Clinical Trial Protocol
Iranian Registry of Clinical Trials

07 Nov 2026

Comparing the effectiveness of problem-solving skills training and emotional self-regulation training on social anxiety, academic resilience, self-efficacy, and academic quality of life in seventh-grade female students with social anxiety

Protocol summary

Study aim
Comparing the effectiveness of problem-solving skills training and emotional self-regulation training on social anxiety, academic resilience, self-efficacy, and academic quality of life in seventh-grade female students with social anxiety

Design
A controlled clinical trial with parallel groups, without blinding, randomized, on 60 patients. The rand function of Excel software will be used for randomization.

Settings and conduct
The statistical population of the present study will consist of all seventh-grade female students with social anxiety in Ahvaz city who are studying in the academic year 1404-1405. In the sample selection stage, the convenience sampling method will be used. After selecting the samples to a size of 60 based on the research entry and exit criteria, the participants will be randomly assigned to three groups: "Problem-solving skills training" (intervention group 1), "Emotional self-regulation training" (intervention group 2), and "Waiting list" (control group).

Participants/Inclusion and exclusion criteria
Inclusion criteria:Girls in seventh grade, students with social anxiety as diagnosed by a clinical psychologist Exclusion criteria: Participation in other psychotherapy sessions at least one month before the study, unwillingness to participate in the study

Intervention groups
Intervention group 1: All individuals who will receive the problem-solving skills training intervention. Intervention group 2: All individuals who will receive the emotional self-regulation training intervention. Control group: All individuals who will not receive any intervention.

Main outcome variables
Social anxiety, Academic resilience, Self-efficacy, Quality of academic life

General information

Reason for update
Acronym
IRCT registration information
IRCT registration number: **IRCT20260627069979N1**
Registration date: **2026-06-29, 1405/04/08**
Registration timing: **prospective**

Last update: **2026-06-29, 1405/04/08**
Update count: **0**

Registration date
2026-06-29, 1405/04/08

Registrant information
Name
Hadyeh Sabet Farhadi
Name of organization / entity
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Iran (Islamic Republic of)
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Recruitment status
Recruitment complete
Funding source

Expected recruitment start date
2026-07-23, 1405/05/01
Expected recruitment end date
2026-08-06, 1405/05/15
Actual recruitment start date
empty

Actual recruitment end date
empty
Trial completion date
empty

Scientific title
Comparing the effectiveness of problem-solving skills training and emotional self-regulation training on social anxiety, academic resilience, self-efficacy, and academic quality of life in seventh-grade female students with social anxiety

Public title
A comparative study of the effectiveness of problem-solving and emotional self-regulation skills training on the mental health and academic performance of female students with social anxiety
Purpose
Education/Guidance
Inclusion/Exclusion criteria
Inclusion criteria:
Girls aged 12 to 13 years Girls in seventh grade Students with social anxiety as diagnosed by a clinical psychologist
Exclusion criteria:
No serious physical illness Participation in other psychotherapy sessions at least one month before the study Unwillingness to participate in the study
Age
From **12 years** old to **13 years** old
Gender
Female

Phase
N/A
Groups that have been masked
No information
Sample size
Target sample size: **60**
Randomization (investigator's opinion)
Randomized
Randomization description
The statistical population of the present study will consist of all seventh-grade female students with social anxiety who are studying in the academic year 2025-2026. To select a sample to diagnose social anxiety in students, first, a cluster random sampling method will be used. In this way, two districts will be randomly selected from the education districts, and then six seventh-grade girls' schools will be selected from each district, and in the next stage, two seventh-grade girls' schools will be selected from each school. In the sample selection stage, a convenient sampling method will be used. After the students complete the social anxiety inventory, those whose scores in this questionnaire were one standard deviation above the mean and in a clinical interview conducted by a clinical psychologist based on the diagnostic and statistical criteria for mental disorders, fifth edition, will be selected as students with social anxiety. After selecting a sample size of 60 based on the study's entry and exit criteria, participants will be randomly assigned to three groups: "problem-solving skills training" (intervention group 1), "emotional self-regulation training" (intervention group 2), and "waiting list" (control group). Randomization will be performed using random blocks of variable size (4 and 6 participants) by an independent statistician who is not involved in the implementation process. The random assignment list will be generated using the RAND function in Excel software and then placed in opaque, sealed, and numbered envelopes so that the researcher and participants are not aware of the sequence of assignment (allocation concealment). The envelope will be opened and the allocation group will be informed only when each participant enters the study. To ensure the equality of the basic variables (such as anxiety level, age), their distribution in the two groups will be examined in the statistical analysis stage.
Blinding (investigator's opinion)
Not blinded
Blinding description
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 of Ahvaz Branch
Street address
Opposite Keshavarz Street, Farhang Shahr, Golestan Highway
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Ahvaz
Province
Khouzestan
Postal code
6134937333
Approval date
2026-06-23, 1405/04/02
Ethics committee reference number
IR.IAU.AHVAZ.REC.1405.338

Health conditions studied

1

Description of health condition studied
Social anxiety
ICD-10 code
F40.1
ICD-10 code description
Social phobias

Primary outcomes

1

Description
Social Anxiety
Timepoint
1. Pre-test (before the start of the intervention) 2. Post-test (immediately after the end of the intervention period) 3. One-month follow-up after the intervention
Method of measurement
The measurement method will be using the Social Anxiety Inventory (Kanver et al., 2000).

2

Description
Academic Resilience
Timepoint
1. Pre-test (before the start of the intervention) 2. Post-test (immediately after the end of the intervention period) 3. One-month follow-up after the intervention
Method of measurement
The measurement method will be using Martin's (2001) Academic Resilience Questionnaire.

3

Description
Self-Efficacy
Timepoint
1. Pre-test (before the start of the intervention) 2. Post-test (immediately after the end of the intervention period) 3. One-month follow-up after the intervention
Method of measurement
The measurement method will be using the Morris et al. (2001) self-efficacy questionnaire.

4

Description
Quality of Academic Life
Timepoint
1. Pre-test (before the start of the intervention) 2. Post-test (immediately after the end of the intervention period) 3. One-month follow-up after the intervention
Method of measurement
The measurement method will be using the Inley and Burke (1992) Quality of Academic Life Questionnaire.

Secondary outcomes

empty

Intervention groups

1

Description
Intervention group: Problem-solving skills training; Duration of each session: 90 minutes; Total number of sessions: 8 sessions; Sequence of sessions: twice a week; Therapeutic tools used: Problem-solving phasing training (identification, definition, solution generation, decision-making, and implementation); Cognitive restructuring (to manage anxious thoughts in social situations); Role-playing exercises; Practical problem-solving exercises; and stress management techniques related to academic challenges. The content of the sessions is as follows: Session 1: Pre-test administration, introduction to the group, explanation of the concept of problem-solving skills and its relationship with reducing social anxiety and increasing self-efficacy. Session 2: Problem identification; Training on how to distinguish between “real problems” and “anxious thoughts” and learning how to accurately describe a social or academic problem. Session 3: Problem definition and factor analysis stage; Training students to examine the roots of social problems and classify them. Session 4: Brainstorming and solution generation; Teaching creative techniques to generate a large number of possible solutions to deal with anxiety-provoking situations without judging the ideas. Session Five: Evaluation and Decision Making; Teaching how to examine the advantages and disadvantages of each of the solutions produced and choose the best solution according to individual capabilities. Session Six: Role-playing exercises for practical implementation of the selected solutions in a controlled environment to reduce social sensitivities. Session Seven: Practical planning and implementation of the solution; Teaching how to convert the solution into small and executable steps, and managing obstacles that may arise during the implementation of the solution. Session Eight: Summarizing the sessions, reviewing the problem-solving stages, providing self-learning solutions for the future, conducting a post-test, and setting a specific time for the follow-up test.
Category
Treatment - Other

2

Description
Intervention group: Emotional self-regulation training; Duration of each session: 90 minutes; Total number of sessions: 8 sessions; Sequence of sessions: twice a week; Therapeutic tools used: Emotional awareness training; Cognitive restructuring; Physiological response modulation techniques; Learning acceptance strategies; and Impulse control exercises in social situations. The content of the sessions is as follows: Session 1: Pre-test, introduction to the group, explanation of the concept of emotional self-regulation, and training on the relationship between emotion, thought, and behavior in anxious situations. Session 2: Identifying and naming emotions; Training students to recognize emotions in the body and learn how to accurately describe their emotions. Session 3: Understanding emotions and acceptance; Teaching that emotions are messages from the environment and learning techniques for accepting emotions without judgment to prevent secondary emotions. Session 4: Cognitive restructuring; Training techniques for changing automatic and negative thoughts that exacerbate social anxiety. Session 5: Managing physiological responses; Teaching muscle

relaxation techniques and diaphragmatic breathing exercises to quickly control physical symptoms of anxiety in the school environment. Session 6: Coping and mindfulness strategies; using mindfulness techniques to distance yourself from obsessive and anxious thoughts during academic and social situations. Session 7: Planning for challenging situations; teaching how to use the skills learned in real-life scenarios to improve self-efficacy and resilience. Session 8: Wrapping up the sessions, reviewing personalized strategies for each student, providing final suggestions, administering the post-test, and setting a specific time for the follow-up test.

Category
Treatment - Other

3

Description
Control group: The control group will not receive any intervention during the research, but will receive one of the interventions after data collection to prevent factors that threaten the internal validity of the research, such as compensatory competition from the control group or demoralization.

Category
Treatment - Other

Recruitment centers

1

Recruitment center

Name of recruitment center
Ahvaz School Counseling Center

Full name of responsible person
Hadiyeh Sabet Farhadi

Street address
Next to Shohada High School, Fatemi Blvd, Sa'at Square

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hediyeh.farhadi@iau.ac.ir

Sponsors / Funding sources

1

Sponsor

Name of organization / entity
Islamic Azad University

Full name of responsible person
Aslan Egdarnezhad

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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
Private

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
Hadiyeh Sabet Farhadi

Position
Ph.D. student

Latest degree
Master

Other areas of specialty/work
Psychology

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Person responsible for scientific inquiries

Contact

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Position
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Latest degree
Master

Other areas of specialty/work
Psychology

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Person responsible for updating data

Contact

Name of organization / entity
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Full name of responsible person
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Position
Ph.D. student

Latest degree
Master

Other areas of specialty/work
Psychology

Street address
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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
Not applicable

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
Not applicable

Data Dictionary
Not applicable