

Original Research Article

Parental Support on Mental Health of Middle Adolescents with Hearing Impairment in the City of Douala, Littoral Region of Cameroon

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Abstract

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This study examined the effect of parental support on the mental health of middle adolescents with hearing impairment in the city of Douala, Cameroon. The study was guided by three specific objectives: to determine how parental educational involvement, emotional support, and behavioural monitoring influence adolescents' mental health. An explanatory sequential mixed-methods research design was adopted, integrating quantitative and qualitative approaches. The study involved 20 middle adolescents with hearing impairment aged 14–16 years and 10 parents purposively selected from the Rehabilitation Centre of Deaf Children (CRES) in Douala. Data were collected using structured questionnaires administered to adolescents and semi-structured interviews conducted with parents. Quantitative data were analysed using descriptive statistics and regression analysis, while qualitative data were analysed thematically. The findings revealed that parental educational involvement ($R = .226$, $p < .001$), parental emotional support ($R = .199$, $p = .002$), and parental behavioural monitoring ($R = .285$, $p < .001$) each had a significant positive influence on the mental health of middle adolescents with hearing impairment. Multiple regression analysis further indicated that behavioural monitoring was the strongest unique predictor of adolescents' mental health. Qualitative findings corroborated these results by demonstrating that parents promoted adolescents' well-being through active academic support, emotional availability, open communication, consistent supervision, and moral guidance, although some experienced constraints related to work demands and limited time. The study concludes that comprehensive parental support is essential for promoting the psychological well-being and resilience of middle adolescents with hearing impairment. It recommends strengthening parent education programmes, home-school partnerships, and family-centred mental health interventions to enhance parental capacity to support adolescents with hearing impairment in Cameroon.

Keywords: Hearing impairment, Mental health, Middle adolescents, Parental support

INTRODUCTION

Mental health, defined as a person's emotional, psychological, and social well-being, plays a pivotal role in

determining how adolescents handle stress, relate to others, and make decisions (WHO, 2023). In recent

years, there has been a troubling increase in mental health challenges including anxiety, depression, low self-esteem, and suicidal tendencies among adolescents globally, regionally, and locally (Ebasone et al., 2021). These challenges are particularly alarming in urban municipalities like Douala, where rapid urbanization, poverty, and family breakdowns exacerbate adolescent vulnerability.

Middle adolescence is a formative phase in human development marked by significant psychological, emotional, and social changes that critically shape lifelong well-being. A critical factor influencing middle adolescent mental health is the nature and extent of parental support. Parental support encompasses emotional, educational, and social resources that foster children's development and resilience (Atilola et al., 2022). It includes dimensions such as educational involvement (engagement in academic activities), emotional and social support (empathy, love, and guidance), health and well-being support (access to nutritious food, medical care, and healthy routines), and behavioral and guidance monitoring (supervision, discipline, and role modelling). These components play a vital role in shaping adolescents' psychological well-being and coping capacities (Masten and Barnes, 2018).

Despite increasing scholarly attention to adolescent mental health, a significant gap remains in understanding how diverse forms of parental support affect mental health outcomes for middle adolescents in Cameroon, particularly in metropole settings like Douala. Much of the existing research focuses on late adolescence or generalized risk factors, leaving middle adolescents underrepresented (Ngasa et al., 2023). This study aims to fill this gap by examining how parental support affects the mental health of middle adolescents with hearing impairment in the city of Douala. Specifically, the study investigates how parental educational involvement, emotional support, and behavioral monitoring contribute to mitigate mental health challenges. The study is guided by four theories namely: Attachment Theory by Bowlby (1969, 1982), Ecological Systems Theory by Bronfenbrenner (1977, 1979), Social Support Theory by Cobb (1976), and Self-Determination Theory by Deci and Ryan (1985, 2000).

Understanding the Problem

Middle adolescents (ages 14 - 16) are expected to enjoy sound mental health, marked by emotional balance, self-esteem, and healthy coping strategies. These positive mental health outcomes are significantly influenced by the level of support provided by parents. When parents are emotionally available, involved in their children's education, attentive to their health and social well-being, and consistent in behavioural guidance, adolescents tend to develop stronger psychological resilience and are less

likely to experience mental distress (Cherewick et al., 2024; Qian et al., 2024).

However, in the city of Douala (Littoral region of Cameroon), a growing number of middle adolescents are experiencing alarming declines in mental health. Recent empirical studies conducted in the Littoral and Southwest Region of Cameroon, reveal that up to 78% of secondary school students aged 10–24 present symptoms of depression, anxiety, or suicidal thoughts, with younger adolescents showing particularly high vulnerability (Kinge Kange et al., 2024; Kinge Kange et al., 2025). These mental health challenges are compounded by the socio-political crisis, displacement, school interruptions, and economic instability that characterize the locality (Chandini et al., 2023; Miafo Djatche et al., 2021). Moreover, the mental health care system in Cameroon is weak, with limited trained professionals, poor infrastructure, and pervasive stigma (Grimes et al., 2024; Toguem et al., 2022).

Despite the growing concern, many parents either lack awareness or the capacity to provide the kind of comprehensive support that fosters adolescent mental well-being. Some adolescents are left emotionally unsupported, educationally neglected, or socially isolated due to parental absence, economic hardship, or changing family structures. This situation creates a critical gap between the expected role of parental support in promoting adolescent mental health and the prevailing realities in the city of Douala. Therefore, it becomes imperative to investigate how different aspects of parental support namely emotional, educational, and behavioural affect the mental health of middle adolescents with hearing impairment in this context. This study is relevant, as it seeks to provide evidence-based insights that can guide interventions aimed at enhancing parental involvement, shaping policy, and improving mental health outcomes for adolescents in the city of Douala.

Research Objective

The general objective of this study is to examine the effects of parental support on the mental health of middle adolescents with hearing impairment in the city of Douala, Cameroon. Specifically, the study will consist to investigate how parental educational involvement, emotional support, and behavioural monitoring affect the mental health of middle adolescents with hearing impairment in the city of Douala. These objectives are translated into corresponding research questions and hypotheses.

METHOD

This study adopts a mixed-methods approach, combining

quantitative and qualitative methods. Specifically, the study employs an explanatory sequential mixed-methods design, in which quantitative data are collected and analysed first to identify patterns and relationships; followed by qualitative data to further explain and interpret the quantitative findings. The explanatory sequential design also allows for triangulation of findings, enhancing the credibility, validity, and richness of the results. In the context of Douala, where adolescents face complex social, educational, and cultural challenges, this design ensures that both measurable trends and contextual explanations are considered, providing a robust basis for understanding how parental support shapes the mental health of middle adolescent in real-life school settings.

The study targets middle adolescents with hearing impairment and their parents in the Littoral region. The accessible population consists of middle adolescents with hearing impairment and their parents drawn from the city of Douala, specifically selected from the Rehabilitation Centre of Deaf Children (French acronym CRES) located in the town of New Bell, Douala II Sud-division, as it welcomes deaf children aged 3 to 20, coming from all the municipalities of the Douala city. The study used a sample of 20 middle adolescents with hearing impairment who typically fall within the age range of 14 to 16 years, and 10 parents or primary caregivers selected and included in the study to provide complementary information on parental practices and support strategies.

The study employs two instruments for data collection to align with the mixed-methods design: a structured questionnaire for students and an interview guide for parents. The data collected for this study are analysed using both quantitative and qualitative methods. Quantitative data are analysed using frequencies, percentages, collapsed response categories, while qualitative data are analysed thematically.

FINDINGS

The findings are presented in tables using frequency counts and percentages for students' responses on parental educational involvement, emotional support, and behavioural monitoring. Regression results from the Excel Data Analysis ToolPak are also presented for each hypothesis. Qualitative findings from parents are presented thematically using dominant themes for each research question, sample quotations, and interpretation. The findings are presented in three main stages. First, descriptive findings are presented using frequencies and percentages from students' responses. Second, each research hypothesis is tested using regression analysis. Third, the qualitative responses from parents are analysed and presented under one dominant theme for each research question, with sample quotations and interpretations.

Students' Responses on Mental Health

Findings revealed that most respondents (82.5%) scored favourably that they felt calm and emotionally okay most days at home and at school. In addition, slightly more than half (55.4%) scored favourably that they were able to cope well when they had problems or difficulties. However, only 45.0% scored favourably on the reverse-scored anxiety item, indicating that worry and anxiety were still present among many adolescents. Also, 68.8% scored favourably that they felt confident and emotionally stable when dealing with school and family issues. Furthermore, 54.2% scored favourably on the reverse-scored sadness item, while another 54.2% scored favourably on the reverse-scored stress item. Finally, 68.8% scored favourably that they felt mentally strong enough to handle challenges in daily life. As evident in the multiple response set statistics, the respondents generally showed moderate to favourable mental health, but worry, sadness and stress remained important concerns among a considerable number of adolescents. Table 1

General Hypothesis Testing: Overall Effect of Parental Support on Adolescent Mental Health

Ho: There is no significant relationship between parental support and the mental health of middle adolescents with hearing impairment in the city of Douala.

Ha: There is a significant relationship between parental support and the mental health of middle adolescents with hearing impairment in the city of Douala. Table 2

The multiple regression model was statistically significant, $R = .320$, $R^2 = .102$, $F(4, 234) = 6.67$, $p < .001$. Since the significance value was less than 0.05, the null hypothesis was rejected. This implies that parental support jointly had a significant influence on early adolescents' mental health among middle adolescents with hearing impairment in the city of Douala. The R Square value of .102 indicates that parental educational involvement, emotional and social support, and behavioural monitoring jointly explained 10.2% of the variation in the mental health of middle adolescents with hearing impairment. This further indicates that although parental support contributed significantly to adolescents' mental health, other factors outside the model also accounted for a larger proportion of mental health differences among the respondents.

The coefficients table showed that when all four dimensions of parental support were entered together into the regression model, parental behavioural monitoring was the only significant unique predictor of middle adolescents' mental health, $B = .193$, $t = 2.74$, $p = .007$. Parental educational involvement and emotional support had positive coefficients, but they were not

Table 1. Frequency and Percentages of Students' Responses on Mental Health

SN	Students' Responses	SA	A	SD	Score 1	Collapsed	
						SA/A	SD/D
1	I feel calm and emotionally okay most days at home and at school.	40.8%	41.7%	9.2%	8.3%	82.5%	17.5%
2	I am able to cope well when I have problems or difficulties.	20.4%	35.0%	25.4%	19.2%	55.4%	44.6%
3	I feel worried or anxious about many things in my life. (Reverse scored)	22.9%	22.1%	26.7%	28.3%	45.0%	55.0%
4	I feel confident and emotionally stable when dealing with school and family issues.	30.0%	38.8%	16.7%	14.6%	68.8%	31.2%
5	I often feel sad, unhappy, or like crying even when nothing serious has happened. (Reverse scored)	23.3%	30.8%	22.9%	22.9%	54.2%	45.8%
6	I feel stressed and unable to relax most of the time. (Reverse scored)	76 (31.7%)	54 (22.5%)	54 (22.5%)	56 (23.3%)	130 (54.2%)	110 (45.8%)
7	I feel mentally strong enough to handle challenges in my daily life.	35.8%	32.9%	15.8%	15.4%	68.8%	31.2%
MRS		29.3%	32.0%	19.9%	18.9%	61.3%	38.8%

Source: Fieldwork (2026)

Table 2. Multiple Regression Model Summary for Parental Support and Adolescent Mental Health

R	R Square	Adjusted R Square	F	Sig.	Decision
.320	.102	2.872	6.67	.000	Reject Ho

Source: Fieldwork Data analysed using Excel Data Analysis ToolPak (2026).

Table 3. Regression Coefficients for the Joint Prediction of Adolescent Mental Health

Predictor	B	Std. Error	t	Sig.	Decision
Parental educational involvement	.093	.070	1.34	.183	Not significant
Parental emotional support	.044	.074	0.59	.556	Not significant
Parental behavioural monitoring	.193	.070	2.74	.007	Significant

Source: Fieldwork Data analysed using Excel Data Analysis ToolPak (2026).

significant unique predictors in the combined model. This does not mean that the three variables were irrelevant. Rather, their independent effects overlapped with the other support dimensions when analysed together. The

result therefore suggests that behavioural monitoring made the strongest unique contribution to the mental health of middle adolescents with hearing impairment. Table 3

Table 4. Frequency and Percentages of Students' Responses on Parental Educational Involvement

SN	Students' Responses	SA	A	SD	D	Collapsed	
						SA/A	SD/D
1	My parents regularly check my homework to see if it is done correctly.	31.7%	48.3%	8.8%	11.2%	80.0%	20.0%
2	My parents help me when I have difficulty understanding school assignments.	44.6%	43.3%	4.2%	7.9%	87.9%	12.1%
3	My parents attend school meetings, parent-teacher conferences, or school events.	36.7%	41.7%	8.8%	12.9%	78.3%	21.7%
4	My parents ask me about what I learned at school each day.	32.9%	47.9%	5.8%	13.3%	80.8%	19.2%
5	My parents provide materials or resources to support my learning.	57.5%	33.8%	5.4%	3.3%	91.2%	8.8%
6	My parents rarely show interest in my schoolwork.	16.7%	26.2%	31.7%	25.4%	42.9%	57.1%
7	My parents do not communicate with my teachers about my progress.	35.0%	32.9%	18.8%	13.3%	67.9%	32.1%
MRS (multiple response set)		36.4%	39.2%	11.9%	12.5%	75.6%	24.4%

Source: Fieldwork data (2026)

Research Question One: How does parental educational involvement affect the mental health of middle adolescents with hearing impairment in the city of Douala?

Findings revealed that respondents favourably perceived parental educational involvement, as four-fifth (80.0%) of the respondents scored favourably on the statement that their parents regularly checked their homework to see if it was done correctly. In addition, an overwhelming majority (87.9%) scored favourably that their parents helped them when they had difficulty understanding school assignments. Moreover, more than three-quarter (78.3%) scored favourably that their parents attended school meetings, parent-teacher conferences or school events. Also, four-fifth (80.8%) scored favourably that their parents asked them about what they learned at school each day. Furthermore, almost all respondents (91.3%) scored favourably that their parents provided materials or resources such as books, stationery and internet access to support learning. However, the reverse-coded items showed that some students still experienced limited parental interest and limited school communication. As shown in the multiple response set statistics, 75.6% of responses were favourable, while 24.4% were unfavourable. This implies that parental educational involvement was generally present among the respondents. Table 4

Verification of Hypothesis 1

Ho1: There is no significant relationship between parental educational involvement and the mental health of middle adolescents with hearing impairment in the city of Douala.

Ha1: There is a significant relationship between parental educational involvement and the mental health of middle adolescents with hearing impairment in the city of Douala.

The regression result showed that parental educational involvement significantly predicted middle adolescents' mental health, $R = .226$, $R^2 = .051$, $F(1, 238) = 12.79$, $p < .001$. Since the significance value was less than the 0.05 alpha level, the null hypothesis was rejected. This means that parental educational involvement had a statistically significant influence on early adolescents' mental health. The R Square value of .051 indicates that parental educational involvement explained 5.1% of the variation in early adolescents' mental health when considered independently. Table 5

Qualitative Analysis

One research question guided the qualitative component of this objective: How do parents support their children's education through schoolwork assistance and

Table 5. Simple Regression Analysis for Parental Educational Involvement and Adolescent Mental Health

Predictor	R	R Square	Adjusted R Square	Std. Error	F	Sig.	Decision
Parental educational involvement	.226	.051	.047	2.929	12.79	.0004	Reject Ho1

Source: Fieldwork Data analysed using Excel Data Analysis ToolPak (2026).

Table 6. Parents' qualitative responses on parental educational involvement

Theme		Description	Sample Quotations
Active Support	Academic	Parents actively monitored learning activities, reviewed homework and school materials, provided academic guidance, and ensured consistent engagement with schoolwork. They also fostered supportive learning environments and supplied additional educational resources to strengthen academic achievement.	<i>"I check their books every after school and also check their assignments if well done though not every day" (Respondent 4). "Most times I go through their books on weekends and teach them little I know" (Respondent 9). "By getting them a private teacher and constant follow-up" (Respondent 1).</i>
Home-School Partnership		Parents maintained regular communication with teachers through phone calls, WhatsApp messages, PTA meetings, and personal contacts to monitor their children's academic progress and well-being.	<i>"I communicate with my child's teacher through phone calls and sometimes through WhatsApp messages" (Respondent 3). "By attending parent-teacher meetings and keeping contacts of some teachers on a personal level" (Respondent 10).</i>
Challenges and Alternative Strategies	Support	Some parents encountered constraints such as demanding work schedules, limited availability, or personal limitations, which led them to delegate educational responsibilities to spouses, relatives, private tutors, or teachers.	<i>"Sometimes it is difficult for me to teach my children because I am not patient, so I leave it in the hands of teachers" (Respondent 2). "Their mother takes care of that, and I only take part in financial issues and good results" (Respondent 1). "I don't do so often due to the demanding nature of my job" (Respondent 6).</i>

communication with teachers? To address this question, parents were asked two related interview questions: (1) How do you support your child with schoolwork at home, such as checking homework or helping them understand difficult lessons? and (2) In what ways do you communicate or interact with your child's teachers to monitor their progress and participate in school activities? The responses from both questions were analysed together because they explored complementary aspects of parental educational involvement. The findings are presented in Table 6.

The qualitative findings identified three major themes of parental educational involvement: Active Academic Support, Home-School Partnership, and Challenges and Alternative Support Strategies. The majority of parents demonstrated a strong commitment to their children's education by monitoring assignments, reviewing

schoolwork, providing learning resources, and maintaining communication with teachers. For example, Respondent 4 reported regularly checking books and assignments after school, while Respondent 3 described frequent communication with teachers through phone calls and WhatsApp messages.

The findings further indicated that many parents actively facilitated learning by creating conducive study environments, assisting with difficult lessons, and investing in supplementary educational resources such as private tutoring. Respondent 1 noted that he employed a private teacher and maintained consistent follow-up, while Respondent 8 emphasized explaining challenging concepts and establishing distraction-free study periods. These practices suggest that parents regarded active involvement as a critical factor in supporting their children's academic development.

Table 7. Frequency and Percentages of Students' Responses on Parental Emotional Support

SN	Students' Responses	SA	A	SD	D	Collapsed SA/A	SD/D
1	My parents listen to me when I want to talk about my feelings.	40.0%	45.4%	7.5%	7.1%	85.4%	14.6%
2	My parents comfort me when I feel upset or sad.	40.4%	45.8%	6.2%	7.5%	86.2%	13.8%
3	My parents encourage me to express my thoughts and emotions.	42.1%	42.1%	5.8%	10.0%	84.2%	15.8%
4	My parents spend time with me doing things I enjoy.	32.5%	50.4%	9.2%	7.9%	82.9%	17.1%
5	My parents rarely notice when I am feeling upset.	20.0%	26.7%	29.6%	23.8%	46.7%	53.3%
6	My parents do not care about my feelings.	29.6%	53.3%	10.4%	6.7%	82.9%	17.1%
7	My parents praise me when I handle a difficult situation well.	53.8%	34.6%	4.6%	7.1%	88.3%	11.7%
MRS		36.9%	42.6%	10.5%	10.0%	79.5%	20.5%

Source: Fieldwork (2026)

However, the findings also revealed that some parents faced challenges that limited their direct participation in educational activities. Work-related commitments, time constraints, and personal limitations prompted several respondents to rely on spouses, relatives, teachers, or private tutors for educational support. Respondent 2 acknowledged that a lack of patience hindered direct involvement in teaching, while Respondent 10 explained that time constraints necessitated the use of a home teacher. Similarly, Respondent 6 reported limited involvement due to the demanding nature of his occupation.

Overall, the findings suggest that parental educational involvement was characterized by active academic support, collaborative engagement with schools, and the adoption of alternative support mechanisms when direct participation was not feasible. Despite differences in the extent of involvement, parents generally viewed educational engagement as an essential means of promoting their children's academic achievement and overall well-being.

Research Question Two: How does emotional support from parents impact the mental health of middle adolescents with hearing impairment in the city of Douala?

Findings revealed that respondents were highly favourable on parental emotional support. An overwhelming majority (85.4%) scored favourably that

their parents listened to them when they wanted to talk about their feelings. A similar proportion (86.2%) scored favourably that their parents comforted them when they felt upset or sad. More than four-fifth (84.2%) scored favourably that their parents encouraged them to express their thoughts and emotions, while 82.9% scored favourably that their parents spent time with them doing things they enjoyed. In addition, 88.3% scored favourably that their parents praised them when they handled difficult situations well. However, the reverse-coded item on parents rarely noticing when adolescents were upset showed that emotional attention was not consistent for all students. The multiple response set statistics showed that 79.5% of responses were favourable, while 20.5% were unfavourable. This suggests that emotional and social support was generally strong, but some adolescents still lacked consistent emotional attention at home. Table 7

Verification of Hypothesis 2

Ho2: There is no significant relationship between parental emotional support and the mental health of middle adolescents with hearing impairment in the city of Douala.

Ha2: There is a significant relationship between parental emotional support and the mental health of middle adolescents with hearing impairment in the city of Douala. Table 8

The regression result showed that parental emotional and social support significantly predicted the mental health of middle adolescents with hearing impairment, R

Table 8. Simple Regression Analysis for Parental Emotional Support and Adolescent Mental Health

Predictor	R	R Square	Adjusted R Square	Std. Error	F	Sig.	Decision
Parental emotional support	.199	.040	.036	2.947	9.80	.002	Reject Ho2

Source: Fieldwork Data analysed using Excel Data Analysis ToolPak (2026).

Table 9. Parents' qualitative responses on emotional support

Theme	Description	Sample Quotations
Emotional Availability and Open Communication	Parents demonstrated emotional support by actively listening to their children, encouraging open communication, providing comfort during times of distress, and fostering safe environments where children could openly express their feelings and concerns.	<i>"I have conversations with them especially when they feel frustrated. We talk about our feelings and sort out whatever is hurting them" (Respondent 1). "I tell my child I am her safe place to cry and talk and I do not shout, I listen" (Respondent 6).</i>
Empathetic Listening and Understanding	Parents reported being attentive to their children's emotions, exploring their concerns through meaningful dialogue, and responding with empathy, patience, and understanding.	<i>"I encourage my child to talk by asking open questions and creating a calm, safe place where they feel heard without judgement" (Respondent 4). "I try to put myself in their situation, try to understand and not be judgemental" (Respondent 7).</i>
Shared Caregiving	Some parents acknowledged difficulties in providing consistent emotional support due to work-related demands and indicated that emotional caregiving was often undertaken by mothers or other caregivers.	<i>"Their mother knows best on how to support them emotionally more than I do" (Respondent 9). "I always prefer them to do that with their mother" (Respondent 8). "Honestly, I was not present for them in this area" (Respondent 3). "I mostly come back late so their nanny has taken care of their needs" (Respondent 6).</i>

= .199, $R^2 = .040$, $F(1, 238) = 9.80$, $p = .002$. Since the p value was less than 0.05, the null hypothesis was rejected. This implies that parental emotional and social support had a statistically significant influence on the mental health of middle adolescents with hearing impairment in the city of Douala. The R Square value of .040 indicates that parental emotional and social support explained 4.0% of the variation in middle adolescents' mental health when considered independently.

Qualitative Analysis

One research question guided the qualitative component of this objective: How does emotional support from parents influence the mental health of early adolescents? To address this question, parents were asked two related interview questions: (1) How do you support your child emotionally when they feel upset, sad, or frustrated? Can

you give examples of what you do at home? and (2) In what ways do you encourage your child to express their feelings, thoughts, or concerns, and how do you respond when they do? The responses from both questions were analysed together because they explored interconnected aspects of parental emotional support. The findings are presented in table 9.

The qualitative findings identified three key themes in parents' responses regarding emotional support: emotional availability and open communication, empathetic listening and understanding, and shared caregiving.

Emotional availability and open communication emerged as a prominent theme, with many parents describing efforts to support their children through open communication, attentive listening, and guidance during periods of emotional difficulty. Respondent 1 indicated that regular discussions were used to address emotions and resolve concerns affecting the child, while

Table 10. Frequency and Percentages of Students' Responses on Parental Behavioral Monitoring

SN	Students' Responses	SA	A	SD	D	Collapsed	
						SA/A	SD/D
1	My parents set clear rules for my behaviour at home.	40.8%	45.4%	5.8%	7.9%	86.2%	13.8%
2	My parents know where I go and who I spend time with after school.	36.2%	40.0%	9.2%	14.6%	76.2%	23.8%
3	My parents check to make sure I follow the rules at home.	41.2%	50.0%	4.2%	4.6%	91.2%	8.8%
4	My parents ask me about my friends and what I do in my free time.	34.2%	47.5%	9.2%	9.2%	81.7%	18.3%
5	My parents do not care if I break rules at home. (Reverse scored)	31.7%	50.4%	9.6%	8.3%	82.1%	17.9%
6	My parents let me make decisions without asking questions about my activities. (Reverse scored)	37.5%	42.5%	9.2%	10.8%	80.0%	20.0%
7	My parents talk to me about the consequences of my actions and guide me to make good choices.	55.8%	32.5%	7.1%	4.6%	88.3%	11.7%
MRS		39.6%	44.0%	7.7%	8.6%	83.7%	16.3%

Source: Fieldwork Data (2026)

Respondent 6 emphasized the importance of providing a safe and supportive environment where the child could express feelings freely and without fear of criticism. These responses reflect parents' commitment to being emotionally accessible and responsive to their children's needs.

Empathetic listening and understanding also featured strongly in participants' accounts. Respondent 4 described encouraging communication through open-ended questioning and the creation of a non-judgmental environment, whereas Respondent 7 highlighted the importance of empathy and perspective-taking when responding to children's concerns. These findings suggest that parents sought to validate their children's emotions, promote emotional expression, and strengthen parent-child relationships through supportive and empathetic interactions.

The third theme, challenges in emotional involvement and shared caregiving, underscored difficulties associated with balancing caregiving responsibilities and external demands. Several parents acknowledged that work commitments restricted the time available for emotional engagement with their children. Others reported that mothers or alternative caregivers frequently assumed a greater role in addressing children's emotional needs. Respondents 8 and 9 indicated that mothers were often the primary providers of emotional support, while Respondents 3 and 6 cited absence from

home and demanding work schedules as barriers to consistent emotional involvement.

Overall, the findings indicate that parents' provision of emotional support was characterized by emotional availability and open communication, empathetic listening and understanding, as well as challenges in emotional involvement and shared caregiving responsibilities. Collectively, these themes highlight both the strengths and constraints experienced by parents in supporting the emotional well-being and social development of early adolescents.

Research Question Three: How does behavioral monitoring by parents affect the mental health of middle adolescents with hearing impairment in the city of Douala?

Findings revealed that respondents were highly favourable on parental behavioural and guidance monitoring. An overwhelming majority (86.2%) scored favourably that their parents set clear rules for behaviour at home. In addition, 76.2% scored favourably that their parents knew where they went and who they spent time with after school. Almost all respondents (91.2%) scored favourably that their parents checked to make sure they followed the rules at home. More than four-fifth (81.7%)

Table 11. Simple Regression Analysis for Parental Behavioral Monitoring and Adolescent Mental Health

Predictor	R	R Square	Adjusted R Square	Std. Error	F	Sig.	Decision
Parental behavioural monitoring	.285	.081	.077	2.888	20.92	.000	Reject Ho4

Source: Fieldwork Data analysed using Excel Data Analysis ToolPak (2026).

scored favourably that their parents asked about their friends and what they did in their free time. Finally, 88.3% scored favourably that their parents talked to them about the consequences of their actions and guided them to make good choices. The multiple response set statistics showed that 83.7% of responses were favourable, while 16.3% were unfavourable. This suggests that behavioural monitoring was strongly perceived among the respondents. Table 10

Verification of Hypothesis 3

Ho3: There is no significant relationship between parental behavioural monitoring and the mental health of middle adolescents with hearing impairment in the city of Douala.

Ha3: There is a significant relationship between parental behavioural monitoring and the mental health of middle adolescents with hearing impairment in the city of Douala. Table 11

The regression result showed that parental behavioural and guidance monitoring significantly predicted the mental health of middle adolescents with hearing impairment, $R = .285$, $R^2 = .081$, $F(1, 237) = 20.92$, $p < .001$. Since the significance value was less than 0.05, the null hypothesis was rejected. This means that parental behavioural monitoring had a statistically significant influence on middle adolescents' mental health. The R Square value of .081 indicates that parental behavioural monitoring explained 8.1% of the variation on the mental health of middle adolescents with hearing impairment when considered independently. Among the three separate regression models, this was the strongest predictor.

Qualitative Analysis

One research question guided the qualitative component of this objective: How does behavioural monitoring by parents influence the mental health of middle adolescents with hearing impairment? To address this question, parents were asked two related interview questions: (1) How do you keep track of your child's activities, friendships, and whereabouts after school? and (2) What strategies do you use to set rules, provide guidance, and

help your child understand the consequences of their actions? The responses from both questions were analysed together because they explored interconnected aspects of parental behavioural monitoring. The findings are presented in table 12.

The qualitative findings identified three major themes related to parents' behavioural monitoring practices: Active Behavioural Monitoring, Discipline and Rule Enforcement, and Guidance and Moral Development.

The most prominent theme was Active Behavioural Monitoring. Parents reported closely supervising their children's activities, friendships, and whereabouts both at home and at school. Many participants also emphasized maintaining communication with teachers, spouses, and other relevant individuals to stay informed about their children's behaviour and social interactions. Respondent 1 stated that he kept records of his children's activities, friendships, and school involvement, while Respondent 4 highlighted the importance of maintaining close relationships with their children's friends to monitor behaviour and ensure safety. These findings indicate that parents regarded active supervision and collaborative monitoring as essential strategies for safeguarding their children and fostering positive development.

The second theme, Discipline and Rule Enforcement, reflected parents' efforts to promote appropriate behaviour through the establishment of clear expectations and the consistent application of consequences. Several parents described implementing rules and corrective measures when children failed to meet behavioural standards. Respondent 1 reported reducing pocket allowances when school rules were violated, while Respondent 2 emphasized addressing misconduct according to the severity of the offense. These responses suggest that parents viewed discipline as a critical component of behavioural regulation and personal accountability.

The third theme, Guidance and Moral Development, underscored parents' role in instilling values and helping children understand the consequences of their actions. Parents described engaging in discussions about mistakes, providing guidance, and utilizing moral or religious teachings to reinforce positive behaviour. Respondent 5 emphasized helping children recognize and learn from their mistakes, while Respondent 6 described using conversations, Bible stories, and prayer to convey moral lessons. These practices suggest that

Table 12. Parents' qualitative responses on behavioural monitoring

Theme		Description	Sample Quotations
Active Monitoring	Behavioural	Parents closely supervised their children's activities, friendships, whereabouts, and behaviours through observation, communication, and collaboration with teachers and other adults.	<i>"I keep track of my children's activities by taking record of everything they do, the friends they keep, whatever they do in school and at home" (Respondent 1). "I make sure I know their friends and keep close contact with them so I can monitor their behaviors and know if my kids are safe" (Respondent 4).</i>
Discipline and Enforcement	Rule	Parents promoted appropriate behavior by establishing rules, monitoring compliance, and applying corrective measures when expectations were not met.	<i>"If they go against school rules they will be punished by deducting their pocket allowance by 10%" (Respondent 1). "Rules must be followed and in case of any misconduct I correct them depending on the offence committed" (Respondent 2).</i>
Guidance and Development	Moral	Parents guided their children through teaching values, explaining consequences, offering advice, and using moral or religious instruction to encourage responsible decision-making.	<i>"Making them know and understand their mistakes and that mistakes have consequences" (Respondent 5). "We first talk. I use Bible stories to teach consequences and then we pray together" (Respondent 6).</i>

Table 13. Summary of Findings

Research Questions	Major Quantitative Finding	Major Qualitative Theme	Hypothesis Decision	Conclusion
Parental educational involvement	Simple regression was significant: $R = .226$, $R^2 = .051$, $F = 12.79$, $p < .001$.	Academic Engagement	Ho1 rejected	Parental educational involvement significantly influenced early adolescents' mental health.
Parental emotional and social support	Simple regression was significant: $R = .199$, $R^2 = .040$, $F = 9.80$, $p = .002$.	Emotional Availability	Ho2 rejected	Parental emotional and social support significantly influenced early adolescents' mental health.
Parental behavioural and guidance monitoring	Simple regression was significant: $R = .285$, $R^2 = .081$, $F = 20.92$, $p < .001$. It was the only significant unique predictor in the multiple regression model.	Guided Supervision	Ho4 rejected	Parental behavioral and guidance monitoring significantly influenced early adolescents' mental health and was the strongest unique predictor.

Source: Fieldwork Data and Parent Interview Data (2026).

parents sought to influence behaviour not only through supervision and discipline but also through the development of moral awareness and responsible decision-making skills.

Overall, the findings indicate that parents' behavioural and guidance monitoring practices were characterized by active supervision, consistent discipline, and moral guidance. These interconnected approaches were perceived as important mechanisms for encouraging

responsible behaviour, preventing behavioural problems, and supporting the mental well-being of early adolescents. Table 13

The summary of findings indicates that all four dimensions of parental support had significant independent regression effects on the mental health of middle adolescents with hearing impairment. The qualitative findings from parents supported the quantitative findings by showing practical ways through

which parents provided educational, emotional, health and behavioural support. The multiple regression results further showed that behavioural and guidance monitoring had the strongest unique contribution when all dimensions were analysed together.

DISCUSSION OF FINDINGS

The findings of the study were discussed according to the specific research objectives of the study.

Parental Educational Involvement and Adolescent Mental Health

The findings of this study revealed that parental educational involvement was generally high among the respondents. Most adolescents reported that their parents regularly checked homework, assisted with difficult assignments, attended school meetings, discussed school activities, and provided educational materials and resources. The qualitative findings reinforced these results through the themes of Active Academic Support, Home-School Partnership, and Challenges and Alternative Support Strategies. Parents described monitoring homework, creating conducive learning environments, maintaining communication with teachers, and providing additional educational support through private tutoring and academic guidance.

The findings suggest that parental educational involvement contributes positively to the mental health of middle adolescents with hearing impairment by fostering a sense of support, encouragement, and connectedness. When parents demonstrate interest in their children's educational activities, adolescents are likely to experience greater confidence, reduced academic stress, and improved emotional well-being. Active parental participation may also strengthen parent-child relationships, thereby providing emotional security and stability that promote positive mental health outcomes.

The findings of this study are consistent with Hill and Tyson (2009), who found that parental involvement during the middle school years was associated with positive academic and psychosocial outcomes among adolescents. Similarly, Wang and Sheikh-Khalil (2014) reported that parental involvement contributed significantly to adolescents' academic functioning and emotional adjustment. Their longitudinal study demonstrated that school-based involvement, home-based involvement, and academic socialization predicted higher academic achievement and lower levels of depression among adolescents. The authors further noted that parental involvement enhanced behavioural and emotional engagement in school, which

subsequently improved adolescent well-being.

The present findings are also supported by Liu et al. (2024), whose meta-analysis found a moderate negative association between parental educational involvement and depressive symptoms among adolescents. The study concluded that parental practices such as homework supervision, communication with schools, academic encouragement, and educational support serve as protective factors against mental health difficulties. This evidence supports the current finding that educational involvement contributes positively to the mental health of early adolescents.

The findings can further be explained by Attachment Theory (Bowlby, 1969, 1982), which proposes that supportive and responsive parental relationships create a secure emotional bond between parents and children. Through educational involvement, parents demonstrate care, availability, and commitment to their children's development, thereby fostering emotional security and psychological well-being. Adolescents who perceive their parents as involved in their educational lives may feel valued and supported, reducing feelings of anxiety, stress, and emotional distress.

The findings are equally consistent with Ecological Systems Theory (Bronfenbrenner, 1977, 1979), which emphasizes that child development is influenced by interactions within immediate environments such as the family and school. Parental educational involvement represents an important connection between these two environments. Effective collaboration between parents and schools creates a supportive microsystem that enhances adolescents' academic adjustment, social functioning, and mental health outcomes.

Furthermore, the results support Social Support Theory (Cobb, 1976), which posits that individuals who perceive themselves as supported by significant others experience better psychological adjustment and lower vulnerability to stress. Educational involvement provides adolescents with informational, emotional, and instrumental support that can strengthen resilience and improve mental well-being during the challenges associated with early adolescence.

The findings also align with Self-Determination Theory (Deci and Ryan, 1985, 2000), which argues that optimal psychological functioning occurs when the needs for competence, autonomy, and relatedness are satisfied. Through educational involvement, parents help adolescents develop competence by supporting learning activities, foster relatedness through active engagement and communication, and promote autonomy by encouraging responsibility for academic tasks. Satisfaction of these psychological needs contributes to improved emotional well-being and positive mental health.

Parental Emotional Support and the Mental Health of middle adolescents with hearing impairment.

The findings of this study revealed that parental emotional support was generally strong among the respondents. Most students reported that their parents listened to them when they wanted to discuss their feelings, comforted them during moments of sadness or distress, encouraged emotional expression, spent quality time with them, and praised them when they successfully handled difficult situations. The qualitative findings complemented these results through the themes of emotional availability and open communication, empathetic listening and understanding, and shared caregiving. Parents described maintaining open conversations with their children, listening attentively to their concerns, providing reassurance during emotional challenges, and creating safe environments where children could freely express their feelings.

The findings suggest that parental emotional support contributes positively to the mental health of early adolescents by promoting emotional security, self-confidence, and effective coping abilities. Adolescents who perceive their parents as emotionally available and responsive are more likely to experience psychological well-being and are better equipped to manage stress and emotional challenges. The qualitative findings further demonstrated that parents actively engaged in conversations, provided encouragement, and sought to understand their children's perspectives, thereby strengthening emotional bonds and promoting positive mental health outcomes.

The qualitative findings also revealed that some parents experienced challenges in providing consistent emotional support because of demanding work schedules and other caregiving responsibilities. Several participants reported relying on mothers, caregivers, or other family members to provide emotional care when they were unavailable. Although these challenges limited direct involvement for some parents, the findings suggest that emotional support remained a valued aspect of parenting and was considered essential for adolescents' emotional and social development.

The findings of this study are consistent with Qian et al. (2024), who found that parental emotional support, characterized by warmth, active listening, and emotional validation, reduces both psychological and somatic symptoms among adolescents. The authors further explained that emotional support enhances adolescents' self-efficacy, enabling them to cope more effectively with stress and emotional difficulties. Similarly, Isni and Amalia (2025) reported that emotional and informational support from parents was significantly associated with better mental health and lower levels of depression among adolescents. These findings support the view that emotionally supportive parenting serves as an important protective factor for adolescent psychological well-being.

The present findings also agree with Ratliff et al. (2023), who found that supportive parent-adolescent relationships characterized by openness, emotional responsiveness, and effective communication were associated with fewer depressive symptoms and higher levels of prosocial behaviour. The study further demonstrated that emotional support contributed to better emotion regulation, which in turn enhanced adolescent mental health. This is consistent with the current findings, where parents emphasized listening, understanding, and encouraging emotional expression as important ways of supporting their children.

Furthermore, the findings align with those of Simons et al. (2013), who reported that higher levels of parental support were associated with greater life satisfaction and lower depressive symptoms among transgender adolescents. Although conducted within a specific population, the study highlights the broader protective role of parental emotional support in promoting psychological well-being, particularly among adolescents facing stressful life circumstances.

The findings can be explained through Social Support Theory (Cobb, 1976), which posits that support received from significant others helps individuals cope with stress and enhances psychological well-being. Emotional support from parents provides adolescents with reassurance, acceptance, encouragement, and a sense of belonging. These forms of support help adolescents manage emotional challenges, reduce feelings of isolation, and strengthen resilience during periods of stress.

The findings are also consistent with Attachment Theory (Bowlby, 1969), which emphasizes that responsive and emotionally available caregivers foster secure attachment relationships that serve as the foundation for healthy emotional development. Through attentive listening, empathy, comfort, and emotional responsiveness, parents provide the security and trust necessary for adolescents to develop positive self-worth and emotional stability. Adolescents who experience such supportive relationships are more likely to develop healthy coping mechanisms and experience positive mental health outcomes.

Parental Behavioural Monitoring and Mental Health of middle adolescents with hearing impairment

The findings of this study revealed that parental behavioural monitoring was highly prevalent among the respondents. Most adolescents reported that their parents established clear behavioural expectations, monitored their activities and friendships, ensured compliance with household rules, and regularly discussed the consequences of actions and decision-making. The qualitative findings complemented these results through the themes of Active Behavioural Monitoring, Discipline

and Rule Enforcement, and Guidance and Moral Development. Parents described closely supervising their children's activities, maintaining communication with teachers and other caregivers, enforcing rules, and providing moral guidance aimed at promoting responsible behaviour and positive development. The findings suggest that parental behavioural and guidance monitoring contributes positively to the mental health of middle adolescents with hearing impairment. Effective monitoring enables parents to remain informed about their children's activities, peer relationships, and behavioural patterns, thereby reducing exposure to potential risks and promoting healthy development.

The qualitative findings further demonstrated that parents viewed supervision, discipline, and guidance as important strategies for safeguarding their children and helping them make appropriate decisions. Through these practices, parents provided structure, support, and direction that may contribute to emotional stability and psychological well-being. The qualitative findings further revealed that parents regarded discipline and rule enforcement as essential aspects of behavioural monitoring. Participants described establishing clear expectations, implementing consequences for inappropriate behaviour, and helping adolescents understand the outcomes of their actions. Parents also emphasized the importance of teaching values, providing advice, and encouraging responsible behaviour through conversations and moral guidance. These practices suggest that behavioural monitoring extended beyond supervision to include developmental guidance aimed at fostering self-discipline, accountability, and moral awareness.

The findings of this study are consistent with Cadman et al. (2022), who found that higher levels of parental monitoring during late childhood and early adolescence predicted lower risks of depression, anxiety, and self-harm during later adolescence. The authors argued that parental awareness of adolescents' activities and social relationships serves as a protective factor against emotional and behavioural difficulties. This supports the present findings, which revealed that parents actively monitored their children's behaviour and maintained involvement in their daily lives as a means of promoting positive development.

The findings also agree with Dittus et al. (2023), who reported that high parental monitoring was associated with fewer risk behaviours and lower indicators of poor mental health among adolescents. Their study demonstrated that adolescents whose parents maintain awareness of their activities, friendships, and whereabouts were less likely to engage in behaviours that could compromise their well-being. This evidence reinforces the current findings that behavioural monitoring contributes to the protection and promotion of adolescent mental health.

Furthermore, the findings are supported by Rodríguez-Meirinhos et al. (2019), who found that adolescents experienced the most positive mental health outcomes when parental monitoring was combined with support for autonomy. Conversely, low monitoring accompanied by high psychological control was associated with poorer mental health outcomes. The present findings suggest that many parents balanced monitoring with guidance, communication, and moral instruction, thereby creating supportive environments that encouraged responsible decision-making while maintaining parental involvement.

The findings can be explained through Ecological Systems Theory (Bronfenbrenner, 1979), which emphasizes that adolescent development is shaped by interactions within the family environment. The family microsystem serves as a primary context in which behavioural norms, values, and expectations are established. Through active monitoring, supervision, and guidance, parents influence adolescents' behavioural choices and psychological adjustment. The positive association between parental monitoring and mental health observed in this study reflects the important role of the family environment in supporting healthy development. The findings are also consistent with Social Support Theory (Cobb, 1976), which posits that support provided by significant others enhances individuals' capacity to cope with stress and life challenges. Behavioural monitoring, when carried out in a caring and supportive manner, represents a form of protective support that helps adolescents avoid risky situations and navigate developmental challenges. By remaining involved in their children's lives, parents provide reassurance, direction, and a sense of security that contributes to positive mental health outcomes.

The findings further align with Attachment Theory (Bowlby, 1969, 1982), which emphasizes the importance of responsive and involved parenting in fostering emotional security. Through consistent supervision, guidance, and interest in adolescents' daily activities, parents communicate care, concern, and commitment. These behaviours strengthen parent-child relationships and contribute to adolescents' feelings of safety, belonging, and emotional stability. As a result, adolescents may be better equipped to manage challenges and maintain positive mental health.

The findings can also be interpreted through Self-Determination Theory (Deci & Ryan, 1985, 2000), which argues that optimal psychological functioning occurs when individuals experience competence, autonomy, and relatedness. Effective parental monitoring that incorporates guidance and communication can help adolescents develop self-regulation skills and responsible decision-making while maintaining positive relationships with parents. Such supportive monitoring promotes healthy development without undermining adolescents' growing need for independence.

CONCLUSION

Based on the findings on research objective one, it is concluded that parental educational involvement positively affects the mental health of middle adolescents with hearing impairment in the city of Douala. Parents who actively participated in their children's educational activities through homework supervision, communication with teachers, provision of learning resources, and academic guidance contributed to improved emotional well-being and psychological adjustment among adolescents. Although some parents experienced challenges related to time constraints and work commitments, educational involvement remained an important source of support that enhanced adolescents' confidence, school engagement, and mental health. Based on the findings on research objective two, it is concluded that parental emotional support positively affects the mental health of middle adolescents with hearing impairment. Parents who listen to their children, encourage emotional expression, provide comfort during difficult situations, and maintain open communication contribute significantly to their children's emotional stability and psychological well-being. The findings demonstrate that emotional availability, empathetic listening, and supportive parent-child relationships serve as important protective factors against emotional distress and mental health difficulties. Based on the findings on research objective three, it is concluded that parental behavioural monitoring positively affects the mental health of middle adolescents with hearing impairment. Parents who actively monitor their children's activities, friendships, and whereabouts, establish clear rules and expectations, and provide guidance regarding responsible behaviour contribute to positive emotional and behavioural development. The findings suggest that effective supervision, discipline, and moral guidance serve as important mechanisms for preventing risky behaviours and promoting psychological well-being among adolescents. It is therefore concluded that parental support significantly affects the mental health of middle adolescents with hearing impairment in the city of Douala. Educational involvement, emotional support, and behavioural and guidance monitoring collectively contributed to the emotional, social, and psychological well-being of adolescents. Middle adolescents with hearing impairment who experience higher levels of parental support are more likely to demonstrate positive mental health outcomes, emotional resilience, and healthy adjustment to developmental challenges.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made for parents, schools, counsellors, educational authorities, and other stake-

holders concerned with the mental health and well-being of early adolescents.

Based on the findings on the main objective, which indicate that parental support significantly influences the mental health of middle adolescents with hearing impairment in the city of Douala, it is recommended that parents should be encouraged to maintain active involvement in their children's educational, emotional, and behavioural development. Educational authorities, schools, and community organizations should organize awareness programmes, seminars, and parenting workshops aimed at strengthening parents' knowledge and skills in supporting adolescent mental health. Such programmes should emphasize the importance of consistent parental involvement in promoting emotional well-being and healthy development among adolescents.

Based on the findings on research objective one, parents should increase their educational involvement by regularly monitoring homework, communicating with teachers, attending school meetings, and providing learning resources for their children. Schools should establish stronger home-school partnerships by creating effective communication channels that encourage parental participation in school activities and academic monitoring. Guidance counsellors should also educate parents on how educational involvement contributes to adolescents' mental health and academic success.

Based on the findings on research objective two, parents should be encouraged to provide consistent emotional support through active listening, open communication, empathy, encouragement, and emotional responsiveness. Families should create supportive home environments where adolescents feel comfortable expressing their feelings and concerns without fear of criticism or rejection. Schools and counselling services should organize parent education programmes that equip parents with effective communication and emotional support skills necessary for promoting adolescents' psychological well-being.

Based on the findings on research objective three, parents should maintain appropriate behavioural and guidance monitoring by supervising adolescents' activities, friendships, and social interactions while providing guidance on responsible decision-making. Parents should establish clear behavioural expectations and communicate the consequences of inappropriate behaviour in a supportive manner. Schools and counsellors should support parents through workshops and seminars on positive parenting strategies, effective discipline techniques, and adolescent behavioural management.

Lastly, the Ministry of Secondary Education, school administrators, counsellors, and community leaders should collaborate to develop policies and intervention programmes that strengthen parental involvement in adolescent development. Regular seminars, parenting education workshops, counselling programmes, and

community sensitization campaigns should be organized to enhance parents' capacity to support the educational, emotional, health, and behavioural needs of early adolescents. Such collaborative efforts will contribute significantly to improving the mental health and overall well-being of adolescents in the city of Douala and beyond.

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