

Overprotection in children with hearing disability

Sobreprotección en hijos con discapacidad auditiva

Ana Isabel Burguillos Peña

International Iberoamerican University (Mexico)

(anaisabel.burguillos@gmail.com) (<https://orcid.org/0000-0002-6532-9048>)

Crisilda Mercedes Bello Felix

International Iberoamerican University (Mexico)

(crisilda.bello@doctorado.unini.edu.mx) (<https://orcid.org/0000-0001-9323-7426>)

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ABSTRACT

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Parents have the responsibility to educate their children through a parenting style that influences their holistic development, including their ability to face challenges that may arise in their lives. This article analyzes overprotection in children with hearing disabilities through a documentary methodology based on an analysis matrix, reviewing databases such as Scielo, Redalyc, and Google Scholar. Reflecting on this topic is crucial to promote greater awareness among parents regarding overprotective attitudes, encouraging them to adopt practices that foster the independence of their children with this sensory condition. This approach not only benefits the child but also allows parents to enjoy a more balanced relationship, free from constant stress and fear, creating a healthier environment for all family members and promoting a better quality of life. It is concluded that, although parents act out of love and commitment, overprotection can limit the child's essential actions and skills by restricting their autonomy, opportunities to face challenges, capacity to learn from mistakes, and the development of self-confidence. Therefore, this type of parenting pattern may affect the self-efficacy and resilience of children, both socially and emotionally.

RESUMEN

Palabras clave:

crianza, sobreprotección, hijos, discapacidad auditiva, desarrollo de la autonomía.

Los padres tienen la responsabilidad de educar a sus hijos mediante un estilo de crianza que influye en su desarrollo integral, incluyendo su capacidad para afrontar los retos que puedan surgir en sus vidas. Este artículo analiza la sobreprotección en hijos con discapacidad auditiva desde una metodología documental basada en una matriz de análisis, revisando bases como Scielo, Redalyc y Google Scholar. Reflexionar sobre este tema resulta crucial para promover una mayor conciencia en los padres respecto a las actitudes sobreprotectoras, alentándolos a adoptar prácticas que promuevan la independencia de sus hijos con dicha condición sensorial. Este enfoque no solo favorece al hijo, sino que también permite a los progenitores disfrutar de una relación más equilibrada, libre de estrés y temor constante, creando un entorno más saludable para todos los miembros de la familia y promoviendo una

mejor calidad de vida. Se concluye que, aunque los padres actúan movidos por el amor y el compromiso, la sobreprotección puede limitar las acciones y las habilidades esenciales del niño al restringir su autonomía, sus oportunidades para enfrentar los desafíos, su capacidad para aprender de sus errores y el desarrollo de su autoconfianza. Por lo tanto, este tipo de patrón de crianza puede afectar la autoeficacia y la resiliencia de los hijos, tanto en el ámbito social como emocional.

Introduction

Parental overprotection of hearing-impaired children is a practice that, although driven by affection, the intention to care or a sense of duty, can have adverse consequences in different areas. According to Gonzalez (2018), this attitude can limit children's autonomy and ability to face challenges on their own, which has a negative impact on their self-esteem and social skills.

In the Latin American context, social pressure and cultural expectations related to raising hearing impaired children may intensify the tendency to overprotect. Valladares (2013) highlights that hearing parents, upon receiving the diagnosis of hearing impairment in their children, usually experience an emotional crisis that leads them to adopt overprotective behaviors, with the intention of compensating for the perceived limitations in their children.

For the World Health Organization, 2021 (WHO), the process of raising a hearing-impaired child involves specific challenges for parents, who are often unaware of the extent of their child's capabilities and potential. This perception may lead them to believe that the child requires excessive care, which restricts his or her ability to function on his or her own and overcome obstacles.

This study on overprotection in hearing impaired children not only offers a close look at the family experience, but also invites reflection on its clinical and educational implications. Understanding how this parenting style impacts the development of these children not only guides parents, but can also serve as a basis for designing therapeutic interventions, personalized educational plans and accompaniment strategies that strengthen their autonomy.

Although overprotection is born out of love and the desire to protect, it is critical for parents to recognize how their actions can influence their children's development because, although well-intentioned, it can limit their potential. Therefore, it is necessary to foster their ability to adapt, communicate and develop autonomously in their environment (UNICEF, 2022). Several studies have shown that parenting styles focused on autonomy and positive companionship contribute significantly to the emotional and social development of children with disabilities (López-Liria et al., 2020). In addition, organizations such as the Economic Commission for Latin America and the Caribbean (ECLAC) and the WHO promote family intervention policies that integrate inclusive education and the strengthening of parental competencies to improve the quality of life of these children and their families (ECLAC, 2023; WHO, 2021).

These recommendations highlight the importance of parental awareness and the implementation of psychoeducational support programs that reinforce independence and resilience in children with sensory conditions, such as hearing impairment. The literature explains that balanced parenting, which combines support and encouragement towards independence, is more beneficial for the development of children facing this sensory condition. González (2018) points out that fostering autonomy in these children not only improves their self-perception, but also facilitates their social and academic integration.

In addition, it is essential that parents receive professional guidance and support to properly manage the emotions and challenges associated with raising a hearing-impaired child. Perdomo (2010) stresses the importance of providing the family with tools and strategies that favor optimal child development and family well-being. This can help strengthen their skills and give them greater confidence to face the situations or difficulties they may encounter in each life cycle.

Although there are several studies that address hearing impairment from a clinical or communicative perspective, there is little research examining the impact of parental overprotection as a direct barrier to the development of autonomy in these children. This analysis aims to fill that gap by offering a thoughtful and documented look at how parenting dynamics, particularly the overprotective style, can limit the emotional, social, and functional

growth of hearing-impaired children. In doing so, we seek to raise awareness and open space for new forms of support that are more respectful of these children's ability to develop independently.

Overprotection and its Triggers

The family is the first environment of interaction, key for education (Manjarrés, 2013, p. 22), where parents encourage education through educational styles, such as the permissive, in which parents set few limits, which can generate demanding and insecure children; the authoritarian, which, with rigid control and little affection, is associated with children with low self-esteem and lack of self-control; the negligent, which, with little control and affection, produces children with aggressive behaviors and psychological disorders; and the democratic, characterized by affection, dialogue and clear limits, fosters children with high self-esteem, confidence and good social competencies (Perona, 2021).

For his part, the Austrian physician and psychotherapist Alfred Adler identified three parenting styles that are harmful to children, two of which coincide with those mentioned by Perona (2021), but differ in the social and emotional aspects: authoritarian, which makes children feel unaccepted; permissive, which prevents them from learning to respect; and overprotective parenting, which limits their ability to manage themselves in the physical, emotional, social, academic and communicative spheres. In this context, preventing children from facing suffering, a common characteristic of overprotection in our society, can hinder their social and academic adaptation, generating frustration (Jiménez, 2018).

According to Torio et al (2008), parents adjust their parenting style for each child, taking into account factors such as the number of children, their gender, their place in the birth order, their health and appearance, as well as the family's social, cultural and religious environment (p.156).

Parental overprotection manifests itself in various forms, which can be classified according to parental behaviors and attitudes. According to an article by the Association for Psychology and Education (2021), the following categories of overprotection are identified:

Excessive control. Parents supervise and direct every aspect of the child's life, preventing the child from making decisions on his or her own.

Risk prevention. The child is prevented from facing situations that could be beneficial to his or her learning and development, for fear of harm or failure.

Problem solving. Parents constantly intervene to solve difficulties that the child could handle alone, limiting the child's ability to develop coping skills.

Unrealistic expectations. Standards of perfection are set for the child to meet, which can lead to anxiety and a perception of incompetence.

In this context, overprotection is a phenomenon that manifests itself when parents assume activities that children are capable of performing, such as dressing or combing their hair, at an age when they should be able to do them independently (Barocio, 2004). Overprotection in childhood, commonly manifested during adolescence, although it is frequently observed in only children, those with elderly parents or raised by grandparents (Peláez & Ximena, 1993, p. 44), is also externalized in children with some disability, such as hearing impairment; which according to Rodríguez (2015), is defined as the loss or alteration in the functioning of the auditory system, which causes difficulties in hearing and limits access to oral language (p. 96).

According to Gallo (2010), overprotection is understood as unconditional love towards the child, but characterized by its excess. On the other hand, Barocio (2004) points out that, although overprotection stems from love for children, it is influenced by distrust in their ability to face challenges autonomously and by fear of allowing them to grow and become independent. By transmitting their own fears about suffering or harm, parents deprive their children of valuable experiences, limiting their ability to enjoy life. This confusion between

overprotection and love is especially evident in mothers, who, by making life easier for them, prevent their children from facing difficulties (pp. 112-122), a perspective that is also supported by Izquierdo (2007).

Through overprotection, parents seek to prevent any trauma and to completely satisfy their children's desires (Gallo, 2010). This attitude responds to the need to feel safe and important being close to them, added to the tendency to make decisions in their place, even controlling aspects related to their friendships (Barocio, 2004, p. 112).

For Bello (2014), parental overprotection is a commonly reported behavior in families with children with some disability, which is not only manifested in the constant resolution of the problems they face, due to the belief that they lack the necessary strengths to cope with life, but also in all their decisions, regardless of their importance. In addition to preventing children from facing challenges or emotions such as anger, disgust or sadness, they are prevented from experiencing failures and protected from possible dangers, to the point of not tolerating frustrations. As a result, parents often omit rules or limits.

Overprotection in the Development of Autonomy

Parents who overprotect their hearing-impaired children tend to limit their opportunities for participation in everyday activities, which restricts the development of essential skills for independence. This behavior can prevent children from gaining the confidence to function on their own (Gonzalez, 2018). In this sense, excessive protection limits their autonomy by preventing them from developing skills on their own (Barocio, 2004), such as socioemotional skills, which are fundamental for learning coping and adaptation strategies (Bello, 2014). Likewise, (Peláez & Ximena, 1993, p. 44) this overprotection can lead to a lack of effort and disinterest in studying, making integration into the adult world difficult and generating rejection among peers.

According to Bohórquez (2018), parental overprotection prevents children from fully developing their abilities and skills due to the lack of direct experiences, which negatively affects their autonomy and social adaptation. Within this framework, the research by Santa Cruz et al. (2021) indicate that overprotection may contribute to the development of socioemotional problems in hearing impaired children, such as anxiety and excessive dependence on their parents, as children may feel insecure when facing new situations without the constant support of their caregivers. Similarly, Delgado's (2018) documentary review highlights that family overprotection can lead to a significant decrease in the autonomy of children with this type of disability evidencing scenarios that have led to a decrease in their ability to make decisions and solve problems on their own.

Similarly, Morocho and Cuadrado (2023) point out that overprotection in children with special educational needs can hinder their emotional and social development, limiting their independence and adaptive skills.

In their study, *overprotection in children with hearing loss treated at the Otoacoustic Emission Unit of the Deafness Prevention Program in Guatemala (2007-2009)*, Orellana and Landeros (2010) state that hearing loss acts as a trigger for overprotection in 95% of the cases, delaying not only the social and psychological development, but also the intellectual development of children, generating dependency (p. 49).

Likewise, overprotection can affect children's self-esteem, altering their perception of themselves. This unfavorable perception can become a significant obstacle to the development of their autonomy. For Ocampo (2019), overprotected children may internalize the idea that they are not capable of facing challenges on their own, which decreases their self-esteem and motivation to be independent. In this context, research conducted by the Texas Tech University Health Sciences Center reveals that excessive parental protection of a child with a disability can result in decreased self-esteem and problems in achieving maximum development. These

attitudes can be considered manifestations of discrimination that, when internalized, can lead the individual with a disability to adopt the belief that he or she possesses inferior abilities compared to those of people without disabilities (ViveLibre, January 19, 2022).

Over time, this dynamic can consolidate an attitude of self-pity and resignation to his or her limitations, leading the child to accept a passive role in life, who may internalize the idea that his or her challenges are insurmountable without constant help, which can affect not only his or her perception of self, but also his or her sense of personal competence. Instead of building a vision of self-sufficiency commensurate with his or her abilities, the child may end up convinced that his or her limitations are insurmountable, perpetuating a dependency that will affect his or her potential to achieve and lead a fulfilling life.

Promoting Autonomy in Children with Hearing Impairment

To mitigate the negative effects of overprotection, it is essential that parents promote independence and confidence in their children by allowing them to face challenges and learn from their experiences, rather than constantly solving their problems. According to Anchundia and Navarrete (2021), the implementation of activities that promote decision making and problem solving can be beneficial for the development of autonomy in hearing impaired children. In addition, it is critical that parents receive guidance and support in understanding how their actions can influence the development of their children's ability to fend for themselves. According to Bohórquez (2018), parent education and counseling can reduce overprotective behaviors and encourage practices that favor children's independence.

To counteract the effects of overprotection, Restrepo and Correa (2024) suggest that it is essential to implement strategies aimed at strengthening the autonomy of children with disabilities. These include the use of reflective questions, the incorporation of visual tools that facilitate the organization of ideas and intentional work on dimensions such as self-confidence and self-esteem. Likewise, they should be encouraged to develop skills that allow them to request support, when necessary, without generating a relationship of dependence, thus ensuring that their personal growth is in tune with their own interests.

Garcia and Lopez's (2019) research mentions that integration in inclusive educational settings can help counteract these negative perceptions about hearing impaired children. This integration involves interaction with hearing peers and participation in common activities, which allows children to recognize their own abilities and reduce feelings of dependency.

Martinez and Torres (2020) stress the importance of early intervention programs that involve both children and their families. These interventions offer strategies to foster autonomy and change negative perceptions, promoting a more positive view of the child's capabilities.

Perceptions of disability and dependence in hearing impaired children are shaped by a variety of factors, including adult expectations, social representation, and personal experiences. In this context, according to Hernández and Ruiz (2021), positive media representation and the promotion of success stories can influence the perceptions of children and their families, favoring greater independence and self-esteem. It is therefore essential that society in general adopts a more inclusive and positive perspective towards hearing impaired people.

The Role of the Family in the Development of Self-Efficacy and Resilience

The family plays a critical role in the development of self-efficacy and resilience in children, especially those with hearing impairment. According to Bandura (1997), self-efficacy refers to the belief in one's own ability to organize and carry out the necessary actions to manage future situations. This perception is largely shaped by the experiences and support provided by the family environment.

In the context of hearing impairment, the family acts as the primary socializing agent, providing role models and coping strategies. Masten and Monn (2015) point out that resilience, understood as the ability to adapt positively to adverse situations, is strengthened when the child perceives that he or she can count on a solid support network within his or her nuclear

family. From this perspective, a family environment that promotes open communication and emotional support plays a crucial role in the development of resilience in children.

In addition, research by Henry, Morris, and Harrist (2015) explains that families that set clear and realistic expectations, while providing opportunities for decision making and problem solving, promote self-efficacy in children. These practices allow hearing impaired children to develop confidence in their abilities and feel competent to face challenges.

The active participation of the family in the education and rehabilitation of the hearing-impaired child is also essential. Luthar, Cicchetti and Becker (2000) indicate that interventions that involve the family in the child's educational and therapeutic process have a positive impact on the development of resilience. Collaboration between parents, educators and health professionals facilitates the creation of coherent strategies that reinforce the child's skills and ability to adapt to diverse situations.

Disability and Dependency in Hearing-Impaired Children

For Morales and Fernandez (2018), parental overprotection, although well-intentioned, may contribute to the perception of disability in hearing impaired children. By constantly solving their children's problems, parents may unwittingly send the implicit message that the child is not capable of handling situations on his or her own, undermining the child's confidence and autonomy.

The perception of disability and dependence in hearing impaired children is a complex phenomenon involving individual, family and social factors. For López and Martínez (2015), these children often internalize limiting messages from their environment, which can negatively affect their self-esteem and autonomy. This internalization process can lead children to see themselves as less capable, which limits their active participation in various activities.

Likewise, Perez and Gomez's (2017) research highlights that low expectations on the part of parents and educators can reinforce feelings of dependency in hearing impaired children. That is, when adults assume that these children are not capable of performing certain tasks on their own, they are deprived of opportunities to develop essential skills, thus perpetuating an unnecessary dependency.

On the other hand, Rodriguez and Sanchez (2016) note that the lack of hearing-impaired role models in positions of independence and success can limit the aspirations of these children. In this sense, the absence of positive references makes it difficult for children to visualize a future in which they can be autonomous and successful, which reinforces perceptions of incapacity.

Method

The study follows a documentary-descriptive design, which was appropriate given the exploratory nature of the phenomenon analyzed: overprotection in hearing impaired children. This methodology is justified by the interest of understanding in depth the existing theoretical contributions, establishing connections between psychosocial variables such as parenting, self-efficacy and resilience, and generating an interpretative basis to guide future research with an empirical approach. The documentary design made it possible to gather, classify and analyze secondary sources of scientific quality that address the subject from different perspectives.

The main working tool was a documentary analysis matrix, designed to systematize the information extracted from the selected texts. This matrix included the following fields: author(s), year of publication, country, objective of the study, methodology used, main findings, conclusions, and their relationship with the analytical categories of the study (overprotection, autonomy, resilience and self-efficacy). This structure allowed us not only to organize the information, but also to identify patterns, theoretical gaps and areas of convergence.

In order to select the documents included in the analysis, inclusion criteria were established: (1) studies published between 2015 and 2023, (2) research focused on childhood

hearing impairment, (3) texts that explicitly addressed topics such as overprotection, parenting styles, or emotional development, and (4) publications in Spanish or English with full access. As exclusion criteria, articles without peer review, studies with an exclusive clinical focus without mention of the family or emotional dimension, and duplicate documents or those irrelevant to the objectives of the study were discarded.

Information was collected from recognized academic databases such as Scielo, Redalyc, Google Scholar and university thesis repositories. The search terms used included combinations such as: overprotection in children with hearing impairment, self-efficacy in hearing impairment, resilience in children with hearing loss, and parenting styles in sensory impairment.

A sample of the documentary matrix can be consulted in Annex 1 of the article, as a methodological complement to guarantee transparency and allow replication of the study by other interested researchers.

Limitations and Future Lines of Research

One of the main limitations of this study lies in its exclusively documentary nature. While it provides a sound theoretical framework, it does not include direct empirical evidence obtained from parents or caregivers of hearing-impaired children. This restricts the possibility of contrasting the conclusions with real experiences or with specific contexts. Likewise, the availability of studies specifically focused on overprotection and hearing impairment is limited, which evidences a gap that this work is just beginning to explore.

Future research could be complemented with mixed methodologies that include interviews, focus groups or questionnaires applied to parents or families, teachers and hearing health professionals. Also, it is suggested to extend the analysis to different age ranges and socioeconomic conditions, considering that variables such as the stage of child development and socioeconomic condition could influence both the manifestation and the consequences of overprotection in hearing impaired children, especially with regard to their autonomy. It would also be relevant to explore the influence of the school and community context on the development of such autonomy.

Results

The documentary review on overprotection in children with hearing impairment shows the impact of this family dynamic on the development of self-efficacy, autonomy and resilience.

Self-efficacy, defined by Bandura (1997) as "*the belief in one's ability to organize and execute actions necessary to manage future situations*" (p. 3), is one of the areas most affected in overprotected children. Constant intervention by parents, who seek to protect their children from any difficulties, can limit the child's opportunities to develop confidence in his or her own abilities. This lack of confidence restricts learning through autonomous experiences.

The documentary review made it possible to identify various effects of parental overprotection in children with hearing impairment, mainly categorized in three areas: self-efficacy, autonomy and resilience. Based on the analysis of the sources, a documentary matrix was constructed to show the causes, indicators and consequences of this parenting pattern.

1. Effects on self-efficacy. The studies reviewed show that constant parental intervention in everyday situations restricts the child's opportunity to develop confidence in his or her own abilities. The main causes identified are parental fear, perceived vulnerability of the child and the desire to protect the child. Common indicators include restraint in decision making, adult problem solving and exaggerated risk communication.

Reported effects in this context include reduced self-efficacy, increased emotional dependence, and limited resilience. Studies agree that overprotection prevents children from facing challenging situations on their own, which negatively affects their self-confidence and capacity for initiative.

2. Limitations in the development of autonomy. The findings show a direct relationship between overprotection and decreased opportunities for decision making, participation in daily tasks and autonomous conflict resolution. Patterns of dependency are identified, especially in the family context, which reinforce the idea that the child needs constant assistance to get by, even in activities that could be done without help. The documents reviewed emphasize that these limitations also have an impact on academic performance, as excessive attendance and supervision prevent the child from developing autonomous study habits and personal organization skills.

3. Impact on resilience. Regarding resilience, it was found that overprotected children have greater difficulties in adapting to new or adverse situations. This condition is accentuated when parenting styles are characterized by excessive control and little exposure to self-improvement experiences. Studies suggest that family accompaniment focused on affection, but also on fostering independence, is key to strengthening this capacity.

4. Emerging categories. From the analysis of the studies included in the documentary matrix (see Table 2), several common categories emerge:

1. Parental perception of vulnerability: present in most studies as the origin of overprotection.
2. Limitation of the child's active participation: this recurrent pattern affects the child's autonomy, both in home activities and in the school environment.
3. Negative emotional effects: anxiety, low self-esteem and emotional dependence stand out as frequent consequences of parental overprotection.
4. Assessment of the family environment as a protective or limiting factor: studies coincide in highlighting the central role of the family, which can both promote and inhibit resilience and self-efficacy.
5. Proposal of family counseling programs: several studies recommend the implementation of interventions aimed at modifying the overprotective parenting style.

The evidence gathered reflects that parental overprotection, although motivated by care and affection, represents a significant barrier to the comprehensive development of hearing impaired children. Most studies agree that an environment that balances support with the promotion of autonomy favors better emotional, academic and social outcomes.

Table 1

Causes, indicators and effects of overprotection on the self-efficacy of hearing impaired children

Appearance	Description
Causes	<ol style="list-style-type: none"> 1. Parental fear. 2. Perception of vulnerability. 3. Love for the child.
Indicators	<ol style="list-style-type: none"> 1. Restricted decision making. 2. Problem solving by parents. 3. Communication of exaggerated risks
Effects	<ol style="list-style-type: none"> 1. Reduced self-efficacy. 2. Emotional dependence. 3. Limited resilience.

Source: Own elaboration

Pérez and Gómez (2017) explain that *"parents' fear of the possibility that their children will experience difficulties fosters constant protection, even in everyday situations that do not represent real risks"* (p. 23). In this sense, parental fear can become a barrier to the development of autonomy in children, limiting their learning experiences.

Thus, overprotection involves excessive parental intervention, which prevents the child from facing and learning from challenges. López and Martínez (2015) point out that *"overprotection generates a dependency that leads the child to rely on his or her parents to make everyday decisions"* (p. 12). This is particularly problematic in the context of hearing impairment, where the perception of vulnerability in children may intensify this protective behavior.

Gonzalez and Lopez (2018) state that *"children who experience overprotection at home develop a perception of helplessness that limits their active participation in various activities"* (p. 46). The interpretation of this theory states that when parents constantly intervene, they convey the implicit message that the child is not capable of facing challenges, weakening the child's sense of self-efficacy and strengthening unnecessary dependency.

Likewise, overprotective behavior not only affects the child, but also implies a considerable emotional burden for the parent, who must assume constant vigilance and the responsibility of making decisions, which can generate stress and exhaustion.

Table 2

Documentary matrix of overprotection in hearing impaired children

Author(s)	Year	Title of the study	Target	Methodology	Results	Conclusions
Ballesteros, R.	2017	Child overprotection as a barrier to development.	To analyze how parental overprotection affects the child's emotional and social development.	Literature review and critical analysis.	Overprotection arises from frustrated parental emotions, limiting the child's autonomy.	It is necessary for parents to differentiate between care and control, promoting coping skills and autonomy in children.
Restrepo, L. and Correa, P.	2024	Strategies to promote autonomy in people with disabilities.	Propose strategies to promote autonomy and self-determination in people with disabilities.	Qualitative study with interviews and experts.	Visual tools and strategic dialogue promote decision making and independence.	Autonomy must be promoted from an early age with strategies adapted to the interests of the individual and the inclusive

support of
society.

Table 2*Documentary matrix of overprotection in hearing impaired children (Continued)*

González, C.	2018	The influence of overprotection on skill development.	To investigate the impact of overprotection on the development of social and emotional skills.	Parent surveys and interviews with hearing impaired children.	Overprotected children develop low self-esteem and emotional dependence.	Overprotection limits the development of resilience and self-efficacy, which affects growth personal care of the child.
Pérez, A. and Gómez, C.	2017	Parental expectations and overprotection in children with disabilities.	To explore how parental expectations influence overprotection of children with disabilities.	Direct observation in family and school environments.	Low parental expectations reinforce the perception of disability in children.	It is crucial to educate parents to set realistic expectations and promote independence.

Brown, L.	2019	The overprotection and its impact on children with hearing loss.	Examine the relationship between overprotection and the development of children with hearing loss.	Longitudinal study with 150 families.	Overprotection is associated with lower levels of social competence in children.	Interventions aimed at parents can reduce overprotective behaviors and improve children's social development.
Martínez, M. and López, D.	2020	Effects of overprotection on the academic performance of hearing-impaired children	To evaluate how parental overprotection influences the academic performance of these children.	Quantitative analysis of academic data and parental surveys.	A negative assessment was found between overprotection and academic performance.	Encouraging independence in schoolwork can improve the academic performance of children with disabilities and auditory.

Source: Own elaboration

Table 2

Documentary matrix of overprotection in hearing impaired children (Continuity).

Author(s)	Year	Title of the study	Target	Methodology	Results	Conclusions
Chen, H. et al.	2021	Parenting styles and psychological outcomes in hearing impaired children.	To investigate how parenting styles affect psychological outcomes in hearing impaired children.	Cross-sectional study with 200 participants.	Overprotection on the use of the term is related to higher levels of anxiety and lower self-esteem in children.	Parenting support programs can help to adopt more balanced parenting styles, favoring the psychological well-being of children.

Rodríguez, P. and Sánchez, E.	2022	Overprotection and its impact on the social integration of children with disabilities hearing loss.	To analyze how overprotection affects the social integration of these children.	Semi-structured interviews with parents and educators.	Overprotection limits opportunities for social interaction, affecting integration.	It is essential to promote active participation of children in social activities to improve their integration.
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Source: Own elaboration

Table 2 shows a comprehensive view of how parental overprotection affects various aspects of development in hearing impaired children. The results indicate that this behavior, although motivated by the desire to protect, has significant negative consequences in key areas such as children's autonomy, social integration, academic performance and emotional health, as parental overprotection directly limits children's autonomy by restricting their opportunities to face challenges and solve problems.

Based on the above, it is important to highlight that parental overprotection of hearing-impaired children is a significant barrier to their comprehensive development, as it limits their autonomy, affects their social integration, reduces their academic performance and has repercussions on their emotional well-being. However, the documentary results also explain that, with appropriate interventions, it is possible to transform this behavior into a more balanced parenting style. Encouraging autonomy, setting clear boundaries and promoting self-efficacy are key strategies to ensure that these children can reach their full potential in an inclusive and supportive environment.

Discussion and Conclusions

Discussion

While studies agree on the immediate effects of overprotection, there are discrepancies about its long-term impact. Morales and Fernandez (2018) argue that the effects can be mitigated if guidance programs that promote independence in children are implemented. On the other hand, Perdomo (2010) concludes that *"parental overprotection during childhood establishes patterns of emotional dependence that persist into adulthood, affecting self-confidence and the ability to make decisions"* (p. 75). These differences highlight that early intervention and guidance to parents is critical to reduce the negative effects of overprotection on their children's development.

The importance of a comprehensive approach to family support is evident in the studies reviewed. Bandura (1997) argues that *"self-efficacy is built from experiences of success, which implies that the child must have opportunities to face and overcome challenges independently"* (p. 67). This statement underscores the importance of parents not only providing emotional support, but also enabling autonomous learning experiences, crucial for the development of self-efficacy.

Resilience, defined by Masten and Monn (2015) as *"the ability to adapt positively to adverse situations"* (p. 82), is a key factor in the development of children with hearing impairment. According to these authors, a family environment that favors open communication and continuous emotional support contributes significantly to the strengthening of this capacity. In the context of the present study, it is observed that overprotective parenting styles,

although well-intentioned, tend to weaken the child's perception of competence, limiting his or her opportunities to face challenging situations on his or her own. This can lead to overdependence on parents and hinder the development of coping strategies. On the other hand, when parents promote autonomy in an environment of affection and accompaniment, fertile ground is created for children to strengthen their resilience by learning to solve problems, take measured risks and recover from difficulties. Thus, resilience does not arise from the absence of adversity, but from the way in which the child is accompanied to face it.

Gaxiola et al. (2011) argue that *"resilience is built when the child has the opportunity to face problems and solve them autonomously, under the supervision and not under the total control of the parents"* (p. 34). The studies reviewed show that the role of the family in the development of self-efficacy and resilience is essential, and that counseling programs can be valuable tools for parents. As highlighted by Luthar et al. (2000), *"family counseling programs not only teach parents how to deal with overprotection, but also show them the importance of allowing their children to face small challenges"* (p. 45).

As Gonzalez (2018) notes, *"overprotected children tend to develop a perception of helplessness that hinders their active participation in everyday activities"* (p. 125). This demonstrates how constant parental intervention creates emotional and functional dependency, preventing the child from acquiring skills necessary for independence. In addition, the lack of autonomous experiences negatively affects their self-esteem and self-confidence.

This perception of disability not only has individual implications, but also restricts the child's integration in social contexts. Rodriguez and Sanchez (2022) emphasize that *"overprotection limits opportunities for social interaction, affecting the child's integration into his or her educational and community environment"* (p. 95). This points to the need to promote experiences that allow the child to develop interpersonal skills essential for social adaptation.

Another relevant aspect is how parents' frustrated emotions influence their parenting style. Ballesteros (2017) points out that *"overprotection reflects more the insecurities and fears of the parents than the real needs of the child"* (p. 48). Ballesteros' quote highlights how parents' fear of their child experiencing difficulties leads them to avoid situations that could strengthen their resilience. This behavior, although well-intentioned, generates a cycle of dependency in the child and reinforces the parents' beliefs about their vulnerability.

In addition, this dynamic can affect family relationships in general, especially with other children. In many cases, siblings perceive favoritism towards the child with a disability, which generates feelings of jealousy and neglect. Rodriguez and Sanchez (2022) mention that *"parents should be aware of the need to balance their attention to avoid conflicts among children and promote an inclusive family environment"* (p. 98). If not properly managed, this perception of inequality can deteriorate fraternal bonds and increase tensions within the family nucleus.

The impact of overprotection is also seen in children's academic performance. According to Martinez and Lopez (2020), *"excessive parental intervention in homework reduces the child's ability to develop problem-solving and self-management skills"* (p. 40). This leads to the child's constant dependence on parents to complete tasks, which affects their performance and confidence in their academic abilities. In addition, this overprotective approach can generate conflicts with educators, who face difficulties in fostering the child's independence in the classroom.

On the other hand, children's emotional health is also affected by overprotection. Chen et al. (2021) found that *"overprotected children had higher levels of anxiety and lower self-esteem compared to those whose parents adopted a more balanced approach"* (p. 354). This finding highlights how lack of autonomy and constant parental intervention reinforce negative emotions and decrease the child's confidence in his or her ability to cope with challenges.

Despite the documented negative effects, several studies suggest strategies to mitigate overprotection. Luthar, Cicchetti, and Becker (2000) propose that *"family counseling programs*

can teach parents to balance emotional support with promoting autonomy in their children" (p. 45). These interventions not only benefit the child, but also help parents to manage their own emotions and fears, allowing them to build bonds based on mutual trust instead of constant control, thus favoring a more balanced relationship and a healthier family environment.

Conclusions

Overprotection of hearing impaired children is a complex phenomenon that, although it arises from the parents' desire to provide security and care, can have significant negative consequences on the child's overall development. This article has made it possible to explore how this behavior affects the child's autonomy, social skills, academic performance and emotional well-being, shedding light on a problem that needs to be addressed with sensitivity and precision.

One of the most salient aspects of the review is the relationship between overprotection and loss of autonomy. When parents assume excessive control over the child's decisions and activities, they limit the child's opportunities to explore the environment, make decisions and learn from their mistakes. This dynamic not only delays the development of critical life skills, but also reinforces a perception of inadequacy in the child, affecting his or her self-esteem and self-confidence.

It is important to highlight that parental fear and the perception of vulnerability in hearing impaired children are determining factors that feed overprotection. These emotions and beliefs lead parents to adopt a controlling role that, while seeking to avoid suffering, ends up depriving children of essential experiences for their growth. This highlights the need to balance emotional support with the promotion of independence in the family context.

Likewise, social skills are affected by overprotection. Hearing impaired children who are overprotected often have fewer opportunities to interact with other children, as their parents tend to restrict their participation in group activities for fear of possible rejection or communication difficulties. This can lead to social isolation which, in turn, limits the development of interpersonal skills needed to establish healthy relationships and deal constructively with conflict.

In academia, overprotection also creates significant challenges. Parents who complete homework assignments for their children or constantly intervene in the classroom, albeit with good intentions, prevent the child from developing problem-solving and self-management skills. This not only affects their academic performance, but also diminishes their sense of responsibility and their ability to handle educational challenges independently.

From an emotional perspective, the effects of overprotection are equally troubling. Children who grow up in an overprotective environment often develop high levels of anxiety, stemming from the belief that they are not capable of handling difficult situations without constant help from their parents. In addition, lack of exposure to challenging experiences limits their ability to build resilience, an essential skill for overcoming life's adversities.

Another relevant aspect is the impact of overprotection on family dynamics. Siblings of hearing impaired children may perceive favoritism toward the overprotected child, leading to feelings of jealousy, resentment, and neglect. These tensions can affect family cohesion and create conflicts that hinder the emotional well-being of all family members.

Practical Recommendations

Despite these challenges, it is important to recognize that overprotection is not irreversible. The studies reviewed suggest that parents can be guided to adopt more balanced practices that foster their children's independence, even in the context of a disability. Family counseling programs, which include specific strategies to promote autonomy, self-efficacy and resilience, have proven to be effective in this regard.

One of the key strategies to address overprotection is to teach parents to set healthy boundaries that allow the child to explore and make choices within a safe environment. This includes fostering the child's active participation in daily activities, adapted to his or her abilities and interests, and encouraging him or her to progressively assume responsibilities, which reinforces his or her confidence and sense of competence.

Another fundamental approach is to promote social inclusion. Facilitating hearing impaired children to participate in group activities and bonding with their peers not only improves their social skills, but also gives them a sense of belonging. Inclusion should not only be an individual effort of the family, but a collective goal of the community and the educational environment.

It is also essential that parents receive support in managing their own emotions, especially fear and anxiety, which fuel overprotection. Training in emotional management techniques and awareness of the impact of their children can help them adopt a more balanced and empowering perspective on parenting.

Therefore, it is concluded that overprotection of hearing-impaired children is a multifaceted problem that requires attention and action on the part of families, communities and professionals involved in the education and care of these children. Although it arises from the desire to provide care and security, overprotection limits the child's overall development, affecting his or her autonomy, social skills, academic performance and emotional well-being.

To address this premise, it is crucial that parents reflect on their practices and seek a balance between support and independence. Promoting autonomy does not mean abandoning the child, but rather giving him or her the tools and confidence to explore, learn and grow in a safe environment. This approach not only benefits the child, but also strengthens family relationships and fosters a healthier and more equitable dynamic among all family members.

In addition, society has an important role to play in this process by promoting an inclusive culture that values the abilities of people with disabilities and offers them opportunities to participate fully in social, educational and professional life. This cultural shift, combined with targeted family interventions, can transform the experience of hearing impairment into an opportunity for growth and empowerment.

Consequently, it is concluded that overprotection is directly associated with decreased opportunities for children to face challenges, learn from their mistakes and develop confidence in their own abilities. Self-efficacy is particularly affected, as children, in this case hearing impaired, do not experience situations that allow them to prove that they are capable of handling problems on their own. Similarly, resilience is limited, as children do not face and overcome difficulties that are crucial for their emotional and social development.

Although this article focuses on the effects of overprotection, it also opens the door for future research to explore effective approaches to its prevention and management. Training and ongoing support for families, along with the creation of inclusive environments, are essential steps to ensure that hearing impaired children can reach their full potential and enjoy a full and meaningful life.

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