

Parental Emotion Socialization in Chinese Culture: Expanding Theoretical Frameworks through Local Insights

Centre for Educational Psychology and Early Childhood Education (CEPECE),
Faculty of Education

Date & Time: 24 September 2025 (Wednesday); 10:30-12:00

Venue: Tin Ka Ping Lecture Hall, Faculty of Education (E33-G021)

Language: English

Registration: Online Registration (<https://go.um.edu.mo/aw3rsdbv> or )

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Speaker:

Prof. Ruyi DING is an Associate Professor at the Department of Psychology at Sun Yat-Sen University. She received her bachelor's and master's degrees in Psychology from Sun Yat-Sen University (SYSU) in 2011 and 2013, respectively. She earned her Ph.D. in Psychology from the Chinese University of Hong Kong (CUHK) in 2019, with a visiting scholarship at the University of California Berkeley. She conducted postdoctoral research at Tsinghua Shenzhen International Graduate School (Tsinghua University) and joined SYSU as an Associate Professor in 2022. Prof. Ding's research focuses on children's socio-emotional development and its socialization processes, particularly within Chinese cultural contexts. She investigates how parental emotion socialization practices shape children's emotional regulation, mental health, and interpersonal relationships. Her work bridges cultural psychology and developmental science, challenging Western-centric frameworks through localized insights.

Abstract:

Parental emotion socialization in Chinese families exhibits distinct dynamics shaped by cultural norms, yet existing theoretical frameworks primarily derive from Western contexts. In this talk, Prof. Ding will present her theoretical and empirical contributions to understanding how Chinese parental practices influence children's socio-emotional development. Her research reveals differential parental responses to children's negative emotions, such as "person-oriented" strategies focused on interpersonal harmony and "emotion-oriented" approaches emphasizing emotional expression, with variations observed between urban and rural communities. Through advanced methodologies like actor-partner interdependence models and network analysis, Prof. Ding demonstrates how adolescents' interpretations of parental behaviors mediate emotional outcomes, including emotional distress and school refusal behavior. Additionally, her cross-cultural comparisons of emotion-related norms in Chinese and American storybooks highlight the role of collectivist values, such as familial harmony

and emotional restraint, in shaping socialization practices. By integrating qualitative narratives (e.g., parental interviews) and longitudinal designs, her work challenges Western-centric assumptions and underscores the necessity of adapting psychological frameworks to China's socio-cultural realities.