



Supportive and Nonsupportive Parental Emotion Socialization and Early Childhood Emotion Regulation: A Systematic Review

Tuti Muthmainnah^{1a*}, Alfiatun Nisaa' Khirah Zaafirah^{2b}, Muthmainnah^{3c}

^{1,2,3}Universitas Negeri Yogyakarta

^atutimuthmainnah.2024@student.uny.ac.id, ^balfiatunnisaa.2024@student.uny.ac.id,
^cmuthmainnah@uny.ac.id

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*Correspondence Address:

tutimuthmainnah.2024@student.uny.ac.id

Abstract:

Parental responses to children's emotions play an important role in the development of emotion regulation during early childhood. This systematic review synthesized evidence on supportive and nonsupportive parental emotion-socialization practices and their associations with children's emotion regulation. Peer-reviewed empirical studies published between 2016 and 2026 were considered, focusing on emotion coaching, expressive encouragement, problem-focused and emotion-focused responses, emotion dismissing, minimization, punitive reactions, and parental distress responses. Nineteen studies met the eligibility criteria and were included in the qualitative synthesis. The review followed PRISMA 2020 reporting principles, and methodological quality was appraised using the Mixed Methods Appraisal Tool. Supportive parental emotion socialization was generally associated with more adaptive emotion regulation, whereas nonsupportive practices showed comparatively consistent associations with poorer regulation and greater emotional dysregulation. However, associations varied according to child age and emotionality, parental psychological functioning, broader parenting practices, maternal warmth, and sociocultural context. Longitudinal and observational evidence further indicated that emotion socialization operates transactionally rather than exclusively through unidirectional parent-to-child effects. These findings support strengthening supportive parental responses while reducing dismissive, punitive, and minimizing reactions to children's emotions.

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Introduction (مقدمة)

Emotion regulation is a fundamental component of socio-emotional development during

early childhood. It refers to children's developing capacity to monitor, modify, and manage emotional experiences and expressions in ways that are appropriate to situational demands. During the early years, this capacity develops rapidly as children encounter increasingly complex interpersonal situations involving frustration, peer interaction, separation from caregivers, classroom expectations, conflict, and delayed gratification. Effective emotion regulation supports children's psychological adjustment, social functioning, and participation in learning environments. Because young children have not yet developed fully independent regulatory capacities, their emotional development remains strongly embedded within interactions with significant adults, particularly parents (Morris et al., 2017).

Parents influence children's emerging regulation through multiple family processes. Emotion-related parenting practices represent one important pathway through which children learn how emotions can be interpreted, expressed, tolerated, and managed (Hajal & Paley, 2020). Family emotional expressiveness and parent-child emotional interactions may also shape children's developing regulatory capacities (Are & Shaffer, 2016). Research with preschool-aged children further indicates that mothers' and fathers' psychological characteristics and emotional socialization contribute to children's socio-emotional development, although maternal processes have received substantially more research attention than paternal processes (van der Pol et al., 2016; Thompson et al., 2020).

These processes are generally conceptualized as parental emotion socialization, which encompasses parents' beliefs, emotional expressions, responses to children's emotions, emotion-related conversations, and strategies for guiding children through emotional experiences. Parental responses may vary according to characteristics of the parent, the child, and the emotional situation itself (Bao & Kato, 2020; Bailes et al., 2023). Parents' own emotion-regulation capacities and psychological functioning may also influence how they respond to children's emotions (Arikan & Kumru, 2023; Bertie et al., 2021; Edler & Valentino, 2024). Consequently, parental emotion socialization is better conceptualized as a multidimensional and context-sensitive process than as a single parenting behavior.

An important distinction within this literature concerns supportive and nonsupportive emotion-socialization practices. Supportive practices include emotion coaching, validation, expressive encouragement, emotion-focused responses, and problem-focused responses. These behaviors may help children identify emotional states, communicate feelings appropriately, and develop strategies for managing emotional arousal. In contrast, nonsupportive practices include emotion dismissing, minimization, punitive reactions, parental distress responses, and other forms of emotional invalidation. Such responses may restrict children's opportunities to understand and manage their emotional experiences. Longitudinal research suggests that patterns of parental emotion socialization may also change across early childhood rather than remaining static characteristics of parenting (Price & Kiel, 2025).

A growing body of empirical research generally associates supportive parental emotion socialization with more adaptive emotion regulation and nonsupportive responses with less adaptive regulatory outcomes. However, the relationship is not uniform across studies. Differences have been reported according to child age and temperament, parental psychological functioning, parenting quality, cultural background, and measurement method. These variations suggest that supportive and nonsupportive practices may not function simply as opposite ends of a single continuum and that their developmental consequences should be examined separately.

Previous reviews provide important foundations for understanding parental emotion socialization, but several limitations remain. Zinsser et al. (2021) synthesized emotion-focused parenting practices among preschool-aged children, yet emotion regulation was examined

together with broader emotional outcomes such as emotion knowledge and emotional expression. England-Mason et al. (2023) focused specifically on randomized emotion-socialization parenting interventions and broader emotional competence, whereas Edler and Valentino (2024) examined parental self-regulation as an antecedent of parental emotion-socialization practices. Makruf et al. (2024) reviewed parental emotion socialization across multiple emotional variables and a broader developmental range, while Garcia et al. (2024) concentrated on parent socialization of negative affect among clinical child and adolescent samples. Most recently, Sanaky et al. (2026) examined parent-child relationships and parental emotional socialization in relation to emotion regulation across children aged three to eleven years.

Despite these contributions, three important gaps remain. First, prior reviews have not specifically compared supportive and nonsupportive parental emotion-socialization practices in relation to emotion regulation as a distinct developmental outcome during early childhood. Second, combining early childhood with later developmental periods may obscure age-related differences because toddlers and preschoolers remain more dependent on parental co-regulation than older children. Third, existing findings are heterogeneous across cultural settings, parental characteristics, measurement approaches, and study designs, yet these sources of variation have not been sufficiently integrated within a focused early-childhood synthesis. A systematic review is therefore needed not simply to determine whether parental emotion socialization is associated with child emotion regulation, but to clarify whether supportive and nonsupportive practices show different patterns of association, how these patterns vary across developmental stages and sociocultural contexts, and which parent or child characteristics may account for inconsistent findings.

Accordingly, this systematic review synthesizes empirical evidence published between 2016 and 2026 concerning supportive and nonsupportive parental emotion socialization and emotion regulation during early childhood. Specifically, the review aims to: (1) describe the methodological and demographic characteristics of the available evidence; (2) examine associations between supportive emotion-socialization practices and adaptive emotion regulation; (3) examine associations between nonsupportive practices and emotion dysregulation or less adaptive regulation; and (4) identify developmental, parental, and sociocultural factors that may explain variation across findings.



Method (منهج)

Research Design

This study employed a systematic review design to synthesize empirical evidence regarding supportive and nonsupportive parental emotion socialization and emotion regulation in early childhood. Reporting was guided by PRISMA 2020 (Page et al., 2021). Because substantial heterogeneity was anticipated across designs, measures, and populations, findings were synthesized narratively rather than statistically; reporting of synthesis without meta-analysis was informed by the SWiM guideline (Campbell et al., 2020).

Information Sources and Search Strategy

The review targeted peer-reviewed empirical studies published from January 2016 through 2026. The planned primary information sources were Scopus, Web of Science Core Collection, PubMed, ERIC, and APA PsycINFO, with Google Scholar used only for supplementary citation searching. Database-specific syntax was adapted while preserving the same conceptual blocks. The core search combined terms for parental emotion socialization (e.g., "emotion socialization," "emotion coaching," "emotion dismiss*", "supportive reactions," "nonsupportive reactions," and

reactions to children's negative emotions), child emotion regulation (e.g., "emotion regulation," "emotion dysregulation," "emotion lability"), and early childhood (e.g., preschool*, toddler*, infant*, "young child*"). Parent-related terms (parent*, mother*, father*, caregiver*) were added where required by database indexing. Backward and forward citation searching was used to identify potentially relevant additional studies.

Eligibility Criteria

Studies were eligible when they: (1) were published between 2016 and 2026; (2) were original empirical studies in peer-reviewed journals; (3) involved children from birth through approximately six years of age, or reported early-childhood findings separately; (4) involved mothers, fathers, parents, or primary caregivers; (5) explicitly assessed at least one supportive or nonsupportive parental emotion-socialization practice; (6) explicitly assessed child emotion regulation, dysregulation, or emotional lability as a distinct construct; (7) reported an analyzable association between parental emotion socialization and child emotion regulation; and (8) were published in English or Indonesian. Reviews, theses, dissertations, book chapters, editorials, studies of older children without separable early-childhood data, and studies without a distinct child emotion-regulation outcome were excluded from the primary synthesis.

Study Selection

Retrieved records were screened in two stages. First, titles and abstracts were assessed against the predefined eligibility criteria. Records that clearly did not meet the population, parental emotion-socialization, child emotion-regulation, age, publication-type, or language criteria were excluded. Second, the full texts of potentially eligible reports were assessed in detail. Reasons for exclusion at the full-text stage included an ineligible or inseparable age range, absence of a relevant parental emotion-socialization construct, absence of a distinct child emotion-regulation outcome, incompatible analytical direction, or failure to meet other eligibility criteria. The overall study-selection process was documented using the PRISMA 2020 flow diagram.

Data Extraction and Quality Appraisal

A standardized extraction form captured author/year, country, design, sample size, child age, parent characteristics, emotion-socialization construct and measure, child emotion-regulation construct and measure, analytical approach, main findings, moderators or mediators, and major limitations. Methodological quality was assessed using the Mixed Methods Appraisal Tool (MMAT) 2018 (Hong et al., 2018). Criterion-level judgments were reported as Yes, No, or Can't tell; no total quality score was calculated. Quality appraisal informed interpretation but was not used automatically to exclude otherwise eligible studies.

Data Synthesis

Studies were grouped by predominant parental emotion-socialization pattern: supportive practices, nonsupportive practices, coaching-dismissing profiles, and moderator/contextual processes. Observational, longitudinal, correlational, and intervention evidence was compared, with greater interpretive weight given to longitudinal, experimental, and direct-observational evidence. The synthesis focused on consistency, direction, developmental variation, and contextual explanations rather than isolated study-by-study summaries.



Result (نتائج)

Study Selection

Following title and abstract screening and subsequent full-text eligibility assessment, 19 studies met the predefined eligibility criteria and were included in the qualitative synthesis. All 19 included studies were subsequently subjected to methodological quality appraisal using the MMAT 2018. The study-selection process is presented in Figure 1.

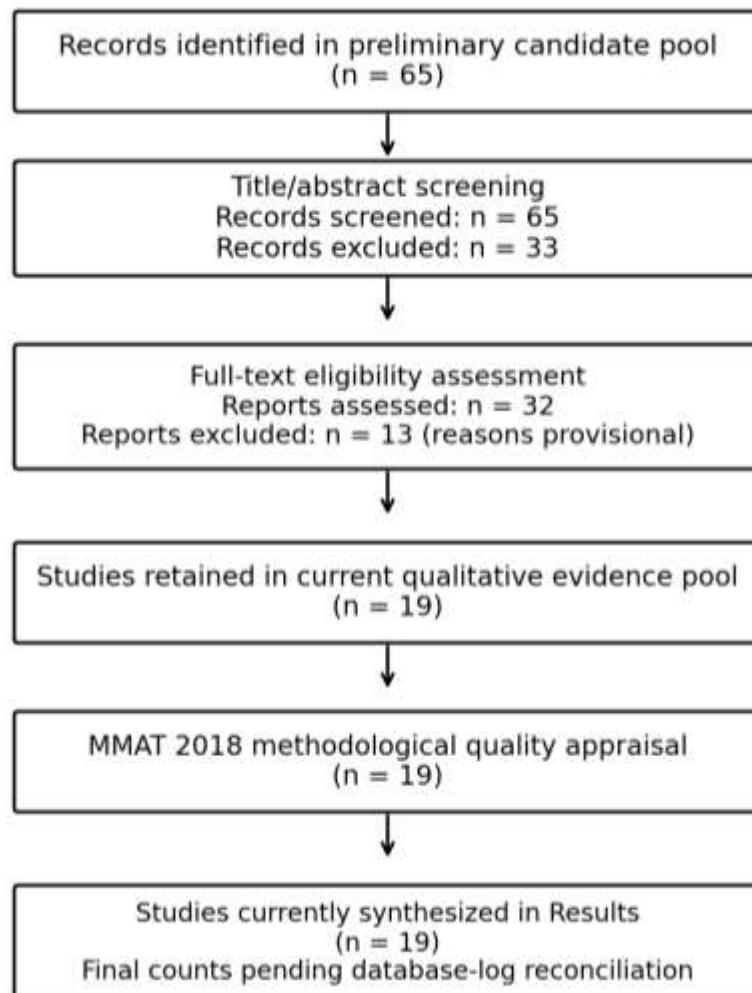


Figure 1. Working PRISMA 2020 Flow Diagram.

Characteristics of the Included Studies

The review included 19 empirical studies examining supportive and/or nonsupportive parental emotion-socialization practices in relation to emotion regulation during early childhood. The studies were published between 2017 and 2026 and represented diverse sociocultural contexts, including the United States, Italy, South Korea, Hong Kong, China, Romania, Indonesia, and multinational samples. Most studies employed quantitative nonrandomized designs, although longitudinal, observational, structural-equation-modeling, and randomized controlled designs were also represented.

Sample sizes varied considerably, ranging from 68 parent-child dyads to 869 families. The children were predominantly between two and six years of age. Maternal emotion socialization was examined more frequently than paternal emotion socialization. Only a smaller proportion of studies incorporated fathers or analyzed maternal and paternal emotional socialization separately.

The operationalization of parental emotion socialization was heterogeneous. Supportive practices included emotion coaching, expressive encouragement, emotion-focused reactions, problem-focused reactions, and other supportive responses to children's negative emotions. Nonsupportive practices included emotion dismissing, minimization, punitive reactions, distress reactions, and other nonsupportive responses. Frequently used instruments included the Coping with Children's Negative Emotions Scale (CCNES), measures of parental emotional or meta-emotion style, and observational coding of parent-child interactions. Children's emotion regulation was most frequently assessed using the Emotion Regulation Checklist (ERC) or direct observational measures during emotion-eliciting laboratory tasks.

Table 1. Characteristics of the Included Studies

Study	Context/ Sample	Design	Parental ES	Child ER	Main finding
Wu et al. (2017)	USA; 128 mother-preschooler dyads	Observational	Supportive maternal ES	Observed ER strategies	Associations varied with child emotionality.
Mirabile et al. (2018)	USA; 81 children, 3-6 y	Cross-sectional	Supportive responses	ER & lability	Supportiveness related to better ER mainly among younger children.
Binion & Zalewski (2018)	USA; 68 dyads, 36-60 mo	Observational	Supportive/nonsupportive ES	Observed regulation	Maternal functioning and ES related to regulatory organization.
Ornaghi et al. (2019)	Italy; 242 toddlers	Cross-sectional SEM	Coaching vs. dismissing	Child ER	Coaching positive; dismissing negative for emotional competence/ER.
Suh & Kang (2020)	South Korea; 271 dyads, 4-5 y	Mediation	Supportive/nonsupportive reactions	ERC	ER mediated links between maternal reactions and aggression.
Chan et al. (2021)	Hong Kong; 104 parents, 3-6 y	RCT	Tuning in to Kids / CCNES	ERC	Reduced punitive responses; delayed improvement in lability/negativity.
Price & Kiel (2022)	USA; 175 dyads, 2-4 y	3-wave longitudinal	Supportive/nonsupportive ES	Observed ER	ES and child ER formed longitudinal pathways to later anxiety.
Wu et al. (2022)	USA; 126 dyads, 3-4 y	2-wave observational	Observed emotion coaching	Observed ER	Coaching and maternal depressive symptoms jointly predicted ER.
Lee et al. (2023)	USA; 68 dyads, 36-60 mo	Observational	Supportive ES / CCNES	Observed ER	Supportive ES buffered some maternal ER-related risk.
Frogley et al. (2023)	Multinational; 869 families; subgroup 4-6 y	3-wave longitudinal	Coaching/dismissing/disengaged profiles	Child ER	Dismissing/disengaged profiles linked to poorer emotional outcomes.
Shao et al. (2023)	China; 667 mothers, 4-6 y	SEM	Coaching & dismissing	ERC	Coaching/dismissing mediated links between maternal reflection and ER.
Zhu et al. (2025)	USA; children at 3 & 4 y	Lag-sequential observation	Observed emotion coaching	Observed ER	Transactional, emotion-specific, age-dependent sequences.
Ștefan & Dănilă (2025)	Romania; 330 preschoolers, 52-72 mo	SEM	Coaching/dismissing	Adaptive/maladaptive ER	Effects operated partly through positive/negative parenting.
Laifer et al. (2026)	USA; 157 families; ES age 3-ER age 5	Longitudinal	Supportive/nonsupportive ERSB	Maladaptive ER	Nonsupportive responses formed a pathway from parental distress to child maladaptive ER.
Pratiwi et al. (2018)	Indonesia; 75 parents, 5-6 y	Cross-sectional	Coaching/dismissing	Child ER	Parental approach significantly associated with child ER.
Wandansari (2019)	Indonesia; 98 parent-child sets, 4-6 y	Regression	SEFQ/CCNES/MESQ	ERC	Combined maternal/paternal ES explained part of ER variance.
Asih & Boediman (2021)	Indonesia; 139 mothers, 3-5 y	Moderation	CCNES	ERC	Maternal warmth moderated the ES-ER association.
Herdiana et al. (2022)	Indonesia; 184 mothers, 3-5 y	Correlational	Supportive/nonsupportive CCNES	ERC	Nonsupportive $r=-.426$; supportive $r=.178$ with ER.
Leo & Hendriati (2022)	Indonesia; 156 participants, 4-6 y	Comparative	Coaching/dismissing emotional style	ERC	No significant ER differences by maternal/paternal emotional style.

Methodological Quality of the Included Studies

MMAT appraisal indicated generally appropriate measurement across the evidence base but recurring limitations in representativeness, control of confounding, completeness of outcome reporting, and shared-method bias. Eighteen studies were treated as quantitative nonrandomized designs and Chan et al. (2021) as a randomized controlled trial. Longitudinal and direct-observational studies provided stronger temporal or behavioral evidence than single-time-point parent-report studies.

Table 2. Methodological Quality Appraisal of the Included Studies Using MMAT 2018

Study	Design	C1	C2	C3	C4	C5	Key concern
Wu et al. (2017)	QNR	CT	Y	CT	CT	Y	Representativeness/outcome completeness unclear.
Mirabile et al. (2018)	QNR	CT	Y	CT	N	Y	Limited confounder control.
Binion & Zalewski (2018)	QNR	N	Y	CT	Y	Y	Risk-enriched sample limits generalizability.
Ornaghi et al. (2019)	QNR	CT	Y	CT	Y	Y	Strong measures; representativeness unclear.
Suh & Kang (2020)	QNR	CT	Y	CT	CT	Y	Confounder control incompletely reported.
Price & Kiel (2022)	QNR	CT	Y	CT	Y	Y	Longitudinal strength; generalizability limited.
Wu et al. (2022)	QNR	CT	Y	CT	Y	Y	Two-wave observational design.
Lee et al. (2023)	QNR	N	Y	CT	Y	Y	Targeted risk sampling.
Frogley et al. (2023)	QNR	N	Y	Y	Y	Y	Large longitudinal sample; representativeness limited.
Shao et al. (2023)	QNR	CT	Y	CT	CT	Y	Predominantly mother-report.
Zhu et al. (2025)	QNR	CT	Y	CT	CT	Y	Strong direct observation; smaller sample.
Ștefan & Dănilă (2025)	QNR	CT	Y	CT	Y	Y	SEM; outcome completeness unclear.
Laifer et al. (2026)	QNR	N	Y	CT	Y	Y	Homogeneous sample limits generalizability.
Pratiwi et al. (2018)	QNR	CT	CT	CT	N	Y	Measurement/control reporting limited.
Wandansari (2019)	QNR	CT	Y	CT	CT	Y	Cross-sectional design.
Asih & Boediman (2021)	QNR	N	Y	CT	Y	Y	Nonprobability sampling.
Herdiana et al. (2022)	QNR	N	Y	CT	N	Y	Purposive sampling; bivariate analysis.
Leo & Hendriati (2022)	QNR	CT	Y	CT	N	Y	Limited confounder control.
Chan et al. (2021)	RCT	Y	Y	CT	N	CT	Blinding/adherence incompletely established.

Note. Y = Yes; N = No; CT = Can't tell. For QNR studies, C1–C5 correspond to MMAT criteria 3.1–3.5; for the RCT, they correspond to criteria 2.1–2.5.

Thematic Synthesis of Findings

The synthesis of the current evidence pool identified four recurring patterns concerning parental emotion socialization and emotion regulation during early childhood: (1) supportive emotion socialization and adaptive emotion regulation, (2) nonsupportive emotion socialization and emotion dysregulation, (3) emotion coaching–dismissing profiles and developmental patterns, and (4) parent, child, and contextual factors influencing these associations.

Supportive Emotion Socialization and Adaptive Emotion Regulation

Across the included studies, supportive parental emotion-socialization practices were generally associated with more adaptive emotion regulation in young children. These practices included emotion coaching, expressive encouragement, problem-focused responses, emotion-focused responses, acceptance of children's emotional experiences, and other supportive reactions to negative emotions.

Ornaghi et al. (2019), for example, found that maternal emotion coaching was positively associated with toddlers' emotional competence, including emotion-regulatory abilities. Similarly, Pratiwi et al. (2018) reported a significant positive association between parents' coaching-oriented approaches and emotion regulation among Indonesian children aged five to six years. Research using broader measures of supportive emotion socialization produced comparable patterns. Herdiana et al. (2022) reported a significant positive association between mothers' supportive responses to children's negative emotions and emotion regulation among children aged three to five years ($r = .178$).

Evidence from observational research also supported the relevance of supportive socialization. Lee et al. (2023) found that supportive maternal emotion socialization moderated the association between maternal emotion-regulation difficulties and preschoolers' emotional responses during a frustration task. Children whose mothers reported higher supportive emotion socialization appeared less vulnerable to some effects associated with maternal emotion-regulation difficulties. Longitudinal and observational studies further suggested that the association is dynamic rather than exclusively parent-driven. Zhu et al. (2025) demonstrated sequential associations between maternal emotion coaching and children's regulatory behavior during parent-child interactions at ages three and four.

Intervention evidence was comparatively limited but also generally supportive. In the randomized controlled trial conducted by Chan et al. (2021), the Tuning in to Kids parenting intervention increased supportive emotion-socialization practices and produced delayed improvements in children's emotion lability/negativity. Taken together, the evidence indicates that supportive parental responses are generally associated with more adaptive regulatory outcomes, although the magnitude and consistency of the association varied across studies.

Nonsupportive Emotion Socialization and Emotion Dysregulation

A second and comparatively consistent pattern concerned nonsupportive emotion-socialization practices. These included emotion dismissing, punitive reactions, minimization of children's emotions, parental distress responses, and other forms of invalidating or nonsupportive reactions to children's negative affect.

Several studies found that greater nonsupportive emotion socialization was associated with poorer emotion regulation or greater emotional dysregulation. Herdiana et al. (2022) found a significant negative association between mothers' nonsupportive reactions and children's emotion regulation ($r = -.426$). The absolute magnitude of this association was greater than that observed for supportive responses in the same study ($r = .178$). This pattern indicates that supportive and nonsupportive emotion socialization may not simply represent opposite ends of a single continuum.

Longitudinal evidence provided additional support for the potential importance of nonsupportive responses. Laifer et al. (2026) found that maternal nonsupportive responses to children's negative emotions at age three represented a potential developmental pathway linking maternal trauma-related distress with children's maladaptive emotion regulation at age five. Similarly, recent structural modeling by Ștefan and Dănilă (2025) showed that emotion dismissing was associated with maladaptive emotion regulation through negative parenting

practices, whereas emotion coaching operated through more positive parenting pathways.

Studies incorporating both coaching and dismissing dimensions yielded similar patterns. Shao et al. (2023), in a sample of 667 mothers of children aged four to six years in China, found that maternal emotion coaching and emotion dismissing played contrasting roles in children's emotion regulation. Collectively, evidence from these studies suggests that dismissive and otherwise nonsupportive parental responses may represent particularly relevant risk processes for less adaptive emotion regulation during early childhood.

Emotion Coaching–Dismissing Profiles and Developmental Patterns

The third pattern concerned studies that examined emotion-socialization styles or profiles rather than individual parental responses. These studies indicated that the combination of supportive and nonsupportive behaviors may provide information that is not captured when individual practices are analyzed separately.

Frogley et al. (2023) identified distinct parental emotion-socialization profiles, including emotion coaching, emotion dismissing, and emotion disengaged patterns. Across longitudinal assessments, dismissing and disengaged profiles were generally associated with less favorable emotional outcomes than coaching-oriented profiles. Importantly, some associations differed according to developmental period, indicating that the meaning and effectiveness of particular parental responses may change as children's regulatory capacities develop.

This developmental variation was also evident in Mirabile et al. (2018). Supportive parental responses were associated with better emotion regulation among younger preschool-aged children, whereas the pattern differed for older children within the three-to-six-year age range. Likewise, Zhu et al. (2025) found age- and emotion-specific sequences between maternal emotion coaching and child emotion regulation at ages three and four. Thus, the relationship between parental emotion socialization and children's regulation did not appear to be developmentally uniform.

Evidence from Indonesia also showed that emotional style did not consistently distinguish children's regulatory outcomes. Leo and Hendriati (2022), using the Parental Emotional Style Questionnaire and Emotion Regulation Checklist with 156 participants, found no significant differences in emotion regulation among children aged four to six years based on fathers' and mothers' emotional styles. This finding contrasted with studies reporting more favorable outcomes associated with coaching styles and illustrates heterogeneity across populations and measurement approaches.

Parent, Child, and Contextual Factors

The fourth major pattern involved variables that altered, explained, or contextualized the association between parental emotion socialization and children's emotion regulation. These factors could be organized into parent characteristics, child characteristics, broader parenting processes, and sociocultural context.

At the parent level, maternal psychological and emotional functioning emerged repeatedly. Wu et al. (2022) found that maternal depressive symptoms and maternal emotion-coaching styles jointly contributed to children's developing regulatory behavior. Lee et al. (2023) similarly demonstrated that supportive emotion socialization could buffer some associations between maternal emotion-regulation difficulties and children's emotional responses. Laifer et al. (2026) further identified maternal trauma-related distress as a distal factor associated with later child maladaptive emotion regulation partly through maternal nonsupportive emotion-socialization responses.

Broader parenting processes also influenced these associations. Ștefan and Dănilă (2025)

found that positive and negative parenting practices acted as pathways linking emotion coaching and dismissing with adaptive and maladaptive emotion regulation. In Indonesia, Asih and Boediman (2021) reported a significant interaction between maternal warmth and emotion socialization in predicting preschool children's emotion regulation, although the magnitude of the interaction was relatively small.

Child characteristics also contributed to variation across findings. Wu et al. (2017) demonstrated that children's positive and negative emotionality influenced associations between maternal emotion socialization and regulatory strategies. Shao et al. (2023) reported moderation involving child age and gender, whereas Suh and Kang (2020) found gender-related differences in pathways involving maternal reactions, children's emotion regulation, and aggression.

Finally, cross-cultural variation was evident across the evidence pool. Studies conducted in the United States, European countries, China, Hong Kong, South Korea, and Indonesia generally supported the relevance of parental emotion socialization but did not produce completely uniform findings. For example, while several studies found advantages associated with emotion-coaching styles, Leo and Hendriati (2022) found no significant differences in children's emotion regulation according to maternal and paternal emotional style. Overall, the findings indicate that parental emotion socialization is associated with early childhood emotion regulation within a broader system involving developmental, parental, familial, and sociocultural characteristics.



Discussion (مناقشة)

This systematic review synthesized recent evidence concerning supportive and nonsupportive parental emotion-socialization practices and emotion regulation during early childhood. Overall, the evidence indicates that parental emotion socialization is meaningfully associated with children's developing regulatory capacities, although the relationship is neither uniform nor exclusively unidirectional. Supportive practices generally corresponded with more adaptive emotion regulation, whereas dismissive, punitive, minimizing, and other nonsupportive responses were more consistently associated with poorer regulation or greater emotional dysregulation. At the same time, considerable variation across studies suggests that these associations depend on developmental characteristics, parental functioning, broader parenting processes, and sociocultural context.

Characteristics of The Evidence Base

The characteristics of the included studies are important for interpreting the overall pattern of findings. Of the 19 studies, eight were conducted in the United States, five in Indonesia, three in East Asian settings (China, Hong Kong, and South Korea), two in European countries (Italy and Romania), and one used a multinational sample. Sample sizes ranged from 68 parent-child dyads to 869 families. Although the evidence base included longitudinal, observational, structural-equation-modeling, correlational, and intervention studies, quantitative nonrandomized designs predominated and only one included study was a randomized controlled trial. The synthesis therefore benefits from methodological diversity but remains limited in the extent to which causal conclusions can be drawn.

Mothers were also the predominant source of information about parental emotion socialization. Studies examining fathers separately were comparatively limited, even though available Indonesian evidence suggests that maternal and paternal emotional styles may not always operate identically. Measurement approaches varied substantially: several studies used parent-report instruments such as the CCNES and ERC, whereas others employed direct observation of parent-child interactions or children's regulatory behavior. Same-informant

designs may be more vulnerable to shared-method variance, whereas observational studies provide more direct behavioral evidence but often rely on smaller and less representative samples.

Supportive Emotion Socialization as a Context for Learning Emotion Regulation

The generally favorable association between supportive emotion socialization and children's regulation is consistent with theoretical models proposing that parents provide an important interpersonal context in which young children learn how emotions can be understood, tolerated, expressed, and managed. During early childhood, children's regulatory capacities remain developing and are therefore partly supported through parental co-regulation. Supportive responses such as acknowledging emotional experiences, encouraging appropriate expression, assisting with problem solving, and coaching children through emotionally challenging situations may provide repeated opportunities for children to develop increasingly independent regulatory strategies.

This interpretation is consistent with the broader model proposed by Morris et al. (2017), in which emotion-related parenting practices constitute one of the major pathways through which families influence children's emotion regulation. It is also compatible with Hajal and Paley's (2020) argument that parental emotional functioning and emotion-socialization behaviors should be considered together rather than as isolated processes. The present review extends these perspectives by focusing specifically on early childhood and by demonstrating that supportive practices were relevant across correlational, observational, longitudinal, and intervention studies.

Nevertheless, supportive emotion socialization did not consistently predict better regulation in every study. The relatively modest associations identified in some studies are consistent with the meta-analysis of Zinsser et al. (2021), which found that emotion-focused parenting practices were positively associated with children's emotional skills but generally produced small effect sizes. This suggests that supportive emotion socialization should not be viewed as a single dominant determinant of children's emotion regulation. Rather, it represents one component of a broader developmental system.

Nonsupportive Practices May Represent a Particularly Important Risk Process

One of the most notable patterns in the present synthesis was the comparatively consistent association between nonsupportive parental responses and less adaptive child emotion regulation. In several studies, dismissing, minimizing, punitive, or otherwise nonsupportive responses were associated with greater dysregulation or weaker regulatory capacities. In the Indonesian study by Herdiana et al. (2022), for example, the negative association between nonsupportive responses and emotion regulation was considerably larger than the positive association observed for supportive responses.

This pattern raises an important conceptual point: supportive and nonsupportive emotion socialization should not necessarily be interpreted as simple opposite ends of a single continuum. A parent may engage in supportive responses in some emotional situations while simultaneously responding dismissively or punitively in others. Consequently, increasing supportive parenting may not fully compensate for frequent invalidation or punishment of children's emotions.

Nonsupportive responses may interfere with emotion-regulation development through several mechanisms. Minimizing an emotional experience may discourage children from attending to and understanding their internal emotional states. Punitive responses may increase arousal or teach children that negative emotions themselves are unacceptable. Emotion dismissing may also reduce opportunities for children to receive guidance in labeling emotions, identifying their causes, and selecting appropriate regulatory strategies. Over time, children may therefore learn to suppress, avoid, or intensify emotional responses rather than regulate them

effectively.

Longitudinal findings reinforce this interpretation. Evidence that nonsupportive responses at an earlier age are associated with later maladaptive regulation suggests that these behaviors may represent more than concurrent correlates. However, because most studies in the evidence pool remain nonexperimental, causal conclusions should still be made cautiously.

Developmental Differences Across Early Childhood

Another important finding is that the effects of parental emotion socialization appear to vary. The association between parental emotion socialization and child regulation appears to vary across developmental stages within early childhood. Toddlers and younger preschoolers remain highly dependent on external co-regulation because their language, cognitive control, and independent regulatory strategies are still developing. Ornaghi et al. (2019) identified positive associations between maternal emotion coaching and emotional competence among toddlers, while Price and Kiel (2022) demonstrated longitudinal connections between maternal emotion socialization and regulation from approximately two to four years of age.

Among preschool-aged children, the association appears more differentiated. Mirabile et al. (2018) found supportive parental responses to be more strongly associated with better regulation among younger children within the three-to-six-year range, while Zhu et al. (2025) identified age- and emotion-specific sequences between maternal coaching and child regulatory behavior at ages three and four. Near school entry, findings were more heterogeneous: Pratiwi et al. (2018) reported significant associations among five- to six-year-olds, whereas Leo and Hendriati (2022) found no significant differences in regulation according to maternal or paternal emotional style among children aged four to six years. These differences suggest that parental support may shift from direct co-regulation toward more indirect guidance as children develop greater regulatory autonomy.

The evidence also supports a transactional rather than strictly unidirectional interpretation. Zhu et al. (2025) showed that maternal emotion coaching could precede children's regulatory behavior while children's responses could also shape subsequent maternal behavior within the same interaction. Parents may therefore intensify coaching precisely when children show greater regulatory difficulty, a reciprocal process that can obscure expected associations in cross-sectional designs.

Parent and Family Characteristics Shape the Association

The review also indicates that parental emotion socialization operates within a broader parenting system. Maternal depressive symptoms, emotion-regulation difficulties, trauma-related distress, warmth, and general parenting practices were among the factors associated with differences in children's regulatory outcomes. This finding supports the view that the effectiveness of parental responses to children's emotions cannot be separated completely from parents' own emotional functioning.

For example, supportive emotion socialization may serve a protective role when parents themselves experience emotion-regulation difficulties, as suggested by Lee et al. (2023). Conversely, parental psychological distress may increase the likelihood of nonsupportive responses, which can then become one pathway through which emotional risk is transmitted across generations. Ștefan and Dănilă (2025) similarly demonstrated that emotion coaching and dismissing were connected with children's regulation partly through broader positive and negative parenting practices.

These findings have practical implications. Programs aimed at improving children's emotion regulation may be more effective when they do more than instruct parents to use

particular verbal responses. Intervention may also need to address parents' ability to regulate their own emotions, tolerate children's distress, and maintain supportive parenting during emotionally demanding situations.

Sociocultural Differences and Measurement Considerations

The studies spanned Western, East Asian, and Indonesian contexts, allowing cautious comparison of sociocultural patterns. U.S. and European studies generally supported associations between supportive socialization and more adaptive regulation while emphasizing individual differences related to child emotionality, maternal psychological functioning, and broader parenting processes (Wu et al., 2017, 2022; Lee et al., 2023; Ornaghi et al., 2019; Ștefan & Dănilă, 2025). East Asian studies also supported the relevance of parental emotion socialization, but contextual variation was evident. In Hong Kong, Chan et al. (2021) reported reduced punitive responses and delayed improvement in child lability following an emotion-coaching intervention; Shao et al. (2023) identified contrasting roles for coaching and dismissing in China; and Suh and Kang (2020) reported gender-related variation in South Korea.

The Indonesian evidence was particularly heterogeneous. Pratiwi et al. (2018), Wandansari (2019), Asih and Boediman (2021), and Herdiana et al. (2022) generally identified significant links between parental emotion socialization and child regulation, including the moderating role of maternal warmth and a comparatively stronger negative association for nonsupportive responses. In contrast, Leo and Hendriati (2022) found no significant regulation differences according to maternal or paternal emotional style. These differences may reflect family norms, expectations regarding emotional expression, broader parenting relationships, sample composition, or measurement choices rather than simple cultural differences.

Cultural interpretations should therefore remain cautious because the included studies were not primarily designed as direct cross-national comparisons. Measurement heterogeneity further complicates interpretation. Parent-report measures can introduce shared-method bias, while observational approaches generally involve smaller samples. Future research should employ culturally validated measures, multi-informant assessment, and direct comparative designs before concluding that specific emotion-socialization practices function differently across cultural groups.

Contribution, Limitations, and Future Directions

The present review complements rather than duplicates previous syntheses. Its contribution lies in comparing supportive and nonsupportive parental emotion-socialization practices specifically in relation to emotion regulation during early childhood, while considering developmental and sociocultural variation. Nevertheless, the evidence base remains dominated by maternal reports, cross-sectional and nonrandomized designs, heterogeneous measures, and uneven cultural representation. Restriction to English- and Indonesian-language publications may also have excluded relevant evidence.

Practically, the findings suggest that supporting children's emotion regulation requires both increasing constructive parental responses and reducing dismissive, punitive, or minimizing reactions. Parenting programs may be strengthened by helping caregivers acknowledge and label children's emotions, guide problem solving, tolerate children's distress, and regulate their own emotional responses. Early childhood educators can reinforce these processes through emotionally supportive classroom interactions and coordinated parent-education activities. Future studies should prioritize longitudinal, multi-informant, observational, and culturally comparative designs and give greater attention to fathers and developmental differences within early childhood.

Overall, the findings indicate that developing children's emotion regulation may involve

both increasing supportive parental guidance and reducing dismissive, punitive, or minimizing responses. This distinction is important for parenting education and early-childhood interventions because preventing nonsupportive emotional interactions may be as consequential as promoting emotion coaching itself.



Conclusion (خاتمة)

Parental emotion socialization is meaningfully associated with emotion regulation during early childhood. Across the 19 included studies, supportive responses such as emotion coaching, validation, and constructive problem solving were generally associated with more adaptive regulation, whereas dismissive, minimizing, and punitive responses were more consistently linked to poorer regulation or emotional dysregulation. These associations varied across developmental stages and sociocultural contexts. Practically, parents should be encouraged to acknowledge children's emotions, help them label and manage feelings, and reduce dismissive or punitive reactions. Early childhood educators can reinforce these practices through emotionally supportive classroom interactions and parent-education activities that promote consistent emotion-coaching strategies across home and school. Future research should further examine fathers, developmental differences, and culturally specific patterns using longitudinal and multi-informant designs.

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