Clinical Trial Protocol
Iranian Registry of Clinical Trials

07 Nov 2026

Comparing the effectiveness of adolescent-centered mindfulness training and mindset change training on emotion regulation, academic enthusiasm, test anxiety, and academic resilience in junior high school students

Protocol summary

Study aim
Comparing the effectiveness and durability of Adolescent-Centered Mindfulness Training and Mindset Change Training on emotion regulation, academic engagement, test anxiety, and academic resilience in junior high school students in Shush city

Design
A randomized controlled trial with a control group, parallel groups, single-blind (outcome assessor blinded), on 45 female junior high school students. Simple randomization was performed using a random number table.

Settings and conduct
The study is conducted in public girls' junior high schools in Shush city. Educational sessions for experimental groups are held at the school, and questionnaires are completed at pre-test, post-test, and follow-up.

Participants/Inclusion and exclusion criteria
Inclusion Criteria 1. Female student currently studying in 7th, 8th, or 9th grade in one of the public junior high schools in Shush city. 2. Scoring lower than the mean on the Emotion Regulation Questionnaire and/or Academic Resilience Questionnaire, and/or scoring higher than the mean on the Test Anxiety Inventory at the screening stage (pre-test). 3. Personal willingness and informed consent of the student and parents to participate in the study. Exclusion Criteria 1. Absence of more than two sessions from training sessions. 2. Failure to complete questionnaires at any stage (pre-test, post-test, or follow-up).

Intervention groups
Experimental Group 1 (Intervention 1): 8 weekly 2-hour sessions of mindfulness training (attention, focus, body awareness, emotion management, relationships). Experimental Group 2 (Intervention 2): 8 weekly 50-minute sessions of mindset change training (fixed vs. growth mindset, deliberate practice). Control Group: No intervention during the study; intervention offered after completion.

Main outcome variables
Emotion Regulation, Academic Engagement, Test Anxiety, and Academic Resilience

General information

Reason for update

Acronym

IRCT registration information
IRCT registration number: **IRCT20260608069706N2**
Registration date: **2026-06-30, 1405/04/09**
Registration timing: **prospective**

Last update: **2026-06-30, 1405/04/09**
Update count: **0**

Registration date
2026-06-30, 1405/04/09

Registrant information

Name
Hadis Khajeh

Name of organization / entity

Country
Iran (Islamic Republic of)

Phone
+98 61 3334 8420

Email address
hadis.khajeh127@gmail.com

Recruitment status
recruiting

Funding source

Expected recruitment start date

2026-09-23, 1405/07/01

Expected recruitment end date

2026-11-22, 1405/09/01

Actual recruitment start date

empty

Actual recruitment end date

empty

Trial completion date

empty

Scientific title

Comparing the effectiveness of adolescent-centered mindfulness training and mindset change training on emotion regulation, academic enthusiasm, test anxiety, and academic resilience in junior high school students

Public title

Comparing the effectiveness of adolescent-centered mindfulness training and mindset change training on emotion regulation, academic enthusiasm, test anxiety, and academic resilience in junior high school students

Purpose

Education/Guidance

Inclusion/Exclusion criteria

Inclusion criteria:

Female student currently studying in 7th, 8th, or 9th grade in one of the public junior high schools in Shush city. Scoring lower than the mean on the Emotion Regulation Questionnaire and/or Academic Resilience Questionnaire, and/or scoring higher than the mean on the Test Anxiety Inventory at the screening stage (pre-test). Personal willingness and informed consent of the student to participate in the study. Having written informed consent from a parent or legal guardian.

Exclusion criteria:

Absence of more than two sessions from training sessions Failure to complete questionnaires at any stage (pre-test, post-test, or follow-up) Occurrence of any personal, family, or medical crisis during the study period

Age

From **12 years** old to **15 years** old

Gender

Female

Phase

N/A

Groups that have been masked

- Outcome assessor

Sample size

Target sample size: **45**

Randomization (investigator's opinion)

Randomized

Randomization description

After selecting eligible participants, students are assigned to three groups (two experimental and one control) using simple randomization with a random number table. The randomization process is performed by an individual independent of the researcher.

Blinding (investigator's opinion)

Single blinded

Blinding description

In this study, a single-blind design is used. In this way, the outcome assessor, who is responsible for collecting the questionnaires at the pre-test, post-test, and follow-up stages, is unaware of which group each student belongs to. The students and the intervention instructors are aware of the group types, because the nature of the educational interventions does not allow them to be unaware of their own group.

Placebo

Not used

Assignment

Parallel

Other design features

Secondary Ids

empty

Ethics committees

1

Ethics committee

Name of ethics committee

Ethics Committee of Islamic Azad University, Ahvaz Branch

Street address

Islamic Azad University, Ahvaz Branch, Farhangshahr Campus, 22 Bahman Boulevard, Ahvaz, Iran.

City

Ahvaz

Province

Khouzestan

Postal code

3733361349

Approval date

2026-06-23, 1405/04/02

Ethics committee reference number

IR.IAU.AHVAZ.REC.1405.306

Health conditions studied

1

Description of health condition studied

Emotional and Academic Difficulties in Junior High School Students

ICD-10 code

F93.8

ICD-10 code description

Other childhood emotional disorders

Primary outcomes

1

Description

Emotion Regulation

Timepoint

First time point (Pre-test): One week before the start of training sessions Second time point (Post-test): One week after completion of training sessions (week 9 of the study)Third time point (Follow-up): Two months after the

post-test

Method of measurement

Emotion Regulation Questionnaire for Children and Adolescents

2

Description

Academic Engagement

Timepoint

First time point (Pre-test): One week before the start of training sessions Second time point (Post-test): One week after completion of training sessions (week 9 of the study)Third time point (Follow-up): Two months after the post-test

Method of measurement

Fredricks et al. Academic Engagement Questionnaire

3

Description

Test Anxiety

Timepoint

First time point (Pre-test): One week before the start of training sessions Second time point (Post-test): One week after completion of training sessions (week 9 of the study)Third time point (Follow-up): Two months after the post-test

Method of measurement

Spielberger Test Anxiety Inventory

4

Description

Academic Resilience

Timepoint

First time point (Pre-test): One week before the start of training sessions Second time point (Post-test): One week after completion of training sessions (week 9 of the study)Third time point (Follow-up): Two months after the post-test

Method of measurement

Samuels Academic Resilience Questionnaire

Secondary outcomes

empty

Intervention groups

1

Description

Intervention group: Experimental Group 1 (Intervention 1): 8 weekly 2-hour group sessions of mindfulness training (attention, focus, body awareness, emotion management, relationships). Based on Burdick (2014) and Paul (2020).

Category

Lifestyle

2

Description

Intervention group: Experimental Group 2 (Intervention 2): 8 weekly 50-minute group sessions of mindset change training (fixed vs. growth mindset, neural plasticity, deliberate practice, success through analytical/creative/practical intelligence). Based on Dweck (2006).

Category

Lifestyle

3

Description

Control Group (Waiting List): No intervention during the study; intervention offered after completion.

Category

N/A

Recruitment centers

1

Recruitment center

Name of recruitment center

Nikan Counseling Center

Full name of responsible person

Farzaneh Nadayeali

Street address

Nikan Counseling Center, Floor 4, Noshin Complex, West 9th Street, Kianpars, Ahvaz, Iran.

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Email

darya.j2018@gmail.com

Sponsors / Funding sources

1

Sponsor

Name of organization / entity

Islamic Azad University

Full name of responsible person

Pejman Taghipour Birgani

Street address

Islamic Azad University, Ahvaz Branch, Farhangshahr Campus, 22 Bahman Boulevard, Ahvaz, Iran.

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taghipour@iauahvaz.ac.ir

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

Farzaneh Nadayeali

Position

student

Latest degree

Master

Other areas of specialty/work

Psychology

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Person responsible for updating data

Contact

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Sharing plan

Deidentified Individual Participant Data Set (IPD)

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

Study Protocol

Undecided - It is not yet known if there will be 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