

Investigating The Relationship Between Adverse Childhood Experience And Socio Economic Status Among Young Adults

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Abstract:

The association between young adults' socioeconomic status (SES) and adverse childhood experiences (ACEs) is examined in this study using a correlational research approach. Data was gathered using an easy-to-use Google Form that includes the Adverse Childhood Experiences Questionnaire (ACE-Q) to measure ACEs and demographic data to estimate SES. The sample of participants was recruited through social media channels. JASP software was used to perform statistical analysis, such as the Shapiro-Wilk test for normality and Pearson r correlation to assess the direction and strength of the association between the variables. The results showed a negative relationship between adverse childhood experiences (ACEs) and lower socioeconomic status, indicating that those from lower SES backgrounds are more likely to report having had ACEs.

1.INTRODUCTION

Childhood is often viewed as a critical period of development, where the foundations of personality, behavior, and emotional well-being are laid. Whether they are positive or negative, the experiences a kid has in these formative years have a lasting effect on them in the future. Resilience, confidence, and a sense of security may be fostered by positive experiences like love, stability, and encouragement. But not every childhood is filled with such optimism. Some people's lives are permanently stained by negative experiences that occurred at this time.

Adverse childhood experiences (ACEs) are a broad category of stressful situations or incidents that include domestic dysfunction, mental and physical abuse, and neglect. These encounters have the potential to upend a child's sense of security and stability, with long-term effects that last far into adulthood. The impact of ACEs is far-reaching, often influencing mental health, physical health, and social outcomes. The wounds from their early years may show themselves in many ways as these kids become older, especially if they are connected to the socioeconomic background of their upbringing. This study explores the intricate link between low socioeconomic position and bad childhood experiences, aiming to explain how early adversity affect young people's lives and how their socioeconomic context may either lessen or magnify these impacts.

1.1 Adverse childhood experiences (ACEs):

The focus of current research on children's wellbeing has shifted to a group of experiences known as Adverse Childhood Experiences (ACEs), which are thought to be particularly harmful to a child's capacity to develop normally (Javier et al., 2019). A person's long-term health and well-being can be significantly impacted by potentially traumatic childhood events known as adverse childhood experiences, or ACEs. These experiences, which could involve different types of abuse, neglect, and dysfunction in the home, can have a big impact on a person's psychosocial and developmental consequences. The phrase "adverse childhood experiences" (ACEs) refers to a variety of abuse, neglect, and dysfunction in the home and was initially used in a groundbreaking study by Felitti et al. (1998). Numerous detrimental effects, including mental health issues, long-term medical diseases, and decreased social functioning, have been connected to these events (Felitti et al., 1998; Hughes et al., 2017). Adverse childhood experiences, or ACEs, can result from a multitude of circumstances that have a substantial influence on a person's long-term wellbeing. These encounters frequently involve being subjected to violence, other types of abuse (physical, emotional, or sexual), or neglect. These difficulties may also result from the death of a close relative or loved one. The impact may also be worsened by the absence of parental figures as a result of divorce or other upheavals. Beyond these first-hand encounters, social determinants of health are also important. A child's struggles can be made worse by environmental factors like homelessness, financial hardships, healthcare inaccessibility, unstable living situations, and frequent relocations. Discrimination experiences can also seriously harm a child's development and general health. All of these factors interact in intricate ways to influence a child's

future health and well-being. Adverse childhood experiences (ACEs) have a significant impact on a person's personality, outlook on life, and emotional reactions to different circumstances. A youngster may acquire a variety of coping strategies and personality traits as a result of such adverse events, which can include everything from abuse and neglect to instability and discrimination. These early setbacks may make it harder to build wholesome connections, control stress, and have faith in other people. For example, a youngster who is always around conflict or violence may develop more anxiety or aggression as an adult, which may have an impact on how they interact with other people and view social circumstances. In a similar vein, emotional abuse or neglect may contribute to sadness, low self-esteem, or an incapacity to control emotions. Raising a child, with all the difficulties that go along with it, can therefore have a lasting impact on their behaviour, mental health, and general perspective on life. These early experiences have a cumulative effect that frequently persists throughout adulthood, influencing how people approach interpersonal, professional, and personal difficulties. Adverse childhood experiences (ACEs) have a profound impact on a child's development and can have enduring effects on their behaviour and health, according to prior studies. In order to evaluate ACEs, health issues, and risk behaviours, 398 persons from the Porto metropolitan region participated in this study. The questionnaires were anonymous. According to the research, those who have experienced ACEs are more likely to be dependent on smoking, self-harm, intimate partner abuse, engage in early sexual activity, contract STDs, and struggle with a variety of other health conditions like anxiety, depression, diabetes, and hypertension. The large influence of ACEs on a range of risk behaviours and health issues is highlighted by these results, underscoring the necessity of continued study and preventive efforts to address and mitigate these consequences. (Novais et al., 2021). Another study by Dimitriu aimed to explore how well-being, resilience, emotional intelligence, and exposure to difficult situations interact among school-aged children. Analyzing a sample of 845 children aged 8 to 18, the research found that emotional intelligence and resilience are positively correlated with well-being, while exposure to challenging situations, such as parental divorce, domestic violence, and peer violence, negatively impacts both well-being and resilience. Correlation analysis revealed significant negative associations between these difficult situations and the measures of well-being and resilience. Hierarchical analysis using T-tests indicated that family violence, peer violence, and parental divorce most strongly affect well-being, whereas family violence, famine, and peer violence have the greatest impact on resilience. (Dimitriu et al., 2023). Adverse childhood experiences (ACEs) are profoundly subjective and arise from a complex interplay of multiple life factors that shape a child's development. These experiences are not merely isolated incidents but are intricately woven into the broader context of a child's life. Family background is a primary influence, as the dynamics within the family—including parental relationships, stability, and communication—play a significant role in shaping a child's emotional and psychological landscape. The quality of familial interactions can either buffer against or exacerbate adverse experiences. Locality further impacts childhood experiences; the safety, economic stability, and social resources available in a child's community can either support or hinder their development. Children living in high-crime or economically disadvantaged neighborhoods might face additional challenges that affect their well-being. Parenting style also significantly shapes a child's experiences. Different parenting approaches—ranging from nurturing and supportive to neglectful or authoritarian—affect how children perceive themselves and the world around them. Positive, consistent parenting generally promotes resilience, whereas harsh or inconsistent parenting can lead to emotional difficulties. In the school environment, the quality of education, safety, and the support provided by educators and administrators are crucial. A supportive school environment can foster a child's academic and social development, while a negative or hostile school environment can contribute to stress and hinder academic achievement. Relationships with teachers are particularly influential; positive interactions can provide emotional support and motivation, while negative experiences can undermine a child's confidence and engagement. Finally, socioeconomic background has a significant impact on a child's life opportunities and experiences. Financial stability influences access to quality education, healthcare, and extracurricular activities, while economic hardship can lead to increased stress and limited resources. The interplay of these factors—family, locality, parenting style, school environment, teacher relationships, peer interactions, and socioeconomic status—creates a unique constellation of experiences for each child, highlighting the need for a nuanced understanding and targeted interventions to address and mitigate the impact of ACEs. In the current study, socioeconomic background is focused for research. Supportive friendships can enhance a child's self-esteem and sense of belonging, while experiences of bullying or social exclusion can have a negative impact on mental health and social development.

1.2 Socioeconomic status (SES)

Socioeconomic status (SES) is a comprehensive measure that combines economic and sociological factors to assess an individual's or family's work experience, access to resources, and social standing relative to others (Oakes & Rossi, 2003). It is a complex concept reflecting one's position within the economic hierarchy, encompassing elements such as income, education, occupation, and financial stability. SES influences access to essential resources and opportunities, impacting living conditions and social mobility. This status significantly shapes life experiences, affecting the quality of education, healthcare, and housing. Understanding SES is crucial for addressing social inequalities and designing effective policies to meet the needs of various socio-economic groups. However, it is vital to discuss SES with care, avoiding generalizations and stereotypes that could reinforce biases and widen social divides. A concept that reflects the social and economic background of a person or household is called socioeconomic status (SES). Based on the idea that every society has an uneven status structure, it also represents relative location within a social system. (Hollingshead, 1975). Nutakor et al.'s research from 2023 examined the relationship between SES and quality of life as well as the function of social capital in this relationship. The study, which examined data from 1,792 persons, discovered that a higher socioeconomic status (SES) is linked to both an improved quality of life and an increase in social capital. Social capital, which includes social networks and ties to the community, has been found to be crucial in explaining how SES affects quality of life. According to the study, efforts should be directed towards addressing social inequalities, creating community connections, and expanding social networks in order to improve quality of life. To promote general well-being, policymakers should fund social infrastructure and guarantee fair access to resources. Vadivel et al. (2023) looked at the effect of a child's socioeconomic background on their psychological and academic development in another study. Research from 50 adolescents and their parents using a descriptive survey approach revealed that children from low-income families typically perform worse academically and enter the workforce earlier. Financially strapped parents are less likely to be involved in their kids' education, which makes these students prioritise work over continuing their education and frequently land them in low-skilled occupations. In order to improve employment opportunities, the study supports free vocational and technical education and suggests parent education and awareness initiatives. Socioeconomic status (SES) serves as the foundation of a person's life, influencing every aspect from health stability to the opportunities available. Just as a house with a solid foundation can endure challenges, individuals with a stable SES are better equipped to handle life's obstacles. Conversely, a weak foundation can lead to pervasive issues, similar to how economic difficulties can affect various aspects of life, including education, health, and overall well-being. Understanding SES is essential because it shapes the possibilities and constraints we face, much like the ground beneath a house determines its structural strength.

1.3 Interplay between Socioeconomic status (SES) and Adverse childhood experiences (ACEs):

Socioeconomic background significantly affects a child's opportunities and overall life experiences. Families with financial stability are better able to provide their children with access to high-quality education, comprehensive healthcare, and a range of extracurricular activities. These resources are essential for a child's development, enhancing learning opportunities, promoting health, and supporting skill acquisition, all of which contribute to future success. Conversely, economic hardship presents substantial challenges. Families facing financial difficulties often struggle to afford basic necessities such as nutritious food, secure housing, and essential medical care. This lack of resources can directly impact a child's development and well-being. For instance, children from low-income families may attend schools with fewer resources and less support, which can negatively affect their academic performance and future prospects. Additionally, inadequate healthcare and poor nutrition can lead to health issues that further hinder their development. The stress associated with financial instability also affects the family environment. Economic stress can create a tense and unstable home life, undermining the emotional support and security that children need. This stress can influence parental interactions, potentially leading to reduced emotional guidance and support for the child. The effect of early-life psychosocial stressors on adult allostatic load (AL) is examined in a systematic study, with a focus on low socioeconomic status (SES) and adverse childhood experiences (ACEs). Studies up to June 20, 2021, that look at the relationship between these early-life stressors and high AL—a measure of cumulative biological stress that indicates a range of unfavourable health outcomes—are included in the evaluation. The adults in the reviewed group were exposed to these stressors during their early lives. These research employed the AL index, which measures biological stress reactions using a variety

of biomarkers. The qualitative synthesis comprised 27 studies in all, with different sample sizes. The results of the analysis showed a strong correlation between ACEs and low childhood SES and higher adult AL. The AL index was, however, computed using a wide range of methodological approaches because separate research employed distinct sets of biomarkers. Furthermore, a number of moderating and mediating factors were found, including age, coping mechanisms, adult stress, health behaviours, social support, and educational attainment. According to the AL index, the findings show that early-life psychosocial stresses have a long-lasting effect on biological dysregulations. (Misiak et al., 2022). Additional research investigated the impact of Adverse Childhood Experiences (ACEs) on early childhood food patterns, with a particular focus on socioeconomic disparities. The Early Childhood Longitudinal Study-Birth Cohort (2001–2002) comprised 7,000 mother-child couples that were tracked for four years, from nine months to four years of age. Mothers indicated that their kids had been exposed to ACEs and that they regularly ate fruits, vegetables, sweet snacks, and drinks with added sugar (SSBs). Weighted multiple linear regression models showed that, particularly in children from low-SES households, greater cumulative ACE scores—particularly those related to exposure to domestic violence—were linked to reduced fruit intake and increased consumption of sweet snacks and sugar-filled beverages. These results highlight the association between diet and ACEs and indicate that the socioeconomic environment affects this relationship. They also highlight the need for more study and focused treatments to address inequities in diet. (Schuler et al., 2021). Anderson looked into how parenting styles, socioeconomic status (SES), and adverse childhood experiences (ACEs) related to internalising and externalising issues in teenagers. The study, which examined data from 97 teenagers and their careers, discovered a correlation between higher levels of internalising and externalising symptoms and lower SES. Externalising symptoms were linked to both ACEs and observed parenting techniques, whereas internalising symptoms were not. While harsh parenting worsened these problems, especially in low-income environments, warm and supportive parenting mitigated the impact of physical abuse and financial uncertainty on externalising symptoms. These results highlight the intricate interplay of these risk variables and show that supportive parenting could ameliorate some harmful impacts of ACEs and low SES (Anderson et al., 2022). A 2022 study explored the relationships between childhood socioeconomic position (SES), childhood adversity (CA), and adult SES using data from 6,844 participants in the National Longitudinal Study of Adolescent to Adult Health. It was discovered that increased exposure to CA during childhood, as indicated by parental education, income, and occupation, was linked to lower adult SES (as determined by education, income, and occupation at age 37). (Suglia et al., 2022). In summary, a family's socioeconomic status is a crucial determinant of a child's experiences and opportunities. Financial stability generally facilitates access to essential resources, fostering better developmental outcomes, while economic hardship can lead to difficulties that adversely affect both immediate well-being and long-term prospects.

2.METHODOLOGY

2.1 Research design:

The study employs a correlational research design, which involves investigating the relationship between two or more variables without manipulating them. The goal of employing a correlation research design is to ascertain the relationship's direction and strength between two or more variables. This method allows researchers to determine if changes in one variable correspond to changes in another variable, and if so, to what extent. By measuring the degree of association between variables, correlation research facilitates the identification of potential patterns, trends, or dependencies within the data. In this study, questionnaires were utilized as the primary data collection method to gather information on these variables. This approach enabled us to analyze the extent to which the variables are related with each other. However, it's important to note that correlational research design does not establish causation; rather, it focuses on identifying patterns of correlation between variables.

2.2 Variables

Predictor variable: Socioeconomic status

Criterion variable: Adverse childhood experiences

2.3 Hypothesis

Hypothesis 1: There is negative correlation between adverse childhood experiences and lower socioeconomic status.

2.4 Sample

The study included participants ranging in age from 18 to 25. The survey was circulated using links on several social media platforms, such as Facebook, Instagram, WhatsApp, and others. Google Forms was utilised to gather data from 000 respondents. There were 000 male and 000 female among the participants. Basic demographic information was requested of each participant, including name, gender, age, and credentials. A permission form was attached to the questionnaire to guarantee that participation was voluntary and that participants might withhold or withdraw their responses at any point during the experiment.

2.4.1 Sampling method

In the study, Convenience sampling methodology was used. As a non-probability sampling technique, convenience sampling chooses participants based on how simple and convenient it is for the researcher to contact them. Unlike procedures based on random selection, convenience sampling relies on identifying individuals who are readily available and willing to participate in the study. For this study, convenience sampling was selected mainly because it is a feasible and simple method to use. Given the target population of young adults (aged 18 to 25) and the research setting at Parul University, as well as additional data collection in Vadodara and Pune using social media for distributing the questionnaire allowed for quick and accessible data collection across multiple locations. This method enabled researchers to efficiently reach a large number of potential participants within the specified age range and varied geographic locations. Furthermore, convenience sampling is suitable when the primary focus is on obtaining a sample that is readily available and accessible, rather than ensuring strict random selection or representativeness of the entire population. In this case, the aim was to gather insights specifically from young adults at the university and other cities, making convenience sampling a practical choice to achieve this objective within the study's resource and time constraints. Despite its limitations in generalizability, convenience sampling served as a viable approach to gather relevant data for exploring the relationships between spiritual coping, materialism, and existential crisis among the target demographic in multiple locations. The criteria for the sampling are listed below.

2.4.2 Inclusion criteria

Participants in this research had to be Indian citizens, aged between 18 and 25, and capable of reading and comprehending the English language. The purpose of these criteria was to ensure that participants belonged to a specific demographic range relevant to the research topic. Restricting the age range to 18–25 years aimed to gather a cohort representative of young adults entering adulthood—a period often associated with distinct social, psychological, and economic dynamics. The citizenship criterion facilitated a more cohesive analysis of findings by maintaining uniformity in participants' backgrounds and experiences within the Indian context. Proficiency in the English language was necessary to ensure that participants could fully engage in the research process through effective communication and comprehension of study materials.

2.4.3 Exclusion criteria

The study's exclusion criteria included individuals who submitted incomplete forms or forms without consent. Ensuring that participants voluntarily took part in the study and were aware of its procedures, goals, potential risks, and rewards was essential to ethical research practices. Consent was fundamental to maintaining moral principles and respecting human autonomy; therefore, participation was not allowed for those who did not give consent. Incomplete forms also posed a risk to the accuracy and consistency of the gathered data, which could have affected the study's validity and interpretation. To uphold the integrity of the data and the seriousness of the research, individuals who did not fill out all the required portions of the form were likewise not incorporated in the study.

2.5 Tools

2.5.1 Adverse Childhood Experiences Questionnaire (ACE-Q),

The Adverse Childhood Experiences Questionnaire (ACE-Q), developed by Felitti and colleagues, is a 10-item tool designed to measure exposure to traumatic events including psychological, physical, and sexual abuse, as well as household dysfunction such as domestic violence and substance abuse. Age criteria to fill the questionnaire is 18 years and above. It has demonstrated good internal consistency ($\alpha = 0.64$; $\theta = 0.86$) and validity ($r = 0.28-0.70$, $p < 0.001$), and correlates well with other measures like the Strengths and Difficulties Questionnaire (SDQ). The original ACE Study by Felitti et al. (1998) found that higher ACE-Q scores are associated with increased risks of chronic diseases, mental health issues, and violence later in life.

2.7 Procedure

The study conduction was carried out in the following phases.

Phase - I - Building theoretical framework

During this stage, the primary focus was on establishing the theoretical foundation of the study. A meticulous examination of the literature was conducted, with a specific focus on research concerning Adverse childhood experience among young adults and their potential correlation with socioeconomic status. Additionally, considerable attention was directed towards identifying studies investigating the relationship between coping mechanisms employed during existential crisis.

Following a thorough review, it was observed that there was lack of study which used The Adverse Childhood Experiences Questionnaire (ACE-Q) and was done on the Indian population. By addressing this gap, the researchers aimed to contribute to the advancement of theoretical frameworks and practical interventions aimed at better supporting individuals navigating challenges during this crucial developmental stage.

Phase - II - Data collection

After conducting a thorough review of the existing literature, the process of identifying standardized tools that align with our study's objectives commenced. The scale was chosen based on their relevance to the domains we aimed to explore-Adverse Childhood Experiences. To ensure the integrity of our data collection process, essential measures were taken; as tool was available on open resources, a courtesy email was sent to the author via email. Following that, researchers proceeded to design a Google document that served as our data collection tool. This document was carefully crafted to include fields where participants could provide demographic information, including details about their family background, educational attainment, and age. This demographic data was crucial for gaining insights into the environmental factors that might influence individuals' experiences with childhood experiences.

To make it convenient for participants to provide their responses, we created a user-friendly Google Form, which we then shared across various social media platforms such as WhatsApp, Facebook, and Instagram. This enabled us to reach a diverse range of participants and gather a comprehensive dataset.

Phase - III - Data coding & analysis

Upon receiving responses from participants, the data was carefully screened for each submission to ensure it met our predetermined inclusion criteria. Entries that didn't meet these criteria were excluded from further analysis to uphold the integrity of our dataset.

Once the dataset was refined, the data was assigned numerical values based on the scoring system of the relevant scale used. The coding process enabled us to organize the data systematically and prepare it for statistical analysis. Subsequently, we conducted statistical analyses using JASP. JASP is a statistical software program that provides a user-friendly interface for conducting various types of statistical analyses. It is designed to be accessible to researchers and students, offering a range of features to perform both basic and advanced statistical procedures. JASP supports frequentist and Bayesian analyses, making it a versatile tool for data analysis and interpretation in research settings. Shapiro-Wilk test was conducted to assess the normal distribution of the data, ensuring the validity of our statistical analyses. Additionally, the Pearson r correlation test was employed to explore the relationships between variables Adverse childhood experience and socioeconomic status among young adults.

3. RESULT & DATA ANALYSIS

3.1 Descriptive statistics:

Table 1

	Childhood Trauma	Socio Economic Status
Valid	198	198
Missing	0	0
Mean	1.697	3.091
95% CI Mean Upper	2.002	3.185
95% CI Mean Lower	1.392	2.997
Std. Deviation	2.175	0.67
95% CI Std Dev Upper	2.509	0.769
95% CI Std Dev Lower	1.843	0.579
Saphiro Wilk	0.774	0.75
P value of Saphiro Wilk	<0.001	<0.001
Minimum	0.000	1.000
Maximum	10.000	5.000

The study employed descriptive statistics to investigate the correlation between Adverse Childhood Experiences (ACEs) and Socioeconomic Status (SES). The sample consisted of 198 individuals, and all variables had complete data. The Adverse Childhood Experience Scale has a 2.175 standard deviation and a mean score of 1.696. A non-normal distribution for ACE scores was indicated by a p-value of less than .001, which was found when the Shapiro-Wilk test was used to evaluate the data's normality. As an illustration of how SES scores are regularly distributed, the Socioeconomic Status had a mean score of 3.091 and a standard deviation of 0.670. The Shapiro-Wilk test produced a p-value of 0.001 in this case. Overall, the central tendency and variability for both variables are shown in depth by these descriptive statistics, highlighting the non-normal distribution of ACE scores.

Spearman Correlation

Table 2

Variable	Adverse Childhood Experience	Socio economic status
Adverse Childhood Experience	-	-
	-	-
Socio economic status	0.234	-
	<0.001	

Spearman correlation test was applied to check correlation between Adverse childhood experiences as data was not fulfilling the criteria of parametric test. Spearman value (0.234) for correlation suggests weak positive correlation between socio economic status and adverse childhood experiences.

4. DISCUSSION

Numerous studies have examined the complex relationship between socioeconomic status (SES) and adverse childhood experiences (ACEs), highlighting the critical role that financial stability plays in children's growth and wellbeing. In contrast to our initial premise, our results showed a weak positive connection between ACEs and SES. This debate aims to contextualize and synthesize the findings of recent studies. The body of research continually shows that stable financial households are better able to give their kids access to good healthcare, education, and extracurricular activities, creating an atmosphere that promotes healthy development (Misiak et al., 2022). In contrast, families experiencing financial difficulties frequently find themselves unable to provide for even the most basic necessities. As demonstrated by Schuler et al. (2021), this can have a negative impact on children in a number of ways, including limiting their access to high-quality healthcare and educational facilities. These differences have an impact on people's immediate well-being as well as their adult socioeconomic mobility and general health outcomes. Our research produced a Spearman correlation coefficient of 0.234, indicating a weak positive association between ACEs and SES despite the prevalent narrative. This research casts doubt on the widely held belief that exposure to ACEs is directly correlated with lower socioeconomic status. The methodological differences across research could be one reason for this divergence. Furthermore, Anderson et al. (2022) stress how parenting styles might operate as a mediator between the effects of ACEs in various SES circumstances. According to their research, supportive parenting may be able to lessen some of the negative consequences of both ACEs and financial instability. This adds an important layer to our understanding: whereas children from low-SES backgrounds may be more likely to have negative experiences, parenting styles and family dynamics can also have a big impact on how these experiences turn out. Consequently, it is conceivable that differences in parenting styles within our sample could be the cause of the observed poor connection. Furthermore, research by Suglia et al. (2022) emphasizes how the association between childhood trauma and adult SES is bidirectional. Higher ACEs are linked to lower childhood SES, and this has an effect on adult socioeconomic results. This implies that even while there was not much of a correlation in our study, the association may become more apparent with time, highlighting the necessity for longer-term research to better understand these dynamics. The intricate interactions among these variables highlight the need for focused interventions meant to enhance the quality of life for kids from low-socioeconomic households. By addressing ACEs through mental health services, educational efforts, and community support programs, their effects can be lessened and children's resilience can be fostered. In conclusion, even though the evidence did not support our prediction that there was a negative link between ACEs and lower SES, the slight positive correlation that was found provides opportunities for more research. It emphasizes how crucial it is to take into account a wider range of factors, such as parenting styles and the particular environments in which kids are reared. Subsequent investigations ought to endeavor to clarify these intricate connections in order to enhance policy and practice, ultimately striving to enhance results for kids from all economic circumstances.

5. CONCLUSION:

In conclusion, even though the evidence did not support our prediction that there was a negative link between ACEs and lower SES, the slight positive correlation that was found provides opportunities for more research. It emphasizes how crucial it is to take into account a wider range of factors, such as parenting styles and the particular environments in which kids are reared. Subsequent investigations ought to endeavor to clarify these complex relationships in order to enhance policy and practice, ultimately striving to enhance results for kids from all economic circumstances.

6. LIMITATIONS

One significant flaw in the sample is the unbalanced male to female ratio. Future research should strive for a more balanced sample in order to enhance the validity of the results across genders. The conclusions' potential applicability may be limited by the fact that the data was submitted solely by students. Students may have distinguishing characteristics, such as certain developmental stages or educational experiences that don't match the viewpoints of those who aren't students or who are in various stages of existence. Future study should use a

more diversified sample that represents a range of demographic groups in order to support the study's conclusions.

7. DISCLOSURES AND DECLARATIONS

We, hereby attest that the study titled "Investigating the relationship between adverse childhood experience and socio-economic status among young adults" is our original work and not been previously published elsewhere in any form or language. The data collected for this study has been kept confidential and has not been shared with anyone. At no point in the research procedure were humans or animals harmed physically or psychologically. Moreover, the participants received no encouragement. Consent was taken from each participant before participating. we declare that this study complies with the strictest ethical guidelines and demonstrates our commitment to intellectual inquiry and academic honesty.

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