
Socioemotional Development Criteria of Pre-schoolers From Low SES Background

¹*Zafaren Zakaria

¹Faculty of Education and Sports Studies, University Malaysia Sabah.

Abstract

Children coming from low SES find it difficult to gain access to a wide range of development, especially socioemotional development. The aim of the present study was to explore the socioemotional development of children coming from low SES. Through a qualitative case study, data was collected using semi-structured face-to-face interviews with two preschool teachers teaching children from low SES families in a government school in Selangor-located Petaling Perdana, Malaysia. In addition, document analysis was conducted on the selected children's progress portfolios to gain a nuanced understanding of the research. The findings of the study showed that the preschoolers' socioeconomic factors influence their socioemotional development. It was found that children with low SES exhibit characteristics such as (i) restlessness, (ii) being anti-social, (iii) love to work on their own, (iv) self-loathing, (v) irritability, (vi) sadness/frequent crying, (vii) (high level of truancy, and (viii) lack of attention. These findings suggest that low family SES affects the socioemotional development of preschool children. This could be explained by the fact that inadequate financial resources cause a lack of other essential resources for the healthy growth of the children, specifically their socioeconomic development. The results suggests that parents, guardians, and preschool teachers need to work together to ensure that these children would go through a holistic developmental phase for their future well-being. Also, parents or guardians need not be ashamed of informing the teachers about their income status as the government do provide multiple platforms to assist economically disadvantaged groups.

Keywords: socioeconomic status, socioemotional development, preschool children, Emotional/behavioral problems, Parent engagement.

Introduction

Family socioeconomic status (SES) is often associated with children's socio-emotional development (Donkin et al., 2014). It is believed that families with high socioeconomic status can provide their children with various resources and access to the best education services (Altafim et al., 2018). On the other hand, children born to families with low socioeconomic status are less likely to have access to the same resources and experience (Gaudet & Letourneau, 2015). Thus, children from low socioeconomic status families are more likely to have stunted socioemotional development.

The relationship between SES and children's social well-being is not consistent as its relationship with cognitive achievement (Firk et al., 2018). In this regard, there is clear evidence that children from low SES exhibit negative behaviours compared to children from higher SES (dos Reis Vilela et al., 2019; Piotrowska et al., 2015). However,

it is difficult for teachers to identify children who have socioemotional development issues due to the lack of a clear measurement tool (Sun et al., 2018). In this study, the researcher strives to identify how the relationship of low SES influences children's socioemotional development at the preschool level, based on an analysis of the children's development portfolio and personal files.

Studies have found that low SES is often associated with poor self-adjustment and problematic behaviour among preschool children. Moreover, children from low SES are reported to have health problems, cognitive issues or emotional problems at the preschool level (Hosokawa & Katsura, 2018; Rao et al., 2019). Therefore, it is believed that children from low SES may experience more developmental problems than children from higher SES.

Interaction Style of Parents with Low SES

The relationship between SES and children's

Zafaren Zakaria

Faculty of Education and Sports Studies, University Malaysia Sabah.

Email: farenzakaria@ums.edu.my

Received: 14-Oct-2025

Revised: 11-Nov-2025

Accepted: 20-Nov-2025



©2025 Copyright by the Authors.

Licensed as an open access article using a [CC BY 4.0 license](https://creativecommons.org/licenses/by/4.0/).

socioemotional development is not only evident in low SES, in which the parents were unable to provide experience that stimulates the children cognitively; but also, in the parents' attitudes, hopes, and style of interaction with their children (Cui et al., 2019). Studies have observed the differences in socialisation patterns among children from different social classes, such as the emphasis on the oral skills development, freedom of speech, academic achievement, and creativity (Repetti et al., 2015). The findings revealed that parents with high SES engaged their children with a variety of interactional contexts, gave the children more freedom of speech and communication experience than parents with low SES (Zhang et al., 2019). As a result, children from higher SES have more diverse interactions with other people as they experienced two-ways communication with their parents and provided with more opportunities to express themselves.

The differences in parental interaction practices are often associated with the relationship between SES and the children's socioemotional development (McAuley & Rose, 2019). The relationship between SES and socioemotional development through home stimuli becomes more complex when a child comes from a large family and has many siblings (Dai et al., 2022). Children with more siblings often received less attention from their parents and spent less time with their parents (Ge & Wang, 2019). Consequently, the children have fewer interactions with their parents and demonstrate disruptive behaviours associated with a lack of attention and parent-child interactions.

Furthermore, parents with low SES are less likely to purchase reading and learning materials for their children (Blaabæk, 2023), and they seem to be less likely to control their children's screen time (Andresen & Meiland, 2019). Thus, children from low SES are more likely to show weaker school achievement (Ge & Wang, 2019), negative behaviours (McAuley & Rose, 2019), and often absent from school (Brummelman & Sedikides, 2023).

The Influence of Parents' SES

Parents with low SES often demonstrate negative control strategies (Sun et al., 2018), low self-control (Stamos et al., 2019), less responsive, and fail to monitor their children effectively (Zhang et al., 2019). These parenting patterns could also lead to low self-esteem and poor social adjustment (Repetti et al., 2015). In such a case, parental emotional responses mediate the relationship between low SES and the children's well-being.

In some cases, low social status that is associated with

low SES led to helplessness (Rao et al., 2019), low self-esteem (Belfield et al., 2015), inability to learn (Tillman et al.), and ineffective self-management (Apouey, 2016). In addition, living in a low SES environment over an extended period of time tended to lead to negative emotions, such as anxiety, depression, and conflict (Tiwari et al., 2024; Zhu et al., 2019). This has been linked to dysfunctional relationships with family members and friends (Ge & Wang, 2019). Consequently, children from low SES tended to react emotionally to stressful situations (Reiss et al., 2019), unable to control their behaviour (Belfield et al., 2015), and faced difficulties in building new relationships with others (Stamos et al., 2019).

Moreover, the lack of financial resources restricted low SES parents from setting high goals for their children and engaging in self-efficacy development activities (Fischer et al., 2019). As a result, children from low SES are inclined to have less ability to obey rules and showed low academic competence in preschool (Ge & Wang, 2019). Nevertheless, some low SES parents are optimistic that their children would benefit from the available resources and demonstrate good socioemotional development in the future (Fischer et al., 2019).

The study aims to answer the following research question:
1. How does low socio-economic status (SES) influence the socioemotional development of preschool children in terms of behavior and interaction patterns?

Methodology

The present research was carried out using a qualitative case study approach. The case study method is aligned with the qualitative research design, as proposed by Bryman (2016) and Chaparro (2008), which best suits the nature of the information collected and analyzed in this research. This becomes an especially good choice in case analyses since, as noted by Bryman, 2008, single cases can provide extensive and detailed findings (Bryman, 2016; Chaparro, 2008).

Data Collection

Data were collected through semi-structured interviews and content analysis of documents. The researcher interviewed two preschool teachers and researched children's portfolios using established assessment and developmental criteria of preschool education.

Study Participants

For this case study, six-year-old preschoolers were picked from the government school in Selangor-located Petaling Perdana. The children were purposively selected for the sample. Purposive sampling method was adopted because it allows for the participants to be chosen that are relevant to the study. This study has focused on preschool children from low SES families to coincide with the objectives of this study and prior knowledge. Further, two preschool teachers of the children participated in the process of interview to validate the observed phenomena. These teachers were highly experienced, with 11 and 14 years of experience in teaching preschool, respectively. In this paper, they are identified as T1 and T2 to maintain anonymity.

Data Analysis

For data analysis the researcher utilized thematic analysis to transcribe and interpret the data collected through semi structured interviews, and content analysis was used to analyse the portfolio progress of students.

Results

Demographics

The demographic characteristics examined in this study are parents’ employment, family income, parents’ education status, number of siblings, and the number of days the children present in school. The researcher is interested to see if there are any similarities among the aspects of low SES background that influence the children’s behaviour in preschool. The development and assessment portfolio of each student provides a major source of reference for the researcher in determining the difference between each child, as shown in Table 1.0 below.

A checklist of children’s behaviour was also obtained based on the anecdotal records recorded by the preschool teacher and put into the portfolio of the children involved in the study. As shown in Table 1.1, the researcher examined eight criteria, namely restless and constantly moving around, disruptive behaviours towards their friends, prefer to work alone, isolating themselves, irritability, feeling sad and constantly crying, playing truant and giving excuses, and lack of attention.

The researcher analysed the data from the portfolio of the children involved in this study. In addition, the researcher interviewed two preschool teachers to verify the data in the portfolio.

Table 1 shows the family background of low SES preschool children as obtained from their portfolios. Based on this information, the researcher examined several things that are relevant to this study. The study focused on the parent’s jobs, family income, parent’s education status, number of siblings, and number of days the children present at school days until August 2019.

The children’s parents work in various fields as, a restaurant waiter construction worker, general assistant, clerks, shop assistants, retailer, and security guard. Based on the occupation, they are assumed to be in the B40 group, who recorded the lowest household income in Malaysia (Samsudin & Nadzrulizam, 2020). This indicates that parents with low SES come from the low household income group. Data presented in Table 1 show that the parents’ household income is between RM1100 and RM2200. With such low income, it is hard to bring up a large family, especially in a rapidly growing urban area with an increasing cost of living.

Demographic characteristics	Preschooler						
	K1	K2	K3	K4	K5	K6	K7
Parent’s job	Waiter	Construction Worker	General Worker	Clerk	Shop assistant	Retailer	Security guard
Family Income	RM 1200	RM 1200	RM 1800	RM 2200	RM 1200	RM 1500	RM 1100
Parent’s education level	PMR	PMR	SPM	Diploma	SPM	SPM	PMR
Number of siblings	6	5	6	5	4	4	7
Days present in school (until August)	74/ 142	84/ 14	93/ 142	126/ 142	113/ 142	107/ 142	89/ 142

Table 1: Personal profile of the participants

The level of education in Malaysia is based on the highest qualification received by an individual, and these include Primary School Assessment (UPSR), PT3/PMR (taken in form 3 at the age of 15) and the Malaysian Certificate of Education taken in form 5. In general, the entrance to tertiary education (diploma and beyond) depends on one's SPM examination result. Data presented in Table 1 clearly show that the majority of the parents' only have PT3/PMR or SPM level of education, and only one parent holds a Diploma.

The number of siblings also influences the socioemotional development of children from low SES families. This

is shown in Table 1, which shows that each preschooler comes from big families with a large number of siblings of seven for K7, six siblings for each family of K1 and K3, five siblings for each family of K2 and K4, while families K5 and K6 have four siblings, respectively.

Lastly, data in Table 1 also indicate the number of days the children were present at school from January to August 2019. The data clearly showed that the children have low attendance. K1 only attended 74 days of school; K2 attended school for 84 days. They are followed by K3 with 93 days, whereas for K4, K5, K6, and K7, were attended school for 126, 113, 107, and 89 days, respectively.

Criteria	Preschooler						
	K1	K2	K3	K4	K5	K6	K7
Restless and always moving around	✓	✓	✓		✓	✓	✓
Disruptive behaviours towards friends	✓	✓	✓		✓	✓	
Like to work alone	✓	✓		✓		✓	✓
Like to isolate	✓	✓	✓	✓	✓		✓
Get angry easily	✓		✓		✓	✓	✓
Sadness/constantly crying		✓		✓			✓
Playing truant and giving excuses	✓	✓	✓	✓	✓	✓	✓
Lack of attention	✓	✓	✓	✓	✓	✓	✓

Table 2: Checklist of preschooler's behaviors

Thematic Analysis

To interpret the results, the researcher used thematic analysis along with document analysis of student's portfolios. The researcher used thematic analysis to draw themes from interviews conducted with teachers. Table 3 shows the thematic analysis.

Restless, constantly moving

Preschool children of low SES showed signs of restlessness and often moved around in class. Data show that six out of seven children demonstrated restlessness. Teacher (T1) explains that the children often feel restless and constantly moving around in the classroom.

The children also looked unwell and in a state of restlessness. In addition, the children exhibited strange behaviour and moved unpredictably. This is supported by the teacher (T2), who stated that the children did not sit still and often looked restless.

Yes, I see, he can't sit still, his face looks restless over and over ... when I asked him why he feels so restless, he just kept quiet ... (T2)

This implies that coming from low SES family strongly influences children restless behaviour at preschool.

Disruptive behaviour

Table 2 shows that five out of seven children from low SES are likely to be disruptive towards their classmates. According to T1, this could be due to the feeling of dissatisfaction towards their classmates.

She always seems to disturb her friend ... when she doesn't have a pencil, she messes with her friend because she doesn't have any ... she will keep bothering them if they don't give her a pencil, it makes the class noisy ... (T1)

Theme	Description	Supporting Evidence (Interview Excerpts)
Restlessness	Preschoolers display difficulty in focusing and remaining calm in activities.	"They are often moving around the class and find it hard to sit still."
Disruptive Behavior	Children show reluctance to engage in group activities or interact with peers.	"Most of them prefer to stay by themselves and avoid playing with others."
Likes to be isolated	Preschoolers tend to work on tasks alone rather than in groups.	"They like doing things by themselves, even when we encourage teamwork."
Irritability	Children are easily frustrated or upset during activities or interactions.	"They tend to get upset easily when things don't go their way."
Sadness/Frequent Crying	Displays of sadness and crying during class activities.	"Some of them cry often, especially when things get difficult for them."
High Truancy	A pattern of frequent absences from school.	"Many of these children miss school frequently, which affects their learning."
Lack of Attention	Difficulty maintaining focus during classroom activities.	"They have trouble paying attention for extended periods."

Table 3: Thematic Analysis

T2 also explained that the disruptive children also exhibit other negative behaviours, such as aggression when they do not get what they wanted.

I could see that he roughly snatched his friends' things until the friend cries ... when there is incidence like this, I have to instantly stop teaching to calm them down ... (T2)

Thus, children from low SES not only demonstrated disruptive behaviours towards their classmates but act aggressively when they want something.

Like to work alone

Five out of seven children prefer to work alone. T1 stated that these children do not like to sit with other preschoolers in class.

Yes, these kids prefer to do their work alone; they do not like to sit with other people ... I asked one pupil to work with others, but he refused to... he worked alone but never tended to finish the task given to me ... (T1)

The children also enjoy playing alone. T2 explained that these children are more comfortable playing alone than playing and sharing toys with other classmates.

He likes to play alone and doesn't want to play with other friends ... he sits in one place playing alone ... even when

his friends asked to play together, he refused....he likes to do things on his own ... if I put him in a group, he would be silent ... (T2)

This shows that children from low SES tend to do things on their own. This might affect their social development as they lack social interactions with their peers.

Likes to be isolated.

Children from low SES also tend to isolate themselves and do not want to get involved with their peers. T1 stated that the children prefer to sit alone without participating in any activity.

If there is an activity such as performing, dancing, or singing, he does not want to participate at all ... he prefers to watch ... he sits alone on his chair... like to isolate himself, being alone ... (T1)

Morning discussions, mealtime, and play activities are among the most popular activities for preschoolers. However, T2 observed that the children prefer to be isolated and do the activities alone.

I always call them to sit together for story time; they usually came but sat far away from others. During mealtime, they tended to eat alone and not eat with other people; they just sat on their chair ... (T2)

Isolation will make a child vulnerable in the context of social relationships. This will have a detrimental effect on their future. Thus, the child's emotions are also affected by the lack of exposure to social relationships.

Irritability

T1 also noted that children from low SES also exhibited irritable behaviour when facing stressful situations. Table 2 shows that five out of seven children showed irritation when they are unhappy about something. I admit, these kids get angry very quickly, if they are not happy about something ... sometimes they will beat up their friends. Don't mess with them because they get angry very quickly and tended to be loud when they are angry ... (T1) When they are placed with other children, teachers need to be more vigilant to avoid any conflicts. The teacher (T2) often reminds the other children to not to create a tense atmosphere when engaging in activities with them.

I have to tell the other kids not to make him angry ... if not, he will become angry and throw a tantrum... sometimes the outrage is so outrageous ... I feel afraid that his anger will become uncontrolled... (T2)

The child's quick-tempered attitude could lead to emotional and social issues. This will cause them to be disliked by other children in preschool. As a result, they do not have many friends, and this will affect their chances of forming new relationships with others.

Sadness/ Constant crying

Table 2 shows that only three out of seven children display sadness or cry when they are faced with stressful situations. Teacher (T1) explained that children from low SES did not show much sadness or cry in class.

It's rare to see them cry in class ... they don't show any emotions no matter what, it doesn't matter if we get angry at him ... no signs of sadness, no crying ... no soul, hehe ... (T1)

Some children will cry if separated from their parents when coming to school. However, many children from low SES do not show any emotion. T2 said they did not show any feelings of sadness when they were separated from their parents and placed in a new environment.

In the morning, when the parents came to tell me that there was no crying in the house and that I didn't want to part with my dad ... I always looked at this guy like he had no feelings ... to bring it to school ... but it is rare, maybe that this is a normal family code ... so it is strong ... (T2)

Feeling sad or crying is normal for children when they are

in a new situation, like when they enter a new preschool. However, these children do not immediately feel sadness or fear due to family factors that pushed them to become tougher.

Truancy and giving excuses

Table 2 also shows that all the children involved in this study do not attend school regularly. Teacher (T1) explained that they refuse to go to school because of different reasons, such as lack of financial resources, transportation problems, and others.

He is always absent from school; sometimes he didn't turn up for almost a week, when asked, he didn't answer why he didn't go to school, and when I called the parents, they gave many excuses, such as the children are lazy to get up to school, no transport ... (T1)

Teacher (T2), on the other hand, pointed out that the number of truancy cases is increasing day by day, and this is a major concern for the school, especially among the preschool teachers. This is because being absent from school will cause these children to miss out on learning and stunt their developmental process.

I'm really worried if one of them is absent from school for a long time because they'll miss out ... I can't wait for everyone to teach ... because it's not fair to the other kids who are present ... I will only teach them the basic, like teaching them to read, at least they learn something even though not much... (T2)

Attending school is important because it could affect the children's future, especially at the preschool level. Academic development is crucial to the future survival of these children; thus, the truancy issue should be taken seriously by all parties, especially the parents, guardians, and preschool teachers.

Lack of attention

Teacher (T1) explained that children in low SES have a short attention span and face difficulty to focus on the lesson. The data show that all children involved in this study have this problem. In addition, the children often make the same mistakes when completing the task assigned to them. As a result, these children fail to follow instructions, do not complete their homework and often have difficulty managing daily tasks and activities.

It is true that there is a problem with this ... they tend to have limited focus when I teach them... they don't want to hear what I am saying at the front... they heard me calling their name out loud and then lose focus. It is really frustrating... if I teach them, they can do it at first, but after

that, they tend to repeat the same mistakes ... (T1)
These children could hardly pay attention to the person taking them. The teacher (T2) stated that these children also tend to speak their mind without thinking ahead, such as answering the questions posed by the teacher in the classroom in a hurry even if the teacher has not finished asking the questions.

I asked a few questions to test them ... when we ask... they are enthusiastic to answer it and most times, they don't even know the answer ... sometimes they really want to answer but they don't know what to say ... because these kids are careless and sometimes want to answer my questions even though my questions are not finished ...sometimes this makes me angry .. hehe ... (T2)

The children who have difficulty concentrating demonstrated their limited ability to focus and often displayed impatient behaviour. The findings of this study show that the preschools demonstrate a significant lack of focus behaviour. The lack of focus would make it difficult for the children to control their behaviour and listen to their teacher's instruction diligently

Discussion

Children from low SES families often live in densely populated areas and poor conditions. They are deprived of many aspects, such as facilities and nutritious food sources (Minh et al., 2017). In addition, large households force both parents to work and children are often left on their own without any guidance from the parents or guardians (Sun et al., 2018). Parents or guardians give little attention to their children, especially during their early developmental stages.

Children born into low SES families are also prone to various diseases (Miao et al., 2021), death (McAuley & Rose, 2019), family conflicts (dos Reis Vilela et al., 2019), school dropouts, and get involved in many vice activities (Zhang et al., 2019). In addition, these children have little access to education as their parents or guardians are not able to provide at-home learning materials (Altafim et al., 2018). This causes the children to become more aggressive and doubtful about their ability (McNeilly et al., 2021). Some reports linked the increase in the number of social problems to stunted socioemotional development in early childhood.

Socioemotional development is a key determiner of children's behaviour, especially at the preschool level (Gaudet & Letourneau, 2015). This is because children often express what they feel or think through emotions at the

preschool level. The changing situations or circumstances surrounding them will drive them to feel emotions, such as sadness, anger, and frustration. Therefore, children need to balance their development and socioemotional factors so that they can adapt to the society around them. This indirectly affects parents' attitude on their children behaviour. In this light, if the parent or guardian is less sensitive to the child's emotional changes, the children might show negative developmental signs (Repetti et al., 2015).

The children's changing emotional behaviours are based on emotional reactions towards the attention given by their parents/guardians and their peers at school (Rao et al., 2019). These children are still young and require full attention from their family members. In this regard, these children often get angry when their parents or guardians do not comply with their demands and their anger persist as long as they do not get what they want (Stamos et al., 2019). Sadly, many parents or guardians with low SES are unable to meet such demand and unable to provide their children with things like toys and books, as they have limited financial resources (dos Reis Vilela et al., 2019).

In the context of preschools, children from low SES will face internal conflicts if they fail to perform the task assigned by the teacher (Stamos et al., 2019). This can cause low self-esteem and frustration among the children compared to their peers (Ge & Wang, 2019). Thus, the situation creates children who are loners, unwilling to engage in any activities, and tend to avoid relationships because of their lack of confidence in dealing with other people.

Conclusion

The present study explored the cognitive development of preschoolers from low SES using semi structured interviews and documents analysis in a school located in Malaysia. The results showed that children from low SES showcase various social and emotional problems and struggles with their education. The study showcased these children are more prone to diseases, shows lack of attention and likes to work alone.

Strengths and Limitations

The study focused on preschoolers from low-SES backgrounds, an understudied population. This makes the findings highly relevant to policymakers and educators working with vulnerable populations. By employing semi-structured interviews and content analysis of children's

portfolios, the study gathered rich, detailed data that offer deep insights into the socioemotional development of preschoolers. The involvement of highly experienced preschool teachers (with 11 and 14 years of experience) adds credibility to the findings. Their contributions also instrumentally validate data and give a wide outlook into the socioemotional development of children. Whereas, the small sample of preschoolers and two teachers used in this study limits the generalisability of the results. In view of cultural differences, the study conducted in a government school in Petaling Perdana in Selangor may not generalize well to preschoolers with low SES background in other parts of the world. The use of qualitative methods, and interpretations of interviews and document analyses may be subjective due to biases of the researcher, which might impact the objectivity of the findings.

Future Recommendations

Future studies should gather data from large sample sets and different geographical regions to account for the generalizability of the research. A longitudinal study should be conducted to investigate and track the progress of preschoolers from low SES. For an in depth understanding of the research the researchers should include the perspectives of not only teachers but also parents, or caregivers.

References

Altafim, E. R. P., McCoy, D. C., & Linhares, M. B. M. (2018). Relations between parenting practices, socioeconomic status, and child behavior in Brazil. *Children and youth services review*, 89, 93-102.

Andresen, S., & Meiland, S. (2019). Being poor from children's point of view. The potential of childhood theory and qualitative methods for child poverty research: Findings from two qualitative studies of poverty in Germany. *Children and youth services review*, 97, 94-99.

Apouey, B. H. (2016). Child physical development in the UK: the imprint of time and socioeconomic status. *Public Health*, 141, 255-263.

Belfield, C., Bowden, A. B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). The economic value of social and emotional learning. *Journal of Benefit-Cost Analysis*, 6(3), 508-544.

Blaabæk, E. H. (2023). Stratification in parents' selection of developmentally appropriate books for children: register-based evidence from Danish public libraries. *European Societies*, 25(1), 37-65.

Brummelman, E., & Sedikides, C. (2023). Unequal selves in the classroom: Nature, origins, and consequences of socioeconomic disparities in children's self-views. *Developmental Psychology*.

Bryman, A. (2016). *Social research methods*. Oxford university press.

Chaparro, C. M. (2008). Setting the stage for child health and development: prevention of iron deficiency in early infancy. *The Journal of nutrition*, 138(12), 2529-2533.

Cui, Y., Liu, H., & Zhao, L. (2019). Mother's education and child development: Evidence from the compulsory school reform in China. *Journal of Comparative Economics*, 47(3), 669-692.

Dai, X., Williams, G., Lin, S., Baker, C., Wu, M., Du, W., & Hua, J. (2022). The sibling effect on neurodevelopment of preschoolers under China's newly relaxed child policy: a national retrospective cohort study. *Frontiers in psychology*, 13, 988622.

Donkin, A., Roberts, J., Tedstone, A., & Marmot, M. (2014). Family socio-economic status and young children's outcomes. *Journal of Children's Services*, 9(2), 83-95.

dos Reis Vilela, T., da Rocha, M. M., Figlie, N. B., & de Jesus Mari, J. (2019). Association between psychosocial stressors with emotional and behavioral problems among children of low-income addicted families living in Brazil. *Child abuse & neglect*, 92, 12-21.

Firk, C., Konrad, K., Herpertz-Dahlmann, B., Scharke, W., & Dahmen, B. (2018). Cognitive development in children of adolescent mothers: The impact of socioeconomic risk and maternal sensitivity. *Infant Behavior and Development*, 50, 238-246.

Fischer, S., Barnes, R. K., & Kilpatrick, S. (2019). Equipping parents to support their children's higher

education aspirations: A design and evaluation tool. *Educational review*, 71(2), 198-217.

Gaudet, B., & Letourneau, N. (2015). Socioeconomic status and social-emotional development of children from birth to 36 months of age: A systematic narrative review.

Ge, T., & Wang, L. (2019). Multidimensional child poverty, social relationships and academic achievement of children in poor rural areas of China. *Children and youth services review*, 103, 209-217.

Hosokawa, R., & Katsura, T. (2018). Socioeconomic status, emotional/behavioral difficulties, and social competence among preschool children in Japan. *Journal of Child and Family Studies*, 27(12), 4001-4014.

McAuley, C., & Rose, W. (2019). Child welfare and well-being: The impact of poverty. *Children and youth services review*, 97, 1-2.

McNeilly, E. A., Peverill, M., Jung, J., & McLaughlin, K. A. (2021). Executive function as a mechanism linking socioeconomic status to internalizing and externalizing psychopathology in children and adolescents. *Journal of Adolescence*, 89, 149-160.

Miao, Q., Dunn, S., Wen, S. W., Loughheed, J., Reszel, J., Lavin Venegas, C., & Walker, M. (2021). Neighbourhood maternal socioeconomic status indicators and risk of congenital heart disease. *BMC Pregnancy and Childbirth*, 21, 1-21.

Minh, A., Muhajarine, N., Janus, M., Brownell, M., & Guhn, M. (2017). A review of neighborhood effects and early child development: How, where, and for whom, do neighborhoods matter? *Health & place*, 46, 155-174.

Piotrowska, P. J., Stride, C. B., Croft, S. E., & Rowe, R. (2015). Socioeconomic status and antisocial behaviour among children and adolescents: A systematic review and meta-analysis. *Clinical psychology review*, 35, 47-55.

Rao, N., Richards, B., Sun, J., Weber, A., & Sincovich, A. (2019). Early childhood education and child development in four countries in East Asia and the Pacific.

Early Childhood Research Quarterly, 47, 169-181.

Reiss, F., Meyrose, A.-K., Otto, C., Lampert, T., Klasen, F., & Ravens-Sieberer, U. (2019). Socioeconomic status, stressful life situations and mental health problems in children and adolescents: Results of the German BELLA cohort-study. *PloS one*, 14(3), e0213700.

Repetti, R. L., Sears, M. S., & Bai, S. (2015). Social and emotional development in the context of the family. In *International Encyclopedia of the Social & Behavioral Sciences: Second Edition* (pp. 156-161). Elsevier Inc.

Samsudin, H., & Nadzrulizam, A. (2020). Relationship between B40 Household Income and Demographic Factors in Malaysia. *Int. J. Innov. Technol. Explor. Eng*, 10, 113-117.

Stamos, A., Altsitsiadis, E., & Dewitte, S. (2019). Investigating the effect of childhood socioeconomic background on interpersonal trust: Lower childhood socioeconomic status predicts lower levels of trust. *Personality and Individual Differences*, 145, 19-25.

Sun, J., Lau, C., Sincovich, A., & Rao, N. (2018). Socioeconomic status and early child development in East Asia and the Pacific: the protective role of parental engagement in learning activities. *Children and youth services review*, 93, 321-330.

Tillman, A. C., Whalen, D., & Luby, J. L. Early Childhood Socioeconomic Status and Cognitive and Adaptive Outcomes at the Transition to Adulthood: The Mediating Role of Gray Matter Development Across 5 Scan Waves.

Tiwari, S., Cerin, E., Wilsgaard, T., Løvsletten, O., Grimsgaard, S., Hopstock, L. A., Schirmer, H., Rosengren, A., Kristoffersen, K., & Løchen, M.-L. (2024). Lifestyle factors as mediators of area-level socioeconomic differentials in mental health and cognitive function: the Tromsø Study. *J Epidemiol Community Health*, 78(2), 88-97.

Zhang, X., Hu, B. Y., Ren, L., & Zhang, L. (2019). Family socioeconomic status and Chinese children's early academic development: Examining child-level mechanisms. *Contemporary Educational Psychology*, 59,

101792.

Zhu, Y., Chen, X., Zhao, H., Chen, M., Tian, Y., Liu, C., Han, Z. R., Lin, X., Qiu, J., & Xue, G. (2019). Socioeconomic status disparities affect children's anxiety and stress-sensitive cortisol awakening response through parental anxiety. *Psychoneuroendocrinology*, 103, 96-103.