International Journal of Trend in Scientific Research and Development (IJTSRD)
Volume 10 Issue 5, Sep-Oct 2026 Available Online: www.ijtsrd.com e-ISSN: 2456 – 6470

Teacher-Student Relationships and Psychological Well-Being of Female Adolescent Students in Buea Municipality, Fako Division, Southwest Region of Cameroon: Prospects for Improvement

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ABSTRACT

Girls' education in Cameroon is hindered by various challenges, with one of the outstanding ones being the adolescence period, which is a critical phase of development during which, relationships with significant others, including teachers, play a vital role in shaping students' experiences and outcomes. This study aimed at proposing pathways to enhance teacher-student relationships as to curb the negative impact on the psychological well-being of female adolescent students in Buea municipality, Fako Division, Southwest Region of Cameroon. The study employed a cross-sectional survey design notably a qualitative approach whereby 409 female adolescent students and 10 teachers were sampled purposive and conveniently. Interview guides were used to collect data in 10 secondary schools randomly involved in the study. The abstraction of the bulk of textual qualitative data was done through thematic analysis. Students suggested academically-driven teacher-student relationship, in-service training to make sure that teachers are endowed with emotional or psychological screening ability to be able to identify students with emotional problems and help out, good communication skills, avoidance of provocative attitude by both teachers and students, punitive measures to deter those that harass students, adequate counselling from guidance counsellors, respecting the right of female students to be treated with respect and dignity, right to protection by significant others and sexual and reproductive health education. To enhance and sustain conducive relationship that will foster the psychological wellbeing of their female students, teachers made sure to always be present and available for their students, listening to them carefully, counselling to help student overcome or cope with their problems, material support, referral to the appropriate guidance counsellor or where they can get support, building confidence in students by reassuring them to enhance self-esteem, and intervention withing academic boundaries.

How to cite this paper: Esonwo Emeaka Francisca | Kesingry Bernadette | Nana Celestin "Teacher-Student Relationships and Psychological Well-Being of Female Adolescent Students in Buea Municipality, Fako Division, Southwest Region of Cameroon: Prospects for Improvement" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-10 | Issue-5, October 2026, pp.1887-1906, URL: www.ijtsrd.com/papers/ijtsrd143049.pdf

IJTSRD143049

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KEYWORDS: *Teacher, Students, Female, Adolescent, Relationship, Psychological wellbeing, Prospects.*

INTRODUCTION

Girls' education in Cameroon is hindered by various challenges, including gender discrimination, early marriages, vulnerability to HIV, gender-based violence, and nutritional problems, which limit their access to education and healthcare. The adolescent years are a pivotal phase in a girl's life, marked by significant physical, emotional, and social changes that can impact her psychological well-being (Erikson, 1968). Another main challenge is the adolescence period which is a critical phase of development marked by significant physical, emotional, and social changes. During this period,

relationships with significant others, including teachers, play a vital role in shaping students' experiences and outcomes (Bowlby, 1969). Female adolescent students in Cameroon and the Fako Division Southwest Region in particular, are no exception, facing challenges that can affect their self-esteem, academic performance, and overall mental health with a major one being sexual harassment (Fiona, 2023).

Psychological well-being in female adolescents refers to a state of positive mental health, characterized by the ability to navigate the challenges of adolescence, build resilience, and thrive in various aspects of life (Olsson et al., 2016). It encompasses emotional, social, and psychological functioning, and is often defined by feelings of happiness, life satisfaction, and fulfillment (Gilligan, 2015). One of the factors impacting the psychological well-being of female adolescent students in Fako Division is teacher-student relationships. Teachers-student relationship has been widely recognized as a crucial factor influencing students' psychological well-being, with positive relationships fostering a sense of safety, support, and motivation (Hamre & Pianta, 2001). Conversely, strained or unsupportive relationships can exacerbate stress, anxiety, and other mental health concerns (Shochet et al., 2006). This study explores pathways to enhance the relationship between teacher-student and psychological well-being of female adolescent students in Buea municipality in Fako Division, with a focus on emotional support from teachers and regular encouragement from teachers.

Fako Division, located in the Southwest Region of Cameroon, has a diverse population with varying socio-economic backgrounds. Female students face challenges related to access to education, healthcare, sexual harassment and resources, which can impact their well-being (Fiona, 2023). Research on teacher-student relationships in the Southwest region of Cameroon is limited, but some authors have highlighted the importance of these relationships in the region. In Fako, as in many other parts of the world, the teacher-student relationship plays a crucial role in shaping students' academic and socio-emotional outcomes, especially female adolescent students. The psychological well-being of female adolescent students in Fako Division should be a point of concerned in all educational sectors**.**

Adolescence is a critical developmental period characterized by significant biological, cognitive, emotional, psychological, and social transformations. During this period, adolescents increasingly negotiate questions of identity, autonomy, belonging, interpersonal relationships, academic expectations, and future aspirations. These developmental transitions may expose adolescents to psychological pressures that influence their emotional stability, self-esteem, life satisfaction, sense of purpose, and overall psychological well-being (Sawyer et al., 2018; World Health Organization, 2021). For female adolescents, these challenges may be intensified by gender expectations, body-image concerns, relationship pressures, discrimination, vulnerability to gender-based violence, and unequal social and educational expectations (UNICEF, 2021).

Psychological well-being extends beyond the absence of psychological distress. It encompasses positive functioning in areas such as self-acceptance, positive interpersonal relationships, autonomy, environmental mastery, purpose in life, and personal growth (Ryff, 1989; Ryff & Keyes, 1995). Within the school context, psychological well-being is particularly important because adolescents who experience emotional security, positive self-perceptions, supportive interpersonal relationships, and a sense of belonging are more likely to participate meaningfully in learning and cope effectively with academic and social challenges. Conversely, persistent experiences of rejection, anxiety, loneliness, humiliation, stress, and lack of belonging may undermine both psychological adjustment and educational participation.

The school constitutes one of the most important social environments in adolescent development because students spend considerable portions of their formative years interacting with teachers and peers. Within this environment, teachers occupy a particularly influential position. Beyond their traditional instructional responsibilities, teachers may function as mentors, role models, advisers, disciplinarians, and important sources of emotional and social support. Positive relationships with teachers can provide adolescents with a sense of security, recognition, connectedness, and confidence, thereby contributing to positive adjustment and engagement with school (Roorda et al., 2011; Quin, 2017). Teacher-student relationships should therefore be understood not simply as mechanisms for facilitating instruction but also as important components of the psychosocial environment within which adolescents develop.

Ideally, relationships between teachers and female adolescent students should be characterized by mutual respect, trust, empathy, fairness, open communication, emotional support, and responsiveness to students' individual needs. Research indicates that students who perceive their

teachers as supportive tend to demonstrate stronger school engagement, greater motivation, better social adjustment, and more positive educational experiences (Cornelius-White, 2007; Roorda et al., 2011). From an attachment-informed perspective, supportive relationships with significant adults within schools may also provide students with a secure relational base from which they can explore their environment, manage difficulties, and develop positive perceptions of themselves and others (Pianta et al., 2003).

The importance of such relationships is particularly relevant within African educational contexts. African schools operate within complex social, cultural, economic, and institutional environments in which teachers frequently assume responsibilities that extend beyond classroom instruction. Yet educational systems in many African countries continue to experience challenges such as overcrowded classrooms, inadequate educational resources, insufficient numbers of trained teachers, high workloads, and limited school-based psychosocial support services (UNESCO, 2020, 2021). These conditions can restrict the time and opportunities available for teachers to establish individualized, emotionally supportive relationships with their students.

In Cameroon, the psychological well-being of adolescents must similarly be understood within the broader social and educational environment in which they live and learn. The prolonged sociopolitical crisis affecting the North-West and South-West Regions has disrupted schooling, displaced families and learners, and increased concerns regarding children's safety and access to education (Human Rights Watch, 2019; UNICEF, 2021). Schools and students within Fako Division have operated within this broader context of uncertainty and disruption. Consequently, female adolescent students may simultaneously negotiate the normal developmental demands of adolescence and additional environmental, academic, social, and economic pressures.

Female adolescents may also confront gender-specific challenges that potentially influence their psychological well-being. Across sub-Saharan Africa, adolescent girls may experience pressures related to gender norms, domestic responsibilities, early relationships, sexual and reproductive health concerns, harassment, poverty, and unequal educational opportunities (UNICEF, 2021). These vulnerabilities make the presence of supportive adults within schools particularly important. Teachers who communicate respectfully, recognize students' individual difficulties, encourage their aspirations, provide appropriate emotional support, and establish psychologically safe classrooms may therefore constitute an important protective resource.

However, teacher-student relationships are not invariably positive. Relationships characterized by excessive authoritarianism, humiliation, discrimination, emotional distance, favoritism, intimidation, poor communication, or persistent conflict can potentially undermine students' sense of belonging and psychological safety. When students perceive teachers as inaccessible or unsupportive, they may become reluctant to communicate personal and academic difficulties or seek assistance when distressed. This may be particularly consequential for adolescent girls who require trustworthy and supportive relationships within the school environment.

Furthermore, teacher-student relationships are multidimensional. Their influence may operate through teacher emotional support, communication, trust, respect, fairness, responsiveness, closeness, conflict management, and students' perceptions of teacher availability. Bronfenbrenner's (1979) ecological systems theory provides an important basis for understanding this phenomenon because adolescent development occurs through interactions between individuals and the immediate social environments in which they participate. The school and the relationships developed within it constitute an important microsystem capable of influencing psychological development. Similarly, self-determination theory suggests that social environments that support individuals' needs for relatedness, autonomy, and competence contribute to more positive motivation and psychological functioning (Deci & Ryan, 2000).

The problem, therefore, is not simply whether teachers and female students interact, because such interaction is an inevitable part of schooling. Rather, the critical concern is whether the quality and nature of teacher-student relationships significantly influence the psychological well-being of female adolescent students in Fako Division and which dimensions of these relationships are particularly consequential. Without context-specific empirical evidence, educational stakeholders may underestimate the relational dimensions of female adolescent well-being and consequently concentrate interventions primarily on academic achievement while paying insufficient attention to the psychological quality of students' everyday experiences with teachers.

Statement of the Problem

One critical factor contributing to this trend is the poor relationship between teachers and students, characterized by a lack of emotional support and regular encouragement from teachers. This inadequate support can exacerbate existing vulnerabilities, negatively impacting female students' psychological well-being, academic performance, and overall educational experience.

Although considerable research has demonstrated associations between teacher-student relationships and educational outcomes, much of the established literature has focused on academic achievement, motivation, classroom engagement, behavioral adjustment, and school attachment (Cornelius-White, 2007; Roorda et al., 2011; Quin, 2017). Comparatively less attention has been directed towards understanding teacher-student relationships specifically in relation to the psychological well-being of female adolescent students within the sociocultural context of Fako Division, Cameroon. Findings generated in Western or other educational settings cannot automatically be generalized to this context because relationships between teachers and students are embedded within cultural expectations, gender relations, disciplinary traditions, institutional conditions, and wider societal circumstances.

The consequences of poor teacher-student relationships can be far-reaching, including decreased academic motivation and engagement, increased stress, anxiety, and depression, reduced self-esteem and confidence, higher dropout rates. It is from this perspective that the researchers seek investigate the impact of teacher-student relation on the psychological wee-being of female adolescent student in Buea municipality, Fako Division, Southwest Region of Cameroon.

There is therefore a need for empirical investigation capable of presenting us with pathways to enhance teacher-students relationship as major steering shaper of their psychological wellbeing, notably the female adolescent students with proven abject level of vulnerability when face with significant others having decision-power over them. This is important for students, teachers, counsellors, school administrators, parents, teacher-training institutions, and educational policymakers because it can provide a basis for developing relationship-centered interventions, strengthening teacher competencies, improving school counselling programs, and creating psychologically-supportive learning environments. By so doing, this study seeks to address an important contextual and empirical gap and contribute to the development of schools in which female adolescents are supported not only academically but also psychologically, socially, and emotionally.

Main Objective

This study aimed at proposing pathways to enhance teacher-student relationships as to curb the negative impact on the psychological well-being of female adolescent students in Buea municipality, Fako Division, Southwest Region of Cameroon.

Specific Objectives

1. To examine students' suggestions to enhance teacher-student relationships as to curb the negative impact on the psychological well-being of female adolescent students in Buea municipality, Fako Division, Southwest Region of Cameroon.
2. To examine teachers' strategies to enhance teacher-student relationships as to curb the negative impact on the psychological well-being of female adolescent students in Buea municipality, Fako Division, Southwest Region of Cameroon.

Literature Review

Psychological well-being encompasses various aspects, including emotional, social, and psychological functioning. Psychological well-being refers to a state of positive mental health, characterized by an individual's ability to realize their potential, cope with normal stresses of life, work productively, and contribute to their community (World Health Organization, 2018). It encompasses various dimensions, including emotional, social, and psychological functioning, and is often defined by feelings of happiness, life satisfaction, and fulfillment (Ryff & Keyes, 1995). Psychological well-being is a dynamic and multifaceted construct that can be influenced by various factors, including personality traits, life experiences, and social relationships (Diener et al., 2018). Ryff (1989) defines psychological well-being as a multidimensional construct that encompasses six core dimensions: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. Diener (1984) defines psychological well-being as a combination of life satisfaction, positive affect, and low negative affect. He emphasizes the importance of subjective experience and the role of individual differences in shaping well-being. According to Ryff's model (1989), psychological well-being consists of six dimensions: Autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, self-acceptance. Psychological well-being and emotional support are essential for overall health and quality of life (Holt-Lunstad et al., 2015). Psychological well-being refers

to positive mental health and includes aspects such as life satisfaction, purpose, and emotional resilience (Ryff & Singer, 2008). Advantages of psychological well-being and emotional support is that they lower levels of anxiety and depression. High emotional support has been linked to low levels of anxiety and depression (Cohen et al., 2015). Less stress: Emotional support helps you cope with daily and chronic stress, which can negatively impact your physical and mental health (Taylor, 2011).

According to Erikson (1968), adolescence is a critical stage in identity formation, where individuals explore and experiment with different roles and identities. For female adolescents, this process can be particularly complex, as they navigate societal expectations around femininity, beauty, and relationships. As Erikson notes, "the young woman's ego identity is often tied to her relationships and her sense of belonging" (Erikson, 1963, p. 92), body image and self-esteem.

Female adolescents with high psychological well-being tend to have positive relationships, a strong sense of self, and the ability to cope with stress and adversity (Kerr et al., 2017).

According to the World Health Organization (2018), adolescent girls face unique challenges that can impact their psychological well-being, including societal expectations, body image concerns, and experiences of violence and discrimination. Promoting psychological well-being in female adolescents is crucial for their overall development, academic achievement, and future success (Patton et al., 2016). Dimensions of psychological well-being in female adolescents may include: self-esteem and body image, emotional regulation, social connections, academic engagement and resilience.

Research suggests that female adolescents are particularly vulnerable to body dissatisfaction and negative self-image. According to Slade (1994), "the cultural ideal of thinness can lead to feelings of inadequacy and low self-esteem in young women" (Slade, 1994). This can have serious consequences for their mental health and well-being. Female adolescents often prioritize relationships and social connections. According to Gilligan (1982), "girls' sense of self is deeply rooted in their relationships and their ability to form and maintain connections with others" (Gilligan, 1982). This emphasis on relationships can be both a source of strength and vulnerability for female adolescents.

Psychological well-being in adolescent females is a complex and multifaceted topic. During adolescence, females undergo significant physical, emotional, and social changes that can impact their mental health and well-being (Hankin et al., 1998). Some key factors that can influence psychological well-being in adolescent females include: Body image and self-esteem, societal beauty standards whereby social media can contribute to body dissatisfaction and low self-esteem (Slater & Tiggemann, 2015). According to Erik Erikson (1963), adolescence is a critical stage in identity formation, where individuals explore and experiment with different roles and identities. For female adolescents, this process can be particularly complex, as they navigate societal expectations around femininity, beauty, and relationships. As Erikson notes, "the young woman's ego identity is often tied to her relationships and her sense of belonging" (Erikson, 1963).

Teacher-student relationships can significantly impact students' well-being, with positive relationships promoting resilience and negative relationships exacerbating stress (Hamre & Pianta, 2001). Teacher-student relationships and emotional support are crucial for students' psychological well-being. Positive relationships can foster a sense of belonging, self-esteem, and motivation, while negative relationships can lead to stress, anxiety, and decreased well-being (Suldo et al., 2014). A positive teacher-student relationship is characterized by warmth, support, and mutual respect, whereas a negative one is marked by conflict, neglect, or dismissiveness (Pianta, 1999). Research has consistently shown that positive teacher-student relationships are associated with improved psychological well-being, academic performance, and social skills (Suldo et al., 2014).

Emotional support from teachers refers to the provision of emotional comfort, empathy, and reassurance to students, helping them feel valued, understood, and supported (Verschueren & Koomen, 2015). This type of support involves teachers being sensitive to students' emotional needs, providing a sense of security and stability, and helping students develop emotional regulation skills (Pianta et al., 2016). Emotional support from teachers can take many forms, including active listening, validation of feelings, and provision of comfort and reassurance (Rimm-Kaufman et al., 2015). Decades of research have shown that having emotional support in your life has many benefits, including mental health and physical health (Holt-Lunstad et al., 2015). For example, emotional support has been linked to lower levels of anxiety and depression, better stress management, and improved physical health (Cohen et al., 2015).

Emotional support can take many shapes and sizes. It is essential to understand not only what type of emotional support you can offer but also what type of emotional support the other person wants or needs to receive (Burleson, 2003). For instance, your partner might come home from work very stressed and want to recharge. While they would like to tell you all about their stressful day, you would like to show your emotional support by hugging or kissing instead of listening empathically (Cutrona, 1996). Emotional support involves receiving empathy, understanding, encouragement, and comfort from others (Cohen et al., 2015). Decades of research have shown that having emotional support in your life has many benefits, including mental health and physical health (Holt-Lunstad et al., 2015). For example, emotional support has been linked to lower levels of anxiety and depression, better stress management, and improved physical health (Cohen et al., 2015). Emotional support from teachers can mediate the relationship between teacher-student relationships and well-being (Hamre & Pianta, 2001).

Regular encouragement from teachers refers to the provision of positive feedback, praise, and motivation to students, aimed at promoting their self-confidence, self-esteem, and academic engagement (Hattie & Yates, 2017). Encouragement from teachers can involve verbal feedback, written comments, or nonverbal cues, such as smiles or nods of approval (Sun & Leithwood, 2017). Regular encouragement can help students develop a growth mindset, persist in the face of challenges, and develop a sense of competence and self-efficacy (Dweck & Yeager, 2019).

Theoretically, Attachment Theory by Bowlby (1969) and Positive Psychology Theory by Seligman (2011) were used in this study. Attachment theory, developed by John Bowlby (1969), is a psychological model that describes the dynamics of long-term interpersonal relationships. According to Bowlby (1969), attachment is a fundamental human need that is present throughout the lifespan, and it plays a critical role in shaping an individual's emotional and social development. Attachment theory is highly relevant to this study because it provides a framework for understanding the importance of emotional support in relationships between teachers-students. Students who experience secure attachment in school from their teachers are more likely to have better emotional regulation, mental health, well-being and good educational performance.

Seligman's theory of positive psychology (2011) focuses on promoting mental well-being and happiness, rather than just treating mental illness. According to Seligman, positive psychology involves cultivating positive emotions, strengths, and resilience to enhance overall well-being. This theory is highly relevant to this study because it provides a framework for understanding the importance of regular encouragement from teachers in promoting psychological well-being of female adolescents. When teachers are positive towards student, they feel loved and thus turn to work harder with self-confidence and at the end of the day they will perform well academically.

Methodology

Research Design

This study employed a cross-sectional survey design, specifically a qualitative approach. Data were collected using interview guides which are typical survey instruments. Survey consists essentially of collecting people's opinions on a given issue. The study is cross-sectional because it makes just an appraisal or snapshot of the current situation.

Study Area and Setting

The research site for this study is Buea municipality in Fako Division in the Southwest Region of Cameroon. Fako Division is located on the slopes of Mount Cameroon. It is made of five Sub-divisions including Buea, Limbe, Tiko, Muyuka and West Coast. Fako is host to major cities like Buea, Tiko and Limbe which are some of the fastest growing towns in Cameroon today with a mixed cosmopolitan setting. English and French are the two official languages used for general interaction while pidgin is the lingua franca. The Bakweri language spoken by the natives is equally written and documented. The increase in migrants leads to a diversity of children from various ethnic and cultural backgrounds, high demand in lodging, social amenities, training institutions as well as socio-economic challenges. This therefore prompts not only to improve on the number training institutions, but on the number of teachers while considering their skills in adapting in conflict context faced with highly cosmopolitan population and internally-displaced learners. Buea municipality in Fako division in the Southwest region has schools of all strata. These schools range from the tertiary to kindergarten. The division has one state owned university situated in Buea run by state authorities and a good number of private universities. There are other specialized training institutions such the school of public work and National School of Local Administration (NASLA) formerly Centre de Formation and Administration Municipale (CEFAM). There are public and private secondary schools located in all the sub-divisions. The division equally has public and private primary schools. Amongst

special schools found in the division, are Arabic schools, schools for the deaf and dumb, a rehabilitation center for the blind, a reformatory school for young delinquents. However, given the importance of technical education in the region, there are panoply of technical schools ranging from secondary to university levels. These technical schools are public, confessional and lay private dotted all over the region. The division also host several teacher training institutions, both public and private.

Population of the study

The parent population consists of all secondary school students and their teachers. The estimated number of students in secondary schools in Fako is 32,387 people with female making up 18252 (Regional Delegation of Secondary Education, 2023).

Target population

The study targeted essentially female adolescent students aged 14 to 19 years and their teachers.

Sampling technique

The study opted for non-probability sampling technique; non-probability sampling is used when the sample needs to be collected based on specific characteristics of the population. Double-stage sampling approach was used for the schools that were sampled using simple-random-sampling technique notably the balloting approach while stratifying between public, lay private and confessional. The sampling was purposive and convenient because the study targeted essentially adolescent girls aged 14 to 19 years and their teachers, and they were involved in the study opportunistically as they assented or as their parents consented for those aged below 16 years.

Sample

Female adolescent students

Sample size was estimated using sample calculation for one population proportion with the support of Epi Info 6.04d (CDC, 2001) as explained by Nana (2018).

$$n=\frac{NZ^2P(1-P)}{d^2(N-1)+Z^2P(1-P)}$$

Where N=total population here considering and infinite population, Z= Z value corresponding to the confidence level, d= absolute precision, P=expected proportion in the population, n effective=n*design effect (DEFF).

The following additional parameters were used to estimate the sample size:

d= 5%; d is the precision or margin of error; the smaller the precision, the higher the sample size, the reliability and validity of the data. Higher precision reduces the bias related to sampling effect.

P=50%; this is the probability value and 50% is used for optimal sample size. When the population is homogenous with respect to the characteristics under study, the variability is thus low, therefore implying either high or small probabilistic value. When this value tends toward 100%, the variability expressed in term of Standard Deviation reduces highly, thus the sample size. By taking 50%, that is the medium value of the variability, we prospect an optimal sample size.

DEFF=1.1. This is the Design Effect; it is greater than 1 because convenience sampling and not simple random sampling is used as to improve the variability. In fact, the only sampling techniques that give equal chance to all individuals in the population to be sampled are simple random sampling and systematic sampling. As for other sampling techniques, to compensate for bias as deriving from the high potential risk of clustering the sampling, higher DEFFs are used as to improve the variability.

Confidence interval=95% giving a $Z_{\alpha/2}$ =level of significance = 1.96.

The sample size estimated based on the parameters above was 423 participants with the lower bound at 360. This sample size was distributed equally to the sampled schools.

Teachers

A teacher was sampled in each of the school making a total of 10.

Instrument for data collection

Data were collected using interview guides. As for the student, focus was placed on suggestions to improve on teacher-student relationship. Concerning the teachers, description of their relationship with their female adolescent students, emotional support provided to their female adolescent students in their challenging moments, and strategy used to offer regular encouragement to them were captured. As for the demographic characteristics, school, type of school, class and location were considered as to make sure participants were diversified in their characteristics which is an added value to the validity of the data.

Validity of Data Collection Instruments

The validity of the data collection instruments was ensured through content, construct, and face validity procedures. A senior colleague and a statistician reviewed the instruments to assess clarity, relevance, and alignment with the study objectives. A pilot study was conducted in GBHS Tiko, which was not included in the final sample, to test comprehensibility, feasibility, and contextual appropriateness. Feedback from the pilot informed

refinements to the instruments' wording, response categories, and data collection procedures.

Reliability of Data Collection Instruments

Given that we are dealing with essentially qualitative data, the panel of judge method of reliability was employed. The method is a palliative to most of test-retest methods problems. Rather than submitting people to the same questionnaire in two different occasions, this method allows two or more judges to appraise the data collection instrument. This method although safe from some disadvantages of the test-retest method, depends highly on the level conceptual reasoning, the background and the sense of logical and systematic reasoning of the judges. Generally, the judges should have the suitable background meeting the inclusive criteria of the study. The approach of analysis of panel of judge method is similar to that of parallel method in qualitative studies. The parallel method generally applies when dealing with quantitative studies. However, this method or panel-of-judge method can be used in qualitative research as it is the case in this study, whereby reliability was appraised not mathematically but conceptually which is termed conceptual parallel method by Nana (2018). The responses of the judges were appraised as to make sure that they had the same interpretation or understanding of the questions; this was an indication that the questions were well framed and were understandable. This approach is similar to content validity but the difference lies to the fact that the respondents here shall meet the profile of the study participants, and another difference lies to the fact that the responses are appreciated not by the respondents but by a third party-judge, generally the researchers including the statistician. In this perspective, for each interview guide, coupled to the content and construct validity from the colleagues, two respondents meeting the inclusion criteria of the study and able for self-response were given the interview guide for responses. Notably for teachers, comprehension and vocabulary challenges were raised and they were sorted out, adjusted and verified for cross-validations.

Ethical Considerations

An authorization to carry out research was obtained from the Ministry of Research, notably the Regional Center for Research and Innovation for the Southwest Region. Participants were informed about the study's purpose and procedures before data collection. Participation was voluntary, and respondents could decline or withdraw at any time without negative consequences. Informed assent was obtained from all participants before questionnaire administration and the consent of the parents of those adolescent girls aged below 16 years was sought. Confidentiality and anonymity were maintained by not recording personal identifiers; all information collected was backed up, used strictly for research purposes, and reported in summary form.

Data Analysis

Qualitative textual data were generated from interviews to capture in-depth information on the subject matter. They were analyzed using the process of thematic analysis whereby concepts or ideas were grouped under umbrella terms or key words. The first stage consisted in deciding on the level of analysis. At this level, single words, clauses and sets of words or phrases were coded. The researcher did not initially decide on how many different concepts to code and for this reason, a pre-defined or interactive set of concepts / categories was not initially developed and concepts or umbrella terms emerged from the data. However, pre-established standardized terminology was used to enrich the umbrella terms that emerged from the study as to make the findings more comparable. The primary documents of textual data were coded for every independent idea as it emerged from the data and for frequency of concepts following the positivism principle, but the theoretical perspective guiding the interpretation of findings was dominantly qualitative. However, the frequency or grounding also reflects how many times a concept emerged and was a major indicator of emphasis. Precautions were taken to clearly determine the meaning of themes or umbrella term and what they stand for. In the context of this study, to satisfy this requirement, findings were organized in code-grounding-quotation tables whereby themes or codes were clearly explained or described, followed by their grounding or frequency of occurrence and at the same time backed by their related quotations presented verbatim. The code-quotation table ensures the objectivity and reliability of qualitative analysis in the sense that if code/concepts/umbrella terms and their descriptions can be subjected to relative errors, the quotations are grounded and real and thus help compensate for potential bias (Nana, 2018).

Results

Demographic information

Students

Table 1: Demographic characteristics of female adolescent students

Age range	**n**	**%**
14-17	314	76.8
18-19	95	23.2
School	**n**	**%**
GBHS Muea	41	10.0
GBHS Molyko	40	9.8
GBHS Bokwango	41	10.0
CUIB Molyko	41	10.0
Mount Camel	41	10.0
Julius Peters S.S.	41	10.0
BHS Soppo	41	10.0
St Therese International S.S.	41	10.0
Inter Comprehensive Molyko	41	10.0
Full Gospel S.S Bokwai	41	10.0
Type of school	**n**	**%**
Public	163	39.9
Lay private	85	20.8
Confessional	161	39.4
Location	**n**	**%**
Rural area	198	48.4
Urban area	211	51.6
Class	**n**	**%**
Form 1	12	2.9
Form 2	14	3.4
Form 3	48	11.7
Form 4	92	22.5
Lower Sixth	172	42.1
Upper Sixth	71	17.4

Adolescent girls were well stratified in their demographic characteristics (table 1). With respect to age, 76.8% (314) of them were aged 14-17 years and 23.2% (95) 18-19 years. They were sampled from 10 schools whereby 39.9% (163) were public, 60.6% (85) lay private and 39.4% (161) confessional. Both rural and urban schools were sampled with proportion shares of 48.4% (198) and 51.6% (211) respectively. Their classes sprayed from Form One to Upper Sixth.

Teachers

Altogether, 10 teachers were interviewed and they were almost equally shared between public, private and confessional schools and between art and science. They were all male, generally married 80.0% (8) while the rest were single. Their mode age was 25-54 years with a proportion of 60.0% (6), 20% (2) were aged 20-24 years, and the same proportion was in the age range 55-64 years.

Improving teacher-female adolescent students' relationships as to curb the negative impact on psychological wellbeing

Female adolescent students' perspectives

Table 2: Thematic analysis depicting what female adolescent students' think should be done to improve on their relationships with their teachers

Code	Code description	Grounding		Quotation
		n	%	
Academically-driven teacher-student relationship	Good teacher-student relationship essentially academically driven whereby teachers should be approachable, care for students, encourage them to learn, no sexual relationship, listen to their problems and help out as to make them open up and improve their well-being and academic achievement, but with a reasonable level of strictness	160	39.1	*"Teachers should students who need help" "Teachers should encourage student to study hard" "Teachers should use respectful language when talking to students"; "They should be caring and interact with female students positively" "Teachers should avoid any thing sexual with female students"; "Students should never be force to accept relationship from teachers" "Students should not lost marks because of poor relationship with the teacher"; "Teachers should be friendly to student so that they can open up to them" "Teachers should not date their own student but should encourage them to work had in toward their academic"; "Teachers should be patient and approachable"; "Teachers should be friendly, kind and playful but also strict on female students" "Boundaries should be set so that the relationship is strictly academic"; "Teacher and student most work together"*
Capacity building	Teachers should be endowed with emotional or psychological screening ability to be able to identify students with emotional problems, good attitude and communication skills as to enhance good teacher-student relationship	78	19.1	*"Teachers should learn how to identify students with emotional problems"; "Teachers should be taught respect and communication" "Teachers should be sensitized on how to properly understand and manage female adolescent students" "Teachers should do a lot of in-service training" "Teachers should be train on how to teach female adolescent students" "Teachers should learn to ask students questions when they notice something wrong" "Teachers should be train on how to advise"*

				"Teachers need to go for teachers training"
Punitive measures	Punitive measures as teachers that harass students should be punished	44	10.8	*"Teachers who harass students should be punished"* *"Teachers who abused their position should be remove from that position"* *"Teachers who treat female students poorly should face serious consequences"*
No teacher seducing attitude	Teachers to stop seducing attitude like maliciously corrupting girls' mind by praising them or favoring them with intention to date them	39	9.5	*"Teachers should stop telling girls that they are beautiful"* *"Teachers should stop asking students out"* *"Teachers should stop asking student out as student need counselling from teachers"*
No student seducing attitude	Girls should avoid provocative attitude like indecent dressing that may induce seduction. In fact, both teachers and students should respect each other boundaries and responsibilities	36	8.8	*"Students should stop waring short uniform to attract male teachers"* *"Students should have respect for their teachers"* *"The female students should get more attracted to female teachers than male teachers";* *"Girls should not temp male teachers"* *"Female students should be conscious of what they wear to come to class"*
Counselling of student	Adequate counselling from guidance counsellors	28	6.8	*"Students need special advice from counsellors"* *"Students should always meet a counsellor"* *"Constant counselling"* *"The school should have a counsellor"*
Respect of right	Respecting the right of female students to be treated with respect and dignity, right to protection by educators and elders	28	6.8	*"Female students should be treated with dignity and respect";* *"Teachers should avoid insulting the student skin type";* *"Teachers should be open to students and be considerate to the female students"* *"Teachers should treat all students equally"* *"Teachers need to be friendly to student and not judgmental";* *"Teachers should protect students from bad relationship"*
More female teachers	Recruiting more female teachers	20	4.9	*"More female teachers should be employed"* *"Female teachers should go for more training"* *"More female teachers should be*

				employed as male teachers like some girls more than others"
SRH empowerment	Initiatives towards sexual and reproductive life empowerment of female students should be enhanced	20	4.9	*"Female teachers should continue to encourage female student on how to go about their sexual life"* *"Sexualism should be taught in schools"* *"Female students should be able to standup for themselves"*
Duty consciousness	Teachers should be duty conscious and by-so-doing focusing in meeting teaching objectives	16	3.9	*"Teachers should be strict and do their job by teaching students"* *"Teachers should be serious with their teaching"*
Rules and regulations	Rules and regulations as laws should be put in place for male teachers to regulate their attitude towards girl students and for female students to keep within their boundaries as students	12	2.9	*"Laws should be put in place for male teachers following their poor attitude towards female students"* *"Laws should be put in place to avoid poor female teacher relationship"* *"Both teachers and students should respect each other boundaries and responsibilities"* *"Discipline should be for both teachers and students"*
Supervision	Authorities should supervise teacher-student relationship	8	2.0	*"Authorities should supervise teacher-student relationship"* *"The school authorities should always have meetings with the teachers"* *"The principal should follow up teachers"* *"There should be more supervision of student-teacher relationship"*
Counselling of teacher	The teachers should also have counsellors to help them streamline the way they handle their students	4	1.0	*"The teachers should also have counsellors"* *"Teachers should have access to trust counsellors"*
Awareness campaigns	Regular meetings with students and teachers, awareness campaigns to curb deviance practices in schools	2	0.5	*"There should be regular meetings with students and teachers"* *"Organize campaigns of sexual affairs"*
Consideration of complains	School authorities should investigate students' complains fairly	2	0.5	*"School authority should investigate complains fairly"* *"Complains should be investigated without protecting the teachers"*
Parental support	Good parenting with parents advising children adequately	1	0.2	*"Students need special advice from parents"*
Female counsellors	Female students should have access to female teachers for support	1	0.2	*"Female students should have access to female teachers for*

				support"
Knowledge of rights	Female students should be informed of their rights	1	0.2	*"Students should be informed about their right"*
No problem	No problem as teachers have good relationship with female students	1	0.2	*"My school teachers have a good relationship with female students"*
Self-control	Self-control as teachers should not easily fall in love or feel attracted by their female students	1	0.2	*"Teachers should be patience with students in class despite their physical appearance"*
Ethical and moral	Teachers should be ethically and morally fit to be conscious of the problems they caused to students and their parents by misleading the girl student	1	0.2	*"Teachers should put themselves in the shoes of parents and students"*
Spiritual education	Teachers should educate students more on their spirituality	1	0.2	*"Teachers should educate students more on their spirituality"*

Female students' suggestions to improve their relationship with their teachers were among others good teacher-student relationship essentially academically-driven, whereby teachers should be approachable, care for students, encourage them to learn, no sexual relationship, listen to their problems and help out as to make them open up and improve their well-being and academic achievement, but with a reasonable level of strictness; teachers should be endowed with emotional or psychological screening ability to be able to identify students with emotional problems; good attitude and communication skills as to enhance good teacher-student relationship; punitive measures as teachers that harass students should be punished; teachers to stop seducing attitude like maliciously corrupting girls' mind by praising them or favoring them with intention to date them; girls should avoid provocative attitude like indecent dressing that may induce seduction and both teachers and students should respect each other's boundaries and responsibilities; adequate counselling from guidance counsellors; respecting the right of female students to be treated with respect and dignity; right to protection by educators and elders; recruiting more female teachers and counsellors; initiatives towards sexual and reproductive life empowerment of female students to be enhanced; teachers should be duty conscious and by so doing focusing in meeting teaching objectives; rules and regulations as laws should be put in place for male teachers to regulate their attitude towards female students and for female students to keep within their boundaries as students; authorities should supervise teacher-student relationship; teachers should also have counsellors to help them streamline the way they handle their students; regular meetings with students and teachers; awareness campaigns to curb deviance practices in schools; school authority should investigate complains fairly; good parenting with parents advising children adequately; female students should have access to female teachers for support; female students should be informed of their right; no problem as teachers have good relationship with female students; self-control as teachers should not easily fall in love or feel attracted by their student; teachers should be ethically and morally fit to be conscious of the problems they caused to students and their parents by misleading the girl student; and teachers should educate students spiritually (table 2).

Teachers' perspective

Table 3: Teachers' description of their relationship with their female adolescent students

Code	Code description	Grounding	Quotation
Good		100% (10)	*"Good" (Teacher, public school)* *"Very good" (Teacher, confessional school)*
Interaction	Cordial and regular interaction with female adolescent students	90% (9)	*"I always interact with them" (Teacher, public school); "I understand that at this stage she can be very difficult to instruct and control but I do my best to constantly talk to her and she loves my company" (Teacher, private school)*
Open up / trust	Female adolescent students have trust in their teachers as they open up and confide to	40% (4)	*"Interesting, they usually feel free" (Teacher, public school); "Confiding in me" (Teacher, private school); "The student feels free to discuss with me, she feels safe and motivated to learn"*

	them		*(Public school teacher); "She loves my company" (Teacher, private school)*
Fatherly	Fatherly, father-daughters bond withing professional boundaries	20% (2)	*"Father-daughters bond" (Teacher, public school) "Friendly" (Teacher, private school)*
Professional	Professional	10% (1)	*"Professional" (Teacher, confessional school)*
Respectful	Respectful	10% (1)	*"Respectful" (Teacher, confessional school)*
Supportive	Supportive	10% (1)	*"Supportive" (Teacher, confessional school)*

Teachers generally qualified their relationship with their female adolescent students as good. In this perspective, they highlighted cordial and regular interaction with female adolescent students, female adolescent students having trust in their teachers as they open up and confide to them, respectful, supportive and fatherly relationship in the sense of father-daughters bond withing professional boundaries (table 3).

Table 4: Teachers' description of how emotional support is provided to their female adolescent students in their challenging moments

Code	Code description	Grounding	Quotation
Possible best	Teachers try their possible best to support them in moment of challenges	70% (7)	*"I try my possible best" (Teacher, public school); "I try my best" (Teacher, private school)*
Availability and listening	Making sure to always be present and available for the students, listening to them carefully	40% (4)	*"I make sure am always present and available" (Teacher, public school); "Caring and listening to her challenges" (Teacher, private school) "Listen to them carefully" (Teacher, confessional school)*
Guidance counseling	Guidance counselling to help student overcome or cope with their problems	30% (3)	*"Through counselling" (Teacher, public school); "We provide counselling to them through psycho-social support" (Teacher, private school)*
Materially	Material support	30% (3)	*"Materially" (Teacher, public school) "I offer guidance and resources" (Teacher, private school)*
Referral	Refer them to the appropriate guidance counsellor or where they can get support	30% (3)	*"Refer them to the appropriate guidance counsellor" (Teacher, confessional school) "Accepting her feelings and asking what support she needs, connecting her to areas that be of help to her" (Teacher, private school); "Also do advocacy for those with exceptionality" (Teacher, private school"*
When need arises	Emotional support if provided when need arises	10% (1)	*"Yes, really when there is need" (Teacher, confessional school)*
Confidence building	Building confidence in students by reassuring them to enhance self-esteem	10% (1)	*"Reassure them during such period" (Teacher, public school)*
Objective assessment	Objective assessment of their concerns, that is listening without judging	10% (1)	*"I listen without judging" (Teacher, public school)*
Problems and solutions	Identifying their problems and attempting to provide the necessary solutions or giving orientations for solutions	10% (1)	*"Accepting her feelings and asking what support she needs, connecting her to areas that be of help to her" (Teacher, public school)*
Improve self-	Improving their self-esteem by	10% (1)	*"Encourage them" (Teacher, public*

esteem	encouraging them		*school)*
Psychological safety	Ensuring the psychological safety of the students	10% (1)	*"I ensure psychological safety" (Teacher, private school"*
Academically-related	Intervention withing academic boundaries	10% (1)	*"I ensure psychological safety without overstepping boundaries. I listen actively in a visible, safe space in school and maintain professional distance" (Teacher, private school)*
Person-centered language	Use person-centered language e.g. instead of what is wrong with you, one asks what happens and how to navigate it together	10% (1)	*"Use person-centered language e.g. instead of what is wrong with you I ask what happens and how can we navigate it together" (Teacher, public school)*

With respect to emotional support provided to female adolescent students in their challenging moments, teachers try their possible best to support them in moment of challenges, make sure to be always present and available and listening to them carefully, guidance counselling to help student overcome or cope with their problems, material support, referring them to the appropriate guidance counsellor or where they can get support, emotional support if provided when need arises, building confidence in students by reassuring them to enhance self-esteem, objective assessment of their concerns, that is listening without judging, identifying their problems and attempting to provide the necessary solutions or giving orientations for solutions, improving their self-esteem by encouraging them, ensuring the psychological safety of the students, intervention withing academic boundaries, and using person-centered language e.g. instead of what is wrong with you one asks what happens and how to navigate it together (table 4).

Table 5: Teachers' description of how they usually encourage their female adolescent students

Code	Code description	Grounding	Quotation
Most often		70% (7)	*"Most often in school" (Teacher, public school)* *"I do, most often in school and before they go on vacation"* *"Very often" (Teacher, private school)*
School return	Teachers motivate their students at the beginning of the academic years	40% (4)	*"I do at the beginning of the academic year" (Teacher, public school)*
Sometimes		40% (4)	*"Sometimes" (Teacher, public school)*
Before vacation		10% (1)	*"… before they go on vacation" (Teacher, private school)*
Need-driven	When need arises or at any time the student needs help	10% (1)	*"Yes. At any time, she needs my help" (Teacher, public school)*
Grounding	Grounding is done by helping students identify a female family member whom they trust	10% (1)	*"Yes, I do grounding by helping them identify a female family member whom they trust" (Teacher, private school)*

Teachers mostly encourage their female adolescent students often, followed by those that do that at the beginning of the academic year or sometimes, then comes those that do it before vacation, when need arises or at any time the student needs help, or grounding done by helping students identify a female family member whom they trust (table 5).

Table 6: Teachers' description of strategies used to offer regular encouragement to their female adolescent students

Code	Code description	Grounding	Quotation
Know them individually	Know them individually	60% (6)	*"I get to know them individually" (Teacher, public school)*
Improving self-esteem	Help them improve their self-esteem and prospects in life	40% (4)	*"Tell them that the days ahead are always better and that hard work pays" (Teacher, public school)*

			"I believe you can make it, you can make progress, we can always work together on your strength and weaknesses" (teacher, confessional school) *"I know you can make it, so do not give up, things will be better" (Teacher, private school)*
Friendly	Friendly relationship	30% (3)	*"I am usually friendly with them" (Teacher, public school)*
Listening	Paying attention to their problem by listening to them actively	30% (3)	*"I listen to them actively" (Teacher, public school)*
Conducive classroom atmosphere		10% (1)	*"Create a safe and respectful classroom environment where they feel comfortable expressing their concerns and asking for help" (Teacher, public school)*
Adequate communication	Constant, free and positive communication with the students	10% (1)	*"Constant communication" (Teacher, public school)* *"We get them to feel free to discuss their problem with us" (teacher, confessional school)* *"Positive communication"*
Diversified communication	Diversified communication approaches, like individual and group discussions	10% (1)	*"Individual and group discussions" (teacher, confessional school)*

Concerning strategies used to offer regular encouragement to their female adolescent students, teachers strive to know them individually, help them improve their self-esteem and prospects in life, friendly relationship, paying attention to their problem by listening to them actively, constant, free and positive communication with the students, and diversified communication approaches, like individual and group discussions (table 6).

Convergences

Both students and teachers advocated for relationships within academic boundaries, supportive and friendly relationship for confidence building as to enhance trust and openness, counselling, adequate communication, conducive classroom atmosphere where everyone should feel free to express oneself, and the avoidance of provocative attitude like indecent dressing.

Divergences

Students discriminately recommended punitive measures, the recruitment of more female teachers and counsellors, the respect of their rights, the need for female students to know their rights, sexual and reproductive health education, self-control, spiritual education, awareness campaign, consideration of their complains by the hierarchy, parental support, supervision of activities by the hierarchy, and the need to improve the psycho-social skills of teachers through training.

Teachers on their part specifically suggested diversified communication approaches like individual and group discussions, grounding which is done by helping students identify a female family member whom they trust, the use of person-centered language e.g. instead of what is wrong with you one asks what happens and how to navigate it together, and material support.

Discussion of findings

This study aimed at proposing pathways to enhance teacher-student relationships as to curb the negative impact on the psychological well-being of female adolescent students in Buea municipality, Fako Division, Southwest Region of Cameroon. Convergently, both students and teachers advocated for relationship within academic boundaries, supportive and friendly relationship for confidence building as to enhance trust and openness, counselling, adequate communication, conducive classroom atmosphere where everyone should feel free to express oneself, and the avoidance of provocative attitude like indecent dressing. Students discriminately recommended punitive measures, the recruitment of more female teachers and counsellors, the respect of their rights, the need for female students to know their right, sexual and reproductive health education, self-control, spiritual education, awareness campaign, consideration of their complains by the hierarchy, parental support, and the need to improve the psycho-social skills of teachers through

training. Teachers on their part specifically suggested diversified communication approaches like individual and group discussions, grounding, the use of person-centered language, and material support. Both teachers and students advocated the avoidance of provocative attitude, thus supporting Pianta (1999) who said that a positive TSR is characterized by warmth, support, and mutual respect, whereas a negative TSR is marked by conflict, neglect, or dismissiveness. Moreover, this work is in line with the Attachment Theory by Bowlby (1969) and Positive Psychology Theory by Seligman. To Seligman regular encouragement from teachers will make student feel loved and thus turn to work harder with self-confidence and at the end of the day they will perform well academically. This study further emphasized confidence building when relationships between teacher and students are conducive and academically driven, as student will open up to their teachers thus closing psychological gaps, which is paramount for a conducive learning environment where communication between teachers and students is expected to be friendly for knowledge to be shared and consumed with ease. Also, teachers regularly encouraged their students, and this was one of the major strategies they employed to help them overcome challenges. Adolescence is a period during which relationships with significant adults can contribute substantially to identity development, emotional adjustment, self-esteem, resilience, and psychological functioning (Sawyer et al., 2018). Given the considerable amount of time adolescents spend within schools, teachers constitute an important part of the social environment shaping their developmental experiences and teachers in this study context were conscious of that, given the multiple strategies they used to help female adolescent students well-regulated emotionally. The literature suggests that positive teacher-student relationships characterized by trust, respect, empathy, fairness, effective communication, emotional support, and responsiveness as recommended in this study context can strengthen students' sense of belonging, engagement, motivation, and psychological adjustment (Cornelius-White, 2007; Roorda et al., 2011; Quin, 2017). Conversely, persistent conflict, rejection, humiliation, discrimination, intimidation, or emotional distance within teacher-student interactions may undermine students' psychological safety and their willingness to participate meaningfully in school life and these were deplored by students in this context. This reinforces the argument that the interpersonal quality of schooling should be regarded as an essential component of educational effectiveness and students in this study context argued this consistently. Students' expectations for punitive measures are consistent with Fonkeng and Tedjong (2107) who earlier recommended the motivation for committed teachers and punishment of uncommitted ones. The study therefore highlights the necessity of moving beyond a conception of teachers solely as transmitters of academic knowledge but emphasized the need to create a friendly learning environment. Teachers are important relational actors within the developmental ecology of students. Knowing students individually was a strategy employed by teachers to enhance the psychological wellbeing of female students. This corroborates Abban (2024) who following research on the influence of teachers-students' relationship on students' academic achievement in public secondary schools in Katsina State resolved that further positive ways through which the relationship between the teachers and students could be improved include teachers use of teaching aids, interactive classrooms, having interpersonal relationship with students which is evident through knowing their names individually.

Conclusion

The study unfolded sundry measures and strategy to steer teacher-student relationships towards improving the psychological well-being of female adolescent students in Buea municipality in Fako Division, Southwest Region of Cameroon. Suggestions from both teachers and students could be grouped into six main categories: Individual-centered commitment whereby both students and teachers should have a sense of self-control and avoid provocative attitude; knowledge enhancement whereby when teachers are expected to be capacitated in psycho-social knowledge, students are requested to know their rights and exposed to sexual and reproductive health education; relationship with academic boundaries and this was emphasized by both teachers and students and they perceived this essential for a conducive and fair classroom and learning environment where trust, fluent communication, confidence and friendship shall prevail; counselling that should be improved and sustained; material support whereby this was essentially suggested by teachers while students on their parts specifically requested for more female teachers and counselors; punitive measures and the need to take students' complains into consideration; in a global perspective, students recommended awareness campaign and parental support. Consequently, strengthening positive teacher-student relationships should be considered an important educational and psychosocial intervention rather than an optional dimension of good teaching. Investment in healthy teacher-student relationships represents an investment in the psychological well-being,

educational participation, personal development, and future prospects of female adolescent students. Ultimately, the study concludes that the psychological well-being of female adolescent students is inseparable from the relational quality of their educational experiences, reason why students went further to advocate for punitive measures, awareness campaign and the need to capacitate teachers in psychological knowledge**.** A school cannot be considered fully effective merely because students perform well academically if its interpersonal environment generates fear, rejection, humiliation, emotional insecurity, or social isolation to serve self-interest. Conversely, classrooms characterized by respect, trust, encouragement, connectedness, and supportive teacher-student interactions can provide conditions within which female adolescents are better positioned to develop positive self-perceptions, resilience, emotional stability, healthy relationships, and a sense of purpose. For the schools in Fako Division and Cameroon more broadly, the challenge is therefore to develop educational environments in which academic excellence and psychological well-being are treated as mutually reinforcing outcomes of quality education**.**

Limitations

This study was conducted in a region facing socio-political instability since 2016, which made working in rural/remote areas challenging. Despite these constraints, the study objectives were optimally achieved.

Recommendations

To enhance the effectiveness of teacher-female adolescent students' relationship, the following recommendations can be made:

Awareness campaign for the issue of issue of teacher-student relationship not to be confined to solely educators and students but to be extended to others fringes of the society for a concerted effort.

Enhancing and sustaining trauma and mental health care management course to foster teachers' psycho-social knowledge necessary to better regulate their relationship with their female student, a panacea for their psychological wellbeing, academic achievement and socio-cultural development.

Students should be given room for sexual and reproductive health empowerment or educations, knowledge of their right and to be able to table complains freely but objectively as to depart from manipulative moves by ill-intentioned fellows.

Suggestion for further research

A study can be carried out to appraise pathways the impact of trauma and mental health care management course on the enhancement of teacher – female adolescent students' relationships toward improving their psychological wellbeing.

Acknowledgements

The authors extend their sincere appreciations to the study participants, to the head of the various schools, and to the ministry of research for granting the authorization to carry out this study. Their devotion and collaboration were instrumental in ensuring the successful realization of this study.

Disclaimer

The views and opinions expressed in the submitted article are the author's own and not the official position of the affiliated institutions.

Competing Interest Statements

The authors declare no competing interests with respect to this study and publication, and all data used in this study are available.

Ethical Clearance Approval

An authorization to carry out research was obtained from the Ministry of Research, notably the Regional Center for Research and Innovation for the Southwest Region, Ref. No 046/MINRESI/RCC/C/09/2026.

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