

Overprotective Parenting and Its Challenges for Character Development Among Students in the Modern Era: A Literature Review

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ABSTRACT

This study examines the phenomenon of overprotective parenting and its implications for students' character development in the modern era through a literature review. The study is motivated by the increasing tendency of parents to provide excessive protection due to concerns about children's safety, academic achievement, and future success. Using a qualitative approach with library research, this study synthesizes recent empirical findings and theoretical perspectives on overprotective parenting, helicopter parenting, and character education. The analysis reveals that overprotective parenting is characterized by excessive parental control, intensive intervention, restricted autonomy, and dominance in children's decision-making processes. Although intended to protect children, such parenting practices may inhibit the development of essential character traits, including independence, responsibility, resilience, decision-making ability, and social competence. The study further identifies several contributing factors to overprotective parenting, including parental anxiety, perceptions of environmental threats, social pressure, digital media influence, and uncertainty in modern society. To address these challenges, the study proposes balanced parenting, guided autonomy, responsibility-based learning, parent-teacher collaboration, and parenting literacy as strategies to strengthen students' character. The findings contribute to the literature on parenting and character education by emphasizing the importance of balancing parental protection with children's opportunities to develop autonomy and resilience.

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INTRODUCTION

The family constitutes the first and primary educational environment in shaping children's character development. Through parenting practices, children acquire moral values, responsibility, independence, self-discipline, decisionmaking abilities, and social competencies that are essential for navigating the challenges of contemporary life. Within the framework of character education, the family serves not merely as a setting for fulfilling children's physical and emotional needs but also as a fundamental institution for internalizing values that significantly influence personality development throughout the lifespan. However, contemporary social transformations have generated new dynamics in parenting practices, one of which is the increasing prevalence of overprotective parenting.

Overprotective parenting has become increasingly observable in modern societies characterized by heightened parental concerns regarding children's safety, academic success, and future prospects. Rapid technological advancement, intensified educational competition, and the constant flow of information concerning potential risks to children have encouraged many parents to provide excessive protection and supervision. In practice, this parenting pattern is manifested through high levels of parental control over children's activities, excessive involvement in problem-solving processes, restrictions on opportunities for autonomous decision-making, and continuous intervention in various aspects of children's lives. Contemporary literature frequently conceptualizes this phenomenon as helicopter parenting, a parenting style characterized by intensive monitoring and excessive parental involvement in children's experiences and developmental processes (Cui et al., 2022; K. M. Ryan et al., 2024; Vigdal & Brønnick, 2022).

Although overprotective parenting generally stems from positive intentions to safeguard children from potential risks and failures, accumulating evidence suggests that its developmental consequences are not always beneficial. Several studies have demonstrated that excessive parental protection is associated with psychological distress, lower autonomy, weak self-regulation, and difficulties in developmental adjustment among adolescents and emerging adults (Arslan et al., 2023; Flamant et al., 2022; Vigdal & Brønnick, 2022). Likewise, systematic reviews indicate that overparenting and helicopter parenting tend to be negatively related to psychological well-being, social adjustment, and adaptive functioning (McCoy et al., 2025). These findings suggest that excessive parental involvement may inadvertently hinder children's opportunities to develop essential competencies through direct experiences and independent problem-solving.

From an educational perspective, this issue becomes increasingly

important because character development constitutes one of the primary objectives of twenty-first-century education. Educational institutions worldwide emphasize the importance of nurturing character traits such as independence, responsibility, resilience, integrity, critical thinking, and social competence. However, these character attributes can only be developed when children are provided with opportunities to face challenges, make decisions, experience consequences, and learn from mistakes. Excessive parental intervention may deprive children of such developmental experiences, thereby limiting the formation of mature character dispositions.

The present study departs from the argument that overprotective parenting represents a paradox within contemporary character education. On the one hand, parents seek to maximize their children's safety and success by intensifying supervision and involvement. On the other hand, such practices may undermine the development of psychological autonomy and character attributes that are indispensable for functioning effectively in modern society. In this regard, positive parental intentions do not necessarily lead to positive developmental outcomes.

Previous studies have extensively examined the consequences of overprotective parenting from various perspectives. A systematic review conducted by (Vigdal & Brønnick, 2022) found consistent associations between helicopter parenting and increased symptoms of anxiety and depression among children and adolescents. Similarly, (Flamant et al., 2022) reported that overprotective parenting is associated with internalizing problems, aggressive behavior, and frustration of adolescents' psychological needs. Furthermore, a meta-analysis by (McCoy et al., 2025) demonstrated that helicopter parenting is negatively associated with adjustment and adaptive functioning during emerging adulthood. Other studies have also linked overprotective parenting to lower life satisfaction, diminished autonomy, and various difficulties in transitioning toward adulthood (Zaremohzzabieh et al., 2026).

Despite these growing empirical findings, several limitations remain apparent in the existing literature. First, previous studies predominantly focus on psychological well-being, mental health, academic achievement, and social adjustment. Comparatively limited attention has been devoted to examining the implications of overprotective parenting for character formation among schoolaged learners. Second, most empirical investigations have been conducted within Western contexts and among university students or emerging adults, thereby providing limited insight into how overprotective parenting may influence character development among younger learners in broader educational settings. Consequently, a more comprehensive understanding of the relationship between overprotective parenting and character formation remains necessary. Moreover, (Kocsis et al., 2025) emphasize that research on helicopter parenting from a pedagogical and character-development perspective remains relatively limited compared to the dominant focus on psychological outcomes.

Addressing these gaps, the present literature study seeks to synthesize

and integrate existing empirical findings concerning overprotective parenting and its implications for the character development of learners in contemporary society. Specifically, this study examines how overprotective parenting influences the development of essential character traits, including independence, responsibility, resilience, decision-making competence, and social skills. By positioning overprotective parenting within the discourse of character education, this study intends to extend current understanding beyond psychological outcomes and provide a more comprehensive conceptual perspective on parenting and character formation.

Accordingly, this study addresses the following research questions: (1) What are the characteristics of overprotective parenting in contemporary society? (2) How does overprotective parenting influence the character formation of learners based on findings from previous studies? and (3) What challenges does overprotective parenting pose for character development in educational contexts?

In line with these questions, this study aims to analyze the characteristics of overprotective parenting in the modern era, identify its implications for learners' character development, and explain the challenges emerging from excessively protective parenting practices. The findings of this study are expected to contribute theoretically to the literature on parenting and character education and practically to provide insights for parents, educators, and policymakers in developing more balanced parenting approaches that appropriately integrate protection and autonomy support.

METHODS

This study employs a qualitative approach using library research as its primary method of inquiry. A qualitative approach is considered appropriate because it seeks to understand, interpret, and synthesize meanings embedded in scientific texts and educational phenomena in depth rather than to measure variables statistically (Creswell, 2017). Library research enables a systematic and critical examination of relevant written sources, allowing researchers to identify patterns, concepts, and theoretical developments concerning overprotective parenting and character education (Zed, 2014). Furthermore, qualitative research emphasizes holistic understanding through the analysis of documents, scholarly literature, and conceptual arguments related to social and educational phenomena (Sugiyono, 2019).

The primary data sources of this study consist of scientific journal articles, academic books, and theoretical works discussing overprotective parenting, helicopter parenting, parenting styles, and character education. The literature was obtained from reputable databases, including Scopus, Web of Science, Crossref, Google Scholar, and other peer-reviewed academic sources. To ensure the relevance and currency of the findings, the literature selection prioritized publications from the last five years while also incorporating seminal works that have significantly contributed to the conceptual development of parenting and character education theories. Secondary sources included previous review

studies, conference proceedings, and scholarly documents addressing the relationship between parenting practices and students' character formation in contemporary educational contexts.

Data collection was conducted through documentation techniques and an in-depth literature review involving critical reading, systematic note-taking, and thematic classification of data related to the characteristics of overprotective parenting, its influencing factors, and its implications for students' character development (Sugiyono, 2019). The collected data were analyzed using qualitative content analysis through several stages, namely data reduction, thematic categorization, conceptual interpretation, and synthesis of findings across the selected studies. This analytical process aimed to identify the conceptual characteristics of overprotective parenting, explain its challenges to the development of students' independence, responsibility, resilience, and social competence, and formulate an integrative understanding of how contemporary parenting practices influence character formation in the modern educational landscape.

RESULT AND DISCUSSION

Result

Result Concept and Characteristics of Overprotective Parenting 1. Definition of Overprotective Parenting

Overprotective parenting refers to a parenting style characterized by excessive levels of protection, monitoring, and control over a child's life. Parents who adopt this style tend to perceive children as highly vulnerable to various risks, thereby requiring intensive parental involvement in almost all aspects of daily life. Consequently, children have limited opportunities to encounter challenges, make independent decisions, and develop problemsolving skills autonomously.

Within developmental psychology literature, overprotective parenting is commonly understood as a form of parenting that hinders the development of children's autonomy through overly strict supervision and excessive intervention in their developmental experiences. (de Roo et al., 2022) explain that parental overprotection represents a parenting dimension associated with a range of psychological adjustment problems in children, including both internalizing and externalizing difficulties. Their meta-analytic findings indicate that excessive protection reduces children's opportunities to develop adaptive capacities required to cope with developmental demands.

The concept of overprotective parenting is closely related to the term helicopter parenting. In contemporary literature, helicopter parenting is used to describe a highly involved, overly controlling, and continuously monitoring parenting style, metaphorically illustrated by a helicopter hovering over its target. (Vigdal & Brønnick, 2022) argue that helicopter parenting is essentially a modern manifestation of overprotective and controlling parenting behaviors. Accordingly, many studies conceptualize parental control and overprotective parenting as central dimensions in examining helicopter parenting.

However, some scholars distinguish the two constructs conceptually. Overprotective parenting primarily emphasizes excessive protection from risks and failures, whereas helicopter parenting extends beyond protection to include intensive parental involvement in decision-making, academic activities, social relationships, and long-term planning. In this sense, helicopter parenting can be viewed as a contemporary form of overprotective parenting that emerges within modern societies characterized by high competitiveness and uncertainty.

Characteristics of Overprotective Parenting

One of the main characteristics of overprotective parenting is excessive control over a child's life. Parents tend to strictly regulate various aspects of their children's activities to minimize perceived risks and ensure success. This high level of control is commonly reflected in continuous monitoring of academic performance, peer interactions, technology use, and daily routines. From a developmental perspective, excessive control may hinder the fulfillment of children's need for autonomy, which is a fundamental component of healthy psychological development.

A second characteristic is the high level of parental intervention in children's problems. Rather than providing guidance or emotional support, parents often take over tasks and responsibilities that children are developmentally capable of handling independently. In educational contexts, for example, parents may become excessively involved in school assignments, social conflicts, and extracurricular activities. This reduces children's opportunities to develop problem-solving abilities and resilience. Research on helicopter parenting indicates that such intensive involvement negatively affects children's adaptive functioning and self-regulation (Vigdal & Brønnick, 2022).

Another characteristic is the restriction of children's autonomy development. Overprotective parents tend to shield children from experiences perceived as risky, including failure, disappointment, or the consequences of their own decisions. Although well-intentioned, such experiences are essential for learning and character development. (de Roo et al., 2022) emphasize that excessive protection may hinder the development of adaptive adjustment skills because children are not given sufficient opportunities to cope with challenges independently.

In addition, overprotective parenting is characterized by parental dominance in decision-making processes. Parents often determine key choices related to education, social activities, leisure time, and even children's future goals. Under such conditions, children have limited opportunities to practice evaluating alternatives, making decisions, and taking responsibility for the consequences of their choices. As a result, the development of essential character traits such as independence, responsibility, risk-taking capacity, and self-confidence may be impeded.

Overall, overprotective parenting is not merely defined by high parental involvement, but also by excessive control, intrusive intervention, restriction of autonomy, and dominance in decision-making. These characteristics make overprotective parenting a critical issue in character education studies, as it

potentially affects the development of independence, responsibility, and resilience among students in the modern era.

Factors Contributing to the Emergence of Overprotective Parenting

The emergence of overprotective parenting cannot be separated from the complex social, psychological, and cultural transformations occurring in modern society. Contemporary literature conceptualizes this parenting style not merely as an individual trait, but as a response to external pressures shaping parental perceptions, emotions, and caregiving strategies. Therefore, the determinants of overprotective parenting are multidimensional, encompassing parental psychological factors, social dynamics, and environmental conditions perceived as risky.

One of the most consistently identified factors is the perception of the world as threatening. Parents who view the external environment as dangerous tend to increase control and protection over their children. (Mouton et al., 2025) found that beliefs about a threatening world are significantly associated with higher levels of overprotective parenting. Such perceptions lead parents to excessively intervene in children's activities as a preventive strategy against potential risks, even though such behavior may hinder children's autonomy development.

A second factor is parental anxiety, which plays a key psychological role in driving overprotective behaviors. Anxious parents are more sensitive to perceived threats to their children, leading to increased controlling behaviors. (Jones et al., 2021), in their systematic review, found a consistent association between maternal anxiety and overprotective parenting. Highly anxious parents are more likely to avoid exposing children to situations perceived as unsafe, even when such experiences are developmentally necessary.

A third factor is social pressure and perfectionistic expectations in parenting. In modern societies, parents are not only expected to raise successful children but also to embody the ideal of "perfect parenting." (K. M. Ryan et al., 2026) demonstrate that pressure to be a perfect parent is strongly associated with increased overprotective parenting. This pressure is reinforced by social norms that interpret children's failure as a direct reflection of parental inadequacy, thereby encouraging more controlling parenting practices.

A fourth factor is social media influence and upward social comparison. Digital technology has created new spaces for parents to continuously compare their parenting practices with others. (K. M. Ryan et al., 2026) also found that upward social comparison on social media is significantly associated with higher levels of overprotective parenting. When parents perceive others as more successful in raising children, they tend to increase control and involvement as a compensatory response to perceived inadequacy.

Furthermore, uncertainty and instability in the modern world also contribute significantly. According to (K. M. Ryan et al., 2026), perceptions of an unstable and risky world, as well as uncertainty about children's future educational and occupational prospects, increase parental involvement in children's lives. Societal conditions such as economic crises, safety concerns, and

educational competition further reinforce overprotective parenting as a protective strategy, although not always beneficial for child development.

Finally, parental mindset and emotional regulation, particularly mindfulness, also play an important role. (Mouton et al., 2025) found that lower levels of mindfulness are associated with higher levels of overprotective parenting, whereas mindfulness functions as a protective factor that reduces excessive controlling behaviors. This highlights the importance of internal psychological regulation in shaping parenting practices.

Overall, these findings suggest that overprotective parenting emerges from a complex interaction between internal and external factors. Internal factors include parental anxiety and emotional regulation, while external factors include threat perception, social pressure, social comparison, and environmental instability. The interaction of these factors produces parenting behaviors characterized by excessive control, ultimately limiting children's autonomy and developmental experiences.

Overprotective Parenting and Its Relationship with Students' Character Development

Findings from various studies indicate that overprotective parenting has a significant relationship with the character development of students. Although parents' primary intention is to protect their children from risks and failures, excessive protection may inadvertently hinder the development of various character traits required to navigate life in the twenty-first century. Traits such as autonomy, responsibility, resilience, decision-making ability, and social adaptability fundamentally develop through direct experiences of facing challenges and dealing with the consequences of one's actions.

One of the character dimensions most affected by overprotective parenting is autonomy. Parents who adopt an overprotective parenting style tend to exert excessive control over their children's activities and frequently take over tasks that children are actually capable of completing independently. Consequently, children have fewer opportunities to develop initiative, self-regulation, and problem-solving skills. A meta-analysis conducted by (de Roo et al., 2022) demonstrated that parental overprotection is associated with various psychological adjustment difficulties and impediments to the development of children's adaptive competencies. Similarly, a systematic review of helicopter parenting found that excessive parental involvement and control are correlated with lower levels of autonomy and self-regulatory capacity among children and adolescents (Vigdal & Brønnick, 2022).

Another character trait that may be adversely affected is responsibility. Responsibility develops when children are given opportunities to make choices, experience the consequences of their decisions, and learn from their mistakes. However, within an overprotective parenting context, parents frequently intervene and resolve their children's problems before the children directly encounter the consequences of their actions. As a result, the learning experiences necessary for fostering a sense of responsibility become substantially limited. (Cui et al., 2022) concluded that overparenting is associated with various

academic and social adjustment problems because individuals have fewer opportunities to develop essential life skills independently.

Furthermore, overprotective parenting is associated with lower levels of resilience, namely the ability to recover from failure and cope effectively with adversity. Psychological resilience is fundamentally built through experiences of dealing with frustration, failure, and challenging situations. Overprotective parents tend to shield their children from such experiences, resulting in lower tolerance for stress and adversity. (Flamant et al., 2022) found that overprotective parenting is associated with increased frustration of basic psychological needs and various adjustment difficulties among adolescents. These findings suggest that excessive protection may paradoxically reduce children's ability to cope adaptively with developmental challenges.

Another character dimension influenced by overprotective parenting is decision-making ability. Children who are accustomed to having their needs continuously directed and decided by their parents have limited opportunities to learn how to evaluate alternatives, manage risks, and take responsibility for the consequences of their choices. Through a meta-analysis of helicopter parenting, (McCoy et al., 2025) demonstrated that excessive parental control and involvement are negatively associated with various indicators of functioning during emerging adulthood, including independence and the ability to manage life demands autonomously.

Based on these findings, it can be synthesized that overprotective parenting tends to restrict the experiential opportunities necessary for students' character formation. Excessive protection reduces children's chances to practice decision-making, assume responsibility, experience failure, and develop coping strategies for dealing with life's challenges. Therefore, overprotective parenting has the potential to impede the development of students who are autonomous, resilient, and responsible individuals.

Discussion

Implications of Overprotective Parenting on Students' Character Development

The findings indicate that overprotective parenting has significant implications for students' character development, particularly in relation to independence, responsibility, and resilience. Parents who apply an overprotective parenting style generally intend to protect their children from risks, mistakes, failure, and uncomfortable experiences. However, when protection is given excessively, children may lose important opportunities to learn from direct experience. As a result, the process of character formation becomes less optimal because students are not sufficiently trained to face problems, make decisions, and manage consequences independently.

In terms of independence, overprotective parenting tends to limit children's ability to make decisions and regulate their own behavior. Parents often take over decisions that should gradually become the child's responsibility, such as choosing activities, solving daily problems, or determining appropriate actions. This condition reduces children's opportunity to develop independent thinking and decision-making skills. Arslan et al. (2023) found that

overprotective parenting is associated with lower adaptive functioning and poorer academic achievement among students. Consequently, children may become more dependent on external guidance and less confident in their own abilities. From the perspective of Self-Determination Theory developed by Ryan and Deci, this occurs because excessive parental control undermines the child's need for autonomy, which is essential for the development of independence and personal initiative (Ryan & Deci, 2020).

Overprotective parenting also affects the development of responsibility. Responsibility is formed when children are given the opportunity to make choices, carry out obligations, and accept the consequences of their actions. In overprotective families, parents often solve problems on behalf of their children or prevent them from experiencing the natural consequences of mistakes. This makes students less accustomed to managing responsibilities independently. Teuber et al. (2022) showed that controlling parenting styles are related to less favorable academic and psychological development, including greater dependency and lower self-regulation. In the framework of Self-Determination Theory, excessive control also weakens the child's sense of competence because children are not given enough space to overcome challenges by themselves. When the need for competence is not fulfilled, the development of responsibility becomes weaker.

In addition, overprotective parenting can hinder the development of resilience. Resilience refers to the ability to endure pressure, adapt to difficult situations, and recover from failure. Students who grow up in overprotective environments tend to have limited experience in dealing with challenges, uncertainty, and disappointment. Because they are rarely allowed to face failure or solve problems independently, they may become more vulnerable to anxiety, dependency, and difficulty adapting when confronted with situations that do not meet their expectations. Bruysters and Pilkington (2023) found that overprotective parenting is associated with maladaptive schemas, especially impaired autonomy and performance, in which individuals perceive themselves as incapable of coping independently with life's demands. Similarly, Shengyao et al. (2024) reported that parenting practices that support children's autonomy and competence contribute positively to academic resilience.

Thus, the impact of overprotective parenting can be understood through a clear mechanism. High parental control weakens the child's need for autonomy, reduces opportunities for independent decision-making, and limits the development of competence. These conditions then affect the growth of independence, responsibility, and resilience. Although parental protection is usually based on good intentions, excessive protection may unintentionally hinder students' character development, which is one of the main goals of education.

Overprotective Parenting as a Challenge to Character Education in the Modern Era

The phenomenon of overprotective parenting cannot be separated from the context of modern society, which is characterized by rapid digital

technological advancement, increasing social uncertainty, and intensified academic competition. These changes have encouraged parents to provide more intensive supervision and protection for their children.

In the digital era, parents face numerous concerns, including exposure to inappropriate online content, cyberbullying, risky peer interactions, and various threats associated with internet and social media use. These concerns often lead parents to tighten supervision and exert greater control over different aspects of their children's lives.

Furthermore, increasing academic competition has prompted many parents to ensure that their children achieve optimal academic performance. In this context, parents frequently regulate children's learning activities, determine extracurricular participation, and even make decisions that children should gradually learn to make independently.

However, the primary objective of character education is to cultivate individuals who are independent, responsible, adaptable, and capable of making sound decisions. (Bradshaw et al., 2025), through a cross-cultural meta-analysis, demonstrated that autonomy-supportive parenting is consistently associated with children's well-being and positive developmental outcomes, whereas psychological control is associated with various forms of maladjustment.

These findings suggest that the challenge of character education in the modern era lies not only in the external risks faced by children but also in parents' tendency to respond to these risks through excessively protective parenting practices. Therefore, achieving a balance between providing appropriate parental protection and allowing students sufficient opportunities to make decisions, encounter manageable risks, and gain meaningful life experiences is essential for fostering independence, responsibility, and resilience.

Strategies for Strengthening Students' Character in the Context of Overprotective Parenting (Solutions)

The phenomenon of overprotective parenting reflects a tendency among parents to exercise excessive control over children's lives. Although this parenting pattern is often motivated by the desire to protect children from danger, failure, and negative experiences, excessive protection can hinder the development of autonomy, independence, and psychological resilience. Previous studies indicate that overprotective parenting is associated with reduced adaptive competence, increased anxiety, and weaker formation of independent character among adolescents (Bruysters & Pilkington, 2023; Soumokil & Kristinawati, 2024). Therefore, strengthening students' character requires a holistic approach that does not only focus on students, but also involves parents, teachers, and the educational environment.

One important strategy is the application of balanced parenting. This approach emphasizes a balance between parental control and responsible freedom. Parents still provide guidance and supervision, but they also give children space to make decisions and learn from experience. This is in line with Self-Determination Theory, which highlights the importance of autonomy support in children's psychological development. Bradshaw et al. (2025) found

that parental autonomy support is positively related to children's well-being, while psychological control is associated with maladaptive outcomes and psychological distress. Thus, parents should not only act as controllers, but also as facilitators who help children develop independence within safe and reasonable boundaries.

Another strategy is guided autonomy, namely giving children opportunities to be independent while still providing appropriate direction. In this model, children are not left completely without guidance, but are encouraged to make choices, face consequences, and develop responsibility. Teuber et al. (2022) showed that autonomy-supportive parenting is associated with more positive academic and psychological development, whereas controlling parenting tends to hinder such development. Therefore, guided autonomy can serve as a bridge between parental protection and children's need to develop independence.

Providing safe opportunities for failure is also essential in strengthening students' character. One of the main problems in overprotective parenting is that children are rarely allowed to experience failure. In fact, failure is an important part of the learning process because it teaches children how to evaluate mistakes, solve problems, and recover from difficulties. A supportive environment allows students to try, fail, and learn without feeling threatened or judged. Bruysters and Pilkington (2023) explain that overprotective parenting is associated with impaired autonomy and performance schemas, which can weaken long-term adaptive functioning. Therefore, both families and schools need to view failure not as something that must always be avoided, but as a meaningful learning experience.

Schools also have a strategic role in strengthening students' independence and responsibility through responsibility-based learning. This approach encourages students to take initiative, complete tasks, manage time, and be accountable for their learning process. Teachers are not only knowledge transmitters, but also facilitators who help students build self-discipline and personal responsibility. Educational environments that support autonomy have been shown to improve intrinsic motivation, academic achievement, and psychological well-being (Teuber et al., 2022). Therefore, schools can become important spaces for developing character, especially when students receive limited autonomy at home.

Character strengthening can also be carried out through school activities that promote independence, such as collaborative projects, problem-based learning, student organizations, and extracurricular activities. These activities require students to communicate, make decisions, solve problems, and take responsibility for the outcomes of their actions. Septiani and Nurmasitah (2025) indicate that although parenting has an influence on children's independence, school environmental factors such as active engagement and experiential learning also contribute significantly to the development of independent character. This means that schools can function as a compensatory environment for students who experience excessive control at home.

In addition, collaboration between parents and teachers is necessary to ensure consistency between values taught at home and at school. Character education will be less effective if schools encourage independence while parents continue to apply excessive control. Through regular communication, counseling, and parent-teacher meetings, both parties can build a shared understanding of appropriate protection and autonomy. Van Petegem et al. (2022) show that family dynamics, including coparenting and environmental interactions, can influence the level of overprotection and its impact on children. Therefore, cooperation between schools and families is essential in creating a supportive environment for character development.

Parenting literacy in the digital era is also an important strategy. Today, parents can easily access various parenting information through digital media, but not all information is evidence-based. For this reason, schools can provide parenting education programs, seminars, workshops, or digital learning platforms to help parents understand the negative impact of overprotection and the importance of autonomy support. Bosqui et al. (2024) found that structured parenting interventions can significantly improve children's mental health and adaptation. This shows that parenting literacy can help parents shift from excessive control to more supportive and developmental parenting practices.

Overall, the strategies above aim to strengthen 21st-century character traits, especially independence, resilience, responsibility, and critical thinking. These traits cannot develop in an overly restrictive environment. Students need space to explore, make decisions, experience consequences, and learn from real-life situations. Therefore, transforming parenting from an overprotective model to a supportive-autonomy approach is essential for developing students who are not only obedient, but also capable of thinking independently, acting responsibly, and adapting resiliently in social life.

CONCLUSIONS

This literature review concludes that overprotective parenting has become an increasingly prevalent parenting pattern in contemporary society, characterized by excessive parental control, intensive supervision, intrusive intervention, and limited opportunities for children to develop autonomy. These characteristics are largely driven by parental anxiety, perceptions of environmental threats, academic competition, social media influence, and uncertainty in modern life.

The findings consistently indicate that overprotective parenting negatively influences students' character development by limiting opportunities to develop independence, responsibility, resilience, decision-making ability, and social competence. Although intended to protect children from potential risks, excessive parental involvement may reduce experiential learning that is essential for character formation.

Furthermore, this study highlights that overprotective parenting presents a significant challenge to contemporary character education. Schools are expected to cultivate independent, resilient, and responsible learners, yet these

objectives become more difficult to achieve when students experience excessive parental control outside the classroom. Therefore, strengthening character education requires not only school-based interventions but also balanced parenting practices that combine appropriate protection with autonomy support.

Finally, this study recommends strengthening parent-teacher collaboration, promoting parenting literacy, implementing responsibility-based learning, and providing guided opportunities for students to make decisions and learn from manageable failures. Such integrated efforts are expected to support the development of students who possess the character competencies required in the twenty-first century.

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