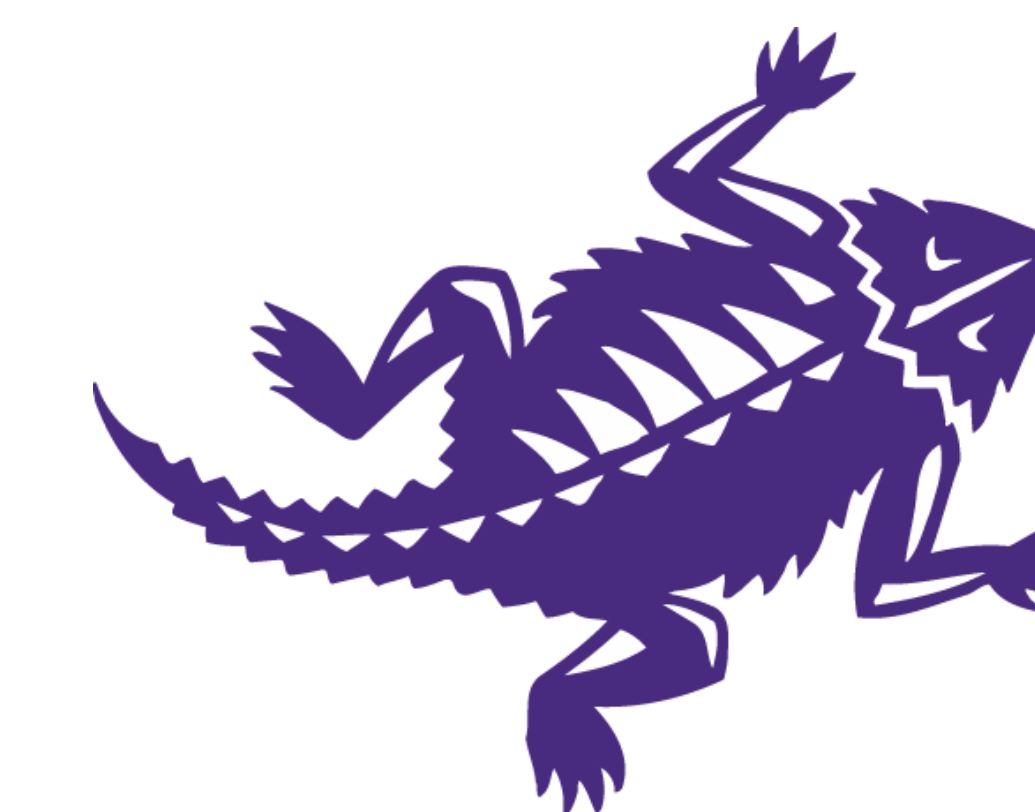


College-Related Well-Being in Emerging Adults: The Role of Helicopter Parenting and Entitlement

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Introduction

- Helicopter parenting is defined as the excessive monitoring of adult children by their caregivers (Schiffrin et al., 2014).
- During emerging adulthood, the dynamics of the parent-child relationship change such that parents need to support their child's independence and autonomy (Padilla-Walker & Son, 2019).
- Having a helicopter parent is associated with greater mental health problems (Schiffrin et al., 2014), as well as higher levels of entitlement reported by emerging adults (Segrin et al., 2012).
- College-related experiences are important for students' mental health (Schiffrin et al., 2014) and may be negatively impacted by helicopter parenting (Hesse et al., 2017).
- There is a lack of research focusing on how helicopter parenting impacts well-being that is specifically related to students' college experience.
- The current study sought to examine associations between helicopter parenting and emerging adult's college-related well-being and engagement.
- A second aim was to determine the extent to which psychological and academic entitlement, (i.e., the belief that academic success is deserved and the avoidance of personal responsibility), mediated these associations.

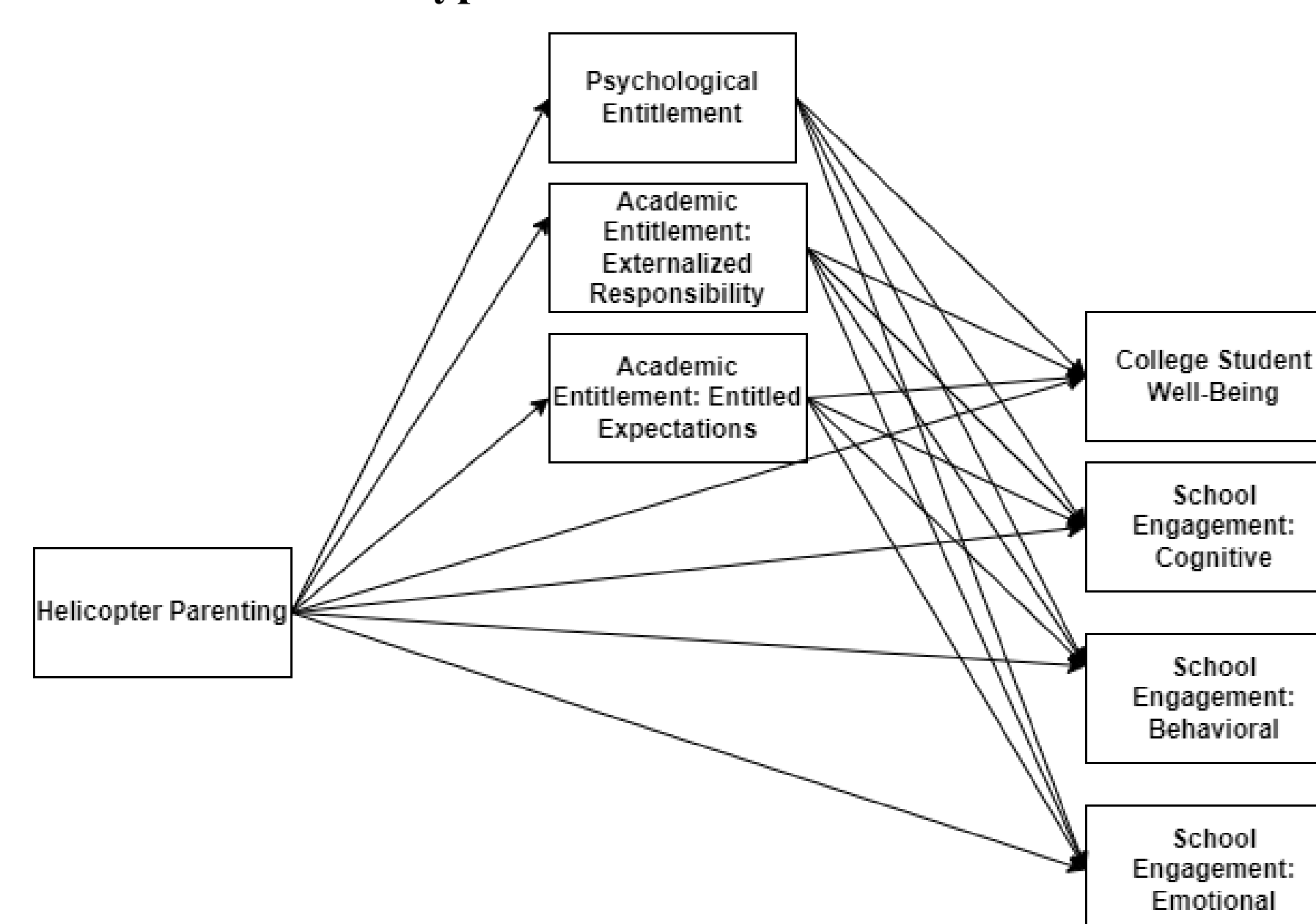
Method

- Undergraduate students (Study 1: $n = 657$; Study 2: $n = 637$) from two private universities in Texas participated.
- All participants were between the ages of 18 and 25.
- The majority of participants were White, non-Hispanic (Study 1: $n = 475$; Study 2: $n = 495$) and came from a household with an average income greater than \$100,000 (Study 1: $n = 392$ of 516 who provided a response; Study 2: $n = 368$ of 479 who provided a response).
- Participants completed an online survey (Study 1: Spring 2019; Study 2: Fall 2021) containing measures evaluating the participants' perception of helicopter parenting behaviors (Schiffrin et al., 2014), academic entitlement (Chowning & Campbell, 2009), psychological entitlement (Campbell et al., 2004), and college related well-being (Renshaw & Bolognino, 2016).
- Separate structural equation models were analyzed for Study 1 and Study 2 using MPlus
 - Covariates entered as necessary (age, gender, ethnicity, race, Greek life involvement, contact with parents, parent income, GPA, who they lived with). Covariates removed if non-significant.
 - Indirect effects and confidence intervals (1000 bootstraps) calculated.

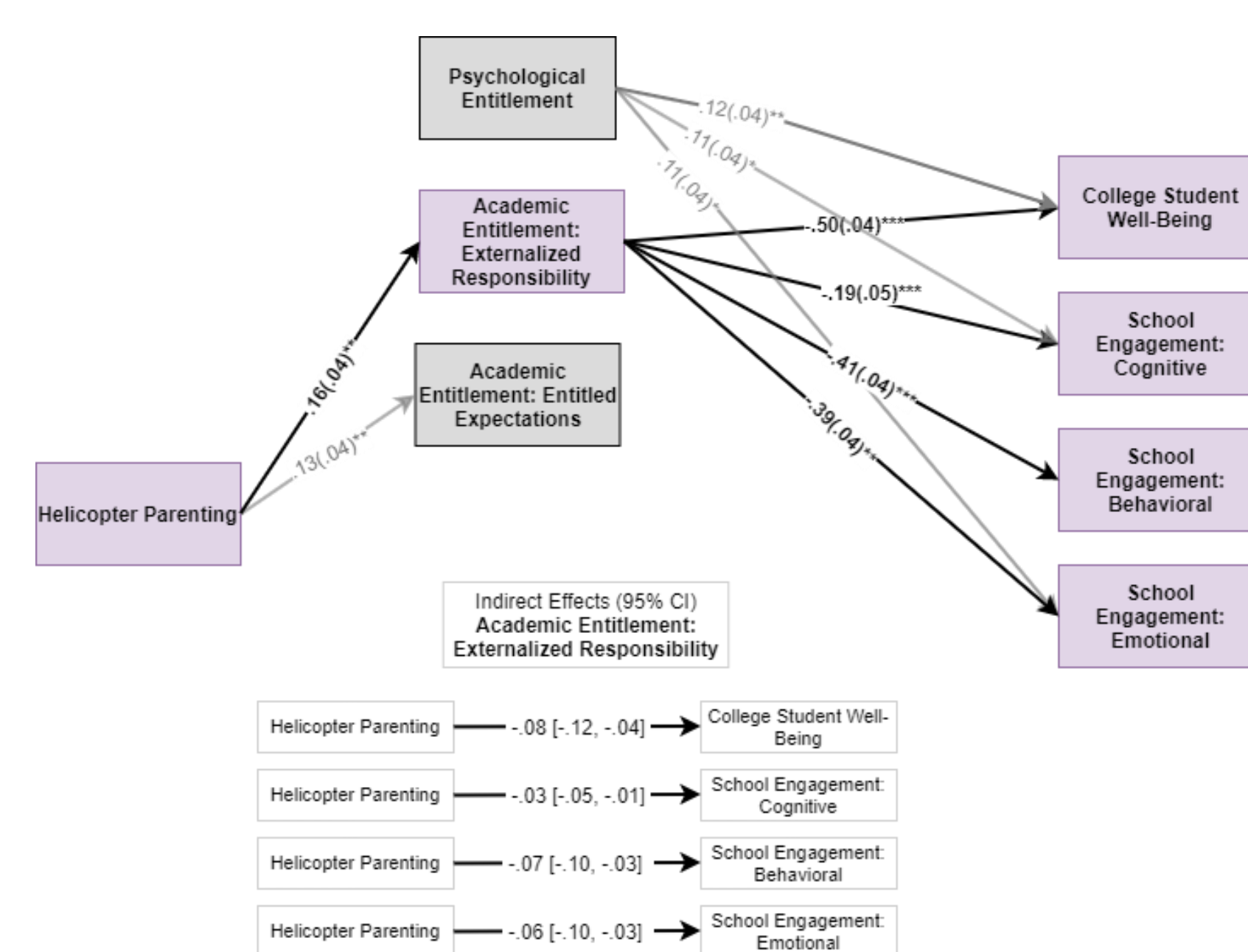
Results

- Multiple mediation was used to investigate the extent to which academic entitlement – externalized responsibilities and entitled expectations -- and psychological entitlement mediated the association between helicopter parenting and college-related outcomes (well-being and school engagement).

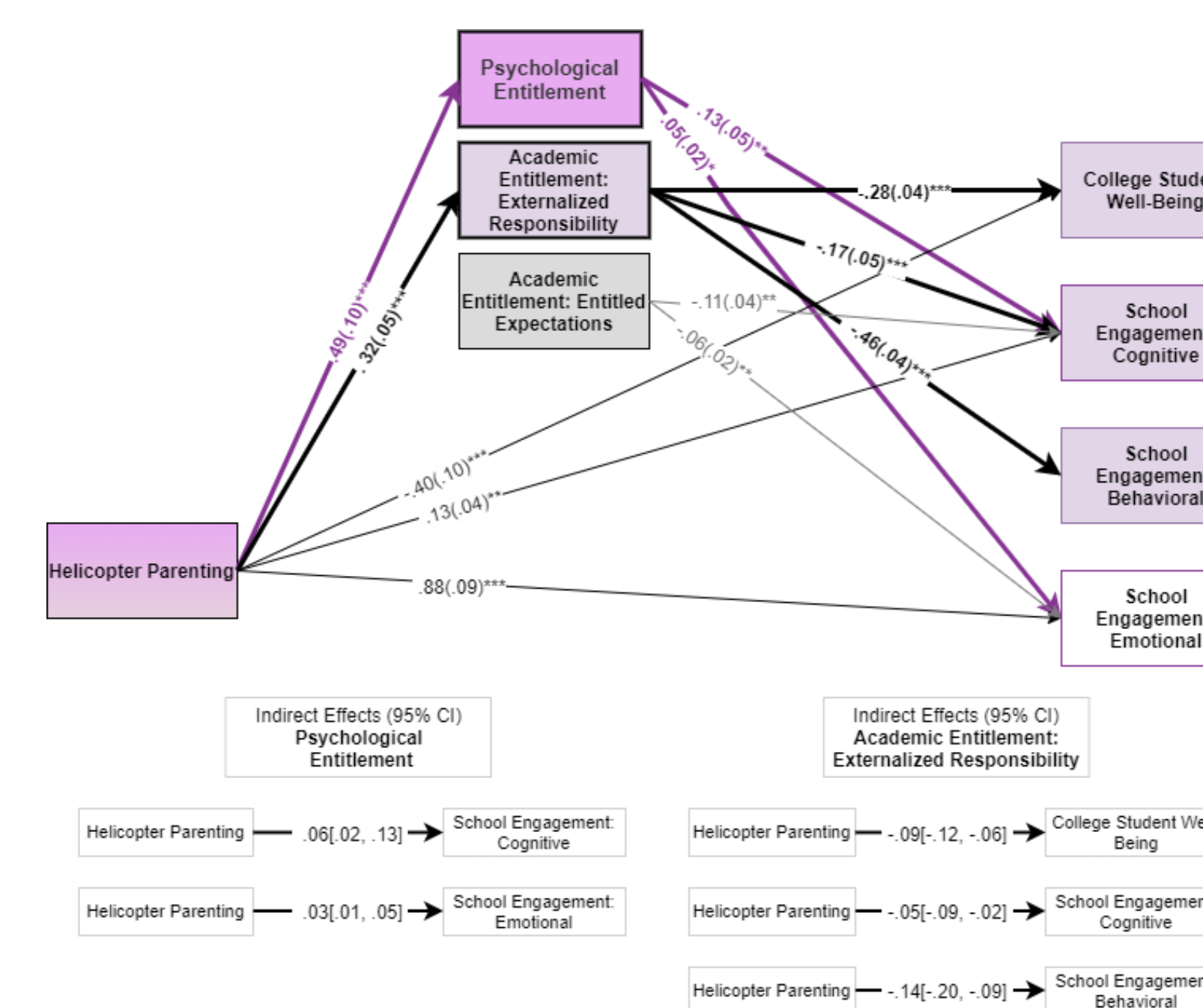
Hypothesized Full Model



Study 1 Results



Study 2 Results



- Across both studies, academic entitlement – externalized responsibilities – emerged as a significant mediator of the associations between helicopter parenting and college-related outcomes.
- In Study 2, psychological entitlement mediated associations between helicopter parenting and cognitive and emotional school engagement.

Discussion

- Across the two studies, helicopter parenting was associated with higher levels of each form of entitlement.
- In both studies, academic entitlement served as a mediator of the association between helicopter parenting and college-related outcomes.
- Students with higher levels of externalized responsibility generally avoid taking personal responsibility for their academic difficulties, instead blaming failures on others (e.g., their college professors).
- It is possible that these students were accustomed to having their parents manage academic tasks, particularly when they were living at home. However, now that they are living away from home and attending college, they feel entitled to expect similar treatment from their professors.
- These findings are important for college administrators and others working with college students to identify students who may be particularly vulnerable for struggling during the transition to college.

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