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Effects of Emotional Development on Urban Poor Children

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ABSTRACT

Since its independence in the 1960s, Malaysia has been considered one of the most successful countries in eliminating poverty, with a headcount ratio of 5.7% in the year 2004. Nevertheless, according to the World Development Indicators (WDI), Malaysia's poverty headcount ratio climbed to 8.4 % in the year 2019. The onset of the 2020 COVID-19 pandemic has now further exacerbated the ongoing rise of urban poverty, which is attributed to urbanisation expansion. In urban areas, poverty may significantly affect the community's health, environment, and social life. Urban poverty can also have psychological consequences for children. The objective of this study is to investigate the levels of stress and depression among urban poor children. A total of 327 respondents used in the research were primary and secondary school students in Puchong District, Selangor Darul Ehsan, Malaysia. Using SPSS, the collected data was analysed. The findings indicated that the respondents' levels of stress and depression were moderate and low, respectively. This implies that the family's economic situation has no significant impact on the emotional development of urban children living in poverty. The findings of this study can aid the Zakat Center, *Baitulmal*, and non-governmental organisations (NGOs) in their efforts to promote human development by providing these children with the necessary assistance, particularly in the field of education.

Keywords: Urban poverty; Emotions; Stress; Depression; Education.

INTRODUCTION

Malaysia is an Asian nation inhabited by several religious, cultural, and linguistic minority groups. Malaysia's three main ethnic groupings are Malay, Chinese, and Indian. Throughout its history, Malaysia has prioritised the primary sector, which consists of agriculture and forestry based on natural resources. Manufacturing and industry are the secondary economic sectors of Malaysia. Poverty and disparities in wealth are Malaysia's most pressing issues. From 1971 to 1990, the Malaysian government adopted the New Economic Policy (NEP) to promote development. The fundamental goals of this New Economic Policy (NEP) are to decrease and eradicate abject poverty and reorganise society to remedy economic imbalances. Nonetheless, this issue remains problematic.

In Malaysia, urban poverty symptoms are no longer unusual. According to the Malaysian Institute of Economic Research (MIER), more than two-thirds of Malaysians reside in metropolitan areas (Goi, 2022). This growth is attributable to the pace of urbanisation and migration to cities, both of which contribute to the growing urban poverty problem (Murdad *et al.*, 2022). However, in 2019, Malaysia's poverty line income (PLI) increased from 980 to 2,208 Malaysian ringgit (Ali *et al.* 2022). Despite this increase, the Department of Statistics Malaysia (DOSM) estimates that about 400,000 families continue to live below this threshold (Jamaluddin & Hanafiah, 2020).

The problem of abject poverty in Malaysia was heightened during the COVID-19 crisis, which has persisted since 2020 (Cheng, 2022). During the Malaysia Government Movement Control Order (Malay: *Perintah Kawalan Pergerakan Kerajaan Malaysia*), a period in which the government of Malaysia instituted national quarantine and cordon sanitaire measures in response to the COVID-19 pandemic, a large number of citizens lost their jobs, and several businesses also closed. According to Hassan *et al.* (2022), over a million households may have fallen into abject poverty due to the COVID-19 era in Malaysia. Thus, the problem of abject poverty is on the rise in Malaysia and has several ramifications, including psychological effects on children. In addition, the problem of economic stress associated with urban poverty directly affects families (Nor *et al.*, 2019). The pressure to earn more wages to provide for a family's needs also reduces bonding time (the time families spend together). According to Talib (2016), a family's financial condition also influences their capacity to fulfil their social duties, namely their ability to raise children effectively.

In Malaysia, many urban families are negatively affected by low economic standards. The incidence of depression among schoolchildren is one of the effects. Although the issue is relatively mild in Malaysia, if left unchecked, it would become perilous (Norhayati, 2013). Compared to dropouts who continue their education, just 35.8% (n = 2189) of adolescents seek further education in 2019 (Nor *et al.*, 2019). Cassiba (2018) argues that secondary and primary school dropouts among Malaysian youth in Malaysia are related to poverty.

Consequently, as mentioned above, this study will address the psychological impact of urban poverty on children. This research also intends to measure the amount of emotional stress among urban children and the level of emotional depression among urban poor children. This study is crucial because it aids stakeholders such as zakat centres, *baitul mal* (Arabic term for "House of money" or "House of Wealth."), and non-governmental organisations in devising public policies to enhance the living circumstances of urban regions, in line with the government's goal of creating human capital.

RESEARCH THEORY

Yahaya and Ahmad (2010) stress the use of Maslow's Theory of the Hierarchy of Needs, which claims that a person must satisfy all fundamental needs, including physiological needs, safety needs, love and belonging needs, esteem needs, and self-actualization needs. This is the parent's responsibility to provide the necessities for a child to develop good self-esteem. Children with unstable cognitive and emotional issues often have low self-esteem, although developing them at a young age is still feasible. This is because if a person's fundamental needs are addressed, they will be more self-confident and thus develop a good self-esteem.

RESEARCH METHODOLOGY

This investigation analyses emotional development's impact on poor urban children residing in the Puchong region of Selangor, Malaysia. 327 Puchong district elementary and secondary school students participated in the research. The research focuses on various factors, including personal history, family background, educational level, issues relating to the family's financial situation, and the kind of housing occupied.

This research was done by distributing a questionnaire to numerous elementary and secondary schools in the Puchong District. The students who got aid from the *zakat* centre are the respondents. While the received information will be examined quantitatively, this data relies on the frequency and score-based quantity categories. This is because quantitative data is suited for research that uses questionnaires and test instruments to collect information (Zohrabi, 2013). A questionnaire is used as the research instrument, with its contents determined by the aims of the investigation. The researcher has separated the questionnaire into two sections, namely part A and part B. In Part A, respondents are expected to answer various questions about their demographics. Part B asks people to rate how they feel about a statement on a four-point scale.

Part A: Demographic characteristics of respondents, including gender and family income.

Part B: This section has 24 question items to obtain and identify the objectives of the study. The breakdown of items is divided into two main parts, namely:

- A. Stress Levels
- B. Levels of Depression

Respondents' responses are elicited using a four-point scale for which the researchers develop question items. This four-point scale has varying weights for never, rarely, often, and very often. The summary is provided in Table 1.

Table 1: Consent Level Scale

Approval	Stage Score
1	Never
2	Rarely
3	Often
4	Very Often

In the Puchong District, school zakat coordinators, teachers, and school counsellors distributed initial surveys to responders. Respondents were given enough time to complete the questionnaire, which was then returned to the researcher. The researcher then gathers all surveys for examination and analysis and determines the necessary Alpha value.

The computed Alpha values suggest that the items for each research question can be utilised. Therefore, the actual research was done with Puchong District elementary and high school students. The study team then distributed the questionnaire to respondents and instructed them on how to respond. After completing the form, the researcher examines the data to determine the study's results and draws conclusions.

RESEARCH FINDINGS

Evaluation of Section A

Distribution of Survey Participants Considering Gender

The gender breakdown of responders is shown in Table 2. With a total of 187 participants, it was revealed that females represent the majority in this research (57.2 percent). Meanwhile, there were 140 males (42.8 percent).

Table 2: Distribution of Respondents Based on Gender

Gender	Frequency	Percent (%)
Men	140	42.8
Women	187	57.2
Total	327	100

Respondent Distribution Based on Household Income

The distribution of respondents by family income is shown in Table 3. The findings indicate that a substantial number of respondents' household income is less than RM3000, namely 218 (66.8 percent), followed by 80 respondents whose household income is between RM3000-5000 (24.4 percent). The number of respondents with household incomes of RM 5,000 or more is 29 (8.8 percent).

Table 3: Respondent Distribution Based on Household Income

Household Income	Frequency	Percentage (%)
Less than RM3000	218	66.8
RM3000-5000	80	24.4
RM5000 and Above	29	8.8
Total	327	100

Evaluation of Section B

To determine the impact of stress levels and depression levels on urban poor children's cognitive and emotional development, the researchers categorised four frequency levels for each item as frequently, uncommon, and never. The frequent segment contains individuals who often agree with the offered claims (K) and frequently (SK). In contrast, the second portion is uncommon (J), and the last portion is never (TP), which comprises people who never agree with the statement.

The Impact of Stress on the Emotional Growth of Urban Poor Children

Table 4: Frequency Distribution and Proportion of Stress Level Effects

Investigation Questions	Answer							
	NEVER (TP)		UNCOMMON (J)		FREQUENT (K)			
	1 (TP)		2 (J)		3 (K)		4 (SK)	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1. I find it difficult to relax without money.	51	15.6	140	42.8	61	18.7	75	22.9
		15.2%		42.8%		41.6%		
2. I tend to overreact to others when there is less funds.	161	49.2	120	36.7	28	8.6	18	5.5
		49.2%		36.7%		14.1%		
3. I am easily agitated while facing financial difficulties.	62	19	133	40.7	70	21.4	62	19
		19%		40.7%		40.3%		
4. I have difficulty organising my study time	74	22.6	115	35.2	86	26.3	52	15.9
		22.6%		35.2%		42.2%		
5. I get irate if I don't have money.	176	53.8	90	27.5	47	14.4	14	4.3
		53.8%		27.5%		18.7%		
6. It is tough for me to make choices when there is no money.	105	32.1	132	40.4	53	16.2	37	11.3

			32.1%		40.4%		27.5%		
7.	I find it challenging to remain calm while considering family financial issues	71	21.7	155	47.4	61	18.7	40	12.2
			21.7%		47.4%		30.9%		
8.	I will not accept anything that inhibits me from continuing my current activity.	84	25.8	123	37.6	60	18.3	60	18.3
			25.8%		37.6%		36.6%		
9.	I am easily offended when others insult my family's poverty	97	29.7	87	26.6	57	17.4	86	26.3
			29.7%		26.6%		43.7%		
10.	I prefer solitude when money is scarce.	135	41.3	96	29.4	47	14.4	49	14.9
			41.3%		29.4%		29.3%		
11.	I lacked concentration in class because I was anxious about household hardship.	160	48.9	89	27.2	50	15.3	28	8.6
			48.9%		27.2%		23.9%		
12.	I feel isolated from my friends due to the disparity in our levels of life	148	45.3	106	32.4	44	13.5	29	8.9
			45.3%		32.4%		22.3%		

The research analysis revealed, based on Table 4 above, that the impact of stress levels on the emotional development of urban poor children is mild. This can be seen when 53.8 % of the study's results indicate that poor children with no money never experience frustration. 27.5% of respondents said they seldom get angry when they have little money. However, 18.7% said they often feel furious when they lack financial resources.

The research also indicated that urban children without money are less likely to behave aggressively towards others. 49.2 % of respondents said they had never done so. In contrast, 36.7% seldom act up despite having little money. Despite this, 14.1% of urban poor children agree that they tend to behave excessively toward others when they have little finance.

In contrast, 48.9 % of urban children in this study never felt depressed, and worries about poverty and other issues at home did not affect their ability to concentrate in class. While 27.2% reported being seldom depressed, there was no class concentration owing to family poverty concerns. A small number (23.9%) of poor urban children report being sad and distracted in class due to family poverty.

In addition, financial issues within the family hurt the cognitive and emotional development of urban poor children. 47.4 % of respondents said they seldom feel calm

while considering their family's financial issues. However, 30.9% of respondents indicated that they often find it challenging to remain calm while contemplating money issues. In comparison, 21.7% of respondents claimed that their family's financial issues never disrupted their inner peace.

The survey also revealed that 45.3% of the urban poor children said they never felt alienated from their peers owing to the disparity in living circumstances. In addition, 32.4 % said it is not uncommon to feel socially isolated due to poverty. In contrast, 22.3 % said that they often experience inferiority and social exclusion due to living circumstances. This demonstrates that the poor urban children can get along with their peers despite their disparate living conditions.

In analysing the impact of stress on the emotional development of urban children, the survey revealed that 43.7% of the children stated that they are often upset when their family's poverty is insulted—followed by 29.7 % who were not upset when people mocked their family's poverty. Similarly, 26.6 % seldom feel hurt when family poverty is insulted by people. Overall, however, it can be concluded that the poor children of this city are emotionally impacted when their family's poverty becomes an insult.

Regarding feeling peaceful in connection to money concerns, 42.8% of respondents indicated that they seldom feel calm when they do not have money. However, 41.6% of respondents agreed that they find it challenging to remain calm when they have little money. While 15.2% of respondents claimed that the issue of lack of money never impacted their peace of mind, it was shown that the issue of poverty negatively impacts urban children's self-comfort.

In addition, financial issues affect the emotions of urban poor children from a learning perspective. The survey findings revealed that 42.2% of students often struggle to manage their study time when they have financial difficulties. Moreover, 35.22 % of those surveyed said they rarely have difficulties organising their study time when they have financial difficulties. Despite having financial difficulties, 22.6% of students have never had trouble managing their study time.

The surveyed poor urban children also stated that lack of money was not the reason they dreaded being alone. This is shown by the fact that 41.3% of respondents were never left alone when they had no money. While 29.4% of respondents claimed that they are seldom alone when they have no money, most respondents reported that they are often alone when they have no money. However, just 29.3 % of urban children often feel alone when they are poor. The responses of urban poor children to the frequency and rarity of solitary are almost the same.

In terms of anxiousness, the survey revealed that 40.7% of urban youngsters are easily agitated when they have financial difficulties. In contrast, 19% of respondents said they had never experienced restlessness while having financial difficulties. This is followed by 40.3% of those who feel restless while experiencing financial difficulties. This data indicates that many urban children become restless when financial difficulties arise. This suggests that the surveyed urban children's cognitive and emotional development is interrupted by stress.

Considering the decision-making factor, the majority of urban poor children, 40.4%, say that they seldom find it difficult to make choices when there is no money. Additionally, 32.1% of respondents claimed that lack of financial resources never impacted their decision-making. Moreover, 27.5% of respondents said that it is tough to

make decisions when there is little money. This indicates that the inability of the urban poor children to make life choices is not due to a lack of financial resources.

In addition, urban poor children reported that money issues seldom prevented them from pursuing their activities. According to the study's findings, 37.6% of respondents claimed they were seldom influenced by financial issues and could not tolerate anything hindering them from continuing their work. Nonetheless, 36.6% of poor children claim they often cannot tolerate financial obstacles that hinder them from continuing their activities. Another 25.8 % have never been impeded in their regular activities by financial difficulties.

The overall impact of Stress Levels on the emotional development of the urban poor children is mild. A high majority of the urban poor children report experiencing restlessness and agitation when confronted with financial difficulties. The poor urban children confess to being highly angered when their family's poverty is insulted. In addition, financial constraints impede their ability to manage their study time, making it harder for them to make judgments when they lack funds. These results indicate that the urban poor children continue to suffer. These results indicate that the urban poor children still suffer stress-related impacts on their emotional development, even if their financial issues are not severe.

The Impact of Depression Levels on the Emotional Growth of Urban Poor Children

Table 5: Frequency Distribution and Percentage of Depression Level Effects

Investigation Questions	Answers							
	NEVER (TP)		UNCOM-MON (J)		FREQUENT (K)			
	1 (TP)		2 (J)		3 (K)		4 (SK)	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>F</i>	%
1. I feel sad when reminded of poverty in the family	82	25.1	130	39.8	58	17.7	57	17.4
		25.1%		39.8%		35.1%		
2. I easily cry when reminded of poverty in the family	111	33.9	110	33.7	55	16.8	51	15.6
		33.9%		33.7%		32.4%		
3. I feel restless and can't keep quiet when remembering the poverty in the family	121	37	100	30.6	70	21.4	36	11
		37%		30.6%		32.4%		

4.	I feel more offended than usual when hanging out with a friend who has property	158	48.3	87	26.6	57	17.5	25	7.6
			48.3%		26.6%		25.1%		
5.	I am not enthusiastic when living in poverty	184	56.3	77	23.6	41	12.5	25	7.6
			56.3%		23.6%		20.1%		
6.	I feel desperate for life	226	69.1	54	16.5	35	10.7	12	3.7
			69.1%		16.5%		14.4%		
7.	I feel worthless when unable to change family life	151	46.2	101	30.9	51	15.6	24	7.3
			46.2%		30.9%		22.9%		
8.	I don't seem to be able to experience positive feelings at all when life is plagued by poverty	160	48.9	107	32.7	44	13.5	16	4.9
			48.9%		32.7%		18.4%		
9.	I feel that my life is meaningless anymore because life is shrouded in poverty	205	62.7	70	21.4	37	11.3	15	4.6
			62.7%		21.4%		15.9%		
10.	I am ashamed of my family's poverty	201	61.5	66	20.2	39	11.9	21	6.4
			61.5%		20.2%		18.3%		
11.	I am not confident in myself when there is no money	166	50.8	84	25.7	53	16.2	24	7.3
			50.8%		25.7%		23.5%		
12.	I am always alone if I have financial problems	132	40.3	114	34.9	44	13.5	37	11.3
			40.3%		34.9%		24.8%		

The analysis of the research revealed, based on table 5 above, that the influence of the degree of despair on the emotional development of urban poor children is minimal. The results show that 69.1 % of the urban poor children have never felt hopeless despite having financial troubles. Despite financial hardships, 16.5% of respondents stated they seldom felt despair about their future. However, 14.4% concur that when they consider money concerns, they often feel hopeless.

62.7 % of the urban poor children surveyed in the research said that they never felt that life lacked purpose, despite living in poverty. In addition, 21.4 % of respondents said that feeling meaningless due to poverty is uncommon. In contrast, 15.9% of respondents said they often experience sentiments that life is pointless when surrounded by poverty.

The statistics demonstrate that urban children can manage their depressive moods despite being disadvantaged.

When evaluated from the perspective of self-shame in relation to the issue of family poverty, 61.5% of individuals answered that they had never felt embarrassed despite living in a challenging family situation. This is followed by 20.2% who said they seldom feel embarrassed by their family's poverty. However, 18.3% of those born into impoverished homes claimed to feel humiliated often. However, it was shown that the issue of family poverty did not significantly influence the emotions of urban poor children.

In addition, the urban poor children stated that the issue of poverty did not make them lose their desire to live. 56.3 % of those surveyed never felt discouraged about life despite poverty. In addition, 23.6 % of respondents responded that they seldom believe their families' poverty leads them to lose their zest for life. However, a modest percentage of urban poor children, 20.1 %, agree that they often lack enthusiasm while living in poverty.

In discussing the level of self-confidence of urban children when faced with a lack of money, the study showed that 50.8% of these children agreed that they never thought that the lack of money made them lose confidence. 25.7% admitted they rarely feel insecure about themselves when there is no money. Meanwhile, 23.5% agreed that they often lose confidence when there is no money. These findings show that the self-confidence of urban children is still strong despite facing financial problems.

Meanwhile, 48.9% of urban poor children in this study admitted that they think poverty will make them lose positive feelings about themselves. While 32.7 % of urban poor children stated that they could not experience any positive emotions when their lives are plagued by poverty, 18.4 % of urban poor children admitted that they frequently feel unable to experience any positive emotions when their lives are plagued by poverty.

In addition, the study's findings also showed that urban children stated that they never felt more offended than usual when associating with friends with property, which is 48.3%. Meanwhile, 26.6% also admitted that it is rare to feel offended when associating with friends who have possessions. However, 25.1% reported feeling more offended when socialising with friends who own more material possessions.

The urban poor children also stated that they never feel worthless when they cannot change their family life, which is 46.2%. 30.9% said they rarely feel worthless when they cannot change their family life. However, 22.9% of these poor children often feel worthless when unable to change their family life. This situation shows that the emotions of the poor children of the city are a little disturbed when they cannot deal with the poverty problem in their families.

The study also found that urban children are less likely to be alone if they have financial problems. A total of 40.3% stated that they had never done so. Meanwhile, 34.9% admitted that they rarely act alone despite having financial problems. 24.8% of urban children admit that they often blame themselves if faced with financial problems. Financial problems do not seriously affect the cognitive and emotional development of urban poor children.

If you look at the aspect of despair, most urban poor children admit that they rarely feel sad when reminded of the poverty in their family, which is 39.8%. However, 35.1% said they often feel sad when reminded of poverty in their family. 25.1% say they never felt sad when reminded of the poverty that plagued the family. This proves that family poverty affects the cognitive and emotional development of urban poor children.

From the point of view of feeling anxious and unable to remain silent when remembering poverty in the family, the study's findings showed that urban poor children never felt anxious when remembering family poverty, which is 37%. Meanwhile, 32.4% stated that they often feel anxious and cannot remain silent when remembering poverty in their family. 30.6% stated that they rarely feel anxious when they think of family poverty. These findings show that many urban children feel anxious when financial problems befall them.

Moreover, it can be seen that the problem of poverty in the family also disturbs the emotions of the children of urban poor families. The study's results proved that 33.9% stated they never cried when thinking of poverty in their family. While 33.7% stated they rarely cry when thinking about family poverty, 32.4% admitted that they often cry when thinking about poverty in their family.

If viewed as a whole, it can be concluded that the effect of the level of depression on the emotional development of urban poor children is in a low state. Many urban poor children admit that there has never been a feeling of despair about life despite facing financial problems. They also do not feel ashamed despite living in a difficult family. These findings show that the urban poor children still experience the effects of depression on their emotional development when facing financial problems, even though they are not at a high level.

DISCUSSION

Emotional perspectives on the stress levels of urban poor children.

Based on the study, it has been shown that the respondents' level of stress is moderate. This is indicated by the children who seldom responded to stress-related questions. Analysis indicates that the consequences of stress cannot be felt and comprehended in detail between the ages of seven and fifteen. However, previous research has indicated variances in stress levels among students, with one group being able to manage stress without having negative physical, mental, or emotional impacts and even being able to motivate themselves. In contrast, another group cannot do so (Solberg & Viliarreal, 1997; Humphrey & McCarthy, 1998; Yoon, 2002). Consequently, the impact of stress on a person may manifest in a variety of situations, such as emotions of loneliness, lack of sleep, nervousness, and excessive anxiety, as well as bodily symptoms resulting from an experienced incident (Wright, 1967). However, the respondents' responses did not imply that they suffered from high stress since most did not exhibit the symptoms. This study's researchers think that the children's moderate stress levels are primarily due to immaturity. Compared to their parents, who work hard to make a livelihood, these children continue to lack an understanding of the concept of adversity.

A 2018 UNICEF study on poverty and the denial of rights of urban children living in low-cost flats in Kuala Lumpur found that most household family heads worked harder than ordinary workers yet were often paid less. This is because most household heads have a little educational background (Agha *et al.*, 2019). According to the study conducted by Romas and Sharma (2004), each individual responds differently to varying amounts of stress in their lives; one may differentiate stress levels between children and adults based on age-related traits and the amount of responsibility they carry. As a result, children experience less stress in their everyday lives, which can affect their health, personality, social relationships, and academic performance. However, despite poverty, a

few urban poor children are more exceptional than their classmates, motivating them to emerge from the poverty cocoon (Shamsadaal *et al.*, 2018). According to the study, once students can effectively control their stress level, they can attain their objectives.

According to a UNICEF Report (2018), some poor urban children do not get a decent education, with 51 % of 5-to-6-year-olds not attending preschool and 2% of 7-to-17-year-olds not attending school in Malaysia. However, just 14% of children have mediocre or poor academic performance. Despite several hurdles, some urban children's academic performance is close to the national average. Due to this, the researchers observed that the low-stress levels of urban poor children result from their young age and the fact that they do not have a direct role in supporting family life; thus, they are not burdened by family poverty.

The Prevalence of Depression among the Urban Poor

The research findings indicate that the prevalence of depression among urban children is low. Nevertheless, the observations of the respondents indicated that there were emotional consequences that interrupted their lives. Age-related characteristics, however, make it difficult for young children to convey emotions of unhappiness and what they see in others around them. This opinion is consistent with the findings of research done by Norhayati (2013), who discovered that, among children, depressive symptoms are more challenging to diagnose since they are often mistaken for just becoming a habit. Similarly, recent research exploring this phenomenon of depression has shown that children also experience depression. However, depression in children is a clinical issue that has gotten little attention (Herman, 2005). Consequently, the researchers revealed that urban children, especially those between the ages of 7 and 14, did not share their internal conflict openly due to a lack of adult attention. However, on the distributed questionnaire, these children reported depressive symptoms such as frequent feelings of melancholy, anxiety, irritation, poor self-esteem, misplaced guilt, incapacity, and concentration and memory difficulties. These depressive symptoms have been categorised by Ahmad *et al.* (2010) as having four connected aspects: emotional, cognitive, behavioural, and physiological.

Most urban poor parents in the metropolis are often too busy working to afford the high cost of city living. Consequently, the children no longer have a place to vent and cannot discuss their difficulties with their parents, who serve as listeners, guides, and mentors. According to Norhayati (2013), children aged 9 to 12 also feel the desire to communicate their pent-up emotions. Occasionally, however, children are not afforded space due to the activities of parents who transfer their obligations to babysitters and others. Due to this, the children will conceal their emotions until they experience emotional upheaval.

In addition, the researchers observed that family factors drive the emotional impact on urban poor children. Components of life stress affect the emotional and physiological features such that they feel self-conflict, especially in children who are new to unfamiliar circumstances, home challenges, and depression. The creation of identity among these groups is very susceptible to external factors. Lack of parental knowledge makes children more prone to depression. For instance, children may feel embarrassed by others if they are criticised publicly for their parents' situations. In this circumstance, children exposed to parental pressure might feel the urge to distance themselves from

their parents, resulting in despair. As a result, young children often experience feelings of inferiority and lack of confidence while dealing with others, especially schoolmates.

CONCLUSION

Amid the urban sprawl, a small number of individuals continue to struggle to exist against the tide of modernity. Consequently, this research investigated the urban poor's circumstances and the effect on their children's psychological development. If they do not have a good education, they will be forced to act improperly. Consequently, several parties must participate in a holistic strategy to resolving their issues.

In this context, initiatives to eliminate urban poverty include wealthy religious people and groups, the government, business institutions, and nongovernmental organisations. For example, government and private institution intervention programmes can help address the urban poor's economic, physical, psychological, and spiritual needs. It is intended that this research would assist the necessary stakeholders in combating urban poverty collaboratively.

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