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INFLUENCE OF PARENTS SOCIO-ECONOMIC FACTORS ON PSYCHOSOCIAL ADJUSTMENT LEVELS OF ANGLOPHONE ADOLESCENTS RESIDENTS IN BURKINA-FASO, FRANCOPHONE SPEAKING WEST AFRICA

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Abstract

This study examined the influence of socio-economic background factors of parents on psychosocial adjustment levels of Anglophone adolescents resident in Burkina-Faso francophone speaking West Africa. Five research questions and one null hypothesis guided the study. The descriptive survey design was used for the study. The population of the study consisted of 1, 300 senior secondary school students resident in Burkina Faso, Ouagadougou in the 2021 academic year. The sample size comprised 600 (SS1-SSIII) students selected through multi-stage sampling technique. The research instrument was a 50-item item questionnaire designed by the researcher which has five clusters. The data collected were analyzed using aggregate scores to answer research questions 3, 4 and 5 while mean scores were used for research questions 1 and 2. The hypothesis was tested at -0.5 level of significance using t-test for mean scores. The findings revealed among other things the following, the Anglophone students were not satisfied generally with the level of influence of their parent's occupation, and family level of expenditure. Some of them were not also satisfied with their psychosocial adjustments. However, majority among them were satisfied with their family social standing. The study recommended that stakeholders and other agents of socialization should conduct seminars for parents and young adolescents on parental involvement. There is the need to encourage, preach and teach priority shift among working class parents and young male adolescents who need the attention of their parents.

Keywords: Socio-economic background factors, psychosocial adjustment, adolescents, impact.

Introduction

Burkina-Faso is one of the nine francophone West African speaking countries. The capital of Burkina-Faso is Ouagadougou. It has a population of about 17.5 million inhabitants (World Bank 2020) and it is one of the fairly large countries in Africa sharing boundaries with Niger

republic, the Mali, the Cote d'Ivoire, the Ghana and Lomé. The geographical location of Burkina-Faso revealed that it is land lock and majorly fell within the Sahel part of West Africa with a large part of the land making up the Sahara Desert. Her economy is largely based on agriculture with a mostly rural population engaging in subsistence agriculture. She is rated among the ten poorest Nation in the world and one of the world 37 heavily indebted poor country with a very low capital per income. This very low capital per income affects the general society and families in particular.

The families in Burkina-Faso are majorly polygamous because Burkina-Faso is predominantly Muslims with a less than 35% Christian population Santruck (2018), Mallika & Radha (2018), Okudo (2013) and Iloeje (2008) defined the parents as the father and mother of an offspring that creates their child biologically, socially and psychologically and has the responsibility of inculcating social values in their offspring to enhance adaptation. Garbarin and Abramovitz refers to the term parents as the father and mother or both of an animal or person. This view was supported by Uzozie (2004) who maintained that parents could be biological, social and cultural and by nature charged with the responsibility of bearing and raising their offspring. Uzozie (2004) and Melgosa (2002) maintained that the child's energy level, his/her willingness to explore, his/her will to master the environment and the child's self control, socialization and buoyancy are set not only by the genetic structures but by the regiments, stimulations and kind of contact provided by parents. Implying that parental support helps to nurture the potentials transmitted to their offspring (Ebenebe and Unachukwu, 1997). The implications of this is that a child is made socially adept to the cultural values, attitudes and skills through family interaction by the process of socialization, nurturing, acculturation and training with the parents as one of the prime agents of the socialization process. Through socialization and according to Melgosa (2000) the self concept of the child is developed. This view was supported by Umeano (2006) who noted that basic trust is cultivated in the family because the home is where the child receives the initial taste of the ingredients of human relationships.

However, the extent to which these socialization variables namely positive self concept, basic trust, good human relationship, socially adept to cultural values, attitudes and skills impacted on the adolescents depend on the exposure level of parents especially the socio-economic factors of the parents. There is this Latin adage that says "Nemo dat quod non habet" nobody gives what he/she has not. The socio-economic background factors status of parents according to Simpson and Earls (1995) and Santrock (2021) is defined as the grouping of people with similar occupational, social, educational and economic characteristics. Okudo (2013) noted that it is the social status of an individual in a given society. Predominantly, the social status is determined by the individuals' educational attainment, type of occupation and individual social influence. Simpson and Earls (1995), Amadi (2018), Santrock (2018) had all noted that these factors namely education level, occupation and income level predisposes them towards the capital input in their adolescent-child socialization, be there in the home environment or in the formal setting.

Adolescent is defined by Weiten and Lloyds (1997), Santrock (2018) as a transition period between childhood and adulthood. Within this stage the child's energy level is high and exuberant. This predisposes them towards some mal-adaptive behaviors such as truancy, disrespect for elders (Ifeakor 2018) drug abuse, cultism (Umeano 2006), poor self concept and other defeatist attitude, (Uzoezie 2004). Through proper parenting, the adolescent is properly

adjusted. Okoye (2001) defined adjustment as the variations and changes in behaviors that are necessary to satisfy needs and meet demands so that one can establish a harmonious relationship with the environment. Psychosocial adjustment on the other hand involves the psychological and social aspects of adjustments that pertain to the interactions between the social and psychological factors to produce a positive change. Franco, Kaczmarck and Matlock (2001) defined psychosocial adjustment as the adaptive psychological and social responses of an individual to significant life changes. This definition is in agreement with Mosby's medical dictionary (2009) which explains psychosocial adjustment as the social and psychological impact of socialization to produce a positive change in the individual, a change that could help the individual to be result-oriented, master a situation, produce positive outcome as well as experience harmony. The psychological variables include satisfaction with general appearance, behavior stability level of smartness, level of calmness and feeling of security. The social integration variables include ability to participate in communal affairs, sense of cooperation with others, being of service to other people, ability to organize social activities, relationship with parents, interest in other people and participation in family dialogue.

Statement of the Problem

In respect to the above, it has been observed that the present day adolescents is encapsulated in multifarious mal-adaptive behavioral problems ranging from truancy, disrespect for others, poor concept of self and other defeatist attitude. Added to the above, the poor economic situation in Burkina-Faso puts little in the coffers of these parents which affects the family expenditure levels on the adolescents; consequently, the inability of parents to meet the needs of their children. Literatures are replete affirming that adolescents' positive adaptation and adjustment levels have been linked to the extent parents care for their children. Therefore, the problem of this study is to find out how the socio-economic background factors (family level of expenditure, education level, social status and occupation of parents) of Anglo-phone Nigerian parents resident in Burkina-Faso (Franco-phone) are predicated to their adolescents psychosocial adjustments levels.

The main purpose of this study is to examine the influence of the socio-economic background factors of parents on adolescents' psychosocial adjustment levels. The study will specifically determine the influence of parents' educational attainment, occupation of parents, Family social status and family income on adolescents.

The following research questions guided the study:

1. What is the influence of the occupation of parents on psychosocial adjustment levels of the adolescents?
2. What is the influence of the family social status on the adolescent's psychosocial adjustment levels?
3. What is the influence of family income on adolescents' psychosocial adjustment levels?
4. What is the influence of parent's education on psycho-social adjustment levels of Anglophone adolescents?

The following hypothesis was tested at .05 level of significance.

1. There is no significant difference between the mean scores of male and young female adolescents based on their psychosocial adjustment levels.

Method

The design was a descriptive survey and the area of the study was Ouagadougou in Burkina-Faso. The population consisted of all the, 1300 senior secondary (SSI, II and III) students belonging to the Anglophone schools in Ouagadougou. The sample size consisted of 600 students selected through multi-stage sampling technique. The reliability of the instrument was established using split half method and the result analyzed using Cronbachs Alpha, which yielded reliability co-efficient of 0.82.

A total of 600 copies of questionnaires were administered and were all collected through the help of five research assistants who were briefed on how to administer and gather data. The t-test for mean scores was used to test the hypotheses at 0.05 level of significance. Aggregate scores were used to analyze research questions 3, 4 and 5, while research questions 1 and 2 were answered using mean scores. With respect to research question 5, the maximum obtainable score on items measuring the adolescents psychosocial adjustment levels of Anglophone adolescent resident in Ouagadougou was an aggregate score of 60 points. The aggregate scores were grouped into a range of score at five aggregate interval ranges to obtain twelve interval scales. Ranges of scores between the 1st and 3rd points on the interval scale were considered very poor adjustments, interval scores between the 4th and 5th scale were considered poor, between the 6th and 7th as fairly good, 8th and 10th as good and above 10 as very good.

Research questions 3 and 4 measured the influence of the educational attainment and level of expenditure of parents on their adolescents respectively. The maximum obtainable scores measuring both the family level of expenditure and educational attainment of parents were a maximum score of 40 aggregate points. The aggregate scores were grouped into ranges at five interval scale to obtain eight interval scales range of scores. Ranges of scores between the first and second on the interval scale were considered very poor, third and fourth were considered poor, the fifth scale as fairly good, the sixth and seventh as good while the eight as very good.

Result

The data collected were analyzed and presented in table 1-6. In line with the research and hypothesis that guides the study.

Research Question One:

What is the influence of the occupation of parents on the psychosocial adjustment levels of these adolescents?

Table 1:
Mean and standard deviation rating on the influence of parents' occupation on the psychosocial adjustment levels of adolescents.

S/N	Items Description	$\bar{x}$	SD
1.	My parents come home very late during the week	3.60	0.72
2.	They come home very tired every week	3.28	0.69
3.	They dash out for work very early	3.19	0.61
4.	Attends conferences/talks/lectures	3.54	0.79
5.	They come home before evening	2.61	0.80
6.	Travels on account of jobs	2.32	0.76
7.	Available to discuss with you	1.09	0.69
8.	Check your study habit	1.79	0.72
9.	Visit your school teachers	2.19	0.74
10.	Participate in family dialogue	2.01	0.81
Grand $\bar{x}$ score =			

Table 1 indicated that among the 10 items that measure the influence of parental occupations on the psychosocial adjustments of the adolescents, the following were accepted by the adolescents as factors strongly negative to their adjustments because they were all scored above the acceptable mean score, they include; coming late (3.60), returning home tired (3.28), leaving the home very early (3.19), attends conferences regularly (3.54), travels on account of job. On the other hand, the following were scored by the adolescents as factors of parental occupation having influence on their psychosocial adjustments, they include, coming home before evening (2.32), available to discuss with them (1.09) checking study habits (1.79) visiting school teacher (2.19) and participation in family dialogue (2.01). These were not considered as strong factors because they did not have the accepted mean score of 2.5 and above.

Research Question
What is the influence of family social standing on adolescent psychosocial adjustment?

Table 2
Mean rating on the influence of family social standing on adolescent psychosocial adjustment.

S/N	Item Description	$\bar{x}$	SD	Decision
1.	Parents occupation	3.68	0.78	
2.	Residence/location of family	3.28	0.65	
3.	Environmental tidiness	2.69	0.84	
4.	Level of respect for the family by the community	3.58	0.71	
5.	Parents appearance (dressing)	2.78	0.61	
6.	Integrity of parents	2.81	0.77	
7.	Comportment/social interaction of parents	3.41	0.80	
8.	Values attached to social activities organized by your family	2.91	0.71	
9.	Comportment and social interaction of the family	3.64	0.69	
10.	Influence parents weird in the community	3.04	0.72	
Grand $\bar{x}$ score =				

Table 2 indicated that all items rating the adolescents opinion on the influence of parents social standing on the psychosocial adjustment were accepted by the adolescents as factors contributing to their adaptation. These items had a mean score of 2.50 and above.

Research Question 3
To what extent do the adolescents consider their family level of expenditure as a factor in their psychosocial adjustment?

Table 3:
Aggregate scores on adolescents rating of family level of expenditure

Aggregate scores at interval range	Points at interval scale	No. of students	Remarks
0-5	1	-	
6-10	2	-	
11-15	3	57	
16-20	4	106	
21-25	5	162	
26-30	6	193	
31-35	7	82	
36-40	8	-	

V.P – Very Poor
P- Poor
F.G – Fairy Good
G- Good
V.G - Very Good

Table 3 presents the opinion rating of the Anglophone adolescents in Ouagadougou with respect to the influence of their family level of expenditure on psychosocial adjustment. It was observed that the assessment of their parents' expenditure level impact fell between the 3rd and the 7th point on the interval scales. No scores were recorded for interval scales 1,2, and 8th point. It was further revealed that 57 adolescents rated the impact of the family level of expenditure to be on the 3rd interval scale, 106 on the 4th, 162 on the 5th scale, 193 on the 6th scale and 82 on the 7th scale; implying that no scores were recorded for very poor impact. One hundred and sixty three adolescents represented 27.17% indicated poor influence, 162 adolescents representing 27.16% indicated fairly good impact while 275 adolescents representing 45.8% of the Anglophone adolescents indicated their parents expenditure level on them to be good.

Research Question 4

To what extent do the adolescents rate the status of their parent's educational attainment as a factor in their psychosocial adjustment level.

Table 4

Aggregate scores on adolescents rating of educational impact of their parents on them

Aggregate scores at interval range	Points at interval scale	No. of students	Remark
0-5	1		
6-10	2	2	
11-15	3	61	
16-20	4	172	
21-25	5	144	
26-30	6	172	
31-35	7	47	
36-40	8	2	

Table 4 shows the impact of the educational attainment of parents on the psychosocial adjustment of the young Anglophone adolescents residing in Ouagadougou, Burkina-Faso. According to their rating, two adolescents consisting 0.33% the sample group rated their parents educational impact as very poor, 233 adolescents consisting 38.8% of the sample size rated theirs as poor, 144 adolescents constituting 24% of the sample size rated theirs as fairly good, 219 young Anglophone adolescents made up of 36.5% of the sample size viewed theirs as good while only 2(0.33%) expressed theirs to be very good.

Research Question 5

To what extent do adolescents rate the status of their own level of psychosocial adjustment?

Table five

Aggregate scores of adolescents' levels of psychosocial adjustments

Aggregate scores at interval range	Points at interval scale	No. of students	Remark
0-5	1		
6-10	2		
11-15	3	16	
16-20	4	6	
21-25	5		
26-30	6	87	
31-35	7	158	
36-40	8	61	
41-45	9	89	
45-50	10	133	

Table 5 measured the psychosocial adjustment levels of Anglophone adolescents resident in Ouagadougou. It further depicted the following, no scores were revealed for the interval scales of 1,2,5 and 12 and the scores classified majorly between the 6th and the 11th interval scale points with 16 adolescents among the sample size expressing their psychosocial adjustment as very poor, six representing theirs as poor, 245 viewed theirs as fairly good , 283 perceived theirs as good and 50 young Anglophone adolescents viewed theirs to be good, indicating that 2.66% of Anglophone adolescent resident in Ouagadougou Burkina-Faso expressed their psychosocial adjustment as very poor, 1% indicated poor adjustment, 40.8% indicated fairly good adjustment, 47.1% indicated good adjustment and 8.3% very good adjustment.

Hypothesis

Table 6

t-test on the mean scores of male and female Anglophone adolescents on their levels of psychosocial adjustments.

Source of Variation	N	X	SD	DF	Cal.t	Crit-t	P≥0.5
Male	293	25.16	4.97				
				598	11.82	1.02	$p \geq 0.05$
Female	307	14.71	2.02				

Table 6 revealed that at 0.05 level of significance and 598df, the calculated -t- 11.82 is greater than crit-t= 1.02 hence the null hypothesis does not hold therefore there is a significant

difference in the mean scores of male and female, adolescents based on the rating of their psychosocial adjustment levels.

Discussion

Research question one examined the influence of the parent's occupation on the psychosocial adjustment of adolescents. The result revealed that parents tend to give time to their occupation more than the socialization of their adolescents. All the items indicated parental unavailability and heavy commitment to work. The result further revealed that majority of these parents were seen to return very late and dash out very early to work, travel on account of job and come home weak and tired consequently were largely unavailable to the parental responsibilities such as visiting school, dialogue at home, checking studying habit etc. literature abound which attest that children whose parents monitor tend to do well, implying that the adolescents are not satisfied with the impact of parents occupation in their psychosocial adjustment.

Research question two investigated the impact of the family social standing on the psychosocial adjustment of their adolescents. Interestingly, the adolescents rated their family social standing to be acceptable and appreciable. All the social standing items appraised in table two had means scores above 2.50 indicating acceptance.

The above result may be linked to the high involvement/dedication of parents to their occupation because these parents are so much committed to their occupation, the proceed / remuneration received perhaps may have led them to such high social standing status. Moreover, Abraham Maslow in his hierarchy of needs may justify their high status social standing because of their level of actualization.

The findings of all the study as shown in Table 3 revealed that adolescents perceived the influence of family level of expenditure as a factor in their psychosocial adjustment. Their appraisal reveal that 27.14% (163) adolescents indicated their family level of expenditure on them and siblings wellbeing to be poor, 27.16% (162) adolescents indicated fairly good, 45.8% (275) sees their family level of expenditure on them as good. No scores were recorded for very poor and very good commitment with respect to the family level of expenditure impact as a factor in their young children's psychosocial adjustment. From the above result, it is apparent that about 54.2% of the Anglo-adolescents resident in Ouagadougou Burkina-Faso are not satisfied with the level of expenditure of their parents on them. They did not see their parents as contributing much towards influencing their psychosocial adjustment. A fall back at the results obtained from research questions one and two could hold a strong opinion that these parents are given to misplacement of priority. They tend to pay much attention to their occupation and social status more than parenting/ the adolescents. They are seen as parents figure but always unavailable to their adolescents because they come home very late from work, dashes out very early in the morning and return very tired. Consequently, they are not there to meet with the psychological and social needs of the adolescents.

Secondly, they are not satisfying commitment of parents to the adolescent's level of expenditure could be as a result of the economic hardship rate prevalent in the country. Nigeria is the tenth poorest nation in the world and the 37th most indebted country having low capital per income. One could also infer that these parents do not have enough to meet

the expenditure levels of the adolescents. Simon and Earls (1995) had noted that the education level, occupation and income level of parents predisposes them towards the capital input in child socialization.

On the basis of research question four, the adolescents rating of the educational impact of their parents revealed 0.33%, 38.8%, 24%, 36.5% and 0.33% for very poor, fairly good, good and very good extent respectively. It was further observed that less than 37% of the adolescents approved of their parents educational attainment to have positive influence on their psychosocial adjustment. Again, misplacement of priority could account as one of the factors leading to the above opinion held by adolescents. Literature is replete which attest misplacement of priority as one of the banes of socialization. According to Fripp (2000), Mallum (2007), Shepherd and Creen (2003) and Okonkwo (2002), the present day parents appear to accord priority to economic resources in order to make ends meet. Consequently they tend to be unavailable to the adolescents socialization needs. These parents have little or no time for the young adolescents, do not discuss with them, do not check their study habit, do not encourage family dialogue, have no time to visit the school, do not monitor their assignment etc. literature also abound which attest that it is the sole responsibility of the parent to develop the character of their children by teaching them from infancy through adolescent and adulthood (Gana, 2010, Semetann, 1996) when parents fail in such responsibility, it could lead to mal-adjustment.

The research question five was on adolescent appraisal of their psychosocial adjustment. The result revealed that 3.66% of the adolescents recorded poor adjustment, 40.8% had fairly good psychosocial adjustment while 47.1% and 8.3% had good and very good adjustments respectively. Thus implying that only about 55.4% of the Anglophone adolescents are satisfied with their psychosocial adjustment while 44.6% them were not satisfied with their psychosocial adjustment.

The hypothesis that tested the significance of difference between the male and female Anglophone adolescents on their psychosocial adjustment reveals that there is a significant difference between the male and female Anglophone adolescents resident in Ouagadougou Burkina-faso based on their psychosocial adjustment levels. This is because parents tend to be more protective of their girl-child and consequently show more concern, care and are available for them. Moreover, the young adolescent female tends to mature socially than their male counterpart. Consequently, the female adolescents are seen to adapt faster than their male counterpart, hence the difference in the psychosocial adjustment of both male and female adolescents.

Conclusion

Parents through their positive input enhances the socialization of their adolescents which may be achieved through many factors that makes socialization significant among which is the socio-economic background factor (education level, social standing, family status, reception and family level of expenditure). The adolescents in this research appraised these socio-economic factors to find out how it is predicated to their psychosocial adjustment. Generally, about half the sample size were not satisfied with their psychosocial adjustment levels. Majority of who scored the educational impact level of their parents as negative. The impact of occupation was low but was generally satisfied with the social standing of parents. Equally,

the hypothesis testing for significance of difference between the male and female adolescents indicated significance difference between the genders.

Recommendations

- The stakeholders and other agents of socialization are to conduct seminars for parents/young adolescents on parenting involvement.
- There is the need to encourage, preach and teach priority shift among parents especially working class parents.
- There is the need to encourage parental involvement and good parenting styles among parents on child bearing and nurturance stage.
- The male adolescents should be given by their parents so as to have sense of belonging.

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Table 1

Indicate the extent to which you are satisfy with yourself in respect to the following under listed items

Items on Adolescents Psychosocial Adjustment	Very Great Extent	Great Extent	Low Extent	Very Low Extent
1. Ability to participate in communal affairs				
2. The way you feel about meeting people				
3. Sense of co-operation with others				
4. Being of service to other people				
5. Your satisfaction with your general appearance				
6. Your behavior stability				
7. Your ability to organize social functions				
8. Your level of smartness				
9. Relationship with parents				
10. Interest in other people				
11. Participation in family dialogue				
12. Interaction with friends/peers				
13. Your level of calm				
14. Your feeling of security				
15. Your concern and interest about the future				

Table 2

Indicate the extent to which you considered your parents education attainment would have influenced your psychosocial adjustment

Items on educational impact on their adolescents psychological adjustment	Very High Extent	High Extent	Low Extent	Very Low Extent
1. Encourages visitation to counsellors				
2. Attach importance on visiting places of interest such as 200, library and industries				
3. Monitor my extracurricular activities				
4. Monitor my friendship circles				
5. Discuss sex education with me				
6. Encourages me to participate in social gathering				
7. Monitor my dressing habit				
8. Encourages politeness				
9. Visits my school to suggest activities to include in school programme				
10. Encourages me to read novels				

Table 3

Indicate with a (✓) in the column of your choice to show the extent your family level of expenditure has impacted on your psychosocial adjustment

Items on family level of expenditure	Adequately provided	Moderately provided	Poorly provided	Very poorly provided
1. Purchase of personal needs				
2. Giving incentives/motivations				
3. Sponsoring vacation, trips, excursion and other social outings				
4. Good feeding at homes				
5. Provision of pocket money				
6. Provision of leisure reading material				
7. Purchases nice and attractive clothes				
8. Sponsors birthday/anniversary parties				
9. Provides relevant home materials				
10. Sponsoring out of school (non-formal) programmes				

Table 4

Indicate with a (✓) in the column of your choice to show the extent your family social standing has influenced your psychosocial adjustment

Items on family social standing	Very High Regard	High Regard	Low Regard	Very Low Regard
1. Parents occupation				
2.Residence/Location of family				
3. Level of respect for the family by the community				
4.Environmental tiredness				
5.Parents appearance in public (dresses)				

6. Integrity of parents				
7.Comportment/Social interaction of parents				
8. Values attached to social activities organized by your parents				
9. Comportment and Social interaction of the family				
10. Influence parents weird in the community				

Table 5

Indicate with a (✓) in the column of your choice to show the extent the occupation of your parents has influenced your psychosocial adjustment

	Always	Very often	Sometimes	Rarely	Very rarely
1. My parents come home very late during the week					
2. They come home very tired/every week					
3. They dash out for work very early					
4.attends conferences/lectures/talks					
5. Travels on account of his job					
6. They come home before evening					
7. Available to discuss with you					
8. Check your study habit					
9. Visit your school teacher					
Participate in family dialogue					