

The Maternal Role on Children's Emotional Competence Development: a Literature Review

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Abstract

Emotional competence is a multi-dimensional construct, consists of the skills to recognize and understand emotions, express emotions appropriately, and regulate emotions. The emotional competence develops through social and emotional interactions between children and their primary caregivers, especially mother. This article aims to discuss the research findings on maternal role in children's emotional competence development. A number of research articles that examine the roles of mother on children's emotional competence obtained through online search system of electronic research articles, namely Proquest, Science Direct, and Google Scholar. The keywords used in the search were mother, maternal roles, emotional competence, emotion knowledge, emotion expression, emotion regulation, and children. A total of 20 articles were reviewed through screening steps based on inclusion and exclusion criteria. The findings show that mother plays a significant role to emotional competence of children through attachment, maternal emotional socialization, maternal emotion regulation, and maternal parenting. The maternal role is also related with cultural frames.

Keywords: maternal role, emotional competence, children, attachment, emotional socialization, maternal emotion regulation, parenting

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Introduction

The first five years is known as the golden age in human development. This stage is very critical for early learning of an individual, which requires emotional competency as a foundation for social, academic, and mental health development of children (Housman, 2017). The emotional

competence develops rapidly in preschool age. Emotionally competent preschoolers are able to express a variety of emotions which increasingly fit into the social-cultural context (Denham, Ferrier, Howarth, Herndon, & Bassett, et al. 2016). They experience a decrease in negative emotion such as anger and frustration, as well as learn to regulate their behavior, express their feelings verbally, and use language to influence others to meet their needs and goals, which indicate the development of emotional regulation (La Freniere, 2000).

Further, well-developed emotional competence of preschoolers will support them in fulfilling the developmental tasks of that age, especially building positive social relationship, managing emotional impulses in their social interaction, staying connected to adults while shifting to peers, as well as learning skills such as concentrating and following teacher direction (Denham et al., 2016). The importance of emotional competence for children is also supported by a number of previous studies. Most of them showed that emotional competence correlated with children's social competence (Carlo, Mestre, McGinley, Samper, Tur & Sandman, 2012; Denham, Bassett, Brown, Way & Steed, 2015; Farina & Belacchi, 2014; Herts, McLaughlin & Hatzenbuehler, 2012; McLaughlin, Hatzenbuehler, Mennin & Nolen-Hoeksema, 2011). In addition, emotional competence is also correlated with the child's academic competence (Denham, Basset, Sirotkin & Zinsser, 2013; Herndon, Bailey, Shewark, Denham, & Bassett, 2013; Magdalena, 2013).

Theoretically, emotional competence is a construct that encompasses three dimensions, namely understanding emotions, expressing emotions, and regulating emotions (Denham et al., 2016). The first dimension is emotion knowledge, which includes an understanding of basic emotions, emotional expressions, situations, causes, and consequences, an advance understanding of emotions, display rules, mixed emotions, and more complicated emotions such as guilt and shame (Denham, Bassett, & Wyatt, 2007). The second dimension is emotion expression, which refers to the specific emotions showed by the child with varying purpose and the overall expression of emotions (Denham et al., 2007). The third dimension is emotion regulation, which is done by the child when their emotional experience is too severe, or the child's

emotional expression is inconsistent with other's expectations, by using physical, behavioral or cognitive strategies to overcome emotional experiences or emotional expression (Denham et al., 2007).

The individual capacity of emotional competence develops through personal interactions between children and their primary caregivers, especially mother (Housman, 2017). This development is influenced by the caregivers via "co-regulation" process, where the primary caregiver helps children to develop their ability to understand, express, and regulate emotion through support, coaching, and modeling in a warm interaction. In the next stage, co-regulation develops into self-regulation. This internalization process occurs through support, instruction, and coaching by the main caregivers (Housman, 2017). Thus, mother as primary caregiver has a essential contribution in children's emotional competence development.

However, the previous researchs about maternal roles on child's emotional competence development are still limited, especially in Indonesian context. This article aims to discuss the previous research findings of mother role on emotional competence of children. It is expected this article can stimulate further research to optimize the maternal role on the emotional competence of children in Indonesia.

Method

Literature search

A number of research articles that examine the roles of mother on children's emotional competence obtained through online search system of electronic research articles such as Proquest, Science Direct, and Google Scholar. Keywords used in literature search are mother, maternal roles, emotional competence, emotion knowledge, emotion expression, emotion regulation, and children. The publication range was limited between 2007-2017. The inclusion criteria are studies examining emotional competence in children, mother as primary caregiver, using quantitative research method, and full-text can be downloaded. Meanwhile, the exclusion

criteria consist of studies about socio-emotional competence, adolescent and older participants, non-mother caregivers, qualitative research and literature review articles. First screening step is selection by title, abstract, and keywords. The next step is selection by participants and research method. Based on these criteria, 20 selected articles were reviewed.

Results

The result of articles review shows that mother plays an essential role in children's emotional competence through 1) attachment, 2) maternal emotion socialization, 3) maternal emotion regulation, and 4) maternal parenting. The research findings and measurement issue are presented below.

Child-attachment and Emotional Competence in Children

The research findings indicated a relationship between types of attachment and children's emotional competence. Those findings confirm that secure attachment correlates with greater levels of emotional competence in children. In contrast, insecure attachment correlates with lower levels of children's emotional competence (Table I in details).

Children with compulsive attachment exhibit lower emotional competence than other types of insecure attachment (Kidwell, Young, Hinkle, Ratliff, Marcum, & Martin, 2010). Bo-Ram, Stifter, Philbrook & Teti (2014) emphasized secure attachment as predictor of emotion regulation strategies. Infants who have insecure-resistant attachment tend to show less tension reduction behaviors than secure infants. Barone, Lionetti & Green (2017) underlines that secure adopted childrens showed better emotional understanding and social competence than their peers who have insecure or unorganized attachments. Spangler & Zimmermann (2014) also come to the conclusion from their longitudinal study that emotion regulation skill and strategies that developed based on attachment in infancy are able to predict the emotional regulation of children in adolescence. Secure babies show better emotion regulation in adolescence than insecure babies.

Attachment is also correlated with the choice of emotional regulation strategies in a hypothetical situation for 7-year-old children (Colle & Giudice, 2010). The majority of children with secure attachment prefer to cognitive engagement strategies, those with insecure attachment prefer to behavioral engagement strategy, while children with unorganized attachment exhibit low scores on facial expression discrimination. In addition, compared to boys, girls had higher scores on emotional recognition and more use of cognitive engagement strategies (Colle & Giudice, 2010).

Additionally, Panfile & Laible (2012) state that attachment predicts empathy through mediation of children's emotional regulation. Abtahi & Kerns (2017) point out that secure children show faster positive emotional recovery. Children with avoidance attachment exhibited lower recovery of negative emotions. Ambivalent children showed higher reactivity level and longer recovery of negative emotions.

Table I
Summary of research on child-attachment and emotional competence in children

Study	N	Participants	Instruments		Results
			Attachment	Emotional Competence	
Abtahi & Kerns (2017)	99	Children 9–12 years (M = 10.63 years)	The Story Stem Task	Trier Social Stress Task, child version of PANAS, High Frequency Heart Rate Variability (HF-HRV)	The attachment type correlated with recovery of positive and negative affect.
Barone, Lionetti & Green (2017)	48	Adoptive children (3-5 years, M = 46.52 months) with adoptive parents	The Manchester Child Attachment Story Task	Test of Emotion Comprehension	Secure attachment increased probability of better emotion comprehension in children
Bo-Ram, Stifter, Philbrook & Teti (2014)	78	Baby (12 months) and mother pairs	The Strange Situation Procedure	Toy removal task	Secure attachment predicted emotion regulation strategies.
Colle & Giudice (2010)	122	Children (M=7.2 years)	The Manchester Child Attachment Story Task	Emotional recognition tests and knowledge of regulatory strategies	Attachment connected to the choice of emotional regulation strategies
Kidwell et al. (2010)	54	Preshoolers (M = 4.5 years) and primary caregivers	Strange Situation procedure	Abner Emotion Interview procedure	Child attachment types correlate with emotion understanding and regulation
Panfile & Laible (2012)	63	Child (3 years) - mother dyads	Q-Sort parental report	The subscale of Children's Behavior Questionnaire (CBQ)	Attachment is a predictor of empathy through mediation of emotional regulation
Spangler & Zimmermann (2014)	96	Children (longitudinal study: 12 months in Study 1 and 12 years in Study 2)	Strange Situation procedure	Maternal report, emotional observation of emotions, measurement of adrenocortical physiological responses	Emotional regulation and strategies that develop based on attachment in infancy predict the emotional regulation of children in adolescence.

Maternal Emotion Socialization and Emotional Competence in Children

The research findings indicated a correlation between mother's emotion socialization and emotional competence in children through three mechanism, namely emotional expression, supportive reaction, and emotional coaching (Table 2 in details).

The link between emotion socialization through emotional expression and emotional competence of children is described by Nelson, O'Brien, Calkins, Leerkes & Marcovitch (2012) that emotional expression of mother correlates with child's emotional regulation. Perlman, Camras & Pelphrey (2008) also confirm link between mother's emotional expression and children's knowledge of emotional expression. Results confirmed that physiological regulation of parents may influence their children's emotion knowledge by influencing their parenting behaviors.

In a study of socialization of emotion through supportive reaction and children's emotional competence, Cole, Dennis, Smith-Simon & Cohen (2009) note that maternal support when responding to children positively correlated with the child's understanding of emotional regulatory strategies. Perry, Calkins, Nelson, Leerkes & Marcovitch (2012) also confirmed that the mother's non-supportive reaction to negative emotions of children predicts the emotional regulation of children. The results show that physiological regulation in children can minimize the negative impact of non-supportive maternal emotion socialization. Song & Trommsdorff (2016) revealed that maternal sensitivity in Korea and their supportive reactions are related to their children's emotions regulation. Child gender moderates the relationship between mother socialization and regulation of children's emotions. The sensitivity of the mother is more strongly associated with the regulation of emotions in girls than in boys. Non-supportive reactions of mothers are related to increasing negativity in girls only. Mirabile, Oertwig, & Halberstadt (2016) concluded children's age as moderator of the relationship between parental support and children's emotion regulation, indicating that a supportive socialization strategy for younger children may not be appropriate for developing emotional competencies in children aged 5-6 years. Raval, Raval, & Deo (2014) describe their findings that suburban Indian mothers

tend to support the purpose of relational rather than autonomous socialization, and the purpose of relational socialization is related to mother's reactions to children's negative emotions. Regulations on anger and sadness of children become the intermediary of the negative relationship between supportive behavior oriented to the explanation of the mother and child behavior problems.

Besides, research findings show that maternal emotion socialization through emotional coaching indicated a positive correlation with children's emotional competence. Lunkenheimer, Shields & Cortina (2007) underline that parental emotion dismissing by parents in family interactions contributed to poorer emotional regulation and behavioral problems in children, while emotion coaching interconnected with emotion dismissing as protective factors for children from the negative impacts of emotion dismissing. Similarly, Rogers, Halberstadt, Castro, MacCormack & Garrett-Peters (2016) point out that lower mother's suppression regulation strategy predicted greater children's emotion regulation. Ellis, Alisic, Reiss, Dishion, & Fisher (2013) also suggest that higher family risk was correlated with lower child emotion regulation and mother's emotion coaching. The link between family risk and child emotion regulation was partially mediated by mother's emotion coaching, in particular child emotional lability.

In sum, those research reports confirm that maternal emotion socialization has a critical role in developing emotional competence of children through three mechanisms. The findings also support further research to educate mothers in emotion socialization skills in order to support the development of emotional competence in children.

Table 2

Summary of research on maternal emotion socialization and emotional competence in children

Study	N	Participants	Instruments		Results
			Emotion Socialization	Emotional Competence	
Cole et al., (2009)	116	3 and 4-year-olds	Observation during a challenging wait,	Puppet procedure	maternal support when responding to children proved positively correlated with the child's understanding of emotional regulatory strategies
Ellis, Alisic, Reiss, Dishion, & Fisher (2013)	74	Child (M=51 months) and their mothers	The Family Expressiveness Questionnaire (FEQ)	Emotion Regulation Checklist (ERC)	Family risk was negatively correlated with child's emotion regulation and mother's emotion coaching.
Lunkenheimer et al. (2007)	87	children aged 8–11 years	Family Narrative Task	Emotion regulation checklist (ERC)	emotion dismissing by parents in family interactions contributes as risk factors to poor emotional regulation and behavioral problems in children.
Mirabile, Oertwig, & Halberstadt (2016)	81	Child (M = 4.5 years) and their parents	Coping with Children's Negative Emotion Scales (CCNES)	Emotion Regulation Skills Questionnaire (ERSQ)	Correlation between parents' supportiveness and children's socioemotional adjustment was moderated by child age.
Nelson et al. (2012)	240	Mother-child pairs when the children were 3 years old, and at aged 4 years.	Self-Expressiveness in the Family Questionnaire (SEFQ)	Affective Knowledge Test (AKT), Emotion Regulation Checklist (ERC), physiological measures of the child's cardiac activity	maternal emotional expression correlates with child emotional regulation
Perlman et al., (2008)	42	4- or 5-year-old children and their primary caregivers	The Coping with Children's Negative Emotions Scale (CCNES), The Self-Expressiveness in the Family Questionnaire (SEFQ)	Resting heart rate, short emotional laboratory tasks, Denham's emotion situation knowledge task (AKT)	maternal emotional expression correlates with children's knowledge of emotional expression.
Perry et al.,	197	Child (4	Coping with	Emotion	Mother's non-supportive

(2012)		years)- mother dyads	Children's Negative Emotions (CCNES)	Regulation Checklist (ERC) , Frustrating Puzzle Task, EKF for assess vagal suppression, the transparent box procedure from the laboratory temperament assessment battery (LabTab)	reaction to a child's negative emotions predicted child's emotional regulation
Raval, Raval, & Deo (2014)	110	Child (M=11.59 years) and their mothers	Coping with Children's Negative Emotion Scales (CCNES)	Sadness and Anger Management Scales	Indian mothers' socialization behaviors in response to their children's anger or sadness were correlated with relational socialization goals
Rogers, Halberstadt, Castro, MacCormack & Garrett-Peters (2016)	165	Child (M=8.76 years) – mother dyads	Coping with Children's Negative Emotion Scales (CCNES)	Emotion Regulation Checklist (ERC)	Mother's emotion socialization predicted children's emotion regulation and lability.
Song & Trommsdorff (2016)	100	Pair of children (M=6.7 years) and mothers	Coping with Children's Negative Emotion Scales (CCNES)	Emotion Regulation Checklist (ERC)	Mothers' proactive sensitivity and supportive reactions were correlated with children's regulation

Maternal Emotion Regulation and Emotional Competence in Children

Studies on the contribution of mother's emotional regulation on children's emotional competence development mediated by maternal emotion socialization were reported (Table 3 in details). Morelen, Shaffer, Suveg (2014) stated that mothers with higher emotion regulation were less likely to apply unsupportive emotion parenting, whereas mothers with higher emotion dysregulation were more likely to show unsupportive parenting and their children tended to have higher emotion dysregulation. Are & Shaffer's analysis (2015) reveal that positive family expressiveness mediated the association between mother's emotion

dysregulation and child's emotion regulation. The results indicated that among mothers with higher emotion regulation difficulties, a greater amount of positive family expressiveness predicted more adaptive child emotion regulation.

Table 3

Summary of research on maternal emotion regulation and emotional competence in children

Study	N	Participants	Instruments		Results
			Maternal Emotion Regulation	Emotional Competence	
Are & Shaffer (2015)	110	Child (3-5 years) and mothers dyads	Difficulties in Emotion Regulation Scale (DERS), The Family Expressiveness Questionnaire (FEQ)	Emotion Regulation Checklist (ERC)	Positive family expressiveness mediated the association of mother's emotion dysregulation and child's emotion regulation.
Morelen, Shaffer, Suveg (2014)	64	Child (M=9.5 years) and mothers dyads	Difficulties in Emotion Regulation Scale (DERS), Coping with Children's Negative Emotion Scales (CCNES)	Emotion Regulation Checklist (ERC), Children's Emotion Management Scales for Sadness	Mother's emotion regulation was negatively associated with unsupportive emotion parenting. Mother's emotion dysregulation was positively associated with unsupportive parenting and child emotion dysregulation

Maternal parenting and Emotional Competence in Children

Maternal parenting is also considered as contributor to children's emotional competence development (Table 4 in details). Harden, Panlilio, Morrison, Duncan, Duchene, & Clyman, (2016) examined the relation of foster parenting, foster mother depression, child characteristics and child welfare experiences to child's emotion regulation of joy and anger. Their findings

showed that depression and parental structuring in mother related to anger regulation in children.

Table 4

Summary of research on maternal parenting and emotional competence in children

Study	N	Participants	Instruments		Results
			Parenting	Emotional Competence	
Harden et al. (2016)	50	4- 6 years old children in foster care (M = 64 months) and their foster mothers	Emotion Availability Scales (EAS) to assess quality of the parent-child interactions, Depression subscale of the Brief Symptom Inventory (BSI)	Two tasks from the Laboratory Temperament Assessment Battery (Lab-TAB);	Maternal depression and parental structuring related to children's anger regulation.

Measurement Issue

Referring on the summary in Tables 1, 2, 3, and 4, it was found variations in the method of measuring emotional competence, children attachment, maternal emotion socialization, maternal emotion regulation, and maternal parenting. Some of measurement methods used are interview, test, maternal report, laboratory observation, and physiological measurement. Interview method was applied with Abner Emotion Interview procedures (Kidwell et al, 2010). Some tests used are test of emotion comprehension (Barone, Lionetti & Green, 2017), test of emotional recognition and knowledge of regulatory strategies (Colle & Gaudice, 2010), Affective Knowledge Test (Perlman et al, 2008). Maternal report method using various questionnaires such as the subscale of Children's Behavior Questionnaire (Panile & Laible, 2012), PANAS (Abtahi & Kerns, 2017), Emotion Regulation Checklist (Cole et al, 2009; Perlman et al, 2008; Lunkenheimer et al, 2007, Song & Trommsdorff (2016; Rogers, Halberstadt, Castro, MacCormack & Garrett-Peters (2016); Ellis, Alisic, Reiss, Dishion, & Fisher (2013); Morelen,

Shaffer, Suveg (2014); Are & Shaffer (2015), Emotion Regulation Skills Questionnaire (ERSQ) Mirabile, Oertwig, & Halberstadt (2016); Sadness and Anger Management Scales (Raval, Raval, & Deo (2014); Children's Emotion Management Scales for Sadness (Morelen, Shaffer, Suveg, 2014).

Method of laboratory observation with different procedures used to assess emotional competence in children, i.e. emotional observation of emotions and emotional regulation of infants (Spangler & Zimmermann, 2014), a series of short emotional laboratory tasks (Perlman et al, 2008), puppet procedure (Cole et al, 2009), Frustrating Puzzle Task, LabTab (Perry et al, 2012; Harden et al, 2016), and Trier Social Stress Task (Abtahi & Kerns, 2017).

Physiological measurement is also applied in some studies of emotional competence of children, i.e. measurement of adrenocortical physiological responses (Spangler & Zimmermann, 2014), EKF for assess vagal suppression (Perry et al, 2012), Physiological measures of the child's cardiac activity and resting heart rate (Perlman et al, 2008), and High Frequency Heart Rate Variability (HF-HRV) to measure vagal tone (Abtahi & Kerns, 2017).

Similarly, there are also variance in the attachment measurement method. Some of those methods are laboratory observation, such as Strange Situation Procedure (Kidwell, 2010; Spangler & Zimmermann, 2014; Bo-Ram, Stifter, Philbrook & Teti, 2014), Manchester Child Attachment Story Task (Colle & Giudice, 2010; Barone, Lionetti & Green, 2017), Toy Removal Task (Bo-Ram, Stifter, Philbrook & Teti, 2014), and Story Stem Task (Abtahi & Kerns, 2017), as well as parental report through Q-Sort (Panfile & Laible, 2012).

Likewise, there is variation in maternal emotion socialization assessment. Some of them are metode self-report, yaitu Self-Expressiveness in the Family Questionnaire (Nelson et al, 2012; Perlman et al, 2008), The Family Expressiveness Questionnaire (Ellis, Alisic, Reiss, Dishion, & Fisher (2013). The Coping with Children's Negative Emotions Scale (Perlman et al, 2008; Perry et al, 2012; Song & Trommsdorff (2016); Rogers, Halberstadt, Castro, MacCormack & Garrett-

Peters (2016); Mirabile, Oertwig, & Halberstadt (2016); Raval, Raval, & Deo (2014). Additionally, laboratory observation method through challenging wait task (Cole et al, 2009) and Family Narrative Task (Lunkenheimer et al, 2007) were also applied.

However, in measuring maternal emotion regulation, previous studies applied maternal self-report using Difficulties in Emotion Regulation Scale (Morelen, Shaffer, Suveg, 2014; Are & Shaffer, 2015). Also, maternal self-report is also applied to assess maternal parenting using Emotion Availability Scales (EAS) to assess quality of the parent-child interactions (Harden dkk, 2016).

Discussion

The major finding of previous works of literature indicates empirical support for major mother's role on children's emotional competence through child-mother attachment, maternal emotion socialization, maternal emotion regulation, and maternal parenting. First, the maternal role on emotional competence of children through attachment can be explained with Bowlby's attachment theory. According to Bowlby, the history of young children and their caregiver relationships, along with the development of cognitive and emotional capacities, provides a context for the development of attachment between infant and caregiver (LaFreniere, 2000). Bowlby pointed out that the historical interactions between infants and caregivers are a key determinant of attachment quality during the first year, since the baby will build expectations on the availability and responsiveness of caregivers based on continuous cycles between the baby's depressed signal and the caregiver's response during the first year (LaFreniere 2000). Weinfield, Sroufe, Egeland & Carlson (2008) also confirmed that the attachment relationship between young children and the primary caregiver is the foundation for the child to learn about emotional regulation.

Furthermore, emotional competence capacity develops in social and emotional interaction between young children and caregiver through the process of co-regulation (Housman, 2017).

In this process, the caregiver facilitates the development of children's ability to understand, to express, and to regulate their behavior and feelings through support, coaching, and modeling. It is important for caregivers to be responsive and sensitive to children's emotions and to provide a safe and supportive environment in order to help children label emotions and express them safely. The ways caregivers respond to children help children to learn to manage emotions. In the next stage, co-regulation develops into self-regulation, also through caregiver support, instruction, and coaching (Housman, 2017).

Second, previous studies also affirmed that mother has an important role to play in developing children's emotional competence through maternal emotion socialization. According to Halberstadt (in Denham, Mitchell-Coppeland, Stranberg, Auerbach, & Blair, 1997), emotion socialization is the ways parents do to develop children's ability to understand emotions, express emotions, and regulate emotions, through three mechanism, i.e, modeling, contingency response, and emotion coaching. Modeling is the ways parents express emotions implicitly teach the child about emotions that are expected and acceptable within the family, and how certain situations can elicit certain emotions (Denham et al., 1997). Through modeling, parents also indirectly teach children how to express and regulate emotions. Contingency response is a parental support response will help the child maximize positive emotional expression, minimize negative emotional expression, and distinguish between one emotion and another (Denham et al., 1997). Emotion coaching is the ways parents teach emotions in children that contribute to the child's emotional expression and the child's reaction to the emotions of their peers (Denham et al., 1997). Moreover, referring to those three mechanisms of emotional socialization, the results of previous research showed a positive correlation between maternal emotion socialization and emotional competence in children.

Third, related with emotional socialization, research findings also highlighted the mother's emotion regulation role in developing emotional competence of children mediated by family positive expresiveness. Maternal parenting is also stated as one of the variables that affects foster children's emotional competence.

However, previous findings showed that there were variations in the measurement of children's emotional competence. For example, Kidwell et al. (2010) used an interview method using pictures to measure children's knowledge of emotions and emotional expressions. Colle & Gaudice (2010) used emotional recognition tests and knowledge tests on regulatory strategies. Spangler & Zimmermann (2014) used maternal report through questionnaires, emotional expression observation and emotional regulation of infants, as well as measurements of physiological responses in adolescence. Panile & Laible (2012) used questionnaires to measure the child's emotional regulation. Thus, each researcher used a different construct of emotional competence, i.e. as a one-dimensional construct (emotion regulation only), or as a multi-dimensional construct (2 or 3 dimensions). Additionally, the conceptual definitions of emotional regulation used also vary, i.e. as knowledge of emotional regulatory strategies, or as the ability of emotional regulation. The variations in the conceptual definitions used are further related to variations in the chosen measurement method and the results of the research. Emotional competence as a multi-dimensional construct brings consequence on its method of assessment. The recommended assessment method for multi-dimensional construct is battery-tests (Denham et al., 2016; Campbell et al., 2016).

Moreover, it is important also to consider the role of cultural values in the child's attachment, maternal emotion socialization, and maternal parenting, which indirectly contributes to the development of child's emotional competence. The results of previous studies mentioned above should not be separated from the cultural context of participants. Regarding the cultural framework of individualism-collectivism, Halberstadt & Lozada (2011) state that emotions in collectivism culture are characterized by self-control to support harmonious relationships with others and the achievement of group goals. In contrast, in the individualistic culture, emotion is seen as unique to each individual; therefore an open expression of emotion is supported, and emotion is seen as a subjective and interpersonal experience. That framework was supported by research findings that proved the differences of parental emotion socialization between parents in the family of European American and African American (Brown, Craig, &

Halberstadt, 2015), between Chinese mothers and Italian mothers (Fiorilli, De Stasio, Di Chicchio & Chan, 2015), and between American mothers and Indian mothers (Raval, Raval & Deo, 2012).

In Indonesia, research about the correlation between cultural values and maternal emotion socialization is still very limited. However, there are a number of Indonesian cultural values associated with emotional competence. One of them is Javanese culture values, which everything related to emotion is considered to be controlled in such a way (Suseno, 2001). The caution of the Javanese in expressing their feelings and "hiding" their original feelings is the application of the principle of *isin* or shame and *sungkan* or shy (Suseno, 2001). There are also some life philosophies in Javanese culture related to emotional regulation, such as *rila*, *nrima*, and *sabar* (Endraswara, 2012). *Rila* or sincere is the willingness to surrender all possessions, abilities, and works to God. *Nrima* means not to push ourselves, not to rebel, but to thank. *Sabar* means endurance trials, lack of desire, the absence of a turbulent passion. A study focused on anger regulation in Javanese, Batak and Minangkabau families also reported that the values in each ethnic culture influence the pattern of anger management (Minauli, Desriani & Tapattinaya, 2006). The Batak society that is generally expressive emotionally has the doctrine that man is equal, and everyone can have power. The concept of *dalihan na tolu* in Batak culture means that everyone can change the role according to his position in dealing with someone. Meanwhile, the matrilineal system in the Minangkabau culture in which the position of women is central in the family affects Minangkabau male men to express anger indirectly and covertly through the *pantun*. Based on the above explanation, it can be summarized that cultural values make a major contribution in the development of attachment and maternal emotional socialization. In short, cross-cultural approach is needed to confirm the evidences that support and convince the theoretical linkages among those variables and children's emotional competence.

Study Limitation

This review of literatures is limited to the roles of mother as the primary caregiver to emotional competence development in young children. Further review and research are needed to explore more about non-mother caregivers, such as fathers, grandparents, relatives, even nurseries or nannies at daycare centers, who have also been involved intensively in child care since infancy. The limited number of studies reviewed in this article is also a weakness of this paper, and more empirical evidence is needed to further strengthen the theoretical linkage among maternal roles and the emotional competence development of children. However, the results of existing studies have shown positive direction and need to be supported by more advanced research.

Implication

Based on the review of previous research above, the conceptual and measurement issues of emotional competence as a multidimensional construct need to be explored further by using multi-methods of assessment and consider cultural elements. More cross-cultural research of emotional competence, as well as its protective factors and risk factors, are also needed to gain stronger empirical support.

Conclusion

In general, previous research results indicate that mother has a significant role to the development of emotional competence in children through attachment, maternal emotion socialization, maternal emotion regulation, and maternal parenting. The role of mother is also related with the cultural values of family. The various of conceptual and measurements issues in previous studies also influences research findings, so that more comprehensive research are needed.

Further Recommendation

Recommendations for further research are using emotional competence as a multi-dimensional construct, using a variety of methods of assessment, covering various stages of ages and diverse cultural backgrounds, involving non-mother caregiver figures, and developing family-based or cultural-based intervention models for the optimization of children's emotional competence.

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