

A STUDY ON THE INFLUENCE OF PERCEIVED HELICOPTER PARENTING AND THE ACADEMIC PRESSURE ON REVIEW INPUT: A CASE STUDY OF SECONDARY SCHOOL STUDENTS IN YUEXIU DISTRICT, GUANGZHOU

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Abstract: Innovation is the soul of a nation's progress and the inexhaustible driving force behind a country's prosperity. Amid fierce international competition, it is only through continuous efforts to innovate that we can make breakthroughs. Compulsory education has always played an important role in China's economic development, and compulsory education has always been regarded as an important driver of China's economic development.

With the changing times and the increasing demands on talent, vigorously strengthening research on innovative teaching and training of innovative talents has become a focus of attention in the international community and academia. In the era of the information economy and innovation economy, innovative talents have gradually become an important infrastructure and key factor in the competitiveness of national and regional economic and social development. In today's knowledge-based economy, education plays an increasingly important role in promoting social development. Compulsory education is the main pathway for students to grow and develop, and the teaching process is an interactive one in which teachers and students communicate and develop together. In the teaching process, teachers must not only deal with the relationship between imparting knowledge and developing competence but also focus on developing students' revision skills.

Many studies have shown that pressure for further education is one of the most important indicators of students' revision engagement and that the stronger the pressure, the more students will show their revision engagement, but which aspects of Perceived Helicopter Parenting, pressure for further education and revision engagement are more closely related? Therefore, this study focuses on secondary school students in Yuexiu District, Guangzhou, to analyze the current situation of Perceived Helicopter Parenting, stress, and revision commitment. This study aims to provide a holistic understanding of mothers' behavioral perceptions, stress, and revision commitment through a questionnaire survey, and to analyze the impact of mothers' behavioral perceptions and stress on revision commitment.

Keywords: Perceived Helicopter Parenting, Academic Pressure, Review Input

Introduction

As educational factors continue to be emphasized, different aspects of education have come to play their own unique and important roles, with formal schooling and after-school tutoring becoming the most important sources of education for contemporary students. Not only does it play a key role in influencing personal development, but it has also been found to be an important part of the socialization process of children. As contemporary education continues to develop, the concept of lifelong education is gradually being promoted and emphasized, and family education, which plays a key role in the development of lifelong education, should also play its rightful role. When parents set certain expectations for their children, plan to guide their learning goals, give their children a positive attitude, and talk to them appropriately, their children's interest in learning will increase and their academic performance will be further enhanced. The more motivated and interactive students are, and the more time they spend, the more effective their review will be. (Atkinson 1957).

Strictly speaking, the concept of parenting is referred to differently abroad, such as "raising" and "nurturing" (Brosnan, Kolubinski, & Spada, 2020). Although parental involvement in children's things plays a huge role in the development of children, in recent years, many families have achieved a more integrated way of treating their children emotionally and financially, they treat their children with more attentiveness, but when this attentiveness and pampering is excessive there is a lot of spoiling, which leads to many children not being able to stand on their own in an independent environment and not being able to take care of themselves, a This social phenomenon was unimaginable in the past, and the number of people talking about this phenomenon on the Internet is gradually increasing, and Perceived Helicopter Parenting is gradually spreading, which is not good for children's development.

There is also a correlation between excessive parental anxiety and children's perceptions of Academic Pressure. Some parents restrict children's participation in independent activities during adolescence by monitoring their behavior. As the educational system changes, Academic Pressure becomes a major pressure on children's development. The number of current studies on the relationship between Perceived Helicopter Parenting, Academic Pressure, and Review Input is not large, so studying the relationship between Perceived Helicopter Parenting, Academic Pressure, and Review Therefore, it is important to study the relationship between Perceived Helicopter Parenting, Academic Pressure and Review Input for the further growth of students.

In this paper, we investigate the effects of Perceived Helicopter Parenting and Academic Pressure on Review Input with secondary school students in Yuexiu District, Guangzhou, and analyze how Perceived Helicopter Parenting and Academic Pressure This paper explores the effects of Perceived Helicopter Parenting and Academic Pressure on Review Input, analyzes how Perceived

Helicopter Parenting and Academic Pressure affect students' Review Input, and the strength of their effects on each other, and provides some theoretical references for future research on the correlation between Perceived Helicopter Parenting, Academic Pressure and Review Input.

The importance of review engagement is evident in the literature, and a review of the literature reveals that many factors influence student Review Input, from the student's race, gender, age, and field of study to the socioeconomic status of the family, and even the location, size, and public versus private relationship of the school attended. While there are many keys to understanding the impact of Review Input, similar research on factors related to Perceived Helicopter Parenting, which has recently become prevalent, and student Academic Pressure has not been as abundant as expected. By analyzing the factors associated with Perceived Helicopter Parenting and different aspects of Academic Pressure, this study aims to analyze the strength of Perceived Helicopter Parenting and Academic Pressure on Review Input. The purpose of the analysis is to analyze the relationship between the strength of Perceived Helicopter Parenting and Academic Pressure on Review Input and to further explain the conditions of the effects of Perceived Helicopter Parenting and Academic Pressure on Review Input.

Reviewing past research on Perceived Helicopter Parenting, it is likely that Perceived Helicopter Parenting questionnaires are filled out with social expectations that obscure their perceived Helicopter Parenting, leading to a reservations or biased interpretations, or distorted descriptions influenced by students' self-defense, making it difficult to grasp respondents' true responses and leading to biased analysis results. When filling out the questionnaire in question, participants are afraid of being influenced by the people around them and their peers, and if they already have a negative perception of Perceived Helicopter Parenting, they may choose answers that do not match reality, thus avoiding being perceived as Perceived Helicopter Parenting. thus, protecting themselves from falling into the the negative label. Therefore, more understanding is needed about the relationship between Perceived Helicopter Parenting, Academic Pressure and Review Input. this study will combine the actual situation and related theories of secondary school students in Yuexiu District, Guangzhou, and focus on analyzing and studying Perceived Helicopter Parenting and Academic Pressure on Review Input, to find ways and strategies to improve students' review effect and reduce students' learning pressure, and to provide some guidance for other studies about secondary school students' pressure and improve students' learning effect.

Research Objective (s)

The main exploration objective of this study is to analyze the effect of Perceived Helicopter Parenting and Academic Pressure on students' Review Input, taking secondary school students in Yuexiu District, Guangzhou as an example, and using the basic theories of Perceived Helicopter Parenting, Academic The study was guided by the basic theories of Perceived Helicopter Parenting, Academic Pressure

and Review Input, and investigated the effect of Perceived Helicopter Parenting and Review Input on students' review. By analyzing the literature on educational research at home and abroad, investigating the basic data of the subjects, and analyzing the relationship between their different variables, we lay a certain theoretical foundation for the subsequent research on Perceived Helicopter Parenting and Academic Pressure on Review Input

Literature Review

In September 2013, Liu Hongen, a National Chengchi University law professor, announced that "mothers and fathers" were not welcome in his classes, sparking a debate on "mama's boys." This led to the term "Perceived Helicopter Parenting" entering mainland China, describing adults overly reliant on their mothers for decisions. The phenomenon, seen globally, highlights issues such as a lack of independence and strong psychological dependence on parents. A 2017 survey showed that over 60% of respondents recognized this behavior in men and nearly 58% in women.

Characteristics of "Perceived Helicopter Parenting" include mental dependence, lack of self-care skills, parental management of their lives, blind obedience, vulnerability, irresponsibility, and selfishness. This behavior, considered a mental disorder by some, results from over-involved parenting, insufficient social education, and modern communication technologies that enable constant parental oversight.

Curing "Perceived Helicopter Parenting" involves fostering independence and reducing parental control. Globally, various countries experience similar issues, each with unique terms for such dependents. Solutions include better balancing intellectual and social education and promoting independent decision-making among youth.

The impact of such parenting is evident in education, where external stressors significantly affect students. Effective strategies to engage students in learning and revision activities are crucial. Engaged students, motivated both intrinsically and extrinsically, perform better and develop essential competencies. Schools need to provide environments that encourage active participation, cognitive effort, and emotional engagement in learning activities. This holistic approach can help mitigate the negative effects of over-parenting and foster independent, motivated learners.

Methodology

From the information published on the Guangzhou Education Bureau website, there were 11,382 students as the overall population. A total of 386 students from grades 7, 8, and 9 were randomly selected from secondary school students in Yuexiu District, Guangzhou City. Participants completed the Perceived Helicopter Parenting Scale, the Academic Pressure Scale, and the Review Input Scale. These questions were applied to the respondents in this study and were consistent with the respondents'

psychological maturity, academic developmental level, and intellectual level. The target population was defined as the study population or the information the researcher wished to obtain from the study population. The population under study included all individuals of the same exact nature as the research subject. A sample was used, and the sample took a portion of units from the total population of the study population as a sample.

Results

Table 1: Correlation

		Perceived Helicopter Parenting	Academic Pressure	Review Input
Perceived Helicopter Parenting	Pearson Correlation	1	.946**	.978**
	Sig. (2-tailed)		0.000	0.000
	N	386	386	386
Academic Pressure	Pearson Correlation	.946**	1	.956**
	Sig. (2-tailed)	0.000		0.000
	N	386	386	386
Review Input	Pearson Correlation	.978**	.956**	1
	Sig. (2-tailed)	0.000	0.000	
	N	386	386	386

The questionnaires were distributed online, and 386 valid questionnaires were finally collected.

Of the 386 respondents in this study, 100, or 25.9%, were boys and 286, or 74.1%, were girls, with a higher percentage of boys than girls; 132 respondents (34.2%) were in the first year of junior high school, 81 (21.0%) were in the second year of junior high school, and 173 (44.8%) were in the third year of junior high school. Two hundred and forty-five, or 63.5%, were in a private school, and 141, or 36.5%, were in a private school. Eighty-nine, or 23.1%, excelled in language, 43, or 11.1%, excelled in English, 123, or 31.9%, excelled in mathematics, 81, or 21.0%, excelled in nature, and 50, or 13.0%, excelled in social studies. The percentage of respondents who were good at the subject of nature (81) and social (50) was 13.0%. There were 155 (40.2%) parents as primary caregivers, 36 (9.3%) single fathers as primary caregivers, 101 (26.2%) single mothers as primary caregivers, 51 (13.2%) grandparents as primary caregivers, 26 (6.7%) maternal grandparents as primary caregivers, and 17 (4.4%) maternal grandparents as primary caregivers. Fifty-one (13.2%) respondents had grandparents as primary caregivers, 26 (6.7%) had grandparents as primary caregivers, and 17 (4.4%) had other people as primary caregivers.

By independent sample test, there was no significant effect of gender on Perceived Helicopter Parenting, but there was a significant gender difference in Academic Pressure. Through one-way ANOVA, by analyzing the total scores of independent and dependent variables in different grades and testing the differences of the means, it can be seen that grade level factors are related to different effects

on Perceived Helicopter Parenting, Academic Pressure and Review Input among secondary school students in Yuexiu District, Guangzhou.

By examining the literature on Perceived Helicopter Parenting, Academic Pressure and Review Effectiveness at home and abroad, this study focused on the effects of Perceived Helicopter Parenting, Academic Pressure and Review Effectiveness among secondary school students in Yuexiu District, Guangzhou City. This study focused on the relationship between Perceived Helicopter Parenting, Academic Pressure and Review Input of secondary school students in Yuexiu District, Guangzhou City, and found the following conclusions: there is a significant correlation between Perceived Helicopter Parenting and Review Input; There was a significant correlation between Academic Pressure and Review Input; Perceived Helicopter Parenting and Academic Pressure had significant predictive power for Review Input. If adolescents feel more psychological control from their parents, they are more likely to exhibit internal problem behaviors, including physical and psychological symptoms, withdrawal, depression, and anxiety and external problem behaviors, including aggression, delinquency, and even antisocial behavior (Barber, Bean, & Erickson, 2002). Students' overall high level of Perceived Helicopter Parenting is related to their identity as learners. Secondary school students have some learning and life experience, an attitude of wanting to carry out learning activities, and a positive and optimistic learning mindset, which can help them build confidence and set learning goals.

Therefore, this means that secondary school students in Yuexiu District, Guangzhou, should further improve their perception of themselves, and it is necessary to develop and improve students' ability for Perceived Helicopter Parenting and appropriate Academic Pressure in their actual learning life for the improvement of students' review effectiveness and Review Input. The students will be able to improve their review and Review Input.

Summary of the Study

First, in the process of studying the relationship between the effects of Perceived Helicopter Parenting, Academic Pressure and Review Input, by using the Perceived Helicopter Parenting, Academic Pressure and Review The questionnaires and scales were administered to secondary school students in Yuexiu District, Guangzhou City. Different perceptions and different views of secondary school students influenced the relationship between Perceived Helicopter Parenting, Academic Pressure, and Review Input.

Second, through the different classifications of students' grade level, school nature, and gender, and the different relationships between Perceived Helicopter Parenting, Academic Pressure, and Review Input, the information was targeted to influence the relationship between Perceived Helicopter Parenting, Academic Pressure and Review Input were analyzed and explored one by one, and different effects were derived for the different personal information of students.

Third, by using independent sample tests and other correlation methods, we conducted a

comprehensive assessment of the effects of Perceived Helicopter Parenting, Academic Pressure, and Review Input, and by obtaining relevant data and using correlation analysis, we determined the effects of Perceived The data obtained and the correlation analysis were used to determine that Perceived Helicopter Parenting and Academic Pressure have significant effects on Review Input, and that students' perceptions of Perceived Helicopter Parenting and Academic Pressure also contribute to the improvement of their Review Input performance. The study also showed that students' perceptions of Perceived Helicopter Parenting and Academic Pressure contributed to the improvement of their Review Input performance.

In addition, through the relevant research data analyzed, these data can provide further measures for the further improvement of Review Input of secondary school students in Yuexiu District, Guangzhou, and also provide some reference and theoretical reference for the enhancement of Review Input of students in other areas.

Discussion

Through the current study, we found that many literatures explored the relationship between Perceived Helicopter Parenting, Academic Pressure and Review Input with other general variables separately, but there are fewer literatures that explored these three factors simultaneously in a large group of secondary school students, and this study simultaneously explored The present study explored the three components of Perceived Helicopter Parenting, Academic Pressure, and Review Input simultaneously, which has some reference value for subsequent studies, while the present study explored secondary school students' perceptions of Perceived Helicopter Parenting, Academic Pressure, and Review Input, Academic Pressure and Review Input. Since Yuexiu District of Guangzhou City contains many types of schools and the distribution of geography is somewhat different from other cities, it will also have some local reference value and provide a basis for the improvement of students' review effects in other areas, which can also help them to further improve their Review Input effects and thus improve their learning levels.

Conclusions

The following results were found by conducting a multidimensional study on the effect of personal background variables on the independent variable, the effect of personal background variables on the dependent variable, and the effect of independent variables on the dependent variable, respectively:

(1) Among the personal background variables, the school attended variable did not have a significant effect on the overall level of Perceived Helicopter Parenting, pressure to go to school, and review commitment; while the gender, grade, dominant subject, and primary caregiver variables had a

significant effect on the overall level of Perceived Helicopter Parenting, pressure to go to school, and review commitment.

(2) There was a significant correlation between Perceived Helicopter Parenting and review engagement.

(3) There is a significant correlation between the pressure to advance to higher education and the commitment to review.

(4) Perceived Helicopter Parenting, and pressure to advance to higher education have significant predictive power for review engagement.

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