

Parent Emotion Socialization (PES) and Emotion Variables in Children and Adolescents: A Systematic Review

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Abstract. Parent emotion socialization (PES), a response used when reacting to the emotional expression of children, is classified into supportive and non-supportive categories and varies at each stage of development. In this context, emotion, which is measured based on a strong theoretical foundation, plays an important role in children and adolescent development in terms of social functioning, academic achievement, and the development of psychopathology. The status as a single domain of study depends on each theoretical perspective applied. Based on prediction, the types of related variables also vary depending on each theoretical perspective. Therefore, this study aimed to fill the gap of reviews on the types of emotion variables. The association between the dynamics of emotion variables and PES was determined by analyzing 15 international journals. The results showed that emotion regulation was the variable most associated with PES in children and adolescents, serving as a moderator or vice versa. Other variables included self-conscious emotion, social and emotional adjustment, expression of emotion, negative emotionality/lability, and emotion processing. In conclusion, practitioners were provided with considerations regarding the measurement, study, and development of PES topics and various emotion variables.

Keywords: adolescent, children, emotion variable, *parent emotion socialization*

Parent Emotion Socialization (PES) dan Variabel Emosi Pada Anak dan Remaja: Tinjauan Sistematis

Abstrak. *Parent emotion socialization* (PES) merupakan suatu cara dan respon orang tua dalam bereaksi terhadap tampilan emosi pada anak mereka. PES meliputi dua kategori yaitu *supportive* dan *nonsupportive*. PES akan berbeda pada tiap perkembangannya sehingga perilaku PES pada anak usia dini akan berbeda pula pada remaja. Emosi berperan penting bagi perkembangan anak dan remaja dalam fungsi sosial, prestasi akademik, dan perkembangan psikopatologi. Dalam mengukur emosi pada anak dan remaja harus dengan landasan teori yang kuat. Status emosi sebagai domain tunggal penelitian tergantung tiap perspektif teori yang digunakan. Dari hal tersebut diprediksi bahwa jenis variabel yang berkaitan dengan emosi pun akan berbeda-beda tergantung tiap perspektif teori yang dipakai. Tinjauan sistematis ini memiliki tujuan untuk melengkapi adanya kesenjangan ulasan mengenai jenis variabel emosi dan bagaimana dinamika variabel emosi yang berhubungan dengan PES dengan menganalisis 15 jurnal internasional. Hasil tinjauan sistematis ini menunjukkan bahwa regulasi emosi menjadi variabel emosi yang paling banyak dikaitkan dengan PES pada anak dan remaja. Dalam kaitannya dengan PES, regulasi emosi dapat menjadi moderator ataupun sebaliknya. Variabel emosi lainnya yang dikaitkan dengan PES antara lain *self-conscious emotions*, *emotion regulation*, *social and emotional adjustment*, *expression of emotion*, *negative emotionality/lability*, dan *emotion processing*. Temuan ini akan memberikan pertimbangan pada para praktisi dan peneliti selanjutnya terkait pengukuran, penelitian, pengembangan topik PES dan berbagai variabel emosi pada anak dan remaja.

Kata Kunci: anak, *parent emotion socialization*, remaja, variabel emosi

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Emotion socialization theory states that the development of emotional competence among children is influenced by several family-based factors. Firstly, the understanding, expression, and emotional regulation of parents are observed and modeled by children. Secondly, the emotion of children is impacted by the emotional climate of the home environment comprising all family members, with parents being the major contributors. Thirdly, children are influenced by accepting or non-accepting parental beliefs about emotion. Fourthly, parenting practices, such as methods adopted to address, discuss, and manage emotion, influence emotional development (Westrupp et al., 2020).

Emotional development is believed to be significantly influenced by parent emotion socialization (PES) practices, which includes teaching children to recognize, express, and regulate emotion (Breux et al., 2022; Eisenberg et al., 1998; Leerkes & Bailes, 2019). This group of parenting practice includes techniques for expressing and regulating emotions, responding to emotional outburst of children, as well as engaging in coaching and conversation about emotion (Breux et al., 2022; Eisenberg et al., 1998; Morris et al., 2017). According to study on PES, parent responses to the emotions of children may be categorized as either emotionally supportive or non-supporting (Fabes et al., 2002; Spinrad et al., 2007). From a conceptual standpoint, the 2 categories originated from the inherent view of parents

on the expression and feeling of emotion. It is important to acknowledge that evidence exploring each of the categories has provided support for the PES model heuristically.

The same parent responses to emotion may not be appropriate for all children, at the stages of development, with the same characteristics (Castro & Nelson, 2018; Chronis-Tuscano et al., 2022). This suggests the potential of contexts where the reflections on the emotions of children may reinforce or elevate dysregulation. Furthermore, the optimal response to the expression of emotion by children and adolescents is different. PES is considered to be more complex, as an expression of emotion by children depends on the appropriateness of developmental level, temperament characteristics, physiological reactivity, and psychological symptoms (Chess & Thomas, 2013; Chronis-Tuscano et al., 2022).

Emotion plays an important role in children and adolescent development. This includes social functioning, academic achievement, and the development of psychopathology. Studies on the role of emotion in behavioral problems have been growing rapidly. There is an increasing number of evidence that emotion-related traits and parenting processes can be a major cause of behavioral problems (Frick & Nigg, 2012; Root & Denham, 2010). The measurement of this variable in children and adolescents should be conducted theoretically. Emotion has been and continues to be a very important phenomenon

and topic to study for humans. It is defined differently depending on each theoretical perspective used, leading to very different implications. For example, the naturalistic approach states that emotion is natural and the categories correspond to inherent physical structures. According to numerous theories, emotion is socially constructed (Zeman et al., 2007). Therefore, the types of the related variable will also vary depending on each theory.

An important aspect of any emotion and the corresponding assessment is the interpretation of the regulation. It is also important to understand the symbiotic relationship between emotion and emotional regulation (Zeman et al., 2007). Campos et al. (2004) stated that both were not two separate phenomena but were different aspects of one set of processes. This means that despite being conceptually distinguishable, they share a common referent relating to human-environmental issues. Assessing emotion and emotion regulation includes multiple methods at different levels of analysis, namely physiological arousal, facial expressions and behaviors, cognitive evaluation, as well as the tone and dynamics of emotion experienced by a person subjectively (Zeman et al., 2007).

Several studies have conducted systematic reviews on PES and emotion in children and adolescents. Morelen and Thomassin (2013) reviewed ethnically diverse families in the United States. Furthermore, McKenna (2022)

systematically reviewed PES on blame strategies in emotion regulation among children with emotional and behavioral difficulties. Chronis-Tuscano et al. (2022) reviewed 23 articles focusing on children and adolescent emotional development as a transdiagnostic factor of developmental psychopathology. The study covered various PES domains, methodologies, ages, as well as clinical and nonclinical populations. The journal review by Breaux et al. (2022) with a full 53 articles produced a model of the relationship between PES and adolescent positive emotion as well as the development of psychopathology. This review was conducted as the majority of previous studies focused on the negative emotions of children. It is important to acknowledge that the majority of reviews on PES and emotion in children and adolescents focus on both positive and negative emotions, as well as clinical contexts and psychopathological development. However, there is no systematic review discussing PES and types of emotion variables specifically in children and adolescents.

PES with emotion in children and adolescents is essential to understand the types of variables under study, such as emotion regulation, known to be an important related aspect. This systematic review aims to fill the gap in the types of emotion variables. The relationship between PES and the dynamics of emotion variables was also determined. This study is expected to provide information about one of the efforts to determine various types of

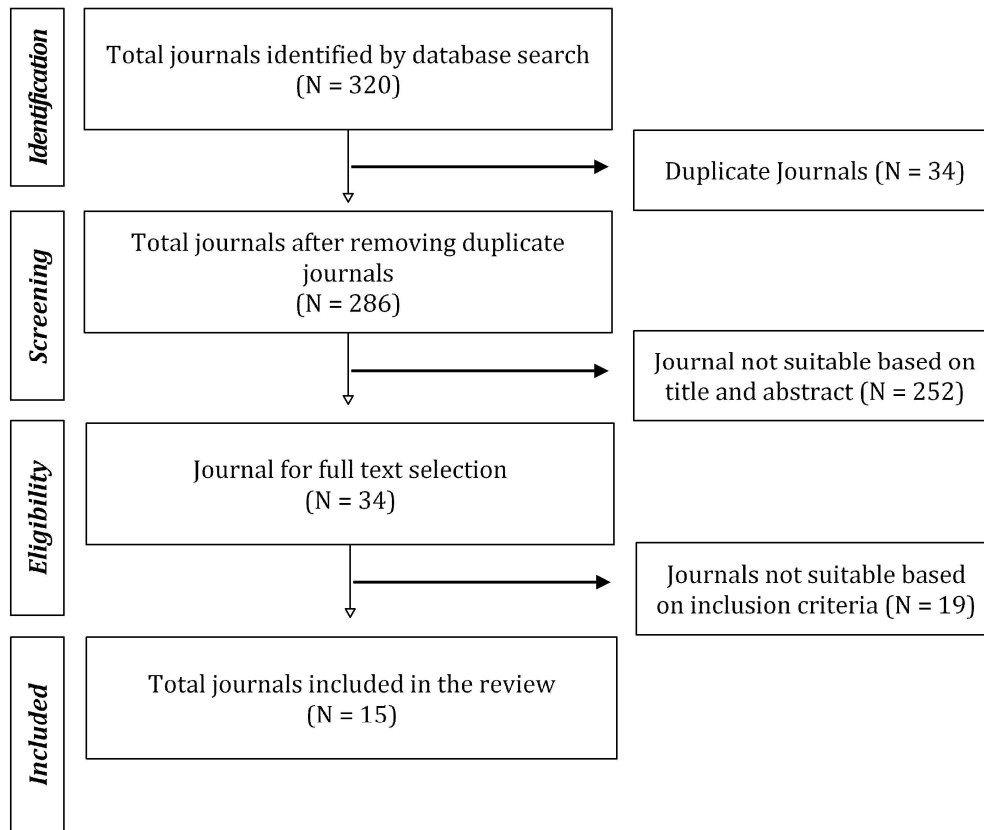
emotion variables related to PES, specifically in children and adolescents, which will be useful for related parties as a basis and consideration in further investigation.

Method

The appropriate systematic review process mentioned by Kitchenham (2004) was first planned, starting with developing a research question. The SPIDER (Sample, Phenomenon of Interest, Design, Evaluation, and Research Type) formulation was adopted, leading to questions such as the types of emotion variables and the correlation with PES in children and adolescents. Subsequently, the search terms and protocol were determined and designed, respectively. Terms were derived from the study question and expanded to create a comprehensive list of search words. The search terms used were *parent* emotion socialization, parent* emotion socialization, parent* socialization of emotion, parent* socialization of emotion, emotion*, children, young children, preschoolers, toddlers, adolescents, and teenagers*.

The words were used to search for articles in 7 databases, including Scopus, SageJournals, Google Scholar, Taylor & Francis Online, Wiley Online Library, Pubmed, and Proquest. In the next stage, all journals were assessed for duplication using Mendeley and Rayyan. The results were further filtered based on the title and abstract. Furthermore, the full version of the qualified journal was analyzed following the title and abstract screening. Finally, 15 articles that discussed the relationship between PES and emotion in children and adolescents were obtained.

The flow chart of journal selection can be shown in Figure 1. In this study, the inclusion criteria comprised (1) the presence of PES and emotional variables in the journal, (2) the subjects are children or adolescents, (3) quantitative and qualitative study types, (4) English journals, and (5) study conducted from 2013 to 2023. The exclusion criteria were (1) journals that discussed PES, without emotional variables, (2) the subjects were not children or adolescents, (3) not written in English, (4) articles with not clearly described methods.

Figure 1*PRISMA Flow Chart*

Results

Based on the systematic review, 15 journals discussed PES and emotion variables in children and adolescents. The results showed that the domain of PES from 14 journals was studied as parent responses in reacting to positive or negative emotions among children and adolescents. Meanwhile, other domains were socialization of self-conscious emotion including parent mental state language and warmth, as well as parent sensitivity and negative verbalizations. The majority of reactions are aimed at responses to negative emotional displays (Arikan & Kumru, 2023; Breaux et al., 2018; Briscoe et al., 2019;

Cosgrove et al., 2022; Godleski et al., 2020; Katz et al., 2016; McQuade & Breaux, 2017; Miller-Slough & Dunsmore, 2020; Mirabile, 2014; Davis et al., 2022; Perry et al., 2020; Yeo et al., 2020). Some journals focused on the general display of emotion either positive or negative (Bujor & Turliuc, 2023; Scherr et al., 2018). It was important to acknowledge that some journals adopted the non-supportive and supportive PES categories (Arikan & Kumru, 2023; Breaux et al., 2018; Briscoe et al., 2019; Godleski et al., 2020; McQuade & Breaux, 2017; Perry et al., 2020).

The types of emotion variables associated with PES in the reviewed journals

include self-conscious emotion, emotion regulation, social and emotional adjustment, expression of emotion, negative emotionality/ability, and emotion processing. Emotion regulation is the most widely used variable among 11 out of 15 journals reviewed and analyzed (Arikan & Kumru, 2023; Breaux et al., 2018; Bujor & Turliuc, 2023; Godleski et al., 2020; Katz et al., 2016; McQuade & Breaux, 2017; Miller-Slough & Dunsmore, 2020; Mirabile, 2014; Davis et al., 2022; Perry et al., 2020; Yeo et al., 2020). PES is mostly aimed at children and adolescent subjects with a large number and role of mothers as primary parents

(Arikan & Kumru, 2023; Briscoe et al., 2019; Katz et al., 2016; McQuade & Breaux, 2017; Miller-Slough & Dunsmore, 2020; Mirabile, 2014; Davis et al., 2022; Nikolić et al., 2023; Perry et al., 2020). Consequently, the term maternal emotion socialization (Briscoe et al., 2019; Katz et al., 2016; Perry et al., 2020) is often used interchangeably with PES. Several studies from the reviewed journals focused on clinical conditions and symptoms in children and adolescents such as ADHD, ASD, IPV, and alcoholism (Breaux et al., 2018; Godleski et al., 2020; Katz et al., 2016; McQuade & Breaux, 2017). The complete description is presented in Table 1

Table 1

List of Relationship Dynamics of PES and Emotion Variables in Children and Adolescent

Author, Year	Sample Description	PES Domains Studied	Emotion Variables Studied	Relationship Dynamics of PES and Emotion Variables
Nikolić et al. (2023)	98 children living in the Netherlands (52% female) aged 2-5 years old who were accompanied by one parent (82.60% mothers) aged 22-48 years old	Socialization of Self-Conscious Emotion a. Parent mental state language b. Parent warmth	Children Self-Conscious Emotion	The results showed that a high frequency of Parent mental state language, combined with high parental warmth, could increase self-conscious emotion in children, thereby improving social relationships and prosocial behavior.
Bujor and Turliuc (2023)	497 participants aged 14-25 years, 53% adolescents, 47% emerging adults, 66% female 332 and 34% male 165	Parent Emotion Socialization (Parent responses to positive or negative emotions during childhood period)	Emotion Regulation, Psychological Distress	The results showed a direct effect between PES and psychological distress in children and adolescents. Furthermore, in mothers, there was an indirect effect between PES and psychological distress through emotion regulation, while in fathers there was no indirect effect.

Author, Year	Sample Description	PES Domains Studied	Emotion Variables Studied	Relationship Dynamics of PES and Emotion Variables
Arikan and Kumru (2023)	680 mothers aged 18-47 years with toddlers aged 12-38 months, 51.8% were male.	Emotion Socialization Strategies (Parent responses to children's negative emotions which are categorized as supportive or unsupportive)	Maternal emotion regulation, Mental health	The results showed that mothers who primarily use supportive emotion socialization strategies showed adequate emotion regulation and benefit from psychological well-being with the potential to improve parenting competence.
McQuade and Breaux (2017)	61 children aged 9-13 years and one primary parent (90% mother) of which 23 children were diagnosed with ADHD, 7 children in the subthreshold ADHD display category, 31 children typically developing	Parent Emotion Socialization (Parent responses to children's negative emotions, which are categorized with supportive or non-supportive emotion socialization)	Children's social and emotional adjustment (emotion regulation skills)	The results showed that measures of the autonomic nervous system (ANS) reactivity moderated the effect of PES on children's adjustment. Supportive responses were more protective for children who showed respiratory sinus arrhythmia (RSA), while non-supportive responses were more detrimental for those with low skin conductance level reactivity (SCL-R). Therefore, the ANS reactivity during social stress represented a biological vulnerability that affected sensitivity to PES.
Katz et al. (2016)	58 female survivors of Intimate Partner Violence (IPV) aged 28-56 years old and children aged 6-12 years old	Maternal Emotion Socialization (Mother's experiences and attitudes toward children's emotions of sadness, anger, and fear)	Children's Emotion Regulation Abilities	The results showed that there was no direct effect between maternal emotional socialization and children's adjustment. However, there were several indirect effects between maternal emotion socialization and emotion regulation abilities, including sadness, fear, and anger regulation in children.

Author, Year	Sample Description	PES Domains Studied	Emotion Variables Studied	Relationship Dynamics of PES and Emotion Variables
Perry et al. (2020)	404 children from 2 years old to 15 years old (53% girls, 47% boys) and their mothers	Maternal Socialization of Children's Emotions (Mother's supportive and non-supportive responses to children's negative emotions)	Children Emotion Regulation	The results showed that maternal emotion socialization was related to emotion regulation in children and emotion regulation at age 10 could be associated with adolescent adjustment in all domains.
Briscoe et al. (2019)	Mothers had an average age of 30.47 years with their children at two times (first time: preschool with an average age of 4.55 years, 175 people and second time: adolescence with an average age of 13.73 years, 120 people).	Maternal Emotion Socialization (Mother's tendency to react to children's negative emotions, which is categorized with punish, magnify, ignore, override, and support)	Maternal and Adolescent Negative Emotionality	The results showed that there was a relationship between maternal emotion socialization with maternal and adolescent negative emotionality. This was shown by maternal punishing as a mediator between the movement of maternal negative emotionality and adolescent negative emotionality, the higher the punishment, the higher the negative emotion of mothers and adolescents. The results outlined the importance of considering maternal emotion socialization strategies, even up to adolescence to understand more comprehensively about children's emotional well-being.

Author, Year	Sample Description	PES Domains Studied	Emotion Variables Studied	Relationship Dynamics of PES and Emotion Variables
Yeo et al. (2020)	291 Singaporean adolescents aged an average of 13.86 years (43% male) and 310 Chinese adolescents aged an average of 12.74 years (46% male)	Parent Emotion Socialization during childhood (Parent responses to children's expression of socially engaging negative emotion, such as sadness and embarrassment)	Adolescent Emotion Regulation	The results showed that there was a relationship between the two variables. However, there were differences in the conceptualization of parent responses in Singapore and China with three-factor and four-factor models including expressive encouragement, emotion-focused and problem-focused responses and punitive and distress reactions all having good agreement. The results also suggested that cultural differences in the underlying factors of parent responses and the relationship with adolescent emotion regulation support the emotion competence framework for understanding PES across cultures.
Scherr et al. (2018)	1458 children aged 6-19 years (49% female) in Germany	Parent socialization of children's emotions (Perceived parent approval of children's emotional display, such as happy, sad, scared, angry)	Children's Expression of Emotion	The results showed that there was a strong effect of socialization of emotion through mass media driven by internalized parent socialization on children's expression of emotion, thereby increasing the variety of results, specifically those related to anger and happiness.

Author, Year	Sample Description	PES Domains Studied	Emotion Variables Studied	Relationship Dynamics of PES and Emotion Variables
Godleski et al. (2020)	A community sample of 227 families with alcoholic and non-alcoholic fathers was recruited in infancy (12 months old), with follow-up through adolescence (between 15-19 years old).	Parent Socialization of Emotion a. Parent warmth and sensitivity (in early childhood) b. Non-supportive and supportive responses: Parent responses to children's negative emotions and distress (at early school age)	Children's Emotion Regulation (in early childhood) and Children's Negative Emotionality/Lability and Emotion Regulation (in middle childhood)	The results showed an indirect effect between parent psychopathology and sensitization in early childhood on adaptive (e.g., emotion regulation) and maladaptive (e.g., aggression and peer delinquency) outcomes in middle childhood and adolescence through negative emotionality and supportive emotion socialization. The results also showed significant differences based on children's gender and alcohol group status.
Cosgrove et al. (2022)	33 mentally healthy adolescents aged 14-16 years and biological parents	Emotion Socialization a. Parent Negative Verbalizations b. The parent responds when the adolescent is upset: reward, punish, override, neglect, and magnify.	Adolescent Emotion Processing and Testing Emotional Attunement and Mutuality	The results supported that emotion socialization influenced adolescent emotion-related neural processing, particularly when using ecologically valid tasks in a social context.
Miller-Slough and Dunsmore (2020)	30 adolescents aged 13-18 years (60% boys, 40% girls) with parents (86.7% mothers: 17 with girls and 9 with boys, 13.3% fathers: 1 with girls and 3 with boys)	Parent Emotion socialization (parent response to specific negative emotion: anger, worry, and sadness)	Emotion Regulation	The results showed that parents and friends exhibited different patterns of socialization responses and unique bonds to adolescent outcomes, which had important clinical applications. Friends as well as parents were important and distinct socialization agents in the context of adolescent development.

Author, Year	Sample Description	PES Domains Studied	Emotion Variables Studied	Relationship Dynamics of PES and Emotion Variables
Breaux et al. (2018)	61 children aged 8-12 years (31% girls, 30 boys) with and without clinically significant ADHD symptoms, and parents and teachers	Parent Emotion Socialization (responses to children's negative emotions like upset or anger: supportive or non-supportive)	Children's Emotion Regulation (ER)	Results showed that supportive parenting practices were associated with better emotion regulation skills for all children and greater skin conductance level (SCL) reactivity for children with high ADHD symptoms. Meanwhile, non-supportive parenting responses were associated with greater emotional lability in children with high ADHD symptoms in adults. The results also highlighted the importance of considering various aspects of ER, including the physiological manifestations. The results also suggested that the use of parent adaptive emotional socialization might serve as a protective factor for children's ER development and might be particularly important for adolescents with ADHD.

Author, Year	Sample Description	PES Domains Studied	Emotion Variables Studied	Relationship Dynamics of PES and Emotion Variables
Mirabile (2014)	81 children aged 3-6 years (43 girls) and parents with an average age of 34.8 years (69 mothers, 8 fathers, 2 grandmothers, 1 aunt, 1 caretaker)	Parent Emotion Socialization a. Active emotion socialization (parent responses to children's negative emotions) b. Passive emotion socialization (parents rate how frequently they express themselves during different family situations)	Children's Emotion Regulation and Children's Expressivity	The results showed that parents were generally consistent in emotional socialization, with one exception being some parents who negatively punished children with negative expressivity. The results also showed that inconsistent socialization behaviors interacted in pairs to explain differences in children's emotion regulation and internalizing.
Davis et al., (2022)	181 children aged 4-11 years (93 females) and one parent with an average age of 36.69 years (151 females)	Parent Emotion Socialization (parent responses to children's negative emotions)	Parent and Children Emotion Regulation (ER)	The results showed that using various methods to assess ER (general regulatory skills, parent perception of children strategy use, observation of children strategy use), supportive and non-supportive emotion socialization processes were differentially associated with general ER competence and specific ER strategy use. Age group differences in specific ER strategies also emerged.

Discussion

The main processes of PES in the emotional socialization of parents include reacting to the emotional displays of children, discussing emotions, and expressing emotions in the family (Eisenberg et al., 1998). This corresponded with the majority of PES studied from the systematic review as parent responses in reacting to positive or negative emotional displays in children and adolescents. The responses are predominantly aimed at negative emotional displays. Additionally, it is important to investigate the positive emotional responses in children and adolescents, which affect the emotional experience and psychological distress experienced by adolescents and adults (Bujor & Turliuc, 2023; Scherr et al., 2018). This is also clarified by the results of the systematic review of Breaux et al. (2022), which relates to developmental models of psychopathology.

PES behaviors are generally identified to be supportive, including discussion of the causes and meaning of emotion, emotion-focused responses problems, or promoting emotional expression, or unsupportive, such as refusing to discuss feelings, and minimal or punitive reactions (Eisenberg et al., 1998). This follows the results of reviews that use similar categories (Arikan & Kumru, 2023; Breaux et al., 2018; Briscoe et al., 2019; Godleski et al., 2020; McQuade & Breaux, 2017; Perry et al., 2020). The adoption of these categories makes studying, measuring, and determining the behavioral form of PES in children and

adolescents easier when associated with various types of emotional variables.

Several emotion variables including self-conscious emotion, emotion regulation, social and emotional adjustment, expression of emotion, negative emotionality/lability, and emotion processing, were discovered in the systematic review results. This implies that emotion plays an important role in children and adolescents to be considered about PES. Emotion regulation, the most studied variable, is defined as a process for managing and changing emotion and the expression in behavior (Eisenberg et al., 2007). It is performed by children in case of severe emotional experience, using physical, cognitive, and behavioral strategies to cope with internal and external emotional expressions (Denham et al., 2007).

Emotion regulation can act as a mediator, specifically outlining the role of mothers (Bujor & Turliuc, 2023; Katz et al., 2016) in the relationship between PES and psychological distress. This mediating relationship is predominantly applied to mothers. The mediator role of emotion regulation is also discovered in the correlation between maternal emotion socialization and child adjustment. Meanwhile, PES can also be a mediator in the relationship between parent psychopathology and sensitivity to adaptive and maladaptive outcomes such as emotion regulation and aggression in children (Godleski et al., 2020).

The relationship between PES and emotion regulation, specifically in the

supportive category, is beneficial for enhancing psychological well-being with the potential to improve parenting competence (Arikan & Kumru, 2023). In correlating emotion regulation with PES, it is important to consider cultural differences in PES because of the ability to underlie parent responses and the relationship with the emotion regulation of adolescents in support of the emotion competence framework (Yeo et al., 2020). Furthermore, various aspects of emotion regulation, including physiological manifestations associated with the categories of PES and inconsistency of parent categories/behaviors in pairs, should be taken into account. The use of diverse methods to assess emotion regulation needs adjustment, as they are differentially associated with PES from parents Davis et al., 2022).

In addition to emotion regulation variables, self-conscious emotion (Nikolić et al., 2023) can be improved through PES with a high combination of parent mental state language and warmth. This will be able to enhance the social relationships and prosocial behavior of children. Furthermore, the variable of social and emotional adjustment about PES is associated with the regulation of emotional sadness, fear, and anger and moderation of the ANS reactivity role (Katz et al., 2016; McQuade & Breaux, 2017). Another related variable, known as an expression of emotion, shows how to express anger and happiness, variably influenced by the strong effects of PES directly

and through media (Scherr et al., 2018). For negative emotionality/liability, it is important to consider PES strategies in mothers. Negative emotionality appears higher in adolescents when mothers use non-supportive measures such as punishment (Briscoe et al., 2019). PES also presents the influence of emotion processing variables in adolescents, specifically when using ecologically valid tasks (Cosgrove et al., 2022).

PES is not only related to emotions originating from children and adolescents but also from the surroundings such as friends and parents, which are important and different socialization agents in the context of development (Miller-Slough & Dunsmore, 2020). The additional information for future study and systematic reviews is the use of more mothers than fathers as primary parents (Arikan & Kumru, 2023; Briscoe et al., 2019; Katz et al., 2016; McQuade & Breaux, 2017; Miller-Slough & Dunsmore, 2020; Mirabile, 2014; Davis et al., 2022; Nikolić et al., 2023; Perry et al., 2020) and the term maternal emotion socialization (Briscoe et al., 2019; Katz et al., 2016; Perry et al., 2020) related to the term PES. Furthermore, there is additional information related to several studies from the reviewed journals that focus on clinical conditions and symptoms in children and adolescents such as ADHD, ASD, IPV, and alcoholism (Breaux et al., 2018; Godleski et al., 2020; Katz et al., 2016; McQuade & Breaux, 2017). This may also be a consideration for

future investigation to develop an intervention related to PES and emotion variables.

Conclusions

In conclusion, PES was a parent's response in reacting to shows of positive or negative emotion in children and adolescents. Despite being dominated by response to negative emotion, it was important to understand positive emotion in relation to children and adolescent development, including the development of psychopathology. PES was measured in 2 categories, namely supportive and non-supportive. Furthermore, it was associated with several types of emotion variables including self-conscious emotion, emotion regulation, social and emotional adjustment, expression of emotion, negative emotionality/lability, and emotion processing. In this review, the most associated variable was emotion regulation. In general, the association of emotion variables with PES had an impact on emotional regulation, emotional expression, establishment of social relationships, and prosocial behavior. During the process of association, culture, aspects, and categories, were taken into consideration. The results of this systematic review were followed up by practitioners in the measurement, study, and development of topics related to PES and various emotion variables.

Suggestion

An implication of the systematic review was to provide information to academics and developmental activists, in the field of

developmental psychology. Furthermore, it helped parents discover ways to implement PES related to the types and variables of emotion. Despite the numerous availability of studies on PES and types of emotion variables, only a few were conducted in the context of parents either from both sides. The review was to be used as a basis for further investigation, on the measurement and development of the topic.

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