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Impact of Socioeconomic status on Personality-driven stress and coping mechanisms

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Abstract: The purpose of this quasi-experimental study was to investigate the relationship between the participants' personalities and their socio-economic status (SES) in relation to their capacity to deal with stress. One hundred and ten diploma students from Delta State University, Abraka attended the study. The use of two different types of treatment, namely Recreational Exercises treatment (RET) and Rational Emotive Behavior Therapy (REBT), was carried out using a control group design that was 3x2x2. The results did not discriminate between Type A and Type B personalities, despite the fact that personality did have a role in the decrease of stress. On the other hand, it was discovered that students who came from families with higher socioeconomic position had better abilities for dealing with stress than students who came from families with lower socioeconomic status. In addition, the Youth Coping Response Inventory (YCRI) and the Kuppuswammy socioeconomic status scale were used in a study that included 201 adolescent girls. The results of this study revealed that there were significant differences in the ways in which these girls coped with their situations based on their socioeconomic position. In contrast to their counterparts who were more adaptive, students who came from socioeconomic situations that were financially disadvantaged resorted to negative coping techniques. According to the findings, there is a pressing need for school-based counseling and support programs for children, particularly those who come from households with a lower socioeconomic position, in order to assist them in developing more effective coping skills and overall adjustment.

Keywords: Socioeconomic Status, Stress, coping mechanisms

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INTRODUCTION

Different people's bodies have different compositions, which may have an effect on how they react to stress. Particularly noteworthy among the myriad of elements that either contribute to or have an effect on the feelings that adolescents experience is their personality type. As pointed out by Powell (1983), an expert on human adjustment, individuals differ in their behavioural style owing to constitutional characteristics such as activity level and receptivity to external stimuli. These elements are examples of the components that contribute to individual differences. The author McAdams (2006) established a direct link between the many bodily types and the numerous findings that Sheldon made in the field of constitutional studies. He arrived to the realization that the physical characteristics of a person have a significant impact on their personality. There may be a wide range of responses that individuals have to their environment.

Stress management in adolescents

Although individuals actually experience objective events, the impact of these occurrences is controlled by personality factors, which in turn affect people's ability to cope with them. This is the viewpoint that Larsen and Buss (2005) put out. The fact that this is the case shows that personality has a role in coping responses. For instance, at the time of the federal deregulation, Nauthton (1997) investigated people who had been

terminated from prominent members of AT & T after their termination. Those individuals whose personalities were assessed to be more resilient fared better emotionally and mentally than the others compared to the other participants. Previous research has focused on the use of recreational exercises and rational emotive behavioural treatments for the purpose of stress management in adolescents. This study expands upon the findings of those previous studies. The findings revealed a considerable disparity in the levels of stress reduction experienced by adolescents who were treated and those who served as controls. The effects of recreational exercise therapy (RET) and rational emotive behavior therapy (REBT) on the reduction of stress in adolescents are quite distinct from one another. In the context of assisting adolescents in coping with stress, the emphasis of this research is on the ways in which socioeconomic status and personality qualities act as mediators of the impact.

Coping Mechanism

As a self-regulatory process, coping capacities vary by individual, developmental stage, and internal and external resources. Teens may help themselves and others cope with stress by learning and applying coping skills. Stress management usually involves problem- and emotion-focused coping. Proactive problem-solving is needed to resolve the difficult self-environment dynamic. Emotion-focused coping involves regulating emotions and dealing with tough situations. Reframing difficult circumstances, knowledge seeking, and distraction are emotional coping methods. Changeable methods in response to varied forms of stress and degrees of control are fundamental to these coping mechanisms. Self-regulation is best when individuals can use emotional control and active solution techniques to assess and understand their surroundings. Appropriate coping techniques may also improve regulation by helping people handle stressful situations and emotions. The study shows an association between socioeconomic position and stress across the board. This tendency may be due to lower socioeconomic status (SES) people having less financial and psychological resources to deal with this increasingly demanding environment. If these resources are insufficient, mental and physical health might suffer. Gallo and Matthews suggest that inadequate coping resources or depletion without replenishment may cause limited resources. Researchers in this age group have paid less attention to "reserve capacity" despite adolescence's influence on adult conduct and cognition.

OBJECTIVES

To study the mediating influence of personality factors and socio-economic position on teenagers' stress reduction via the implementation of two therapy procedures: Rational Emotive Behavior Therapy (REBT) and Recreational Exercises Therapy (RET).

To analyze and compare the coping methods utilized by persons from high, medium, and low socio-economic status (SES) levels in connection to the efficacy of psychotherapy therapies on stress reduction.

RESEARCH METHODOLOGY

Research Design

This study adopted a 3x2x2 factorial pre-test-post-test experimental control group design. Participants (Pers. types A & B; SES high and low) were unequally matched and assigned into two treatment groups

and control. It was inequitable distribution because the manipulation has been done before the study took place. The participants were pre-tested before treatment to obtain those with stress traits. They were also post-tested after the treatments to obtain the effects of personality and socioeconomic variables on stress reduction of university adolescents

Participants

The students, who ranged in age from seventeen to eighteen and were enrolled in the first year of a diploma program at the Institute of Education at Delta State University in Abraka, Nigeria, were selected at random from a pool of ninety students. The most common difficulties that participants experienced were adapting to a new environment, enduring arduous registration procedures, and coping with a lack of available learning tools. A total of 64 individuals, or 71.1% of the total, were found to have personalities that were classified as Type A, whereas 26 individuals, or 28.9%, were classified as Type B personalities. The overall population consisted of 37 individuals with a high socio-economic level (SES), which accounted for 41.1% of the total, and 53 individuals with a low SES, which accounted for 58.9% of the total. A separate study included 201 female adolescents from Aligarh, India, ranging in age from 13 to 19 years old. These adolescents were from a variety of socioeconomic groups all around the country. Group 1 consisted of individuals whose family income was less than 10,000 dollars, Group 2 included individuals whose family income was between 10,000 and 30,000 dollars, and Group 3 included those whose family income was more than 30,000 dollars. The participants were monitored by researchers as they filled out questionnaires at school once the researchers had obtained permission to continue with the study.

Instrumentation/Measures

In the course of this study, the participants were chosen and evaluated with the use of the Adolescent Stress Inventory (ASI), which was established by Odebunmi (1989). This assessment was carried out both before and after the counseling session. The validity of the instrument was validated by the use of a factor analysis technique. Following the analysis of rotational factor matrices, we began with 33 items; following the analysis, we retained 22 of those items with scores of.50 or above; items with scores lower than. were eliminated. An additional validation of the construct validity of the ASI was performed by calculating its internal consistency. The result of this calculation was a stress items Cronbach's alpha of.61 ($P<.05$). There were ten items selected that were associated with personality, and the Cronbach's alpha index for these items was.59 ($P<.05$).

Furthermore, the Youth Coping Response Inventory (YCRI), which is a self-report instrument consisting of 44 items, was used to assess the implementation of coping strategies. In the year 2010, Hernandez, Vigna, and Kelley were the ones that developed this device. We used a Likert scale of four points, with one representing "Never" and four representing "Almost Always" for each item listed. According to the Youth Crisis Response Inventory (YCRI), there are three kinds of coping that are associated with juveniles: diversion, destructive coping, and ameliorative coping. Those who engage in destructive coping engage in self-destructive conduct as well as acts of property destruction. On the other hand, those who engage in ameliorative coping places an emphasis on problem-solving and emotional expression. Diversion refers to strategies that are used to divert attention away from the problem at hand. However, despite the fact that the YCRI's dependability (α =.80) was satisfactory and met the standards for group data, it was somewhat

below the norm for individual evaluations. Diversion is the first factor. strategies of coping were evaluated, such as engaging in routine activities with loved ones, maintaining a cheerful view, engaging in spiritual practices, and engaging in various types of distraction.

A substantial correlation was found between the participants' ability to adapt well and the use of these strategies, which demonstrated how young people divert their attention away from stressful circumstances. The second step is to destroy Some individuals, in an effort to deal with their circumstances, turn to destructive actions, such as cutting oneself or injuring others. These activities are linked to mental health concerns and have a significant influence on the individuals' capacity to engage in psychological transformation. Surprisingly, issue-solving and emotional expressiveness were found to be grouped together in the third factor, which was referred to as Ameliorative Coping. It is common practice in the field of literature to identify problem-focused and emotion-focused coping as two distinct ideas; yet, this conclusion is consistent with the findings of earlier research that has shown that these two types of coping may overlap in some circumstances.

The Youth Coping Resource Inventory (YCRI) and the Teenage Stress Inventory (ASI) both provided comprehensive information on the coping strategies and stressors that are experienced by adolescents respectively. The ASI was primarily focused with assessing stress, while the YCRI covered more specific categories of coping mechanisms. Both measurements were taken into consideration. The relevance of addressing several factors in the management and coping strategies for adolescents was brought to light by the use of these approaches in conjunction with one another.

A revised version of the Kuppuswammy Socio-Economic Status measure, which was first introduced in 2014: According to the initial scale, which was presented to the public in 1981, there are three factors that comprise it: HOF education level, HOF job, and HOF monthly income are all factors that are taken into consideration. In a metropolitan region, the objective is to measure the socioeconomic standing of an individual, as mentioned in the statement. The fact that the buying power of a currency does not stay constant from one year to the next as a result of inflation makes the revision of that currency all the more important.

RESULTS

It was determined that analyses of covariance (ANCOVA) and multiple classification analysis (MCA) were the most important statistical approaches that were used in the investigation. An ANCOVA model was used to investigate the stress management practices of adolescents in order to ascertain the impact that socio-economic status (SES) and personality types A and B play in mediating the relationship. In order to determine how these characteristics influenced the effectiveness of treatments for stress reduction, it was helpful to have this information. By using MCA, we may be able to get a greater understanding of the ways in which personality types and socioeconomic status (SES) influence the benefits of stress reduction on adolescents, as well as the ways in which these elements differ across individuals with high and low SES. For the purpose of doing data analysis, version 20 of the Statistical Package for the Social Sciences (SPSS) for Windows was used. Before any data was entered, each and every form was triple-checked to ensure that it was consistent and comprehensive. Quantitative and descriptive statistics were obtained for each scale and subscale in order to provide a summary of the data. The means and standard deviations are

included in these statistical measures. As an additional point of interest, the analysis was confirmed after the assumptions of the one-way analysis of variance were checked and adequate results were discovered. Due to the fact that both approaches were used, the study was able to provide reliable findings about the moderating effects of socioeconomic status and personality traits on the decrease of stress in adolescents.

Table 1: Covariance (ANCOVA) of personality types A and B teenagers' posttest scores by therapy

Sources of Variable	SS	Df	MS	F
Pre stress	217.411	1	217.411	4.808
(Covariate)				
Main Effects	2052.884	3	684.294	15.132*
Treatment	2022/112	2	1011.056	22.857
Personality types	.704	1	.704	.016
2wayInteractions	43.118	2	21.559	.477
Treatment personality				
Types A and B				
Explained	2313.515	6	385.569	8.526
Residual	3753.475	83	45.223	

P<05level of significant. * Significant.

The ANCOVA statistical analysis of the posttest scores of teenagers with personality types 'A' and 'B', with their pre-test scores as variables, provided an F-ratio of 15.132 df = 3/83, as shown in Table 1. This was determined at a level of confidence of 0.05. Because of this, we can decide to reject the null hypothesis, which states that there would be no difference in terms of stress reduction between the treated teens and the control group, regardless of whether the teenagers have personality type A or B. Both the treatment group and the control group of adolescents with personality types 'A' and 'B' saw substantial differences in their capacity to alleviate stress, as shown by the findings. As a result of further research, it was determined that there was no two-way interaction. This was shown by an F-ratio of.477, which is lower than the value of.623 that was found in the table. The degree of confidence used was 0.05, and it was judged that the

result was not significant. On the basis of the absence of a statistically significant interaction, it can be inferred that the therapeutic advantages of physical leisure and logical emotional behavioural exercises are separate from one another for personality types 'A' and 'B'. Additionally, it suggests that the stress-reduction interventions had the same effect on the adolescents who had personality types A and B.

Table 2: MCA of Adolescent Pretest-Posttest Treatment Comparison by Personality Types A and B Grand Mean =57.11

Variable+ Category	N	Unadjusted Deviation	Eta	Adjusted Independents+ Covariate Deviation	Beta
RECT	30	1.82	.71	7.72	.60
REBT	30	5.02		4.98	
Control	30	-6.84		-6.71	
Personality					
1.TypeA	64	-24	.05	-06	.01
2.TypeB	26	.58		.14	

Multiple r = .612 Multiple r2 = .374

The findings of a Multiple Classification Analysis (MCA) are shown in Table 2, which compares the impact of personality types A and B both before and after treatment. According to the table, the value of the adjusted independent variable plus covariate deviation for a personality type was about -.06, but the value for a personality type B was around. This suggests that the treatment strategies were more beneficial for adolescents with type B, despite the fact that the difference was not statistically significant, as was shown in the former demonstration. An example of this would be a Beta value of.01, which indicates that there is only a modest link between the results of therapy and the A and B personality types among adolescents. As a result of the relatively low values of these variables, adolescents with personality types A and B who took part in the study did not demonstrate a substantial primary influence after undergoing rational emotive behavioural therapy (REBT) and recreational activities.

Table 3: Analysis of Covariance (ANCOVA) of Post-test Scores of High and Low Socioeconomic Status Adolescents as a Function of REBT AND RECT Control with Pretest Scores.

Sources of Variation	SS	df	MS	F
Pretest	217.411	1	217.411	4.906
Covariate				
Main effects	2096.534	3	698.845	15.769*
Treatment	2089.944	2	1044.972	23.579*
SES	44.353	1	44.353	1.001
2-wayinteractions	74.486	2	37.243	.840*
Treatment SES	2388.431	6	398.072	
Explained				8.982
Residual	3678.458	83	44.319	

P<05level of Significance * Significant

The findings of an ANCOVA statistical analysis of the posttest scores of teenagers from high- and low-socioeconomic status groups are shown in Table 3. The analysis used pre-test scores as a covariate and showed a significant result at the.05 level of confidence (F-ratio of 15.764, df = 3/83). The interventions were successful in lowering the levels of stress experienced by adolescents from both high- and low-socioeconomic status backgrounds, as well as those from the control group. This resulted in the rejection of the null hypothesis. Teens who come from families with high incomes as well as those with low incomes report much lower levels of stress. In spite of this, further research revealed that the treatment effect, which is dependent on the simultaneous influence of two separate variables, is responsible for a two-way interaction. There was no significant difference in the responses of adolescents from high-income and low-income households to the treatment of recreational exercise and rational emotive behavioural therapy.

Table 4: Multiclass Analysis (MCA) of Pretest-Posttest Treatment Comparison by Adolescent Socioeconomic Status

Variable+ Category	N	Unadjusted Deviation	Eta	Adjusted Independents+ Covariate Deviation	Beta
RECT	30	1.81		1.61	
REBT	30	5.02	.61	5.15	61

Control	30	-6.84		-6.74	
SES					
High	37	.11	.01	.86	.09
Low	53	-.07		-.60	

When adolescents from both wealthy and low-income families were evaluated with MCA, they shown significant gains in their ability to reduce stress after using the treatment. By correcting for any confounding variables, the values for low socioeconomic status (SES) are -.60, whereas the values for high SES are.86, as shown in Table 4. Alpha is equivalent to 0.09. Taking into consideration this beta value, it seems that there is a connection between the socioeconomic status characteristic of adolescents who have been treated and the impact of the treatment approaches. According to this value gap, adolescents who came from families with better socioeconomic status were more likely to perceive a reduction in stress after participating in recreational activities and using tactics that were logical, emotional, and behavioural. Based on the primary conclusion of the research, it was discovered that adolescents who came from lower socioeconomic backgrounds did not get the same benefits as those who came from richer backgrounds.

Table 5: Study variable descriptive statistics.

		N	**Mean**	**SD**	**SEM**
Diversion	1	67	53.00	8.485	1.037
	2	67	58.07	5.927	.724
	3	67	62.75	6.625	.809
Destructive	1	67	32.70	5.217	.637
	2	67	26.82	6.105	.746
	3	67	25.82	5.193	.634
Ameliorative	1	67	33.61	3.969	.485
	2	67	34.06	4.400	.538

	3	67	34.66	4.066	.497
YCRI	1	67	119.34	12.155	1.485
	2	67	119.03	10.108	1.235
	3	67	123.21	9.395	1.148

Table 6. Different Groups One-Way ANOVA Summary.

Variables	**Source of Variations**	**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
Diversion	Between Groups	3183.970	2	1591.985	31.625	.000
	Within Groups	9967.313	198	50.340		
Variables	Source of Variations	Sum of Squares	df	Mean Square	F	Sig.
Destructive	Between Groups	1851.970	2	925.985	30.377	.000
	Within Groups	6035.731	198	30.483		
Ameliorative	Between Groups	36.816	2	18.408	1.069	.345

	Within Groups	3408.776	198	17.216		
YCRI	Between Groups	725.980	2	362.990	3.220	.042
	Within Groups	22320.119	198	112.728		

Table 7. Multiple Group Means Comparison for Study Variables.

Dependent Variable	(I)socio economic status	(J)socio economic status	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Diversion	1	2	-5.075*	1.226	.000	-8.10	-2.05
	1	3	-9.746*	1.226	.000	-12.77	-6.72
	2	3	-4.672*	1.226	.001	-7.70	-1.65
Destructive	1	2	5.881*	.954	.000	3.53	8.23
	1	3	6.881*	.954	.000	4.53	9.23
	2	3	1.000	.954	.578	-1.35	3.35
YCRI	1	2	.313	1.834	.986	-4.21	4.84
	1	3	-3.866	1.834	.111	-8.39	.66
	2	3	-4.179	1.834	.077	-8.70	.35

Upon examining the variables of diversion (F=31.625, p<.001), destructive (F=30.377, p<.001), and YCRI (F=3.220, p<.05), it was shown that there were substantial differences between different groups of socioeconomic status. For the purpose of comparing the means of the groups, the Tukey Post hoc test (Table 3) was used whenever there were statistically significant variations in the means of the SES groups on the study variables. The statistics shown in tables 1 and 3 indicate that the high SES group fared better than the middle and lower SES groups on the diversion task (M = 62.75), however the high SES group performed worse on the destructive task (M = 25.82) in comparison to the middle and lower SES groups (M = 32.70).The high SES group fared better on the YCRI than the medium and lower SES groups, despite the fact that there was no statistical significance between the three groups.

DISCUSSION

Based on the findings of the study, treatments were shown to considerably lower stress levels among adolescents. Personality types A and B, as well as socioeconomic status (SES), were significant factors. Despite the fact that the treatment did not seem to have any obvious impact on either Type A or Type B personalities, the first hypothesis was discovered to have an association between personality and the decrease of stress. This demonstrates that while an individual's personality does have an influence on how they respond to stress, therapies are effective for both types of stress. The second hypothesis, which states that socioeconomic position has a substantial impact on this result, is supported by the fact that persons from higher socioeconomic backgrounds enjoyed greater advantages from stress reduction programs. These benefits were based on factors such as better living conditions and support from family members. A greater number of teenagers who came from more affluent socioeconomic homes were more likely to engage in diversion coping strategies, such as engaging in activities such as reading, athletics, or clubs. On the other hand, those who came from families with a lower socioeconomic level (SES) had more negative coping methods. This was most likely the outcome of continuing pressures such as financial issues and unstable family dynamics. The degree to which we are able to respond to and cope with stress is significantly influenced by our socioeconomic level. Individuals who come from better socioeconomic backgrounds often have more constructive coping techniques, in contrast to teenagers who come from lower socioeconomic homes, who may occasionally engage in more detrimental behaviors owing to the bigger challenges they face. For the purpose of properly managing and intervening with the stress that adolescents experience, it is essential to take into consideration both their personality and their socioeconomic position.

CONCLUSION

A person's socioeconomic status (SES) has a significant impact on how they experience and cope with stress that is caused by their personality. Because they have access to a greater number of resources and use a greater variety of adaptive coping strategies, individuals who have a better socioeconomic standing are more likely to experience lower levels of stress. On the other hand, those who originate from socioeconomic backgrounds that are poorer may not have the resources necessary to successfully deal with the heightened stress that is also associated with it. Stress management solutions that take into consideration the socioeconomic condition of individuals as well as the features of their personalities may be more effective in meeting the specific requirements of individuals.

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