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Original Article (Quantitative)

The Effectiveness of Parent Management Training on Academic Hope and Academic Self-Efficacy in Students with a History of Cannabis Use

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Abstract

Cannabis use during adolescence can be associated with various individual, familial, and academic consequences and may affect students' attitudes toward their academic future and their beliefs about their ability to achieve academic success. Therefore, the present study aimed to investigate the effectiveness of Parent Management Training on academic hope and academic self-efficacy in students with a history of cannabis use. The present study employed a quasi-experimental design with a pretest, posttest, and follow-up assessment and a control group. The statistical population consisted of male upper-secondary school students with a history of cannabis use in Sari during the 2024–2025 academic year (1403–1404). A total of 30 eligible students were selected through convenience sampling and randomly assigned to an experimental group and a control group, with 15 students in each group. The parents of students in the experimental group participated in a Parent Management Training program, while the control group received no intervention during this period. Data were collected using the Academic Hope Questionnaire developed by Khorrami and Kamari (2017) and the Morgan-Jinks Academic Self-Efficacy Scale (1999). Data were analyzed using repeated-measures analysis of variance and appropriate statistical tests to examine changes across the three assessment stages: pretest, posttest, and follow-up. The results showed that Parent Management Training significantly increased academic hope and academic self-efficacy in the experimental group compared with the control group ($P < 0.05$). Furthermore, the follow-up results indicated that the effects of the intervention on academic hope and academic self-efficacy were maintained over time, with no significant difference between the posttest and follow-up results. The findings suggest that Parent Management Training can improve the quality of parent–adolescent interactions, strengthen effective parental supervision and support, and reduce dysfunctional interaction patterns, thereby contributing to increased academic hope and academic self-efficacy among students with a history of cannabis use. The maintenance of these effects at follow-up further indicates that this intervention may be effective in improving psychological indicators associated with the academic functioning of these students.

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