

Effectiveness of Parent Management Training on Coping Responses and Social Competence in Students with Oppositional Defiant Disorder

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1. Round 1

1.1. Reviewer 1

Reviewer:

The introductory paragraph provides a general overview of ODD and its negative impact on children's functioning. However, the sentence "...leading to emotional distress and strained interactions with peers and adults (Ding et al., 2020)" could be expanded to provide more context. For instance, consider detailing how ODD-related emotional distress manifests (e.g., mood dysregulation, irritability) and explicitly linking these symptoms to known developmental trajectories.

The reference to maladaptive coping responses (e.g., aggression, avoidance) at the end of this paragraph is timely. However, the sentence "Maladaptive responses, when left unaddressed, can perpetuate a cycle of negative outcomes..." would benefit from explicit mention of longitudinal studies that show the persistence of ODD-related maladaptive coping into adolescence and adulthood, thereby reinforcing the importance of early intervention.

While the authors highlight the role of social competence, the sentence "The development of social competence is another crucial factor..." could be improved by distinguishing social competence from social skills. Incorporate a recognized definition (e.g., Rose-Krasnor's conceptualization of social competence) to provide a more precise theoretical anchor.

When stating “The statistical population of this study consisted of all male students aged 8 to 11 years who attended counseling centers...in 2024,” clarify the population size or demographic distribution if possible. Also, consider explaining why only male students were included or if this was due to availability. This will help readers assess the generalizability of the findings.

The sentence “...selected based on the inclusion criteria and using purposive sampling” should more explicitly justify why purposive sampling was chosen over probability sampling. Discuss any potential biases introduced by this choice and how they were mitigated.

The inclusion and exclusion criteria are well-defined, but consider specifying the “Achenbach Questionnaire” used. For example, the Child Behavior Checklist (CBCL) or Achenbach System of Empirically Based Assessment (ASEBA) should be explicitly named and referenced, including the exact version or form to enhance replicability.

The article transitions directly from the Methods to the Discussion without explicitly outlining the statistical results. Even though the text mentions ANCOVA, consider including a dedicated results paragraph detailing test statistics (F-values, p-values, effect sizes) for both coping responses and social competence outcomes. This level of detail is essential for scientific rigor.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

In the sentence “These responses—such as problem-solving, communication skills, and emotional regulation—can positively affect how students deal with stressful or conflict-inducing situations,” consider citing or integrating theoretical frameworks, such as Lazarus and Folkman’s stress and coping theory, to provide a more robust conceptual foundation. This would strengthen the link between adaptive coping strategies and established psychological frameworks.

In the discussion of social skills training programs, as in “Social skills training programs...have shown promise in helping children with ODD improve their social interactions,” consider citing meta-analyses or systematic reviews (if available) that quantitatively summarize the effectiveness of these interventions, thus giving readers a better sense of the evidence base.

The paragraph discussing parent management training (PMT) is well-conceived. However, the sentence “Research suggests that parent management training (PMT) is an effective intervention...” would be stronger if accompanied by specific effect sizes or outcome measures from existing literature (e.g., from well-cited randomized controlled trials) to illustrate the magnitude of PMT’s impact.

The statement “Parents who engage in PMT programs often demonstrate a greater understanding of their child’s needs...” is important but could be more nuanced. Consider adding a brief mention of mechanisms of change (e.g., improved parental self-efficacy, reduced harsh discipline) that mediate the relationship between PMT and child outcomes.

In the sentence “Participating in such programs helps reduce parental stress, anxiety, and frustration...” it may be valuable to cite studies that have employed validated measures of parental stress (e.g., the Parenting Stress Index) to substantiate this claim with empirical data, reinforcing the rigor of the statement.

In the sentence “These findings are consistent with the results of several studies...” it would be beneficial to summarize key findings from those cited studies. For example, highlight whether those studies reported large effect sizes, long-term follow-ups, or improvements across multiple contexts (e.g., home and school), to provide depth to the claim of consistency.

While the discussion emphasizes the necessity of early intervention, the text could be enriched by mentioning preventative frameworks. The sentence “...if not addressed early, can lead to significant problems...” might include a reference to prevention science literature or Tier 1 interventions in school-based settings, thereby broadening the applicability of the findings.

When stating “...parent management training significantly reduces defiant and oppositional behaviors...” consider adding information about how quickly these changes typically occur, whether they are sustained over time, and if booster sessions are recommended. This temporal dimension would inform practitioners about treatment longevity and maintenance.

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2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.