between parenting styles and self-regulation, this framework offered insights into the mechanisms that underlie student success.

Starting with Baumrind's Theory, Baumrind's Parenting Styles Theory is a fundamental in understanding the characteristics of helicopter parenting. Baumrind's original

typology categorised parenting styles into three distinct types: authoritative, authoritarian, and permissive. Authoritative parenting is characterised by high levels of both demandingness and responsiveness, promoting independence while maintaining clear guidelines. Authoritarian parenting, on the other hand, involved high demandingness but low responsiveness, emphasising obedience and discipline. Permissive parenting is marked by high responsiveness but low demandingness, often leading to a lack of structure and discipline.

Maccoby and Martin (1983) later expanded this framework to include a fourth style: uninvolved or neglectful parenting, which is characterised by low levels of both demandingness and responsiveness. Within this framework, helicopter parenting emerged as a unique style that shares attributes with authoritarian parenting, particularly its high demandingness. However, unlike authoritarian parenting, which prioritised obedience and discipline, helicopter parenting is driven by a desire to shield children from potential failures and harm (Dwairy, 2010).

Helicopter parenting is characterised by a high level of parental involvement and control, often extending into areas where children would typically be expected to operate independently. This style of parenting involved constant monitoring and intervention in a child's life, aimed at preventing any form of failure or distress. The term "helicopter parent" originated from Dr. Haim Ginott's book "Between Parent & Teenager" (1966), where a respondent metaphorically likened their parent to a hovering helicopter, overseeing every movement.

The high demandingness of helicopter parents manifested in rigorous academic expectations and structured environments that support cognitive development. However, the low responsiveness associated with helicopter parenting could have hindered the development of emotional and social self-regulation, potentially leading to increased anxiety and dependency in students (LeMoyne & Buchanan, 2011). These contrasting influences underscored the complexity of helicopter parenting and its impact on students' development.

In this framework, helicopter parenting style served as the independent variable under investigation, with its potential influence on the dependent variable, the academic achievement of first year undergraduates. The high demandingness associated with helicopter parenting could create a structured environment that supports cognitive development. However, the low responsiveness may impede the development of emotional and social self-regulation, potentially leading to increased anxiety and dependency (LeMoyne & Buchanan, 2011).

The concept of self-regulation, derived from Bandura's Self-regulation Theory, serves as a mediating variable in this framework. Self-regulation is not merely a single-faceted phenomenon; it encompassed an individual's ability to manage their thoughts, emotions, and behaviours to achieve specific goals. According to Bandura (1991), self-regulation is comprises of three fundamental dimensions: cognitive, emotional, and social aspects.

Cognitive self-regulation involved processes such as planning, monitoring, and evaluating one's actions. This dimension was crucial for academic success, as it enabled students to set goals, develop strategies, and assess their progress. Emotional self-regulation involved managing emotions and coping with stress, which was essential for maintaining mental health and well-being. Social self-regulation pertained to maintaining relationships and adhering to social norms, which was important for navigating social interactions and building positive relationships (Brown et al., 1999; Matric, 2018; Ozhiganova, 2018).

The interplay between these dimensions was crucial in understanding how self-regulation mediated the relationship between helicopter parenting and academic achievement. Helicopter parents' high demandingness might lead to well-structured environments that support cognitive self-regulation by providing clear guidelines and expectations. This could have enhanced first year undergraduates' ability to plan, monitor, and evaluate their academic efforts, potentially leading to better academic outcomes.

However, their low responsiveness of helicopter parents might hinder the development of emotional and social self-regulation. This lack of responsiveness could have resulted in increased anxiety and reduced autonomy in students, as they might not be developing the coping mechanisms needed to manage stress and navigate social situations independently. These conflicting influences made the study of self-regulation as a mediator particularly significant (Padilla-Walker & Nelson, 2012).

Academic achievement is the dependent variable in this study, and it referred to the educational outcomes and performance of first year undergraduates. Research has shown that parenting styles can significantly influence academic achievement. For instance, authoritative parenting, which balanced demandingness and responsiveness, was generally associated with positive academic outcomes (Baumrind, 1991). However, the impact of helicopter parenting on academic achievement was more complex and less well understood.

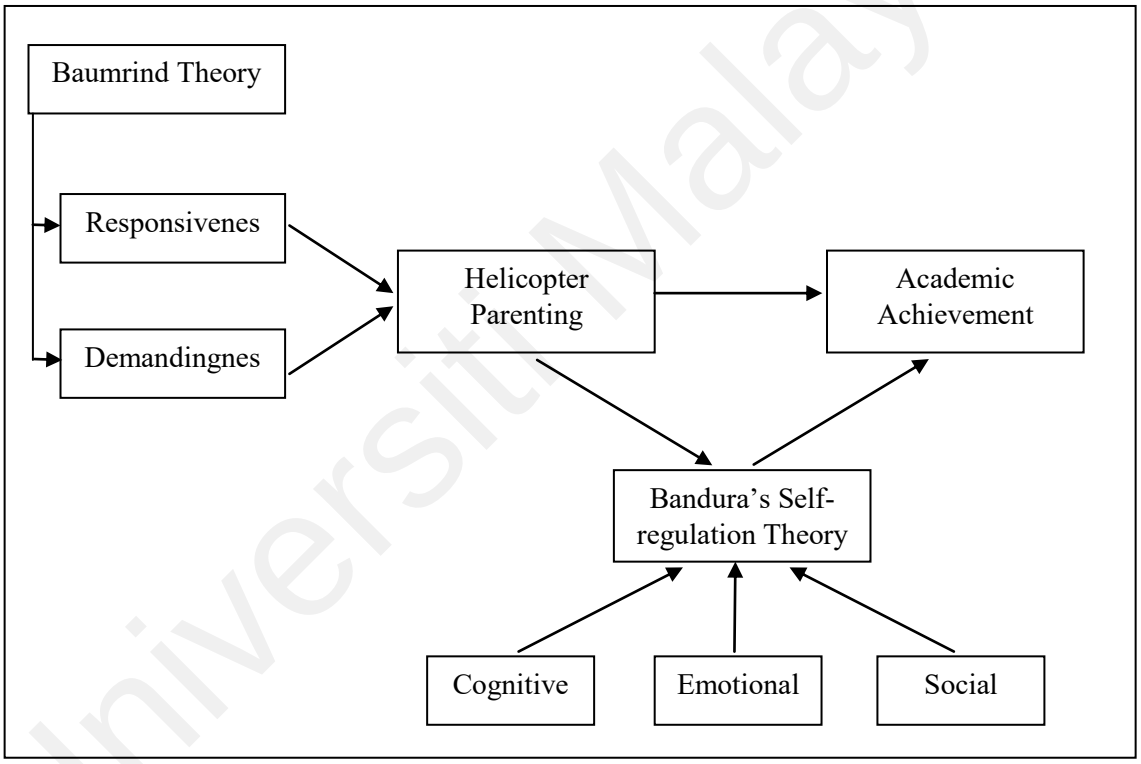
Helicopter parenting's high demandingness could create a structured and supportive environment that promoted academic achievement. However, the low responsiveness associated with this style might lead to negative emotional and social outcomes, which could, in turn, impact academic performance (Segrin et al., 2015). For example, increased anxiety and dependency could undermine a student's confidence and ability to cope with academic challenges, ultimately affecting their achievement.

In essence, the theoretical framework integrated Baumrind's Parenting Styles Theory and Self-regulation Theory to create a comprehensive understanding of how helicopter parenting style, mediated by self-regulation, might impact the academic achievement of first year undergraduates. This integration allowed for a nuanced exploration of the relationships between parenting styles, self-regulatory processes, and academic outcomes. By exploring the influence of demandingness, responsiveness, and self-regulatory factors, this study aimed to shed light on the nuanced relationships that shape the academic achievement of students. This approach not only broadened the

understanding of helicopter parenting's impact but also highlighted the critical role of self-regulation in educational outcomes. Understanding these dynamics could be able to inform interventions and support strategies that promote positive developmental and academic outcomes for students.

Figure 2.2

Theoretical Framework of the Current Study



2.4 Review of Past Studies

The following sections would be delved into a comprehensive discussion of the variables and the intricate relationships between these variables in the current study. Initially, each variable would be examined in isolation to provide a clear understanding of its definition, scope, and significance within the context of this research. This

included an in-depth exploration of helicopter parenting style, self-regulation, and academic achievement. Each variable would be analysed in terms of its theoretical foundations, operational definitions, and the ways it has been measured and studied in previous research.

Subsequently, the focus would be shifted to the relationships between these variables. This part of the discussion would be synthesised existing literature to elucidate how helicopter parenting style, self-regulation, and academic achievement were interconnected. The discussion would be covered both direct and indirect relationships, emphasising the mediating role of self-regulation. This analysis aimed to identify patterns and trends that have emerged in previous studies, highlighting both consistent findings and areas of divergence.

The relationships between the variables would frame within the theoretical and conceptual frameworks established earlier. The discussion would provide a nuanced understanding of how helicopter parenting might influence academic achievement through the intermediary of self-regulation. Various theoretical perspectives and empirical findings would integrate to present a comprehensive view of these dynamics.

The following sections aimed to build a detailed and cohesive narrative that connected the study's variables and provided a robust foundation for the research findings and conclusions. By thoroughly examining the variables and their relationships, the discussion would set the stage for the empirical investigation and contribute to a deeper

understanding of the complex dynamics at play in the academic achievement of first year undergraduates in relation to helicopter parenting and self-regulation.

2.4.1 Helicopter Parenting Style

Reviewing past studies on helicopter parenting style provided valuable insights into its implications and effects on various aspects of individuals' lives. Numerous research endeavours have illuminated the relationship between helicopter parenting and its consequences, particularly in terms of academic achievement, emotional well-being, and overall development.

Studies conducted by Kouros and colleagues (2017) and Luebbe and collaborators (2016) have highlighted an association between helicopter parenting and the deficiency in essential life-management skills among children. This suggested that excessive parental involvement might impede the development of independent problem-solving and decision-making abilities in young individuals, potentially hindering their readiness for adulthood.

Furthermore, previous research has underscored the link between helicopter parenting and engagement in risky behaviours (Copper et al., 2018; Steinberg & Chein, 2019). This relationship pointed to the potential drawbacks of over-protectiveness, which could limit children's opportunities to learn from their own experiences and develop critical decision-making skills. Overprotective parents might inadvertently foster a dependency

on external guidance, depriving their children of the autonomy needed to navigate life's challenges independently.

An even more concerning aspect explored by Karunaharan and colleagues (2021) as well as Schacter and Margolin (2019) was the association between helicopter parenting and vulnerability to self-harm and suicidal tendencies. These studies highlighted the emotional toll that excessive control and intrusiveness might have on adolescents and young adults, underscoring the importance of nurturing emotional resilience and autonomy. The constant pressure and lack of freedom had the potential to lead to feelings of helplessness, anxiety, and depression.

Overall, the reviewed studies collectively indicated that helicopter parenting style could have led to adverse outcomes across various domains of life. By comprehending the implications associated with this parenting approach, both parents and professionals could gain insights to make informed decisions about parenting practices that foster healthy development and well-being. This understanding was crucial for promoting environments that support students' growth into self-sufficient and emotionally resilient individuals.

2.4.2 Academic Achievement

The exploration of academic achievement has emerged as a pivotal area of inquiry, focusing on discerning the underlying factors that foster successful educational

outcomes. Scholars have predominantly scrutinised academic achievement through rigorous examinations such as standardised tests and grade point averages (GPAs), aiming to unravel the determinants that influence students' performance and accomplishments.

A plethora of studies have delved into the intricate web of factors impacting academic achievement. These encompassed diverse dimensions such as family background, socioeconomic status, parental engagement, and pedagogical approaches (Narad & Abdullah, 2016; Steinmayr et al., 2014). Family background and socioeconomic status could significantly affect access to educational resources and opportunities, while parental engagement often correlated with higher academic motivation and support.

Moreover, there was growing recognition of the pivotal role played by students' self-regulation and motivation in driving academic achievement (Zimmerman, 2000). Students endowed with robust self-regulation skills exhibit adeptness in time management, goal setting, and strategic study habits, which in turn bolster their academic achievement (Sahranavard & Salehiniya, 2018). These skills enabled students to effectively navigate academic challenges, maintain focus, and persist in their studies despite obstacles.

Cultural influences also exerted a significant sway over academic achievement outcomes. Studies indicated that students hailing from diverse cultural backgrounds encounter unique challenges and opportunities in their educational journeys. For

instance, Asian cultural norms often placed a premium on academic excellence and intensive parental involvement, potentially contributing to elevated academic achievements among Asian students (Chua & Rubenfeld, 2014; Kim et al., 2015). However, the pressure to meet high expectations could also lead to stress and burnout.

Despite the breadth of existing research, the distinctive Malaysian context with its rich multicultural tapestry demanded nuanced exploration. Malaysia's heterogeneous ethnic composition and varied cultural practices might impart distinct contours to academic achievements. Hence, the current study endeavoured to enrich this discourse by investigating the interplay between helicopter parenting, academic achievement, and self-regulation within the Malaysian milieu. By doing so, the study aimed to furnish locally pertinent and culturally sensitive insights that contributed to a deeper understanding of educational dynamics in Malaysia.

2.4.3 Self-regulation

The study of self-regulation has emerged as a pivotal area of inquiry, seeking to unravel the intricate mechanisms through which individuals navigate their thoughts, emotions, and behaviours to achieve desired outcomes. Scholars have diligently explored self-regulation across diverse contexts, spanning education, mental health, and personal development, underscoring its profound impact on shaping multiple facets of an students' trajectory.

A wealth of research has illuminated the developmental trajectory of self-regulation, indicating that its foundations could be laid early in childhood through nurturing interactions with parents or caregivers (McClelland et al., 2017; Gunin, 2015). Early acquisition of self-regulation skills has been linked to enduring benefits later in life, including enhanced academic achievement and improved mental well-being (Whitebread et al., 2019; Rosanbalm & Murray, 2017). The early years were critical for developing the ability to control impulses, manage emotions, and engage in goal-directed behaviour.

Moreover, the applicability of the self-regulation framework extended across various domains. In educational settings, adept self-regulation facilitates effective study habits, adept time management, and goal-setting strategies, all of which contributed to superior academic outcomes (Bakar et al., 2017; Sahranavard & Salehiniya, 2018). Students who were able to regulate their learning processes were more likely to achieve academic success and persist through challenges.

Within the realm of mental health, individuals equipped with strong self-regulation skills demonstrate heightened resilience against stress, anxiety, and impulsive behaviours, fostering better overall psychological health (Rosanbalm & Murray, 2017). Self-regulation enabled individuals to cope with negative emotions, reduce the impact of stressors, and maintain a positive outlook.

Cultural contexts significantly shaped the manifestation and development of self-regulation, reflecting diverse values, norms, and expectations within different societies (Grossmann et al., 2015). Thus, a nuanced understanding of self-regulation within specific cultural milieus was essential for accurately interpreting its implications and effects. Different cultures might emphasise various aspects of self-regulation, such as communal versus individual goals or emotional restraint versus expression.

Given the diverse applications and cross-cultural considerations of self-regulation, this study seek to explore the role of self-regulation as a mediating factor between helicopter parenting style and academic achievement among first year undergraduates in the Klang Valley. By investigating these dynamics within a specific cultural context, the study aimed to enrich the broader discourse on self-regulation and its multifaceted impacts on individuals' educational journeys and beyond.

2.4.4 Helicopter Parenting Style and Academic Achievement

The dynamic relationship between helicopter parenting style and academic achievement has garnered significant attention from researchers in recent years. Helicopter parenting, characterised by high levels of parental involvement and low autonomy granted to the child, has been examined in connection with its impact on academic achievement. Studies have sought to understand the nuances of this relationship, recognising that the effects of helicopter parenting may vary according to factors such as the child's age, cultural context, and the socio-economic background of the family.

Numerous studies have explored the potential effects of helicopter parenting on academic achievement. Findings have indicated mixed results, reflecting the complexity of this relationship. Some research suggests that helicopter parenting may be linked to higher academic performance, particularly in cultures where parental involvement is highly valued (Kwon et al., 2017). For instance, in environments where education is seen as a collective family responsibility, intense parental oversight might be perceived as supportive rather than controlling, thereby contributing positively to academic success. Similarly, Masud et al. (2015) found that in some Asian contexts, parental involvement, even when intensive, was associated with improved academic performance, as children internalised the value of education instilled by their parents.

Conversely, other studies highlight potential negative consequences of helicopter parenting, particularly when it involves excessive control or overprotection. These negative outcomes include decreased self-efficacy, lower intrinsic motivation, and diminished problem-solving skills (Schiffrin & Liss, 2017). These findings suggest that when children are not afforded opportunities to exercise independence, their confidence in their abilities may be compromised. Moreover, by constantly being monitored, children may struggle to develop essential skills such as decision-making and critical thinking, which are crucial for both academic achievement and broader life success (Odenweller et al., 2014). Children raised in highly controlling environments often face difficulties transitioning to self-regulated learning and may rely heavily on external validation to achieve academically.

The relationship between helicopter parenting and academic achievement varies with age. While parental involvement is often beneficial for younger children, helping them develop study habits and routines (Taylor et al., 2013), it becomes less advantageous as children grow older. During adolescence and young adulthood, excessive parental control can hinder the development of autonomy and self-regulation, which are crucial for academic success (Segrin et al., 2012). First-year undergraduates, typically aged 18 to 20, are still developing self-regulation skills and may rely on parental support during the transition to university (Zimmerman & Schunk, 2011). Although helicopter parenting may not immediately affect self-regulation at this stage, its negative effects may become more evident as students grow older and are expected to function independently.

Cultural variations play a vital role in shaping the connection between helicopter parenting and academic achievement. The study conducted by Kwon and colleagues (2017) revealed that cultural differences influenced the impact of helicopter parenting on academic success. For instance, Korean-American young adults raised by helicopter parents achieved better academic outcomes compared to their peers from other backgrounds (Kwon et al., 2017). This indicated that in certain cultural contexts, high parental involvement was not only accepted but expected, aligning with societal norms and educational expectations. Similarly, Kim et al. (2015) discovered that Chinese helicopter parents were positively associated with higher academic achievements of their children, unlike American helicopter parents who displayed no significant association with academic outcomes. These findings underscored the potential influence

of cultural norms and values on the outcomes of parenting styles, particularly in collectivist societies where family success is prioritised over individual autonomy.

In contrast, studies conducted in Western cultures, such as the United States and parts of Europe, have often shown a less favourable relationship between helicopter parenting and academic achievement (LeMoyne & Buchanan, 2011). In these settings, the emphasis on individualism and self-reliance means that excessive parental control may be viewed negatively, potentially stifling a child's growth in areas crucial for academic success, such as self-discipline, motivation, and resilience. For instance, American students who experience helicopter parenting tend to exhibit lower levels of self-regulation, which is closely linked to reduced academic achievement (Schiffrin et al., 2014).

Given these contrasting findings, it is evident that the relationship between helicopter parenting and academic achievement is nuanced and multifaceted. The impact varies based on factors such as individual differences, cultural contexts, and the specific aspects of helicopter parenting being considered. For example, the extent and manner of parental involvement, the child's personality, and the family's socioeconomic status all influence how helicopter parenting affects academic outcomes. A study by Wong et al. (2019) highlighted that socioeconomic factors might exacerbate the effects of helicopter parenting, with children from higher-income families experiencing greater academic pressure, which could lead to both positive and negative outcomes.

As the literature on helicopter parenting and academic achievement continues to evolve, this study seeks to contribute valuable insights by investigating these dynamics within the unique socio-cultural landscape of Malaysia. By considering both the direct and potential mediating effects of self-regulation, this research aims to shed light on the relationship between parenting style, self-regulation, and academic achievement among first-year undergraduates in the Malaysian context. This approach recognises the importance of cultural context and individual variability in understanding the impacts of helicopter parenting, providing a broader and more nuanced view of how parenting styles affect student outcomes.

2.4.5 Helicopter Parenting and Self-regulation

Based on a longitudinal study, self-regulation can be developed as early as childhood (McClelland et al., 2017) and the benefits of the acquired ability would be long lasting for an individual (Perry, 2018). Research into the relationship between helicopter parenting and self-regulation has shed light on potential connections and implications, revealing a complex and multifaceted dynamic.

Several studies have explored the impact of helicopter parenting on self-regulation skills among students. For instance, Givertz and Segrin (2014) found that helicopter parenting was linked to lower levels of self-regulation, suggesting that the constant involvement and control from parents might hinder the development of independent self-regulation abilities. This finding implied that children who are not given enough autonomy might struggle to develop the necessary skills to manage their own behaviour, emotions, and

thoughts effectively. This notion was further supported by studies such as Schiffrin and colleagues (2014), which revealed that helicopter parenting was associated with a decrease of self-regulation skills among the participants. This suggested that overly controlling parenting practices could stifle the growth of self-discipline and the ability to manage one's own actions.

Conversely, it's important to note that some studies have found contrasting results. For instance, Padilla-Walker and Nelson (2012) reported that greater parental involvement, including helicopter parenting behaviours, were associated with higher levels of self-regulation in first year undergraduates. This discrepancy highlighted the complexity of the relationship between helicopter parenting and self-regulation and suggested that cultural, individual, and contextual factors might play a role in shaping these dynamics. In certain cultural contexts, high parental involvement might be perceived as supportive and beneficial, contributing positively to the development of self-regulation. These contrasting findings indicated that the impact of helicopter parenting on self-regulation was not straightforward and may depend heavily on how parental behaviours are interpreted within different cultural and social frameworks.

Furthermore, the work of LeMoyne and Buchanan (2011) provided insight into how helicopter parenting might impact the development of self-regulation skills. Their study suggested that excessive parental control and hovering tendencies could hinder undergraduates' ability to internalise responsibility and make independent decisions, potentially leading to difficulties in self-regulation. This perspective emphasised the

importance of allowing children and young adults to experience challenges and make decisions on their own, which were crucial for the development of self-regulatory skills. However, these findings were not always consistent across cultures and contexts, as evidenced by studies such as Kwon et al. (2017), which pointed out the cultural differences in the effects of helicopter parenting on self-regulation and academic achievement among Korean American undergraduates. In some cultural settings, high parental involvement might be more normalised and thus less detrimental to the development of self-regulation.

Overall, while the research landscape regarding helicopter parenting and self-regulation is multifaceted and occasionally contradictory, it underscored the need for further exploration in diverse cultural contexts to fully understand the implications of helicopter parenting on self-regulation abilities among first year undergraduates. The interplay between cultural norms, individual differences, and specific parenting practices needed to be considered to gain a comprehensive understanding of how helicopter parenting influences self-regulation. This deeper understanding could inform more culturally sensitive parenting strategies that supported the development of self-regulation skills in young adults, ultimately contributing to their academic and personal success.

2.4.6 Academic Achievement and Self-regulation

Recent study has shown that students with higher level of self-regulation were able to obtained better academic achievement compared to those with lower level of self-regulation (Sahranavard & Salehiniya, 2018). Self-regulation, which included the ability

to manage one's emotions, behaviours, and thoughts in pursuit of long-term goals, played a crucial role in academic performance. When facing academic stress, a student's ability to self-regulate determined the coping strategies they would have been employed, such as focusing on emotions or addressing the problem at hand (de la Fuente et al., 2020). Hence, students with low self-regulation might be more prone to focusing on their emotions, which can negatively impact their academic achievement.

On the other hand, according to Sahranavard and Salehiniya (2018), participants from public universities did not show to have significant relationship among self-regulation and academic achievement which was controversial when compared to participants from private universities. This discrepancy might be due to differences in the educational systems and environments of public versus private universities. The study suggested that varying levels of support, resources, and expectations in these institutions might influence the development and effectiveness of self-regulation skills among students.

A comprehensive body of research has been dedicated to determine the relationship between academic achievement and self-regulation. Numerous studies have attempted to unravel the extent to which self-regulation skills influence academic success, as well as the reciprocal impact of academic achievement on the development of self-regulation.

Studies such as Zimmerman's work (2000) have highlighted the essential role of self-regulation in predicting academic performance. Zimmerman's Self-Regulation of

Learning Model emphasised how self-regulation processes, including goal setting, self-monitoring, and self-evaluation, were pivotal in fostering effective learning strategies and improved academic outcomes. This model has served as a foundational framework to understand how students who possessed strong self-regulation skills tend to engage more effectively in studying, time management, and maintaining focus, ultimately leading to better grades and academic achievements.

Conversely, the research has also delved into the impact of academic achievement on self-regulation. Carver and Scheier (1998) introduced the concept of "self-regulation of action," suggesting that individuals with higher academic achievements tend to have better self-regulation abilities due to their demonstrated ability to set goals, plan strategically, and persistently work toward their objectives. This bidirectional influence highlighted the symbiotic nature of academic achievement and self-regulation, where each could enhance and reinforce the other.

Further studies, such as those by Duckworth et al. (2007), explored the concept of "grit," which encompasses both self-regulation and persistence. Grit has been associated with sustained academic effort and improved achievement over time. This notion aligned with Bandura's Self-Regulation Theory (1991a), emphasising how self-regulation skills contributed to academic achievement by enabling individuals to manage challenges, cope with setbacks, and maintain a proactive approach to their learning.

In addition to these theoretical models, empirical evidence supported the importance of self-regulation in academic contexts. For instance, a study by de la Fuente et al. (2020) demonstrated that students with higher self-regulation were more adept at handling academic stress and were more likely to employ problem-focused coping strategies, which are associated with better academic outcomes. This finding underscored the practical implications of self-regulation for academic success, suggesting that interventions aimed at enhancing self-regulation skills could significantly benefit students.

Moreover, cultural and contextual factors could influence the relationship between self-regulation and academic achievement. For example, the differences in findings between public and private university students in Sahranavard & Salehiniya (2018) study highlighted the need to consider the specific educational environments and support systems that shape students' self-regulation abilities. Understanding these contextual nuances could help tailor interventions to better meet the needs of diverse student populations.

The past studies on academic achievement and self-regulation underscored the relationship between these two constructs. They revealed that individuals who possessed effective self-regulation skills were more likely to achieve academic success, while positive academic outcomes could, in turn, foster the development of self-regulation abilities. The reciprocal relationship between these variables supported the idea that interventions aimed at enhancing self-regulation can have a profound impact

on improving academic achievement and vice versa. As such, educators and policymakers should prioritise the development of self-regulation skills in students to promote long-term academic success.

2.4.7 The Role of Self-regulation as a Mediator on the Relationship between Helicopter Parenting and Academic Achievement

Previous research has extensively investigated the dynamic relationships among the variables under scrutiny. A wealth of studies has highlighted linear connections, such as the influence of helicopter parenting style on academic achievement (Flower, 2021; Saranya et al., 2021), the impact of helicopter parenting on self-regulation (Moilanen & Lynn, 2019; Cui et al., 2019), and the pivotal role of self-regulation in shaping academic success (Sahranavard & Salehiniya, 2018). These findings collectively suggested that self-regulation could potentially serve as a mediating variable. Therefore, it is hypothesised that the relationship between various forms of helicopter parenting and academic achievement might not follow a straightforward, direct trajectory. Instead, it is proposed that self-regulation acted as a mediator between different styles of helicopter parenting and the academic achievements of first year undergraduates.

Researchers such as Duckworth et al. (2009) and their colleagues have delved deeply into the concept of "grit," which encompassed traits like self-regulation and persistence. This line of inquiry underscored the importance of individuals' ability to manage their emotions, thoughts, and behaviours effectively, thereby sustaining their commitment to achieving academic goals. Within the context of helicopter parenting, a theoretical

proposition emerged; the excessive involvement and overprotection inherent in this parenting style could potentially hinder children's development of self-regulation skills. This hindrance occurred because such children might have fewer opportunities to engage in independent decision-making and problem-solving, critical for the cultivation of self-regulation.

Furthermore, investigations into the mediating role of self-regulation shed light on potential pathways through which helicopter parenting might impact academic achievement. The tendency of helicopter parents to micromanage and shield their children from challenges could restrict opportunities for these children to develop crucial self-regulation abilities. These skills, which included effective time management, impulse control, and goal-oriented behaviour, are essential for thriving in academic settings. Therefore, a lack of robust self-regulation skills due to helicopter parenting practices might lead to lower academic achievement, as students may struggle to meet the demands of higher education.

However, it was important to acknowledge that the research on this mediation variable is still evolving. While some studies suggested a negative relationship between helicopter parenting and self-regulation, subsequently influencing academic outcomes, others suggest more nuanced effects. Cultural differences further complicated this relationship, as evidenced by studies conducted by Kim et al. (2015) and Kwon et al. (2017), which indicated that the impact of helicopter parenting on self-regulation and academic achievement might be varied significantly across different cultural contexts.

The reviewed studies collectively underscored a complex interplay between helicopter parenting, self-regulation, and academic achievement. While conventional wisdom suggests that helicopter parenting might impede the development of self-regulation, potentially leading to lower academic achievement, cultural nuances and the multifaceted nature of these constructs necessitate a deeper and more nuanced understanding. Further research is crucial to unravel these complexities and informing strategies that promote healthy development and academic success among students.

2.5 Conceptual Framework of the Study

The conceptual framework of this study is meticulously outlined in this section, providing a visual representation of the key variables in Figure 2.3. As depicted in the figure, the framework illustrated the hypothesised relationships between the helicopter parenting style and the academic achievement of first year undergraduates. Crucially, self-regulation emerged as a mediator, exerting its influence between these two primary variables, which were helicopter parenting style and academic achievement.

This conceptual framework embodied the heart of the study's objectives. It visually mapped out the hypothesised connections between helicopter parenting and academic success, with self-regulation serving as a pivotal intermediary. This framework integrates Bandura’s Self-regulation Theory to explore how self-regulation might influence the impact of helicopter parenting on academic outcomes. Through this exploration, the study seek to comprehensively address its research questions and fulfil

its objectives, thereby uncovering insights that aligned with the researcher's interests and contributed to the broader field of educational psychology.

The framework started with helicopter parenting style as the independent variable. Helicopter parenting is characterised by high demandingness and low responsiveness, where parents excessively monitor and manage their children's lives (Dwairy, 2010). This intense involvement could have various effects on a child's development, particularly in academic settings. The framework posited that helicopter parenting may directly impact academic achievement by influencing the environment in which students study and the resources available to them. Helicopter parenting could have created a structured and resource-rich environment, potentially providing students with the necessary tools and support for academic success. However, the excessive involvement and control could also lead to dependency and anxiety, which may negatively impact a student's ability to perform academically (LeMoyne & Buchanan, 2011).

The introduction of self-regulation as a mediating variable added a layer of complexity and depth to the analysis. Self-regulation, as conceptualised by Bandura (1991) and expanded in subsequent research (Zimmerman, 2000), plays a pivotal role as a mediating variable. Self-regulation encompasses cognitive, emotional, and social dimensions that are integral to managing academic responsibilities and personal development. Cognitive self-regulation includes skills such as planning, monitoring, and evaluating one's actions, which are essential for effective studying and goal achievement. Emotional self-regulation involves managing stress and emotions, which

is crucial for maintaining mental health amidst academic pressures. Social self-regulation pertains to maintaining relationships and adhering to social norms, which supports collaborative learning and personal growth (Brown et al., 1999; Matric, 2018; Ozhiganova, 2018).

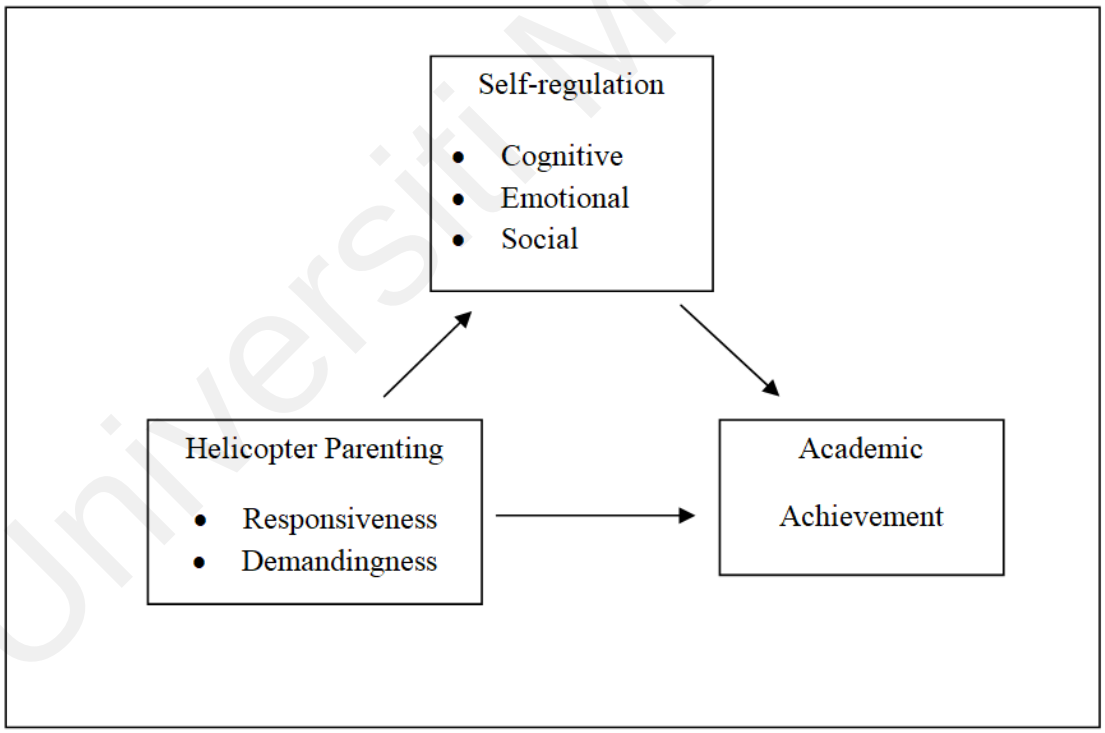
The framework hypothesises that self-regulation skills may influence how helicopter parenting affects academic achievement. Students with strong self-regulation abilities might better manage the pressures and expectations of helicopter parenting, potentially leading to improved academic outcomes. Conversely, those with weaker self-regulation might find it more challenging to cope with such parental pressure, resulting in lower academic performance (Segrin et al., 2015).

The study aims to deepen the understanding of how helicopter parenting interacts with self-regulation and influences academic achievement among first-year undergraduates. By exploring these relationships, the framework guides the methodology, suggesting the collection and analysis of data on helicopter parenting behaviours, self-regulation skills, and academic performance. It offers a clear and detailed blueprint for investigating the complex dynamics between helicopter parenting, self-regulation, and academic success. The framework highlights the potential pathways through which parenting styles impact student outcomes and underscores the crucial role of self-regulation in mediating these effects.

Through this framework, the study aimed to generate valuable insights that can inform educational practices and parental guidance. Understanding the dual role of demandingness and responsiveness in helicopter parenting could help educators and parents find a balance that supports students' academic and personal development. The findings could lead to recommendations for fostering self-regulation skills in students, enabling them to better cope with academic challenges and achieve their full potential.

Figure 2.3

The Conceptual Framework of the Current Study



2.6 Summary

In this chapter, previous research on helicopter parenting style, academic achievement, and self-regulation as a mediator was reviewed. The discussion highlighted insights into

how helicopter parenting impacts academic outcomes, considering both positive and negative effects across different cultural contexts. The theoretical and conceptual frameworks of the study, grounded in Baumrind's Parenting Styles and Bandura's Self-regulation Theory, were also outlined to guide the investigation into these relationships among first year undergraduates.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter provided a comprehensive exploration of the study's research design, including the rationale behind the chosen methodology, the determination of sample size, selection criteria for the study sample, and the detailed description of the research instruments utilised. It outlined the meticulous procedures followed throughout the data collection phase, emphasising ethical considerations to ensure participant welfare and confidentiality. The statistical methods employed for data analysis were elucidated, underscoring their relevance in examining the relationships between variables. Additionally, the chapter discussed the pilot study conducted to refine methodologies and ensure robustness in data collection procedures. Finally, a concise summary encapsulated the key aspects addressed in this chapter, setting the stage for the subsequent chapters' findings and interpretations.

3.2 Research Design

The current study employed a quantitative research design to explore the intricate relationships between helicopter parenting style, academic achievement, and self-regulation among first year undergraduates in the private and public universities located at the Klang Valley. This design integrated descriptive and causal research approaches to provide a comprehensive understanding of these dynamics. Descriptively, the study utilised numerical data to characterise the study population (Dongre et al., 2019),

encompassing demographic variables such as gender, age, residency. This detailed data collection painted a vivid picture of the sample's composition and helped in understanding the various backgrounds of the participants.

Furthermore, employing a causal relationship approach, the study seek to establish the cause and effect links between variables (Pearl & Mackenzie, 2018), specifically, focusing on how variations in helicopter parenting practices might influence levels of self-regulation and subsequently impact academic outcomes. By investigating these causal pathways, the research could explore nuanced interactions and consider alternative explanations, enhancing the robustness of the study's findings. This approach allowed for a deeper analysis of the interplay between parental involvement, student self-regulation, and academic performance, providing insights that were crucial for developing effective educational interventions and parental guidelines.

The data collected would be able to enable the study to determine the differences of helicopter parenting experiences among first year undergraduates and their corresponding effects on academic achievement. Detailed methodologies regarding participant recruitment, questionnaire administration, and data collection procedures would be able to expound upon in subsequent sections, ensuring clarity and transparency in the research process.

3.3 Population of the Study

The primary aim of this study was to investigate the correlation between helicopter parenting practices and academic performance among first year undergraduates enrolled in universities across the Klang Valley. The study specifically targeted first year undergraduates aged between 18 and 20 years who were attending both public and private universities within this region. By focusing on this demographic, the current research seek to explore how parental involvement and overprotectiveness potentially impact the academic achievements of young adults transitioning into higher education.

The Klang Valley, encompassing the capital city Kuala Lumpur and its surrounding areas, is a vibrant and diverse metropolitan region in Malaysia. It is home to a multitude of higher education institutions, attracting a wide array of students from various socio-economic backgrounds. This diverse and dynamic urban setting provided a unique context for examining the intricate dynamics between parenting styles and academic outcomes. The student population in this area is representative of a broader Malaysian demographic, thereby enhancing the generalisability of the study's findings to a larger context.

First year undergraduates were particularly relevant to this study because they were at a critical juncture in their educational journey. Transitioning from secondary school to university involved significant adjustments, including adapting to new academic demands, developing independent study habits, and managing increased personal responsibilities. This period is also marked by heightened parental involvement for

many students, as parents strived to support their children through this significant transition. However, when parental involvement became excessive, it might cross into helicopter parenting, characterised by overprotectiveness and excessive control over the child's experiences and decisions (Doepke & Zilibotti, 2019).

Investigating this population allowed the study to focus on a group that is highly susceptible to the influences of helicopter parenting. First year undergraduates were often navigating their newfound independence while still being under the considerable influence of their parents. This made them an ideal cohort for examining the potential impacts of helicopter parenting on academic performance and self-regulation. The findings of this study could have offered valuable insights into how different levels of parental involvement affect students' academic outcomes and overall well-being during this pivotal phase of their education (Ciabattari, 2017).

The study's focus on both public and private universities in the Klang Valley further enriched the research. Public universities often have larger, more diverse student bodies and might offer different resources and support systems compared to private institutions. Conversely, private universities might provide more personalised attention and different academic environments. By including both types of institutions, the study aimed to capture a comprehensive picture of the academic experiences of first year undergraduates in this region, allowing for a more nuanced understanding of how helicopter parenting practices manifest across different educational settings (WEN, 2023).

Understanding the correlation between helicopter parenting and academic performance in this specific population was crucial for several reasons. Firstly, it provided empirical evidence that could inform parental practices, helping parents to strike a balance between supportive involvement and overprotectiveness. Secondly, it offered insights for educational policymakers and university administrators to develop targeted interventions and support systems that address the needs of first year undergraduates. Such initiatives could enhance students' academic success and personal development, ultimately contributing to a more effective and supportive educational environment (Schiffrin et al., 2019).

The current study's focus on first year undergraduates in the Klang Valley is strategic and significant. It aimed to uncover the nuanced impacts of helicopter parenting on academic performance, providing a deeper understanding of the educational landscape in this diverse and dynamic urban setting. The insights gained from this research could play a crucial role in shaping parental practices and educational policies, fostering environments that support student success and well-being.

3.4 Sample of the Study

The study employed a carefully considered sample selection process that focused on first year undergraduates enrolled at private and public universities situated in the Klang Valley. This region, known for its educational institutions and diverse student body, provided an ideal setting for the research. The participants in the study were specifically aged between 18 to 20 years, reflecting a critical phase in early adulthood and higher

education. This age range was significant as it encompassed the transition period from adolescence to adulthood, where individuals experience increased autonomy and responsibility, making it a pertinent group for examining the impacts of helicopter parenting on academic performance (Arnett, 2000).

To gather comprehensive and reliable data, participants were given meticulously designed questionnaires aimed at exploring their experiences with helicopter parenting and their academic achievements. The questionnaire included validated scales such as the Helicopter Parenting Scale (LeMoyne & Buchanan, 2011) to measure the extent of parental involvement and the demographic information sheet for Cumulative Grade Point Average (CGPA) to assess academic achievement. Additionally, self-regulation was measured using the Short Self-regulation Questionnaire (Carey et al., 2004), ensuring a robust evaluation of the variables under study.

The participants had the flexibility to complete the questionnaire at their own convenience, which was a strategic decision to ensure that responses were reflective of individual perspectives and schedules. This approach not only respected the participants' time constraints but also aimed to capture honest and uninfluenced responses, enhancing the validity of the data collected. By allowing participants to complete the questionnaires in a comfortable and unpressured environment, the study aimed to minimise response biases and maximise the accuracy of the reported experiences and perceptions (Dillman, Smyth, & Christian, 2014).

The insights derived from this sample are intended to be generalised to a larger population of first year undergraduates across various universities in the Klang Valley. The rationale behind focusing on a private university was to capture a segment of the student population that may experience different levels of parental involvement compared to those in public institutions. However, the findings aimed to provide a broader understanding of how helicopter parenting influences academic outcomes in this demographic, irrespective of the type of university attended. By addressing this specific cohort, the current study seek to offer meaningful implications that could be extended to inform educational practices and support mechanisms for students in similar contexts (Creswell, 2014).

3.5 Sampling Method

The current study employed a convenience sampling approach, selected for its practical advantages in efficiently accessing participants who were readily available and willing to contribute to the research (Andrade, 2021; Fraenkel et al., 2012). This sampling method was particularly suited to the study's constraints, including limited time and resources, which necessitated a streamlined approach to participant recruitment.

Given these constraints, the researchers utilised online questionnaires distributed via Google Forms across various platforms, including social networks such as Facebook and Instagram, as well as through university emails and WhatsApp, as the primary data collection tool. This method facilitated a broad reach, allowing participants to engage with the study at their convenience. The use of Google Forms enabled efficient

distribution and collection of responses, thereby accommodating participants' availability and willingness to participate. By leveraging this digital platform, the study effectively managed time constraints while ensuring that a sufficient number of participants could provide valuable data.

Participants were selected based on two specific criteria. Firstly, they had to be aged between 18 to 20 years old. Secondly, they needed to be first year undergraduates enrolled in either private or public universities situated within the Klang Valley. Those who did not meet these criteria were excluded from participating in the study.

A pilot test was initially conducted involving 30 undergraduates from a private university located in the Klang Valley. Following the successful completion of the pilot study, approximately 384 local participants are needed to be recruited for the main study. The determination of this sample size was guided by the population of first year undergraduates enrolled in either private or public universities within the Klang Valley, estimated at 167,744 as of 2022 according to data from the Ministry of Higher Education (Kementerian Pendidikan Tinggi, 2022). Utilising the Krejcie and Morgan table, which is appropriate for populations ranging from 75,000 to 1,000,000, a sample size of 384 was deemed sufficient to provide statistically reliable results (Krejcie & Morgan, 1970). This sample size ensured that the findings could be generalised with reasonable confidence to the broader population of first year undergraduates in the Klang Valley, enhancing the study's validity and applicability.

3.6 Location of the Study

The online questionnaires were disseminated via Google Forms to first year undergraduates enrolled in universities across the Klang Valley. The Klang Valley, encompassing the bustling metropolitan area centred around Kuala Lumpur, Malaysia's capital city, is a significant region known for its vibrant mix of cultural diversity and economic dynamism. This area is a hub of educational excellence, hosting a multitude of both private and public higher education institutions, making it an ideal setting for the study.

Kuala Lumpur, with its extensive educational infrastructure, is home to many renowned universities and colleges that attract students from various cultural and socio-economic backgrounds. This diversity was crucial for the study as it aimed to capture a wide range of experiences and perspectives regarding helicopter parenting and academic achievement. The strategic selection of the Klang Valley ensured that the sample includes students from different ethnicities, socio-economic statuses, and educational backgrounds, thereby enhancing the generalisability of the findings (Cheong, Hill, Fernandez-Chung, & Leong, 2016).

By leveraging Google Forms, the researchers ensured ease of access for participants, allowing them to complete the surveys conveniently based on their schedules and preferences. This method of data collection was chosen to accommodate the busy lives of first year undergraduates, who often juggle academic responsibilities, social activities, and part-time work. The online format also facilitated a broader reach, ensuring that

students from various universities within the Klang Valley could participate without the constraints of physical presence (Evans & Mathur, 2018).

The Klang Valley's strategic location and comprehensive educational infrastructure provided a diverse and representative sample of students, contributing to the study's robustness and applicability to the broader first year undergraduate population in this cosmopolitan area. The region's connectivity and access to digital resources further supported the effective dissemination and completion of the questionnaires. This approach not only ensured a high response rate but also enhanced the reliability and validity of the data collected.

Furthermore, the choice of Klang Valley for the study location was significant due to its status as a microcosm of Malaysia's broader demographic and educational trends. The findings from this study are expected to offer valuable insights into the relationship between helicopter parenting and academic achievement, which could be applicable to other urban and culturally diverse settings within Malaysia and potentially in similar contexts globally (Lim, 2017).

3.7 Instruments of the Study

Participants in this study are first required to provide informed consent by agreeing to a consent form, which outlined the purpose, procedures, and potential risks or benefits of participating in the research. They are then provided with an information sheet detailing

the objectives and methodology of the study. The questionnaire itself is structured into four sections to systematically gather relevant data.

The first section began with the consent form to ensure ethical compliance and participant understanding. Following this, participants are asked to provide demographic information, including details such as age, gender, and university affiliation, alongside questions assessing their current academic achievements.

The third section of the questionnaire incorporates the Helicopter Parenting Scale (HPS), designed to measure the extent of helicopter parenting perceived by the participants. This section aimed to capture nuanced insights into participants' experiences with parental involvement during their upbringing.

The final section of the questionnaire featured the Short Self-regulation Questionnaire (SSRQ), a validated instrument used to assess participants' self-regulatory abilities across cognitive, emotional, and behavioural domains. This section seek to understand how well participants manage their thoughts, emotions, and actions in various situations, contributing crucial data to explore the mediating role of self-regulation in the relationship between helicopter parenting style and academic achievement. Each section is carefully crafted to gather comprehensive data essential for analysing the study's hypotheses and drawing meaningful conclusions about the factors influencing academic success among first year undergraduates in the Klang Valley.

3.7.1 Demographic Information Sheet

Participants were asked to furnish essential demographic details crucial for the study's analysis. This information encompassed a range of fundamental characteristics, including age, educational institution attended, ethnicity, and gender (Refer to Appendix F). These demographic variables are carefully selected to capture the diverse backgrounds and profiles of the participants, ensuring a comprehensive understanding of how factors such as age, cultural background, and educational setting might influence their experiences with helicopter parenting and self-regulation. By collecting this demographic data, the study aimed to contextualise the findings within the broader socio-cultural landscape of the Klang Valley and provide insights into the nuanced relationships under investigation.

3.7.2 Academic Achievement

The academic achievement of participants would assess using their Cumulative Grade Point Average (CGPA) from the current semester (Refer to Appendix F). The university follows a rigorous four-point scoring system to evaluate academic performance, where CGPA scores range from 0 to 1.7 indicating a 'Fail', 2 to 2.3 indicating a 'Pass', 2.7 to 3.3 indicating a 'Good', 3.7 to 4 indicating a 'Distinction', and a perfect score of 4 signifying a 'High Distinction' (Universiti Malaya, n.d.). This grading system offered a standardised and transparent measure of participants' academic achievements, enabling precise evaluation and comparison across diverse academic disciplines and programs within the university setting. It served as a robust indicator of students' scholarly

accomplishments, reflecting their performance in coursework, examinations, and other academic assessments throughout the semester.

The used of CGPA as a metric aligns with best practices in higher education assessment, providing researchers with reliable data to explore correlations between helicopter parenting practices, self-regulation, and academic achievement among first year undergraduates in the Klang Valley. This structured approach ensured that findings related to academic performance can be accurately interpreted and contribute meaningfully to the study's objectives.

3.7.3 Helicopter Parenting Scale (HPS)

The Helicopter Parenting Scale (HPS), developed by LeMoyne and Buchanan (2011), is a pivotal instrument employed in this study (Refer to Appendix G). This scale consisted of 10 items designed to assess participants' perceptions of parental involvement using a five-point Likert scale. Each item prompted respondents to reflect on different aspects of their upbringing under their parents' supervision. For instance, participants are asked to indicate the extent to which their parents monitored their activities closely, with response options ranging from one (indicating 'strongly disagree') to five (signifying 'strongly agree').

To minimise response biases, items three, five, and ten of the HPS are reverse-coded, ensuring a balanced assessment of participants' perceptions (LeMoyne & Buchanan,

2011). After completing the questionnaire, participants' responses to all 10 items were summed and averaged based on the total number of items. Scores equal to or close to the mean value of five suggested a higher agreement with behaviours associated with helicopter parenting, highlighting perceived levels of parental over-involvement among study participants.

The HPS served as a reliable tool for quantifying the degree of helicopter parenting behaviours perceived by young adults in the study, offering insights into how these parenting practices might influence various outcomes such as academic achievement and self-regulation. By incorporating the HPS into the research methodology, this study aimed to provide empirical evidence on the prevalence and impact of helicopter parenting within the context of first year undergraduates in the Klang Valley.

3.7.4 Short Self-regulation Questionnaire (SSRQ)

The Short Self-regulation Questionnaire (SSRQ), developed by Carey et al. (2004), plays a crucial role in this study (Refer to Appendix H). Comprising 31 items, the SSRQ is designed to assess participants' self-regulation abilities across various domains essential for effective self-management. These domains included monitoring one's own behaviour, decision-making processes, learning from mistakes, perseverance in tasks, self-evaluation, creative problem-solving, and mindful awareness of one's actions.

Among the 31 items in the SSRQ, 14 are reverse-scored to mitigate response biases and ensure a comprehensive evaluation of participants' self-regulation capabilities (Carey et al., 2004). For instance, participants are asked to rate their agreement with statements like item 9, which explored feelings of being overwhelmed by choices when making decisions. Responses are recorded on a five-point scale, ranging from one ('strongly disagree') to five ('strongly agree'), with scores being summed to calculate a total score for each participant.

Higher scores on the SSRQ indicated stronger self-regulation skills, highlighting participants' proficiency in managing their thoughts, behaviours, and emotions to achieve academic and personal goals effectively. By employing the SSRQ in this study, researchers aimed to provide empirical insights into how self-regulation mediated the relationship between helicopter parenting and academic achievement among first year undergraduates in the Klang Valley.

3.8 Reliability and Validity of the Instruments

LeMoyne and Buchanan (2011) developed the Helicopter Parenting Scale (HPS), reporting a Cronbach's alpha of 0.71, indicating reliable internal consistency. This was corroborated in Malaysia by Chua et al. (2019), who found a strong Cronbach's alpha of 0.86 and robust test-retest reliability of 0.80. Similarly, the pilot test and the reliability test if the actual data confirmed the HPS's reliability with a Cronbach's alpha of 0.78 and 0.71, demonstrating consistency across samples. Additionally, validation by three experts from the University of Malaya affirmed the HPS's sound construct validity.

Carey et al. (2004) initially validated the Short Self-Regulation Questionnaire (SSRQ), with a Cronbach's alpha of 0.825, indicating strong internal reliability. While specific Malaysian studies on SSRQ reliability were limited, Ibrahim et al. (2019) reported robust internal consistency, with a Cronbach's alpha of 0.77 and test-retest reliability of 0.71. In this research, the pilot study and actual data yielded a good Cronbach's alpha of 0.91 and 0.76 for the SSRQ, further supporting its internal reliability. Validation by experts from the University of Malaya confirmed the SSRQ's construct validity, consistent with its use in diverse research contexts. One of the experts had pointed out that the term 'alcohol' is not suitable for the current study and the valuable suggestion is accepted and the term 'alcohol' is removed.

Three experts validated both the HPS and SSRQ. The first is Associate Prof. Dr. Fonny Dameaty Hutagalung, an expert in psychological assessment and psychometrics, and a frequent keynote speaker at international conferences, workshops, and seminars on topics such as publications, psychometric properties, and scientific writing. The second is Associate Prof. Dr. Azmawaty Binti Mohamad Nor, a specialist in counselling and psychology, whose team developed a psychological inventory for MRSM students under a MARA grant, alongside research on COVID-19 and psychometric testing for e-learning and academic leadership. The third is Dr. Nursyuhaidah Binti Mohd Kadri, who holds a doctorate in developmental psychology from UPM and has supervised postgraduate students in developing scales, assessments, and screenings.

These validations confirm that both the HPS and SSRQ are reliable instruments for assessing helicopter parenting and self-regulation among Malaysian first-year undergraduates.

3.9 Procedure of the Study

After obtaining ethical approval from the University of Malaya Research Ethics Committee (UMREC), the researchers secured permission from the developers of the Helicopter Parenting Scale (HPS) and Short Self-regulation Questionnaire (SSRQ) to utilise their instruments (refer to Appendices G and H). Subsequently, the study recruited approximately 436 participants through the distribution of Google Forms via social networks such as Facebook and Instagram, as well as through university emails and WhatsApp, as the primary data collection tool. This method facilitated a broad reach, allowing participants to engage with the study at their convenience.. This platform ensured accessibility and convenience for participants, who could engage with the survey at their convenience.

The online questionnaire was structured into four distinct sections to facilitate clarity and ease of navigation. In the initial section, participants were introduced to the study's objectives, provided with details on participation criteria, and presented with a consent form. Participants signified their consent by checking a box at the conclusion of this section, with the assurance of their right to withdraw from the study at any stage should they feel uncomfortable or unwilling to continue.

The second section focused on gathering demographic information crucial to the study, including gender, age, ethnicity, educational institution, and academic achievements measured through their Cumulative Grade Point Average (CGPA). This section ensured a comprehensive understanding of the participant profile within the context of the study's objectives.

The third section featured the Helicopter Parenting Scale (HPS), comprising 10 items designed to assess participants' perceptions of helicopter parenting practices. Developed by LeMoyne and Buchanan (2011), this scale utilised a five-point Likert scale for responses, enabling participants to express the extent to which they perceived parental over-involvement in their upbringing.

In the final section, participants engaged with the Short Self-regulation Questionnaire (SSRQ), consisting of 31 items developed by Carey et al. (2004). This questionnaire evaluated various facets of self-regulation, encompassing skills such as decision-making, perseverance, and mindful awareness. Responses were recorded on a five-point Likert scale, reflecting participants' self-assessment of their ability to manage cognitive, emotional, and behavioural responses effectively in different situations.

Upon completion of all questionnaire sections, participants received a message expressing gratitude for their contribution and commitment to the study. The entire survey was designed to be completed within approximately 15 minutes or less, respecting participants' time and ensuring minimal disruption to their schedules.

Data collected through the online questionnaire were collated and analysed using statistical software such as SPSS. This analytical approach allowed for rigorous examination of the relationships between helicopter parenting, self-regulation abilities, and academic achievement among first year undergraduates in the culturally diverse and dynamic setting of the Klang Valley, Malaysia.

3.10 Ethical Concerns

Ethical considerations are fundamental in research involving human participants, ensuring that studies were conducted with integrity, respect, and sensitivity to the rights and well-being of individuals (Resnik, 2020). This study adhered rigorously to ethical guidelines to protect the privacy and confidentiality of participants and to uphold their rights throughout the research process.

Informed consent served as a cornerstone of ethical practice in this study. Prior to participation, all potential participants were provided with comprehensive information detailing the study's purpose, procedures, potential risks, and benefits. This information was conveyed through a consent form prominently displayed at the outset of the online questionnaire. Participants signify their voluntary agreement to participate by checking a box at the end of the first section, affirming their understanding and willingness to proceed.

Participants were assured of their right to withdraw from the study at any stage without penalty or consequence. This emphasis on voluntary participation underscored the importance of respecting participants' autonomy and ensuring that their decisions were fully informed and free from coercion.

To protect participants' privacy, all data collected during the study were treated with strict confidentiality. Information provided by participants remains anonymous throughout the research process, with no identifiable details disclosed in any published or shared outputs. Data were securely stored in encrypted electronic formats accessible only to the researcher and the supervisor for up to five years, after which they would securely delete to further safeguard participants' confidentiality and privacy (Stuart & Barnes, 2005).

The ethical framework adopted in this study reflected a commitment to conducting research responsibly and ethically, ensuring that the rights and dignity of participants are upheld at all times. By adhering to these principles, the study aimed to contribute meaningful insights while maintaining the highest standards of ethical conduct in research.

3.11 Pilot Test

In accordance with Creswell (2012), the initial phase of survey research involved selecting and evaluating a sample. For this study, a pilot test was conducted with a

sample of 30 participants in allowing researcher to confirm the reliability of the instruments. Participants in the pilot test were distinct from those included in the main study, ensuring the integrity of the subsequent data collection.

The pilot test aimed to verify the reliability of the adapted instruments, namely the Helicopter Parenting Scale (HPS) and the Short Self-regulation Questionnaire (SSRQ). Both instruments demonstrated robust reliability with Cronbach's alpha coefficients of 0.78 and 0.91, respectively, indicating strong internal consistency among the items. Prior to the pilot study, validation of these instruments was conducted by experts affiliated with the University of Malaya (see Appendix D and E), confirming their suitability for the study's specific context and population.

3.12 Data Analysis

The gathered data underwent comprehensive analysis comprising descriptive statistics, reliability testing, hierarchical regression analysis, and t-tests. Descriptive statistics served as a foundational tool in the analysis, enabling researchers to distill complex datasets into comprehensible and meaningful summaries (Montgomery, 2019). By employing measures such as frequency distributions, means, and standard deviations, the study aimed to present a clear and organized depiction of the sample's demographic characteristics, academic achievements, and responses to both the Helicopter Parenting Scale (HPS) and the Short Self-Regulation Questionnaire (SSRQ). This approach not only facilitated a better understanding of the central tendencies and variability within

the data but also provided essential context for interpreting the relationships between helicopter parenting, self-regulation, and academic performance among first year undergraduates.

Reliability analysis assessed internal consistency, crucial for confirming the reliability of the instruments used, with a Cronbach's alpha range of 0.70 to 0.95 indicating good reliability (DeVellis, 2003).

Hierarchical regression analysis was employed to explore the mediating role of self-regulation between helicopter parenting and academic achievement. This analytical approach examined the relationship sequence among variables, elucidating how self-regulation mediated the impact of helicopter parenting on academic outcomes (Mackinnon, 2015). Additionally, t-test was employed to ascertain if statistically significant differences exist in the adoption of helicopter parenting styles between groups.

Addressing the research questions, Spearman’s rank correlation was utilised to establish the relationships between helicopter parenting and academic achievement. This statistical method is a non-parametric statistical measure that assesses the strength and direction of the relationship between two ranked variables. Spearman's correlation evaluates how well the relationship between two variables can be described using a

monotonic function, with values ranging from -1 (perfect negative correlation) to +1 (perfect positive correlation) (Spearman, 1904).

To delve deeper into the second research question regarding mediation effects, bootstrapping and hierarchical regression analysis using the PROCESS macro in SPSS by Hayes (2013) were employed. This method assessed indirect effects through mediators, determining if self-regulation mediates the relationship between helicopter parenting and academic achievement. Significant mediation occurs when the confidence interval excludes zero (Preacher & Hayes, 2004).

Lastly, the third research question aimed to determine the differences of helicopter parenting styles across public and private universities among first year undergraduates. Statistical techniques, the t-test was employed to compare responses across university types, providing insights into any significant differences based on institutional context (Mishra et al., 2019).

3.13 Summary

This chapter had delineated the methodological framework employed in the study, encompassing quantitative descriptive and causal relationship designs. Utilising a questionnaire divided into four sections, the study targeted first year undergraduates through convenience sampling. Data collection was conducted via an online platform,

with subsequent analysis using IBM SPSS Statistics software. The forthcoming chapter will discuss the findings derived from this methodology.

CHAPTER 4

FINDINGS

4.1 Introduction

This chapter presented and discussed the results of the study, correlating them with the primary objectives. The primary objectives were to determine the mediating effect of self-regulation on the relationship between helicopter parenting styles and academic achievement among first year undergraduates in the Klang Valley. Additionally, the chapter provided a comprehensive analysis of the demographic information of the target population to better understand the participants' background. This thorough examination is vital to ensure that the findings are robust, reliable, and reflective of the actual dynamics within the studied population.

4.2 Data Screening

The initial sample for this study comprised 512 participants. However, a rigorous data screening process was undertaken to ensure the validity and reliability of the data. As a result, 76 participants were excluded from further analysis. This exclusion process was essential to eliminate any potential sources of bias or error that could skew the study's results. Of these excluded participants, 10 participants were found to be not meeting the study's requirements or had incomplete data. Incomplete data could lead to inaccurate conclusions as they do not provide a full picture of the participants' experiences and

responses. The remaining 66 participants were identified as outliers through normality tests.

Outliers were extreme values that deviate significantly from other observations in the dataset. They could disproportionately influence statistical analyses, leading to misleading results. Therefore, identifying and excluding outliers was a critical step in ensuring the integrity of the data. Following this data screening process, the final sample size for the study was 436 participants, achieving an 85.2% participation rate. This number was sufficiently large to meet the required sample size for robust statistical analysis, ensuring that the findings were generalisable to the broader population of first year undergraduates in the Klang Valley.

4.2.1 Outliers

Outliers were data points that markedly deviate from the majority of the data within a sample or population (Tabachnick & Fidell, 2013). Identifying outliers was crucial as they could disproportionately affect the results of statistical analyses. One effective method for detecting outliers was through the use of box plots. In box plots, data points that fell significantly outside the whiskers were considered outliers. These points could indicate errors in data collection or unique cases that do not represent the general population.

In this study, box plots were utilised to scrutinise the data, leading to the identification of 66 outliers. These outliers were subsequently removed to ensure the integrity and accuracy of the data analysis. Following their removal, the box plots were regenerated, providing a visual representation of the data distributions without the influence of these extreme values. The updated box plots below illustrated the cleaner, more representative data set post-outlier removal. By carefully screening for and removing outliers, the study ensured that the remaining data accurately reflects the typical experiences and responses of the target population, thereby enhancing the validity and reliability of the findings.

The box plot in Figure 4.1 displayed that there were no outliers in the helicopter parenting data as perceived by the first year undergraduates that studied in the Klang valley.

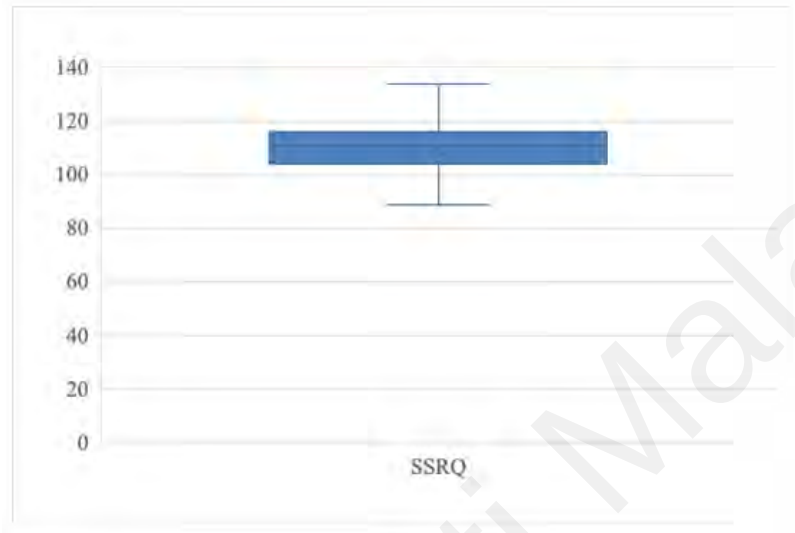
Figure 4.1

Box Plot for Helicopter Parent

The box plot in Figure 4.2 displayed that there were no outliers in the self-regulation data as perceived by the first year undergraduates that studied in the Klang valley.

Figure 4.2

Box Plot for Self-regulation



4.2.2 Normality

A normality test was conducted to assess whether data follows a normal distribution, aiding in determining if the observed data aligned with the expected pattern of a bell curve, which was crucial for making inferences about the sampled population (Field, 2018). Skewness and kurtosis values were utilised to assess normality, with absolute values of less than or equal to 2 for skewness and less than or equal to 4 for kurtosis typically indicating a normal distribution for larger sample sizes (Kim, 2013).

In our study, with a sample size exceeding 300, both skewness and kurtosis values for helicopter parenting and self-regulation (see Table 4.1) fell within these thresholds,

indicating a normal distribution of our data. Therefore, the data in the current study was considered to be normally distributed. Ensuring normality was vital because many statistical tests, such as regression analysis and ANOVA, assumed that the data followed a normal distribution. Normality allowed for more accurate predictions and inferences, thereby strengthening the conclusions drawn from the study.

Table 4.1

Skewness and Kurtosis of Helicopter Parenting and Self-regulation

	Skewness	Standard error	Kurtosis	Standard error
Helicopter parenting	-0.358	0.117	1.055	0.233
Self-regulation	-0.183	0.117	0.083	0.233

4.3 Descriptive Statistics of Participants' Demographic Information

Descriptive statistics provided a detailed breakdown of the demographic information of the participants, offering insights into the sample population's characteristics. Understanding the demographics was crucial for contextualising the study and ensuring the sample represents the broader population of interest.

Table 4.2 provided a detailed breakdown of the demographic information of the participants. The table showed that 11.9% of the participants were 18 years old, 40.6% were 19 years old, and 47.5% were 20 years old. The mean age of the participants was 19.36 years old (SD = ±0.69), indicating that the sample predominantly consisted of young adults in their late teens. Among the participants, 45.6% were female and 54.4%

were male (M=1.54, SD= ±0.5), reflecting a slight male predominance in the sample. Additionally, 54.4% of the participants were studying in private universities, while 45.6% were studying in public universities (M=1.42, SD=±0.49). The descriptive statistics of the participants' demographic information are displayed in Table 4.2.

Table 4.2

Demographic Information of the Participants

Characteristics		Frequency (n)	Percentage (%)
Age	18 years old	52	11.9
	19 years old	177	40.6
	20 years old	207	47.5
	Total	436	100
Gender	Female	199	45.6
	Male	237	54.4
	Total	436	100
First year undergraduates	Private universities	237	54.4
	Public universities	199	45.6
	Total	436	100

4.4 Descriptive Statistics of the Variables

Descriptive statistics of the key variables in this study consisted the independent variable, helicopter parenting style, the dependent variable, academic achievement, and the mediator, self-regulation. These variables provided a snapshot of the central tendencies and variability of the data which was essential for understanding the overall trends and distributions within the sample. This initial understanding of the data was essential for setting the stage for more detailed analyses.

Referring to Table 4.3, the mean of the helicopter parenting style was 3.331 with a standard deviation of 0.322, suggesting a moderate level of perceived helicopter parenting among the participants. The mean of academic achievement was 2.80 with a standard deviation of 0.529, indicating a broad range of academic performance among the undergraduates. The mean of self-regulation was 109.51 with a standard deviation of 9.673, reflecting varying levels of self-regulatory behaviours among the participants.

These descriptive statistics helped to set the stage for more detailed analyses by providing an initial understanding of the data. The relatively low standard deviations for helicopter parenting style and self-regulation suggested that most participants had similar experiences regarding these variables. However, the larger standard deviation for academic achievement indicated greater variability in students' academic achievement.

Table 4.3

Descriptive Statistics of the Variables

Variables	N	Minimum	Maximum	Mean	SD
HP	436	2.5	4	3.33	0.322
Academic	436	1	4	2.80	0.529
SSRQ	436	89	135	109.51	9.673

4.5 The Spearman Rank's Correlation between Helicopter Parenting Style and Academic Achievement

To explore the potential relationship between helicopter parenting and academic achievement among first-year undergraduates in the Klang Valley region, a Spearman's rank correlation analysis was conducted. This non-parametric statistical technique measured the strength and direction of the association between two ranked variables, providing insights into whether an increase in one variable corresponded to an increase or decrease in the other variable.

The correlations between helicopter parenting and academic achievement for first year undergraduates attending universities in Klang Valley were presented in Table 4.4 and Table 4.5. The Table 4.4 results revealed that there was no significant correlation between the helicopter parenting and academic achievement among the first year undergraduates attending private universities in Klang Valley, which was ρ=0.018, p>0.773. This indicated that it cannot conclusively state that helicopter parenting had a detrimental effect on academic achievement based on this data. Therefore, null hypothesis $H0_1$ is supported and the hypothesis H1 is failed to be supported.

The not significant results indicated that helicopter parenting might not impact academic achievement among the first year undergraduates of private universities. This finding challenged the common perception that helicopter parenting invariably led to poorer academic outcomes. The lack of statistical significance further emphasised that

the observed correlation could be due to other factor rather than a true underlying relationship. Therefore, while helicopter parenting might influence other aspects of a student's life, its direct impact on academic achievement, as measured in this study, appeared to be minimal.

Table 4.4

Spearman Rank's Correlation of Helicopter Parenting and Academic Achievement among the First Year Undergraduates of Private Universities

	Helicopter parenting style	
	Correlation Coeffecicient	Significance level
Academic achievement	0.018	0.773

Conversely, the Table 4.5 results indicated that there was a significant negative correlation between the helicopter parenting and academic achievement among the first year undergraduates attending public universities in Klang Valley, which was ρ= -0.205, p<0.006. This indicated that helicopter parenting affected academic achievement based on this data. Therefore, null hypothesis $H0_1$ is not supported and the hypothesis H1 is supported.

Table 4.5

Spearman Rank's Correlation of Helicopter Parenting and Academic Achievement among the First Year Undergraduates of Public Universities

	Helicopter parenting style	
	Correlation Coeffecicient	Significance level
Academic achievement	-0.205	0.006

4.6 Mediation Analysis of Helicopter Parenting Styles and Academic Achievements with Self-regulation as a Mediator

To further investigate the potential relationship between helicopter parenting and academic achievement, the current study explored whether self-regulation served as a mediator in this relationship. Mediation analysis helped to understand the process or mechanism through which one variable influences another. In this case, it was hypothesised that helicopter parenting may affect self-regulation, which in turn influences academic achievement.

The mediation analysis involved several steps; first was to assess the direct effect of helicopter parenting on academic achievement; second was to evaluate the effect of helicopter parenting on self-regulation; third was to examine the effect of self-regulation on academic achievement; and finally was to determine the indirect effect of helicopter parenting on academic achievement through self-regulation. This comprehensive approach allowed us to disentangle the complex relationships between these variables and provides deeper insights into how helicopter parenting might impact academic outcomes.

The mediation analysis of the current study employed two analyses which were hierarchical regression and bootstrapping from PROCESS, it is an add-on computational tool for path analysis-based mediation models in SPSS. Hierarchical regression is a statistical technique commonly used in mediation analysis. In the context

of mediation analysis, hierarchical regression helped in determining whether a mediator variable explained the relationship between an independent variable and a dependent variable (Baron & Kenny, 1986). In the current study, hierarchical regression was employed to determine whether self-regulation would mediate the relationship between helicopter parenting style and academic achievement.

Bootstrapping is often used in conjunction with hierarchical regression in mediation analysis to estimate the significance and confidence intervals of indirect effects. This method decomposed the total effect of an independent variable on a dependent variable into direct and indirect effects by repeatedly resampling the data. By providing estimates of the indirect effects and their associated confidence intervals, bootstrapping enables researchers to assess the significance of mediating variables and gain insights into the underlying mechanisms of the relationship between the independent and dependent variables. If the confidence interval for the indirect effect does not include zero, the indirect effect is considered significant, suggesting mediation (Preacher & Hayes, 2004).

4.6.1 Regression of Helicopter Parenting Style, Academic Achievement and Self-regulation among First Year Undergraduates of Private Universities

Figure 4.3 revealed that the regression result between helicopter parenting style and self-regulation of first year undergraduates in the Klang Valley's private universities was not statistically significant (B = 1.049, SE = 1.622, p = 0.518, 95% CI [-2.145,

4.243]). Similarly, there was no significant regression between self-regulation and academic achievement (B = -0.002, SE = 0.004, p = 0.689, 95% CI [-0.009, 0.006]). Both regressions were not statistically significant because the upper and lower level of confidence intervals consist of zero.

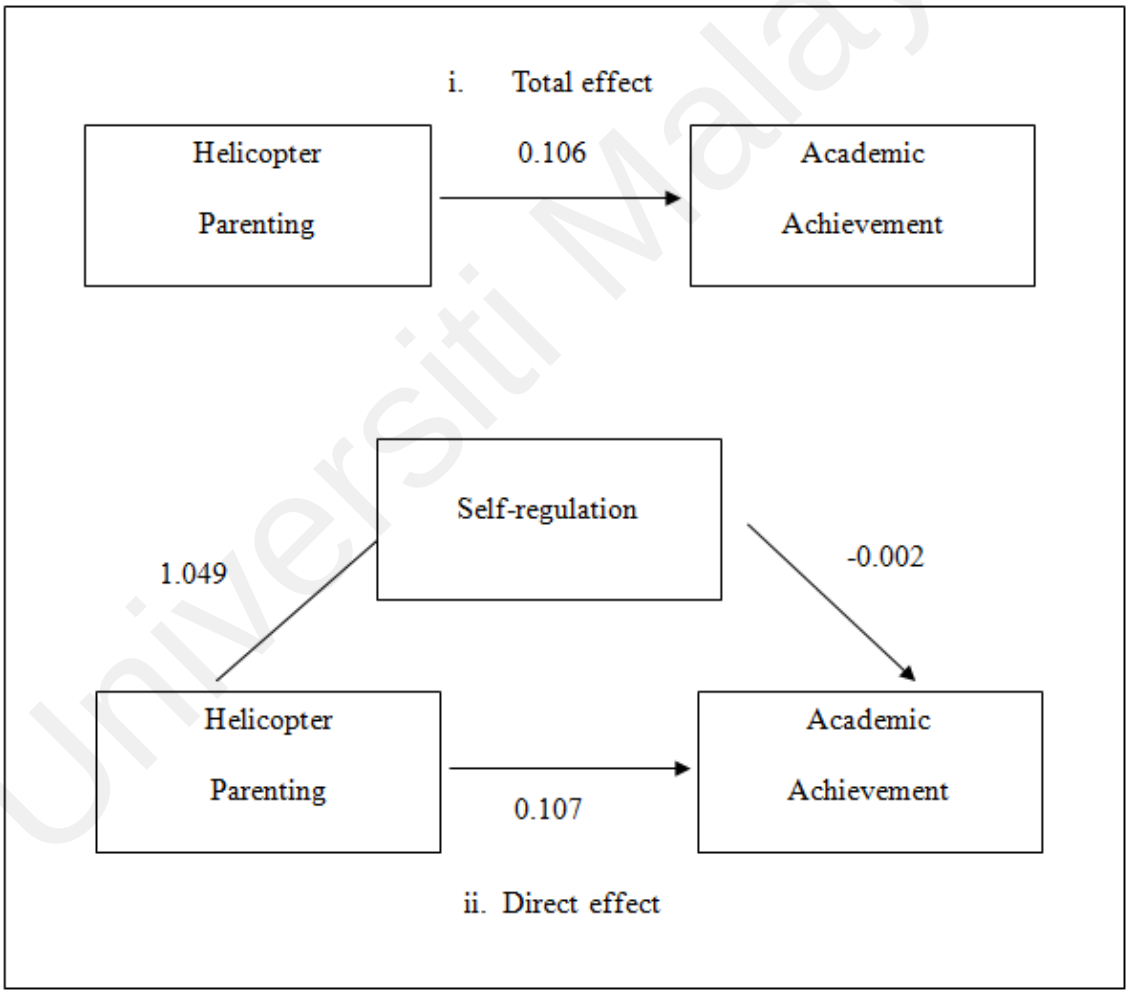
In addition, the total effect between helicopter parenting style and academic achievement was not statistically significant (B = 0.106, SE = 0.097, p = 0.279, 95% CI [-0.086, 0.297]). Furthermore, no direct effect was observed between helicopter parenting style and academic achievement (B = 0.107, SE = 0.098, p = 0.274, 95% CI [-0.085, 0.299]).

Consequently, no significant indirect effect of helicopter parenting on academic achievement through self-regulation was found. The product of coefficients (1.049) (-0.002) = -0.002, with a confidence interval of BCl [-0.013, 0.008]. The presence of zero fell in between the lower and upper bounds of the 95% confidence interval indicated that the indirect effect was not statistically significant. These findings indicated that the null hypothesis, $H0_2$ was supported and alternative hypothesis, H2 was failed to be supported among the first year undergraduates from private universities in the Klang Valley.

Therefore, the results indicated that there was no significant regression between self-regulation and the academic achievement of first year undergraduates studying at private universities in the Klang Valley. Furthermore, it appeared that the relationship between helicopter parenting style and academic achievement was not mediated by self-regulation.

Figure 4.3

Regression Results of Participants from Private Universities



Note. Mediation analysis using PROCESS was conducted to examine the regression between the level of helicopter parenting and academic achievement, mediated by self-regulation. Data that were obtained from first year undergraduates at the private universities in the Klang Valley. The path diagram illustrated i. the total effect of helicopter parenting on academic achievement and ii. the direct effect of helicopter

parenting on academic achievement through self-regulation. Both effects were not statistical significance with $p > 0.05$.

4.6.2 Regression of Helicopter Parenting Style, Academic Achievement and Self-regulation among First Year Undergraduates of Public Universities

For first year undergraduates from public universities in the Klang Valley, Figure 4.4 displayed the result of the mediation analysis. Figure 4.4 indicated that the regression of helicopter parenting style might slightly influence self-regulation, though not to a statistically significant extent. Therefore, the regression was not statistically significant (B = 4.638, SE = 2.615, p = 0.078, 95% CI [-0.521, 9.797]). However, there was a significant regression between self-regulation and academic achievement (B = 0.010, SE = 0.004, $p < 0.050$, 95% CI [0.003, 0.017]) as there was no zero falls between the upper and lower level of confidence intervals. This indicated that higher levels of self-regulation were associated with better academic achievement. This finding supported the notion that self-regulation was an important factor in academic achievement.

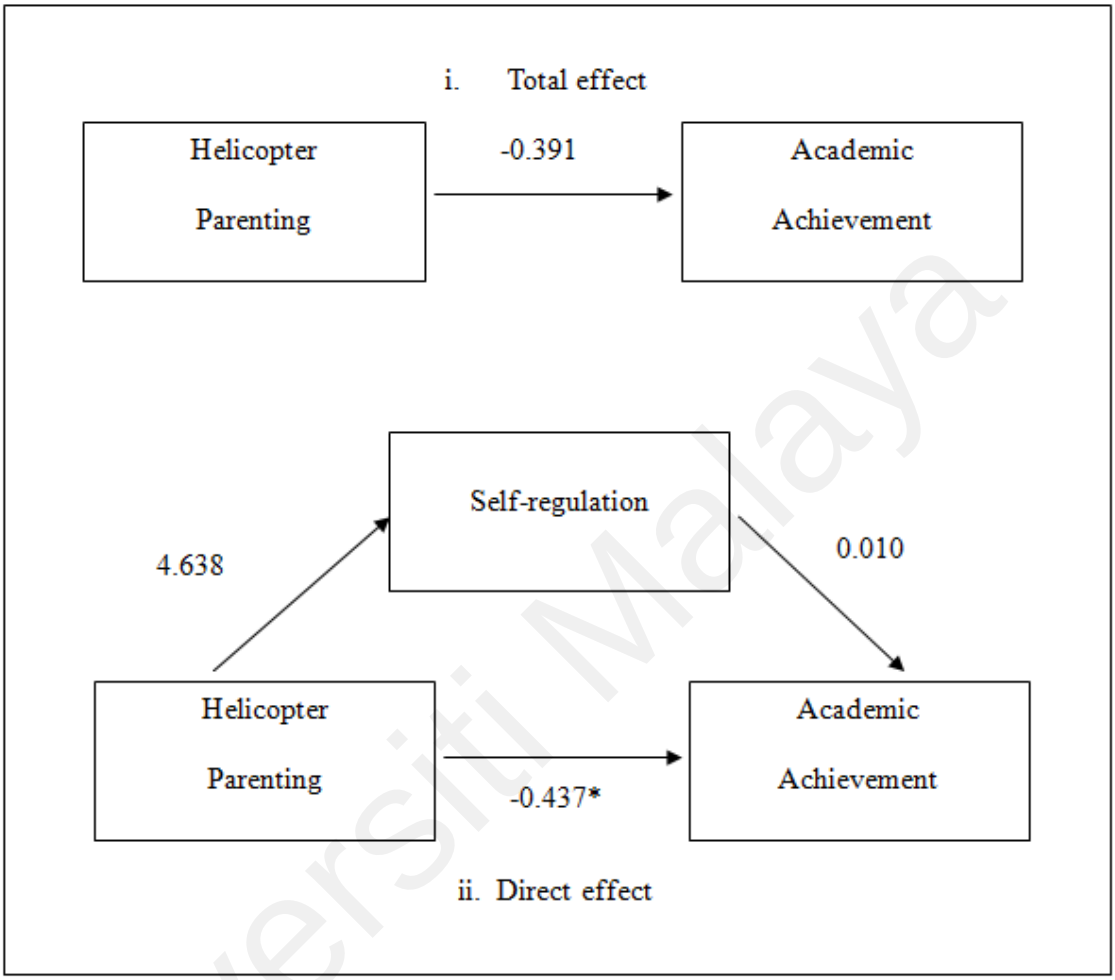
Additionally, a significant total effect had emerged between helicopter parenting style and academic achievement (B = -0.391, SE = 0.126, $p < 0.050$, 95% CI [-0.639, -0.143]) as there was no zero fell in between upper and lower level of confidence intervals. Furthermore, a significant direct effect was observed between helicopter parenting style and academic achievement (B = -0.437, SE = 0.125, $p < 0.050$, 95% CI [-0.682, -0.191]) as there was no zero fell in between upper and lower level of confidence intervals. These results suggesting a significant negative regression displayed between helicopter

parenting and academic achievement among first year undergraduates from public universities in the Klang Valley.

However, the analysis revealed that the indirect effect of helicopter parenting on academic achievement through self-regulation was not significant. This was evidenced by the product of coefficients (4.638) (0.010) = 0.045, with a confidence interval of BCI [-0.005, 0.133] that included a zero. These findings indicated that while helicopter parenting negatively impacted academic achievement, this effect did not operate through the mediator, self-regulation. Therefore, the null hypothesis, $H0_3$ is to be supported and the alternative hypothesis, H3 was failed to be supported, indicating that self-regulation did not play a role in mediating the relationship between helicopter parenting and academic achievement in this context.

Figure 4.4

Regression Results of Participants from Public Universities



Note. Mediation analysis using PROCESS was conducted to examine the regression between the helicopter parenting and academic achievement, mediated by self-regulation. Data were obtained from first year undergraduates at the public universities in the Klang Valley. The path diagram illustrated i. the total effect of helicopter parenting on academic achievement and ii. the direct effect of helicopter parenting on academic achievement through self-regulation. Statistical significance is denoted by $p < 0.05$.

4.7 T-test Analysis in Comparing Helicopter Parenting among First Year Undergraduates from Private and Public Universities

An independent t-test was conducted to examine the differences in helicopter parenting prevalence among first year undergraduates studying in private versus public universities in the Klang Valley. The t-test is a statistical tool used to compare the means of two groups to determine if they are statistically significantly different from each other (Field, 2013).

The results, presented in Table 4.6, indicate that there were no significant differences between the two groups ($t(433) = -0.828$, $p = 0.408$). The mean helicopter parenting scores for first year undergraduates in private universities ($M = 3.322$, $SD = 0.323$) were comparable to those in public universities ($M = 3.348$, $SD = 0.316$). This lack of significant difference suggested that the difference of helicopter parenting was similar among the first year undergraduates in both private and public universities located in the Klang Valley.

Furthermore, the magnitude of the differences in the means was small (mean difference = -0.026, 95% CI: -0.087 to 0.035), and Cohen's d was 0.320, indicating a small effect size. Cohen's d is a measure of effect size used to indicate the standardized difference between two means, with values around 0.2 considered small, around 0.5 considered medium, and 0.8 and above considered large (Cohen, 1988).

In the current study, while the analysis suggested that there was a statistical difference, it was not practically significant, as the confidence interval included zero. Therefore, the findings did not support significant differences in the difference of helicopter parenting among the first year undergraduates in both private and public universities which located in the Klang Valley. Hence, the null hypothesis, $H0_4$, is to be supported and alternative hypothesis, H4, is failed to be supported.

Table 4.6

Differences of Helicopter Parenting among First Year Undergraduates from Private and Public Universities

Groups	Mean	SD	t	df	p	Cohen's d
Private	3.322	0.323	-0.828	433	0.408	0.320
Public	3.348	0.316				

4.8 Summary

This chapter presented the findings of the study, focusing on the relationships between helicopter parenting, self-regulation, and academic achievement among first-year undergraduates in the Klang Valley. The data screening process refined the sample to 436 participants, ensuring the reliability of the results. Descriptive statistics provided an overview of the participants' demographics and key variables, revealing a moderate level of helicopter parenting and a broad range of academic performance. Spearman's rank correlation analysis indicated a significant negative relationship between helicopter parenting and academic achievement among first-year undergraduates in public

universities, but no significant relationship among their counterparts in private universities. Mediation analysis explored the potential indirect effects of self-regulation, yet found no significant mediating role. A t-test analysis comparing helicopter parenting between students in private and public universities in the Klang Valley revealed no significant differences. Overall, the findings indicated that helicopter parenting did not significantly impact academic achievement, either directly or through self-regulation, and its prevalence was consistent across both university types.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter served as a comprehensive conclusion, wherein the findings of the study are discussed and interpreted in relation to the established objectives. The implications and limitations of the study were examined, and future research directions were proposed. The primary aim of the study was to analyse the mediating effect of self-regulation on the relationship between helicopter parenting styles and academic achievement among first year undergraduates who were studying in universities in the Klang Valley. Additionally, the study explored socio-demographic factors associated with the prevalence of helicopter parenting among these students, comparing those in private and public universities within the region. The chapter seek to integrate the study's findings within the broader context of existing literature and educational practices, providing a holistic view of the impacts and implications of helicopter parenting on academic outcomes.

5.2 Discussion on Research Questions

The discussion among the variables based on the obtained findings was displayed in the following sections.

5.2.1 Relationship between Helicopter Parenting Style and Academic Achievement between the First Year Undergraduates who are Pursuing in Private and Public Universities Located in the Klang Valley

In the current study, the first research question aimed to determine the relationship between helicopter parenting style and academic achievement among first-year undergraduates in universities located in the Klang Valley. The investigation offered valuable insights into how parental influence impacts academic achievement. This inquiry was built on a foundation of existing research that underscores the significance of parenting styles on academic performance, particularly during the crucial developmental transition from adolescence to young adulthood (Ganaprakasam et al., 2023).

The study's findings revealed notable variations between first-year undergraduates in private and public universities within the Klang Valley. The research question concerning the relationship between helicopter parenting and academic achievement was answered for students in public universities but not for those in private institutions. Specifically, the results indicated that for students in private universities, the relationship between helicopter parenting and academic achievement was not statistically significant. However, for students attending public universities, a statistically significant negative relationship was observed. This finding suggested that higher levels of helicopter parenting were associated with slightly lower academic achievement in public university settings. These results contribute to a more nuanced understanding of how helicopter parenting might impact academic achievement

differently depending on the educational context, emphasising the importance of considering environmental factors in educational research.

Several potential explanations may account for the lack of statistical significance in the relationship between helicopter parenting and academic achievement in private universities, as observed in this study. First, one possible explanation relates to the differing resources available to students in private versus public universities. Private universities often have access to more personalised support systems and smaller student-to-teacher ratios, which may mitigate the negative effects of over-involved parenting. Students at private institutions may have more opportunities for individualised attention from academic advisors, tutors, and counsellors, which could help buffer the adverse impact of helicopter parenting on their academic performance (Padilla-Walker & Nelson, 2012).

Additionally, it is possible that students at private universities, who typically come from more affluent backgrounds, have access to various external resources that help them succeed academically despite helicopter parenting. For instance, these students may benefit from private tutoring, extracurricular educational programmes, or greater exposure to cultural capital that supports their academic development. Such resources could enable them to compensate for any potential disadvantages associated with excessive parental involvement. As a result, the negative impact of helicopter parenting

on academic outcomes may be less pronounced in these contexts, contributing to the lack of statistical significance in the relationship observed in private universities.

Another possible explanation for the lack of significance in private universities could be related to the coping mechanisms and resilience developed by students in these environments. Students in private universities may have learned strategies to navigate parental over-involvement more effectively. For example, they may have access to a stronger peer support network or may receive coaching in self-regulation and time management skills, which can help mitigate the potential drawbacks of helicopter parenting. In contrast, students in public universities, who may face greater academic pressures due to larger class sizes, fewer individualised resources, and potentially less parental financial support, might be more vulnerable to the detrimental effects of over-parenting (Ganaprakasam et al., 2023).

The disparity in results between public and private university students may also be attributed to the differing expectations and norms around parental involvement. In public universities, where students may be required to navigate more challenges independently due to limited institutional resources, the over-involvement of helicopter parents could impede the development of crucial skills such as autonomy, decision-making, and self-regulation. This could explain why a statistically significant negative relationship was found between helicopter parenting and academic achievement in public university settings. The excessive monitoring and controlling behaviours

associated with helicopter parenting might lead to decreased motivation, hindered personal growth, and lower academic performance, especially in environments where students are expected to assume more responsibility for their own learning (Padilla-Walker & Nelson, 2012).

Conversely, private university students may experience helicopter parenting differently. In such settings, parental involvement might be perceived as less intrusive due to the availability of additional support mechanisms. Furthermore, students in private institutions may have been raised with higher expectations of parental involvement and may not view it as negatively as their public university counterparts. Thus, helicopter parenting in private universities might not carry the same negative connotations or consequences, as students may still thrive academically despite or even due to parental intervention.

It is also possible that the relationship between helicopter parenting and academic achievement is moderated by cultural factors, which may vary between students attending public and private universities. In some cultures, especially within Asian contexts, parental involvement is often seen as an expression of care and support rather than control or interference (Cheah et al., 2016). Students from private universities may be more likely to interpret their parents' actions as supportive, thereby reducing the negative effects associated with helicopter parenting. In contrast, students in public universities, who may experience more pressure to succeed academically without as

many external resources, might perceive their parents' involvement as overbearing and detrimental to their sense of independence.

These findings align with previous studies that have suggested the impact of helicopter parenting on academic outcomes varies depending on contextual factors such as the type of institution and the resources available to students (Padilla-Walker & Nelson, 2012). The current study's results underscore the need for tailored interventions that take these contextual differences into account. Specifically, while students in public universities may benefit from strategies aimed at reducing parental over-involvement and fostering autonomy, students in private universities might require a different approach, focused more on enhancing self-regulation skills or leveraging the support structures available to them.

In conclusion, the results of this study highlight the complex and multifaceted nature of the relationship between helicopter parenting and academic achievement, with significant differences observed between students in public and private universities. The lack of a statistically significant relationship between helicopter parenting and academic achievement in private universities may be due to a range of factors, including greater access to resources, resilience developed by students, differing cultural perceptions of parental involvement, and the availability of institutional support. These findings emphasise the importance of considering the educational environment and contextual variables when assessing the effects of parenting styles on academic performance.

Further research is needed to explore these dynamics in greater detail, particularly in different cultural and institutional contexts, to better understand how helicopter parenting influences academic achievement across diverse educational settings.

5.2.2 Mediating Effect of Self-regulation on the Relationship of Helicopter Parenting Style and Academic Achievement between the First Year Undergraduates who are Pursuing in Private and Public Universities Located in the Klang Valley

The second and third research question of the current study investigated the mediation effect of self-regulation on the relationship between helicopter parenting style and academic achievement among first-year undergraduates in both private and public universities in the Klang Valley. The findings revealed that the second and third research question was not supported, as the total and indirect effects of the relationship between helicopter parenting style and self-regulation were not statistically significant. This aligns with Newman's (2017) study, which posited that helicopter parents who excessively involve themselves in their children's lives may hinder the development of self-regulation skills. However, the lack of a significant mediation effect in this study provides additional insights and raises potential explanations based on both cultural and developmental factors.

One possible explanation for the absence of a significant relationship between helicopter parenting and self-regulation could be rooted in cultural expectations of

parental involvement. In Asian cultures, including Malaysia, parental involvement is often regarded as a normative expression of care and responsibility rather than as overbearing interference (Cheah et al., 2016). In such contexts, helicopter parenting may not be perceived negatively by children or society, which may reduce its potential to impede self-regulation development. Asian cultural norms tend to emphasise collectivism, with strong interdependence between parents and children, even during early adulthood. This cultural acceptance of close parental involvement could explain why the impact of helicopter parenting on self-regulation is less pronounced in both public and private university settings in Malaysia.

The lack of significant findings might also reflect the cultural expectation that parents remain involved in their children's decision-making processes, even into adulthood. In many Asian families, young adults may continue to depend on their parents for guidance, including in academic decisions, leading to lower emphasis on self-regulation as an independent process (Wang & Sheikh-Khalil, 2014). Thus, while helicopter parenting might hinder self-regulation in Western cultures, where autonomy and independence are more highly valued, its effects may not be as detrimental in collectivist cultures like Malaysia, where close family involvement is seen as a source of support rather than control.

Another potential explanation relates to the developmental stage of the participants. First-year undergraduates, typically aged between 18 and 20, are in the transitional

phase from adolescence to young adulthood. This phase is characterised by a gradual development of self-regulation skills, which may not yet be fully developed by the first year of university (Zimmerman & Schunk, 2011). Helicopter parenting might not have an immediate impact on self-regulation during this early stage of adulthood, as young adults may still rely on their parents for support and guidance. In other words, the developmental timing of the study might have limited the ability to observe significant effects, as self-regulation skills may continue to evolve beyond the first year of university.

Research by Padilla-Walker and Nelson (2012) suggests that the detrimental effects of helicopter parenting on self-regulation may become more evident later in adulthood, when individuals are expected to be more independent and self-reliant. First-year undergraduates may still be adjusting to university life, and the ongoing parental involvement might be perceived as helpful rather than intrusive at this stage. Consequently, the impact of helicopter parenting on self-regulation might not be immediately apparent during the early university years, contributing to the lack of significant findings in this study.

The study also aimed to determine the relationship between self-regulation and academic achievement. A statistically significant relationship was found between these two variables in public university settings, aligning with past studies emphasising the importance of self-regulation for academic success (Sahranavard & Salehiniya, 2018).

However, the lack of a direct link between self-regulation and academic achievement in private university settings suggests that other factors may play a more prominent role in determining academic performance in these institutions.

One possible explanation is that students in private universities may have access to more external resources, such as personalised tutoring, extracurricular programmes, or academic counselling, which may reduce the direct impact of self-regulation on academic achievement (Padilla-Walker & Nelson, 2012). In contrast, public university students may face greater academic challenges, such as larger class sizes and fewer individualised resources, which necessitate greater reliance on self-regulation to succeed. This could explain why self-regulation was found to be more significant for academic success in public universities compared to private institutions.

Furthermore, private university students may come from more affluent backgrounds, where additional academic resources are readily available, thus diminishing the immediate need for strong self-regulation skills. As noted by Sahranavard and Salehiniya (2018), students from higher socioeconomic backgrounds may be able to compensate for a lack of self-regulation through access to private tutoring and other academic supports. This could explain the discrepancy in the relationship between self-regulation and academic achievement across different university settings.

Interestingly, the mediation analysis revealed no significant indirect effect of self-regulation on the relationship between helicopter parenting style and academic achievement among first-year undergraduates in both private and public universities. This finding suggested that self-regulation did not play a mediating role in explaining how helicopter parenting influenced academic achievement. There are several possible explanations for this outcome.

First, the developmental timing of the study, as mentioned earlier, may have contributed to the lack of significant mediation. As self-regulation skills continue to develop throughout young adulthood, it is possible that helicopter parenting may exert a more significant influence on self-regulation at a later stage. Additionally, as highlighted by Ganaprakasam et al. (2023), the impact of helicopter parenting on academic outcomes can vary significantly depending on the specific educational and cultural environment. In Malaysia, where the study was conducted, self-regulation may not be the most critical factor in determining academic success, especially in private universities where students may rely on external support systems. Instead, other variables, such as parental expectations, social networks, or institutional resources, might play a more substantial role in mediating the effects of parenting styles on academic performance.

The current study enhances our understanding of the relationships among helicopter parenting, self-regulation, and academic achievement among first-year undergraduates in the Klang Valley. The results highlight the complexity of these interactions, showing

that the direct and indirect effects may not always align with conventional expectations. The lack of significant mediation effects suggests that other factors, such as cultural norms, age-related developmental processes, and external resources, may play a more critical role in shaping the impact of helicopter parenting on academic success. These findings underscore the need for further research to explore the multifaceted nature of these relationships across different cultural and educational settings.

5.2.3 The Differences of Helicopter Parenting Style between the First Year Undergraduates who are Pursuing in Private and Public Universities Located in the Klang Valley

In relation to the fourth research question, the current study also aimed to compare the differences of helicopter parenting styles between first year undergraduates in both private and public universities within the Klang Valley. Utilising an independent T-test, the finding revealed that while there was a statistical difference exists in the perceived helicopter parenting between the first year undergraduates of private and public universities. However, this difference was not practically significant, as the confidence interval included zero. Therefore, the null hypothesis for the fourth research question, $H0_4$, was supported. This finding suggests that there was no significant difference in helicopter parenting styles between the two groups, meaning the third research question, which posited a significant difference, was not supported.

Understanding the differences of helicopter parenting between the first year undergraduates in private and public universities is essential for comprehending the parenting landscape in higher education. The current findings suggested that the lack of practical significance in the observed differences among first year undergraduates of the private and public universities could be attributed to various factors. Cultural and regional influences might play a crucial role in shaping parenting behaviours across different types of universities. In Malaysia, family structures and parenting practices were often influenced by societal norms that emphasized on close-knit family bonds and parental involvement in children's lives, regardless of the type of educational institution attended (Ganaprakasam et al., 2023). This cultural context could contribute to the relatively uniform prevalence of helicopter parenting observed in both private and public university settings in the Klang Valley.

Additionally, the findings align with previous studies that have highlighted the pervasive nature of helicopter parenting across different educational environments. Padilla-Walker and Nelson (2012) noted that helicopter parenting is not confined to any specific type of institution but is rather a widespread phenomenon influenced by broader societal trends towards increased parental involvement and oversight. This suggested that helicopter parenting might be a response to broader societal pressures and expectations rather than being solely determined by the type of university that the individual attends.

Furthermore, the comparable prevalence rates of helicopter parenting in private and public universities underscored the need for a nuanced understanding of the factors driving this parenting style. While the type of institution might influence some aspects of the student experience, the fundamental aspects of helicopter parenting, such as parental anxiety about children's success and safety, are likely to be consistent across different settings. This highlights the importance of considering both macro-level (societal and cultural) and micro-level (individual family) influences when examining parenting styles.

The present study's findings also contributed to the broader conversation on how helicopter parenting manifested in diverse educational environments. While helicopter parenting might offer some benefits, such as providing emotional support and ensuring safety, it could also hinder the development of self-regulation and independence among students (LeMoyne & Buchanan, 2011; Newman, 2017). Therefore, understanding the prevalence and impact of helicopter parenting across different university settings can inform the development of targeted interventions and support systems aimed at promoting healthier forms of parental involvement.

While the present study provided insights into the prevalence, future research could delve deeper into the specific factors contributing to helicopter parenting in the Klang Valley context. Exploring the intricacies of these parenting styles could enhance our understanding of the socio-cultural dynamics that shape parental behaviours.

5.3 Implications of the Study

The findings of this study have several important implications for academic institutions, parents, and policymakers. The comparable prevalence of helicopter parenting across private and public universities in the Klang Valley carries implications for academic institutions. Recognising the impact of parental involvement on students' experiences is vital for shaping institutional policies and support systems. Universities may consider developing targeted programs to assist students in navigating the challenges associated with helicopter parenting, fostering independence, resilience, and autonomy. These programs could include workshops, counselling services, and peer support groups designed to help students develop the skills needed to manage parental involvement effectively (Cullaty, 2011).

These findings also highlighted the importance of parental education and awareness initiatives. Helicopter parenting often may stem from a desire to support children, but excessive involvement has the potential in hindering their development. Educational campaigns directed at parents could focus on promoting a healthy balance between supports and allowing space for personal growth, especially independence. These initiatives could help parents understand the long-term benefits of fostering independence in their children during their university years, ultimately contributing to better academic and personal outcomes.

Moreover, the study's outcomes emphasised the importance of conducting research that considers cultural and regional variations in parenting styles. Future studies should explore the cultural nuances influencing helicopter parenting to ensure that interventions and support mechanisms are tailored to the specific context. Recognising that parenting practices are shaped by cultural values and societal expectations can help develop more effective and culturally sensitive approaches to supporting students (Padilla-Walker & Nelson, 2012).

These implications collectively highlighted the multifaceted nature of helicopter parenting, calling for collaborative efforts between academic institutions, parents, and researchers to create an environment that nurtures students' development during their crucial transition to university life.

5.4 Suggestions from the Study

The current study highlights several key areas for further exploration. First, there is a need to expand the sample beyond first year undergraduates from Klang Valley universities. A more diverse and representative sample would improve the external validity of the findings, offering a clearer understanding of helicopter parenting across various Malaysian contexts. This would ensure that the results are more generalisable to the broader population, considering differences in cultural and geographical influences on parenting styles.

Additionally, exploring the cultural nuances that shape helicopter parenting in Malaysia is crucial. Parenting styles are often influenced by cultural norms and values, which vary significantly between regions. Understanding how these cultural factors affect helicopter parenting can provide a more in-depth perspective on its prevalence and impact. This focus would also facilitate the development of culturally sensitive interventions, tailored to the unique needs of different communities across the country.

The study further suggests that a longitudinal research design could offer valuable insights into the development of self-regulation and academic outcomes in relation to helicopter parenting. By following students over an extended period, researchers could identify key transitional phases and factors that influence these developmental processes. This approach would allow for a deeper understanding of how helicopter parenting affects students' growth over time, particularly in their ability to regulate their own behaviour and achieve academic success.

5.5 Future Research

Future research could benefit from adopting mixed methods, combining quantitative measures with qualitative approaches such as interviews or focus groups. This would provide a more holistic understanding of the dynamics between helicopter parenting, self-regulation, and academic achievement. While quantitative data offer broad patterns and statistical correlations, qualitative data can reveal the nuanced experiences of both parents and students. These insights could shed light on the complex interplay between parenting styles and individual outcomes, offering a richer perspective on the topic.

Moreover, future studies should explore how helicopter parenting manifests across different stages of undergraduate education. The current study focused on first-year students, but parenting influences might evolve as students progress through their academic journey. By examining a broader age range and varying academic levels, researchers could capture a more comprehensive view of how helicopter parenting affects students at different points in their education. This approach would allow for a deeper understanding of whether helicopter parenting has a sustained impact or if its influence diminishes over time.

Finally, research should explore the development of targeted interventions that address the impact of helicopter parenting on students' self-regulation and academic achievement. By identifying key factors that influence this relationship, interventions could be tailored to support both parents and students in fostering healthier developmental outcomes. This could include programmes aimed at improving parental support strategies or enhancing students' ability to self-regulate, ultimately contributing to their academic and personal success.

5.6 Conclusion

In conclusion, the findings of this study shed light on the nuanced relationship between helicopter parenting, self-regulation, and academic achievement among first year undergraduates in the Klang Valley. While the prevalence of helicopter parenting did not differ significantly between the first year undergraduates who were pursuing their

tertiary studies in both private and public universities, but statistically significant negative correlation was observed between helicopter parenting and academic achievement among first year students in public universities. These results underscored the importance of considering contextual factors, such as university type, when examining the impact of helicopter parenting on academic outcomes.

Moreover, the study's mediation analysis unveiled that self-regulation did not play a significant mediating role in the relationship between helicopter parenting and academic achievement. Contrary to expectations, the direct effect of helicopter parenting on academic achievement was not mediated by self-regulation. This challenged previous assumptions and emphasised the need for a more nuanced understanding of how helicopter parenting influences the academic journey of first year undergraduates. The limitations of regional and age-range bias, as well as the reliance on self-report measures, should be acknowledged, prompting suggestions for future research to address these shortcomings.

As the academic landscape evolves, influenced by societal expectations and parenting styles, it becomes imperative to continuously explore and comprehend the intricate dynamics shaping the educational experiences of young adults. This study contributed to the existing literature by offering insights into the Malaysian context, but further research is warranted to unravel the complexities of helicopter parenting across diverse cultural and regional settings. By addressing these gaps in understanding, future studies

can inform interventions and support mechanisms tailored to the unique challenges faced by first year undergraduates in their academic journey.

The findings also suggested that future research might be more fruitful if conducted at the primary education level, where the intensity of parental involvement may be higher and its impacts more pronounced. This shift could provide a deeper understanding of helicopter parenting's effects earlier in the educational trajectory, potentially offering strategies for mitigating its negative impacts before students reach university.

By expanding the scope of research and incorporating broader and more diverse samples, future studies can enhance our understanding of the complex relationships between helicopter parenting, self-regulation, and academic achievement, ultimately contributing to the development of more effective educational policies and practices.

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