Clinical Trial Protocol
Iranian Registry of Clinical Trials

08 Nov 2026

Comparing the Effectiveness of Self-Regulated Learning Strategies Training and Executive Function Enhancement Training on Academic Optimism, Sense of Belonging to School, and Academic Help-Seeking in Students with Low Academic Achievement

Protocol summary

Study aim

Determining the difference in the effectiveness of self-directed learning strategies training and executive function enhancement training on academic optimism, sense of belonging to school, and academic help-seeking in students with low academic achievement

Design

The clinical trial has a control group with parallel groups, double-blind, selected by purposive randomization, and with a sample size of 45 people, they are placed in three groups of 15 people by simple randomization.

Settings and conduct

This study will use a field experimental research method and an extensive pre-test and post-test design with a follow-up phase. All participants, clinical caregivers, and evaluators who interpret the data will be kept confidential and all participants will be given pseudonyms.

Participants/Inclusion and exclusion criteria

-Study subjects: Students with low academic achievement. -Age range: 15. -No concurrent clinical disorders and no dependence on alcohol or drugs. -Participate in the study with informed consent. -People who have a history of physical problems that could interfere with the research process. -No concurrent clinical disorders and no dependence on alcohol or drugs.

Intervention groups

Self-directed learning strategies: In this method, learners will develop greater speed and accuracy in learning, developmental issues such as greater self-confidence, and greater responsibility will also be created in learners. Executive Function Enhancement Training: The goal of this therapy is to help individuals adjust and adapt cognitive performance in the areas of attention and concentration and many other cognitive processes.

Main outcome variables

teaching self- regulated learning strategies, teaching empowerment executive functions, academic optimism, sense of belonging to school, academic help seeking, students

General information

Reason for update

Acronym

IRCT registration information

IRCT registration number: **IRCT20250217064751N1**
Registration date: **2025-03-07, 1403/12/17**
Registration timing: **registered_while_recruiting**

Last update: **2025-03-07, 1403/12/17**
Update count: **0**

Registration date

2025-03-07, 1403/12/17

Registrant information

Name

Roghayeh Esmail darjani

Name of organization / entity

Country

Iran (Islamic Republic of)

Phone

+98 11 3252 8304

Email address

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Recruitment status

Recruitment complete

Funding source

Expected recruitment start date

2025-03-05, 1403/12/15

Expected recruitment end date

2025-06-05, 1404/03/15

Actual recruitment start date

empty

Actual recruitment end date

empty

Trial completion date

empty

Scientific title

Comparing the Effectiveness of Self-Regulated Learning Strategies Training and Executive Function Enhancement Training on Academic Optimism, Sense of Belonging to School, and Academic Help-Seeking in Students with Low Academic Achievement

Public title

Comparison of two treatment methods: self-directed learning strategies training and executive function enhancement therapy

Purpose

Education/Guidance

Inclusion/Exclusion criteria

Inclusion criteria:

Subjects studied: Students with low academic achievement. Girl's gender. Age range 15 to 16. Participate in the research with informed consent. No concurrent clinical disorders and no dependence on alcohol or drugs.

Exclusion criteria:

People with a history of physical problems that could interfere with the research process. People with mental disorders.

Age

From **15 years** old to **16 years** old

Gender

Female

Phase

N/A

Groups that have been masked

- Outcome assessor
- Data analyser

Sample size

Target sample size: **45**

Randomization (investigator's opinion)

Randomized

Randomization description

Experimental and control groups: After selecting the sample, the next step is to divide the people into experimental and control groups. For this, simple randomization can be used. How to perform simple randomization: Step 1: After selecting the purposive sample, all the selected people are placed in a list. Step 2: From among these people, using a random method (such as drawing lots or using randomization software), the maples are divided into two experimental groups and a control group.

Blinding (investigator's opinion)

Double blinded

Blinding description

In the study in question, assessors and data analysts are blinded to avoid bias, and an abbreviation is used for participants.

Placebo

Not used

Assignment

Parallel

Other design features

Secondary Ids

empty

Ethics committees

1

Ethics committee

Name of ethics committee

Ahvaz Islamic Azad University

Street address

35 Pour Ganji Street, Velayat Alley 8, Enghelab Town

City

Babylon

Province

Mazandaran

Postal code

4717937146

Approval date

2025-01-15, 1403/10/26

Ethics committee reference number

IR.IAU.AHVAZ.REC.1403.450

Health conditions studied

1

Description of health condition studied

Counseling therapy for students with low academic achievement

ICD-10 code

ICD-10 code description

Primary outcomes

1

Description

Academic optimism

Timepoint

Measuring this variable takes two months from the start of the study to its end.

Method of measurement

Academic optimism: In this study, academic optimism refers to the score that subjects obtain from the 21-question academic optimism questionnaire by Golparvar et al. (2015).

2

Description

Sense of belonging to school

Timepoint

Measuring this variable takes two months from the start

of the study to its end.

Method of measurement

Sense of belonging to school: In this study, the sense of belonging to school refers to the score that subjects obtain from the 27-question Sense of Belonging to School Questionnaire by Barry et al. (2004).

3

Description

Academic Help Seeking

Timepoint

Measuring this variable takes two months from the start of the study to its end.

Method of measurement

Academic help seeking: In this study, academic help seeking refers to the score that subjects obtain from the 14-question Ryan and Pentrich (1997) Academic Help Seeking Questionnaire.

Secondary outcomes

empty

Intervention groups

1

Description

Intervention group: Self-directed learning strategies include: cognitive strategies (repetition and review strategies, expansion and expansion, and organization); metacognitive strategies (planning strategies, control and monitoring strategies, and discipline strategies); and resource management strategies. In this method, learners will have personal control over the learning process, and therefore, greater speed and accuracy in learning, and developmental issues such as greater self-reliance, self-efficacy, and greater responsibility will also be created in learners. Self-directed learners use self-directed learning strategies appropriately and are at a high level of motivation.

Category

Behavior

2

Description

Intervention group: Executive function training encompasses a wide range of methods for empowering and strengthening cognitive processes and behavioral abilities such as problem-solving ability, attention, reasoning, organization, planning, working memory, inhibitory control, arousal control, priming, priming change, and response inhibition according to specific techniques. Emphasis on executive function training is one of the effective methods of cognitive training. In executive function training, we can understand the interconnectedness of thought, emotion, and behavior, their relationship and contradiction. The goal of this treatment is to help individuals adjust and adapt cognitive performance in the areas of attention and concentration and many other cognitive processes.

Category

Behavior

Recruitment centers

1

Recruitment center

Name of recruitment center

Junior high schools with low academic achievement students

Full name of responsible person

Roghayeh Esmail darjani

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Sponsors / Funding sources

1

Sponsor

Name of organization / entity

Islamic Azad University

Full name of responsible person

Dr. Parvin Ehteshamzadeh

Street address

Farhang Shahr, Islamic Azad University of Ahvaz

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Province

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6134937333

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Grant name

Grant code / Reference number

Is the source of funding the same sponsor organization/entity?

Yes

Title of funding source

Islamic Azad University

Proportion provided by this source

100

Public or private sector

Public

Domestic or foreign origin

Domestic

Category of foreign source of funding

empty

Country of origin

Type of organization providing the funding

Academic

Person responsible for general inquiries

Contact

Name of organization / entity

Islamic Azad University

Full name of responsible person

Roghayeh Esmail darjani

Position

PhD student

Latest degree

Master

Other areas of specialty/work

Psychology

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Person responsible for updating data

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Sharing plan

Deidentified Individual Participant Data Set (IPD)

No - There is not a plan to make this available

Justification/reason for indecision/not sharing IPD

The participants' data is confidential and I do not intend to publish it.

Study Protocol

No - There is not a plan to make this available

Statistical Analysis Plan

Undecided - It is not yet known if there will be a plan to make this available

Informed Consent Form

Undecided - It is not yet known if there will be a plan to make this available

Clinical Study Report

Undecided - It is not yet known if there will be a plan to make this available

Analytic Code

Undecided - It is not yet known if there will be a plan to make this available

Data Dictionary

Undecided - It is not yet known if there will be a plan to make this available