

Perceived Helicopter Parenting, Emotional Regulation and Social Anxiety in Adolescents

Kainat Khalid¹ and Shammem Akhtar²

<https://doi.org/10.62345/jads.2025.14.1.133>

Abstract

The current study aimed to examine the perceived helicopter parenting, emotion regulation, and social anxiety in adolescents. A correlation research design and a convenient sampling technique were used in the current study. For the assessment, the study employed standardized scales. perceived helicopter parenting scale for Adolescents (Kashaf & Khurshid, 2021), Emotional Regulation Questionnaire for Adolescents (ERQA) by (Yasser & Saleem, 2015), and social anxiety scale for adolescents by (Riaz & Zakia, 2013) were used. The data were analysed using the Statistical Package for Social Sciences (SPSS). Correlation analysis was applied to find the relationship between perceived helicopter parenting, emotional regulation, and social anxiety in adolescence. Results indicate that an increase in helicopter parenting leads to more social anxiety while causing a reduction in emotional regulation. Adolescents who perceive parents overcontrolling might be more prone to distractions as a coping mechanism. This could be related to emotional numbing and avoidance. The results show that perceived helicopter parenting is positively linked to social anxiety and negatively linked to emotional regulation, suggesting that a controlling environment increases anxiety and emotional difficulties in adolescents. Both helicopter parenting and emotional regulation significantly predict social anxiety. The findings of the study proposed that to reduce helicopter parenting behaviours, parenting interventions may be effective in reducing social anxiety and improving emotional regulation in adolescents.

Keywords: Perceived Helicopter Parenting, Emotional Regulation, Social Anxiety, Emotional Regulation, Questionnaire, Adolescents.

Introduction

The developmental stage of adolescence is marked by notable changes in physical, cognitive, and psychological domains (Steinberg, 2021). Developments in emotional regulations and the capacity to regulate social interactions and relationships are especially important during this period. Parenting and parenting style have a major impact on a person's rearing and future performance. Parenting style is defined as a system of beliefs and practices employed to convey parental control to children across different contexts and situations (Michalos, 2014). Every parenting style impacts how a child grows and develops. The phrase "parenting" is a derivative of the Latin verb "pareve" which translates as "to bring forth, grow, or teach". Parenting refers to the deliberate attempt to assist children in their survival, development, and learning.

¹MPhil Scholar, Institute of Clinical Psychology, University of Management and Technology, Sialkot, Pakistan. Email: khalidkainat328@gmail.com

²Assistant Professor, Institute of Clinical Psychology, University of Management and Technology, Sialkot, Pakistan. Corresponding Author Email: shammem.akhtar@skt.umd.edu.pk



Parents use different strategies to raise their children, which have a lasting impact on their development. Parental involvement starts during pregnancy and continues throughout life. The primary objective of parenting is to assist children in becoming happy, responsible, and well-adjusted adults. Authoritarian, permissive, uninvolved, authoritative, and helicopter parenting are the primary categories of parenting approaches. These styles are categorized based on two factors: Responsiveness (parental warmth) and demand (parental control). Parental control involves setting appropriate boundaries for children, while parental warmth refers to attentiveness and support rather than neglect or rejection (Lyons, 2020).

The authoritative parenting style balances control, warmth, and independence. It is flexible, enforces discipline when needed, and allows children to develop independence while acting responsibly. Parents who use this approach set clear rules and high expectations but also explain their reasoning. They guide their children with fair discipline, monitor their behaviour, and share their own experiences to help them make thoughtful decisions (Baumrind, 2013). Authoritarian Style involves strict rules and a punishing attitude. Authoritarian parents give their children restricted and harsh commands to encourage them to follow the rules. They focus on strict discipline and rigid values, prioritizing control over fostering independence. These parents are less caring, keeping high standards with little flexibility. However, this parenting style might result in increased aggression, as well as shyness, social incompetence, and difficulties making independent decisions. Such parenting styles leave youngsters feeling dissatisfied and worried and have low self-esteem, as well as rebellious attitudes and dependent tendencies (Baumrind, 2013).

Permissive parenting is distinguished by little control along with intense warmth. Parents with this approach often allow children to make their own decisions, even if they are not capable of doing so. While permissive parents are caring and nurturing, they do not set firm boundaries, even when children's security is at risk. These parents are kind and passive but have few expectations and allow their children to act as they wish. Children of permissive parents are more likely to acquire bad eating habits, particularly with snacks, increasing their risk of obesity and other health issues later in life (Lopez et al., 2018).

Uninvolved parenting style (also referred to as neglectful parenting) is a parenting style marked by neglecting a child's needs and is characterized by a lack of attention and care. Parents who use this style provide little emotional support, guidance, or supervision. Uninvolved parents are often unresponsive and distant, showing little care or interaction with their children. These parents are disengaged and do not set expectations for their children. As a result, children may become disobedient, struggle with self-control, have difficulty handling frustration, and find it hard to plan (Smetana, 2017).

One parenting technique that has acknowledged a lot of concentration in recent years is "helicopter parenting," which refers to parents who are, over-involved overly controlling, and intrusive in their children's lives (Padilla & Nelson, 2012). The phrase "helicopter parenting" was first employed in 1990 to indicate how parents may figuratively hover over their kids like helicopters, prepared to swoop in and save them from setbacks and horrible experiences (Cline & Fay, 2020).

Hirsch and Goldberger say that "helicopter parenting is a process of unique parents who never let their children make errors and get stuck in the cave of stress." This kind of parenting involves behaviours where parents are always fostering their children, giving them help and not much room, which can prevent problem-solving and decision-making skills from developing (Hirsch & Goldberger, 2010). Dr. Haim Ginott first mentioned helicopter parenting in his book "Parents and Teenagers." He described that parents hover like helicopters around their children, observing everything they do. This style of parenting is a type of "over-parenting where parents use too

involved and developmentally inappropriate strategies with their children" (Ganaprakasam et al., 2018). These parents are very much involved in their children's decision-making, problem-solving endeavours, and daily lives, often getting engaged unnecessarily or excessively (Segrin et al., 2013).

Such parenting styles have been associated with an increased risk of internalizing disorders among both young and middle children. Among young adults, helicopter parenting has been identified with greater levels of neuroticism, lower openness to experience, more dependence, and reduced psychological well-being (LeMoyne & Buchanan, 2011).

Helicopter Parenting and Emotional Regulation

Helicopter parents tend to have positive intentions. Thus, they have a parenting orientation that is generally (but not necessarily) high in warmth and support, but also consistently high in control and low in allowing autonomy (Nelson & Nielson, 2015). Emotional Regulation is "the process by which people influence which emotions they have, when they have them, and how they experience and express these emotions" (Gross, 1998). Such Emotional Regulation skills are learned in childhood in interactions with parents and other important others and prove crucial in adolescence during shifting into a more autonomous way of living (Craco et al., 2017).

The aspiration for helicopter parents is to have a life of no struggle and suffering for their kids. Helicopter parents aim for this flawless and suffering-free life, which is counterproductive as it deprives children of feeling competent and autonomous (Cline & Fay, 2020). An over-controlling parenting style that discourages autonomy (i.e., high-on helicopter parenting behaviours) may preclude children from experiencing and effectively managing adversity, thus depriving the child of experiences that promote healthy emotion-processing tendencies. It has been suggested that parental over-involvement is motivated by a need to avoid child distress (Creswell & Brewin, 2008) but that it serves to interfere with the development of coping skills, making children feel anxious, less competent, and more susceptible to stress (Hofer & Moore, 2010).

Helicopter Parenting and Social Anxiety

Social anxiety is the extreme and chronic fear and avoidance of social situations and excessive concern about being rejected, criticized, or embarrassed (Kashdan & Herbert, 2001). Social anxiety is a disabling condition that afflicts a vast majority of adolescents (Kessler et al., 2015). It can have considerable consequences for an individual's social functioning, academic performance, and overall quality of life (Stein & Kean, 2000). Social anxiety tends to arise in adolescence characterized by increased self-consciousness, peer pressure, and social scrutiny (Rapee & Spence, 2004). Specifically, a parenting environment with low warmth, rejection, insecure attachment, and control and overprotection are viewed as possible factors that heighten adolescents' risk for the onset of social anxiety symptoms (Wong & Rapee, 2015). Overprotection by either the mother or the father entails the offering of an inordinate amount of protection, given the child's level of development. Over adolescence, children's growing desire for independence and self-management can feel threatening to the parent-child relationship in some parents (Brenning et al., 2017). As a result, they might struggle to adjust to this new reality, risking overly shielding their teen children, without regard to their children's developmental needs (Zimmermann et al., 2022).

This study indicates that an increase in helicopter parenting leads to more social anxiety while causing a reduction in emotional regulation. Adolescents who perceive parents over-controlling might be more prone to distractions as a coping mechanism. This could be related to emotional

numbing and avoidance. Perceived helicopter parenting is positively linked to social anxiety and negatively linked to emotional regulation, suggesting that a controlling environment increases anxiety and emotional difficulties in adolescents.

This study aims to fill that gap by exploring how helicopter parenting and emotional regulations affect social anxiety in Pakistani teenagers. The findings will be valuable for parents, teachers, and mental health professionals in developing strategies to support teenagers' emotional well-being. Additionally, this study will provide a culturally relevant perspective on helicopter parenting, adding important insights to research on adolescent mental health in Pakistan.

Theoretical Framework

Self-Determination Theory (SDT)

Self-determination theory, proposed by Deci and Ryan (1985), posits that individuals possess basic psychological needs: autonomy, competence, and relatedness. Optimal development occurs when these needs are satisfied. Helicopter parenting, characterized by excessive involvement and control, impairs autonomy and undermines competence by limiting opportunities for independent decision-making (Segrin et al., 2013). Adolescents exposed to such parenting often develop low self-efficacy and dependence, which can manifest as increased vulnerability to social anxiety.

Attachment Theory

Bowlby's (1969) Attachment Theory explains how early caregiver interactions form internal working models that shape emotional and behavioural responses. Helicopter parenting may lead to the development of anxious or insecure attachment patterns, as the child perceives the world as unsafe and themselves as incapable without parental intervention (Hirsch & Goldberger, 2010). Such children may have difficulty regulating emotions independently, leading to heightened emotional dysregulation and increased susceptibility to social fears.

Cognitive-behavioural theory (CBT)

Beck's (1967) Cognitive-Behavioural Theory emphasizes how maladaptive thought patterns contribute to emotional distress and behavioural issues. Helicopter parenting may reinforce cognitive distortions such as "I must not fail" or "I can't do this alone," fostering avoidance behaviours and social apprehension. Adolescents who lack emotional regulation skills are less equipped to challenge these thoughts, further intensifying social anxiety symptoms.

Hypothesis

1. There will be a significant positive relationship between perceived helicopter parenting and social anxiety in adolescence.
2. There will be a significant negative relationship between restricted social activities, dominance/control, internalizing, and active resolution in adolescence.
3. There is a significant negative relationship between internalizing, active resolution, and social anxiety in adolescence.
4. Perceived helicopter parenting would significantly predict social anxiety in adolescence.
5. Emotional regulation would significantly predict social anxiety in adolescence.

Research Methodology

Research Design

The investigation was carried out using a cross-sectional correlational research design.

Sample and Sampling Technique

This study's sample size was 300 school and college students, with 152 boys and 148 girls distributed equally. Participants were chosen through convenience sampling technique from both government and private schools and colleges in Sialkot.

Instruments

Demographic Performa

Demographic form was designed to acknowledge the different characteristics of participant. The demographics include Age, Gender, Education, Religion, Family system, mother and father education, Birth order, and Number of siblings.

Perceived Helicopter Parenting Scale for Adolescents (Kashaf & Khurshid, 2021)

Perceived Helicopter Parenting Scale for Adolescents developed by Kashaf & Khurshid in 2021. It consists of 20 items and two factors. Factor 1 F1: restricting social activities consist of 10 items and Factor 2 F2: Dominance and Control consist of 10 items. It is four-point Likert scale ranging from 1 to 4. A "perceived helicopter parenting scale" assesses how an individual perceives their parents as being overly involved and controlling in their life, essentially measuring the level of "helicopter parenting" they experience, often focusing on aspects like decision-making, problem-solving, and constant monitoring of their child's activities. The scale Factor 1 F1: restricting social activities has demonstrated good reliability, with a Cronbach's Alpha of 0.89, ensuring its consistency and effectiveness and factor 2 F2: dominance and control has demonstrated good reliability, with a Cronbach's Alpha of 0.90 ensuring its consistency and effectiveness.

Emotional Regulation Questionnaire for Adolescents (ERQA; Yasser & Saleem, 2015)

Emotional Regulation Questionnaire for Adolescents (ERQA) developed by Yasser and Saleem in 2015. It consist 60 Items and 3 factors. The factors of scales are F1 internalizing, F2 active resolution, and F3 Distraction. It is four-point Likert scale ranging from 0 to 3. An emotional regulation scale for adolescents assesses an individual capability to manage and control their emotions. The scale factor 1 are F1 internalizing has demonstrated good reliability, with a Cronbach's Alpha of 0.82, ensuring its consistency and effectiveness and Factor 2 F2: active resolution, has demonstrated good reliability, with a Cronbach's Alpha of 0.84 and F3 distraction has demonstrated good reliability, with a Cronbach's Alpha of 0.88, ensuring its consistency and effectiveness.

Social anxiety scale for adolescents (Riaz et al., 2013)

Social anxiety scale for adolescents developed by Riaz and Bano in 2013. It is translated Pakistani version scale social anxiety scale for adolescents (SAS-A; LaGreca, 1999). The SAS-A (La Greca, 1998) is a self-report scale consisting of 18 items and each item is answered on a five-point Likert rating scale that is from 5 "all the time" to 1 "not at the time. The higher score signify high social anxiety in adolescence. The scale Social anxiety scale has demonstrated good reliability, with a Cronbach's Alpha of 0.80 ensuring its consistency and effectiveness.

Procedure

After permission and approval from concerned authorities the data collection began. The purpose of the study was explained to the participants, and the first page of the questionnaire included a brief introduction. They were assured that their responses would remain completely confidential

and used only for research. Informed consent was obtained before they proceeded. The sample consisted of N=300 research participants in which 150 were male and 150 were females chosen through convenient random sampling from the Sialkot city. For the assessment the study employed standardized scales. Perceived Helicopter Parenting Scale for Adolescents scale by (Kashaf & Khurshid, 2021). Emotional Regulation Questionnaire for Adolescents (ERQA) by (Yasser & Saleem, 2015) and social anxiety scale for adolescents by (Riaz & Zakia, 2013). Statistical Package for Social Sciences Version SPSS (SPSS-26) was used for data analysis and data interpretation. Correlation analysis was conducted to find relationship between perceived helicopter parenting, emotional regulation and social anxiety among adolescence. After collecting the data, each participant's responses were analyzed separately using social science statistical methods.

Ethical Considerations

The research began once the head of the ethical board gave his assent to research topic. The department of clinical psychology provides a permission letter for data collection. All respondent were informed about their rights. All research was conduct ethically and all respondent were given a consent form. The participants were debriefed about the purpose of research their role in research and the research process. Participants were assured about their confidentiality right that their privacy and their information only used for research purpose. The participants will be assured that their confidentiality and private information would not be revealed. The participants were given the right to withdraw from participation and terminate at any time they wish.

Results & Discussion

Table 1: Frequency and percentage of demographic variables in adolescence (N= 300)

Demographic Variables	<i>F</i>	%
Gender		
Male	152	49.3
Female	148	50.7
Age		
10-14	157	52.3
15-19	143	47.7
Grade		
6-10	126	42.0
11-14	174	58.0
Residential status		
Urban	184	61.3
Rural	116	38.7
Family system		
Joint	109	36.3
Nuclear	191	63.7
Birth order		
1st born	111	37.0
2nd born	108	36.0
3rd born	81	27.0

Note: *f*= frequency, % = percentage

As described in Table 1, frequencies and percentages of demographics were analyzed. Results shows that 49.3% respondents were male and 50.7% female adolescents participated in the study among most of them with age range 10-14 (52.3%) and age range 15-19 (47.7%). 61.3% participants belong to urban area and 38.7 % belongs to rural area. According to above table 37.0% were 1st born, 36.0% were 2nd born, 27.0% were 3rd born. 36.3% participants have joint family system and 63.7% participants have nuclear family system. 42.0 % adolescent were studying in 6-10 grades and 58.0% studying in 11-14 grades.

Table 2: Alpha Reliability of perceived helicopter parenting, emotional regulation and social anxiety scale (N=300)

Scales	M	SD	Range	Cronbach's α
Social activities	23.32	6.00	11-44	.86
Dominance/control	21.58	5.26	10-40	.90
Internalizing	37.83	12.68	0-60	.82
Active resolution	30.22	8.87	0-48	.84
Distraction	26.80	3.81	0-42	.88
Social anxiety	36.62	5.74	0-72	.80

Results indicated that all scales show good reliability values ranges from .80 to .90.

Table 3: Relationship between perceived helicopter parenting, emotional regulation and social anxiety in adolescence (N=300)

Variable	M	SD	1	2	3	4	5	6
PHP-SA	23.32	6.00	-	.833**	-.447**	-.554**	.549**	.771**
PHP-DC	21.58	5.26	-	-	-.471**	-.452**	.514**	.716**
ER-I	37.83	12.68	-	-	-	.809**	-.161**	-.433**
ER-AR	30.22	8.87	-	-	-	-	-1.32*	-.433**
ER-D	26.80	3.81	-	-	-	-	-	.740**
SA	36.62	5.74	-	-	-	-	-	-

Note: PHP-SA stands for Perceived helicopter parenting 1st factor (social activities), PHP-DC stands for Perceived helicopter parenting 2nd factor (dominance and control), ER-I stands for emotional regulation 1st factor (internalizing), ER-AR stands for emotional regulation 2nd factor (active resolution), ER-D stands for emotional regulation 3rd factor (distractions), SA stands for social anxiety.

Correlation analysis was conducted to find relationship between perceived helicopter parenting, emotional regulation and social anxiety among adolescence. Results indicates that social activities factor was positively correlated with dominance ($r = .833$, $p < 0.01$), distraction ($r = .549$, $p < 0.01$) and social anxiety ($r = .771$, $p < 0.01$), however negatively correlated with internalizing ($r = -.447$, $p < 0.01$) and active resolution ($r = -.554$, $p < 0.01$). Dominance and control factor was positively correlated with distractions ($r = .514$, $p < 0.01$) and social anxiety ($r = .716$, $p < 0.05$), while negatively correlated with internalizing ($r = -.471$, $p < 0.01$) and active resolution ($r = -.451$, $p < 0.05$). Internalizing factor has significant positive relationship with active resolution ($r = .809$, $p < 0.01$) and significant negative relationship with distractions ($r = -.162$, $p < 0.01$) and social anxiety ($r = -.433$, $p < 0.01$). Active resolution factor has significant negative relationship between

distractions ($r = -1.32$, $p < 0.05$) and social anxiety ($-.433$). Distractions factor has significant positive relationship with social anxiety ($r = .740$, $p < 0.01$).

Results indicates that increase in helicopter parenting leads towards more social anxiety while cause reduction in emotional regulation. Adolescents who perceive parent's over controlling might be more prone to distractions as a coping mechanism. This could be related to emotional numbing and avoidance.

Table 4: Regression analysis in perceived helicopter parenting, emotional regulation and social anxiety in adolescence (N=300).

Variable	<i>B</i>	95%CL		SE	<i>B</i>	<i>t</i>	<i>p</i>	<i>R</i> ²	<i>Adj. R</i> ²
		LL	UL						
Social activities	.35	.22	.45	.05	.33	5.84	.00	.59	.59
Dominance/control	.11	.00	.24	.06	.12	2.04	.04	.51	.51
Internalizing	-.13	-.10	-.01	.02	-.06	-2.55	.01	.18	.18
Active resolution	-.01	-.08	.05	.03	-.01	-.34	.73	.18	.18
Distraction	.46	.59	.80	.05	.69	13.06	.00	.54	.54

Regression analysis was used to find effect of perceived helicopter parenting and emotional regulation on social anxiety. Results indicates that social activities ($\beta = .35$, $p < 0.01$), dominance ($\beta = .11$, $p < 0.01$), internalizing ($\beta = -.13$, $p < 0.01$), and distractions ($\beta = .46$, $p < 0.01$) significantly affect social anxiety ($R^2 = .76$, $F(5, 294) = 187.96$, $p < 0.01$) among adolescent however active resolution ($\beta = -.01$, $p > 0.73$) did not have significant impact on social anxiety.

Discussion

The current study aimed to investigate the association between perceived helicopter parenting, emotional regulation, and social anxiety in adolescents. Adolescence is a vital developmental period with major physical, emotional, and social changes. During this phase, adolescence begin to assert their independence, explore their identities and form relationships outside of their family, however excessive parental involvement can have a profound impact on adolescent emotional regulation and social anxiety which we will demonstrate via our research findings.

The main hypothesis of the current research state that perceived helicopter parenting will be positively correlated with social anxiety and negativity correlated with emotional regulation while emotional regulation will be negatively correlated with social anxiety (Razzaq & Akhtar, 2025). This hypothesis is grounded in existing literature which suggests that overly involved parenting can have a detrimental effect on adolescent's emotional and social development (Brenning et al., 2017). Similarly retrospective research has shown that adolescents with social anxiety tend to perceive their parents overly involved, controlling and critical, while being low on emotional warmth (Knappe et al., 2012).

Researchers have consistently highlighted potential consequences of helicopter parenting on young adult's mental health, particularly with regards to social anxiety. The over protectiveness and intrusion of helicopter parents can undermine young adults' autonomy, leading to feeling suffocation and lack of control over their lives (Kwon & Bingham, 2016). When interpersonal boundaries are clearly defined, children develop a sense of autonomy, individuality, and self-identity while when boundaries are blurred; children may resist establishing a sense of self, leading to difficulties in behavioral, cognitive and emotional development (Schiffrin et al., 2014).

These findings imply that certain parental behaviours, such as excessive control and criticism, can contribute to the development and persistence of social anxiety in adolescents. Helicopter parenting leading to an anxious-preoccupied attachment style characterized by excessive dependence on parents which is a major concern in Pakistan. Individuals learn behaviours and attitudes by observing and imitating others (Bandura, 1977). Helicopter parenting can model overprotective and controlling behaviors, which children may adopt, add their own. However human development is influenced by multiple levels of environmental factors including family, culture, society (Bronfenbrenner, 1979). Helicopter parenting can be seen as a response to societal pressure and culture expectations.

Conclusion

In conclusion, the study emphasises the complex dynamics between helicopter parenting, emotional regulation, and social anxiety in adolescence. Although helicopter parenting may arise from a desire to shield children from harm, its excessive control can impede the development of emotional autonomy, thereby heightening the risk of social anxiety. Conversely, adolescents who possess strong emotional regulation skills are more resilient in the face of social challenges.

Based on these findings, it is recommended that parents be guided toward adopting balanced parenting strategies that support autonomy while maintaining appropriate involvement. Additionally, schools and mental health professionals should implement programs that foster emotional regulation skills in adolescents through mindfulness training, cognitive-behavioural techniques, and social skills development. Such dual-focused interventions supporting both healthy parenting practices and adolescent emotional competencies could play a vital role in reducing social anxiety and promoting long-term psychological well-being.

Limitations

This study has some limitations that should be considered when interpreting the findings. First, the use of convenience sampling limits the representativeness of the sample and introduces potential selection bias, which restricts the generalizability of the results. Second, the relatively small sample size may have reduced the statistical power of the analyses, increasing the likelihood of Type II errors. Lastly, reliance solely on self-report measures may have introduced response biases; the absence of complementary methods such as interviews or behavioral observations limits the depth and accuracy of the data collected.

References

- Ahmad, R., & Bano, Z. (2013). Translation and psychometric assessment of social anxiety scale for adolescents in Pakistan. *Pakistan Journal of Psychology*, 44(1).
- Bandura, A. (1977). *Social learning theory*. Prentice Hall.
- Baumrind, D. (2013). *Authoritative parenting: Synthesizing nurturance and discipline for optimal child development*. American Psychological Association.
- Beck, A. T. (1967). *Depression: Clinical, experimental, and theoretical aspects*. University of Pennsylvania Press.
- Bowlby, J. (1969). *Attachment and loss: Vol. 1. Attachment*. Basic Books.
- Brenning, K., Soenens, B., Braet, C., & Bal, S. (2017). The role of parenting in adolescents' self-compassion and self-criticism: A longitudinal study. *Journal of Adolescence*, 57, 108–118. <https://doi.org/10.1016/j.adolescence.2017.04.003>

- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- Cline, F., & Fay, J. (2020). *Parenting with love and logic: Teaching children responsibility* (Updated and expanded ed.). NavPress.
- Cracco, E., Van Durme, K., Fikkers, K. M., & Braet, C. (2017). Parent-related constructs and emotion regulation in adolescence: A systematic review. *Child Development Perspectives*, 11(4), 354–359. <https://doi.org/10.1111/cdep.12244>
- Creswell, C., & Brewin, C. R. (2008). The impact of intrusive memories and appraisals on the development of posttraumatic stress disorder symptoms: An experimental study. *Behaviour Research and Therapy*, 46(9), 1070–1076. <https://doi.org/10.1016/j.brat.2008.05.007>
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Plenum Press, New York, NY (1985), [10.1007/978-1-4899-2271-7](https://doi.org/10.1007/978-1-4899-2271-7)
- Ganaprakasam, S., Subramaniam, G., & Sam, K. M. (2018). Helicopter parenting and its psychological impact on college students. *International Journal of Research in Social Sciences*, 8(9), 65–74.
- Gross, J. J. (1998). The emerging field of emotion regulation: An integrative review. *Review of General Psychology*, 2(3), 271–299. <https://doi.org/10.1037/1089-2680.2.3.271>
- Hirsch, J., & Goldberger, A. (2010). Helicopter parenting and its consequences. *Journal of Student Affairs Research and Practice*, 47(3), 323–343. <https://doi.org/10.2202/1949-6605.6063>
- Hofer, M. A., & Moore, G. F. (2010). The contribution of parenting to the development of emotion regulation. In A. Kring & D. Sloan (Eds.), *Emotion regulation and psychopathology: A transdiagnostic approach to etiology and treatment* (pp. 45–68). Guilford Press.
- Kashaf & Khurshid, H. (2021). Perceived helicopter parenting, social comparison, social competence and emotional Behavioral Problems in Adolescents.
- Kashdan, T. B., & Herbert, J. D. (2001). Social anxiety disorder in childhood and adolescence: Current status and future directions. *Clinical Child and Family Psychology Review*, 4(1), 37–61. <https://doi.org/10.1023/A:1009576610507>
- Kessler, R. C., Petukhova, M., Sampson, N. A., Zaslavsky, A. M., & Wittchen, H.-U. (2015). Twelve-month and lifetime prevalence and lifetime morbid risk of anxiety and mood disorders in the United States. *International Journal of Methods in Psychiatric Research*, 21(3), 169–184. <https://doi.org/10.1002/mpr.1359>
- Knappe, S., Lieb, R., Beesdo-Baum, K., Fehm, L., & Wittchen, H.-U. (2012). Parenting and social anxiety: Empirical findings and a meta-analysis on parental overcontrol as a risk factor. *European Child & Adolescent Psychiatry*, 21(9), 519–528. <https://doi.org/10.1007/s00787-012-0280-2>
- Kwon, K.-A., & Bingham, G. E. (2016). Helicopter parenting in emerging adulthood: Support or barrier for psychological adjustment? *Journal of Child and Family Studies*, 25(1), 136–148. <https://doi.org/10.1007/s10826-015-0194-2>
- LeMoyne, T., & Buchanan, T. (2011). Does "hovering" matter? Helicopter parenting and its effect on well-being. *Sociological Spectrum*, 31(4), 399–418. <https://doi.org/10.1080/02732173.2011.574037>
- Lopez, N. V., Schembre, S., Belcher, B. R., O'Connor, S., Maher, J. P., Arbel, R., & Dunton, G. F. (2018). Parenting styles, food-related parenting practices, and children's healthy eating:

- A mediation analysis to examine relationships between parenting and child dietary outcomes. *Appetite*, 128, 205–213. <https://doi.org/10.1016/j.appet.2018.06.021>
- Lyons, L. K. (2020). *Parenting styles*. Nova Science Publishers.
 - Michalos, A. C. (Ed.). (2014). *Encyclopedia of quality of life and well-being research*. Springer.
 - Nelson, L. J., & Nielson, M. G. (2015). Parenting and emerging adult academic and emotional adjustment: Does parental control matter? *Journal of Adult Development*, 22(1), 1–13. <https://doi.org/10.1007/s10804-014-9194-9>
 - Padilla-Walker, L. M., & Nelson, L. J. (2012). Black hawk down? Establishing helicopter parenting as a distinct construct from other forms of parental control during emerging adulthood. *Journal of Adolescence*, 35(5), 1177–1190. <https://doi.org/10.1016/j.adolescence.2012.03.007>
 - Rapee, R. M., & Spence, S. H. (2004). The etiology of social phobia: Empirical evidence and an initial model. *Clinical Psychology Review*, 24(7), 737–767. <https://doi.org/10.1016/j.cpr.2004.06.004>
 - Razzaq, S. M., & Akhtar, S. (2025). Role of perceived parenting style, prosocial behaviour and happiness in university students. *ACADEMIA International Journal for Social Sciences*, 4(1), 761–767. <https://doi.org/10.63056/ACAD.004.01.0129>
 - Riaz, M. N., & Zakia, B. (2013). *Development of social anxiety scale for adolescents (SASA)*. Unpublished manuscript, National Institute of Psychology, Quaid-i-Azam University, Islamabad, Pakistan.
 - Schiffrin, H. H., Liss, M., Miles-McLean, H., Geary, K. A., Erchull, M. J., & Tashner, T. (2014). Helping or hovering? The effects of helicopter parenting on college students' well-being. *Journal of Child and Family Studies*, 23(3), 548–557. <https://doi.org/10.1007/s10826-013-9716-3>
 - Segrin, C., Wosidlo, A., Givertz, M., Bauer, A., & Murphy, M. T. (2013). The association between overparenting, parent-child communication, and entitlement and adaptive traits in adult children. *Family Relations*, 61(2), 237–252. <https://doi.org/10.1111/j.1741-3729.2012.00793.x>
 - Smetana, J. G. (2017). *Parenting beliefs, behaviors, and parent-child relations: A cross-cultural perspective*. Routledge. <https://doi.org/10.4324/9781315640594>
 - Stein, M. B., & Kean, Y. M. (2000). Disability and quality of life in social phobia: Epidemiologic findings. *American Journal of Psychiatry*, 157(10), 1606–1613. <https://doi.org/10.1176/appi.ajp.157.10.1606>
 - Steinberg, L. (2021). *Adolescence* (12th ed.). McGraw-Hill Education.
 - Wong, Q. J. J., & Rapee, R. M. (2015). The influence of parenting on anxiety in children and adolescents. *Clinical Child and Family Psychology Review*, 18(1), 55–87. <https://doi.org/10.1007/s10567-015-0186-1>
 - Yasser, T., & Saleem, S. (2015). *Emotion Regulation Strategies and Mental Health problems In Adolescence*.
 - Zimmermann, P., Iwanski, A., Labek, K., & Maier, M. (2022). Overprotection and social anxiety in adolescence: The moderating role of self-efficacy and peer support. *Journal of Adolescence*, 94, 80–89. <https://doi.org/10.1016/j.adolescence.2021.09.010>