# Clinical Trial Protocol
# Iranian Registry of Clinical Trials

07 Nov 2026

## Comparing the effectiveness of mindfulness training and metacognitive strategies on academic boredom, rumination, academic self-handicapping, and hope for education in procrastinating male students in junior secondary schools.

## Protocol summary

**Study aim**
Comparing the effectiveness of mindfulness training and metacognitive strategies on academic boredom, rumination, academic self-handicapping, and hope for education in procrastinating male students in junior secondary schools.

**Design**
Clinical trials with a control group, with parallel groups, are single-blind, selected by purposive randomization, and then, through simple randomization by drawing lots, the 45 people who were selected are placed into two experimental groups and a control group.

**Settings and conduct**
This study will use a field experimental research method with an extensive pre-test and post-test design with a follow-up phase. The assessors and data analysts will be blinded, and all information will be kept confidential to avoid bias.

**Participants/Inclusion and exclusion criteria**
Male students of junior high school who are procrastinators Declaration of consent from the subject and their parents to participate in the research Failure of the subject to participate in other educational or therapeutic interventions at the same time Suffering from any significant psychological illness (such as personality disorder, major depression, obsessive-compulsive disorder, bipolar disorder, etc.) based on clinical interview and Diagnostic and Statistical Manual of Mental Disorders (5th edition).

**Intervention groups**
Mindfulness is a technique that, combined with meditation and specific mental orientations to an experience, encourages non-judgmental awareness of the present moment by minimizing involvement in thoughts and feelings. Whereas the metacognitive training program assumes that vulnerable individuals engage in worry and ruminative thinking about the functioning of underlying beliefs and metacognitions. No intervention is provided for the control group.

**Main outcome variables**
Academic boredom, rumination, academic self-handicapping, and hope for education

## General information

**Reason for update**

**Acronym**

**IRCT registration information**
IRCT registration number: **IRCT20250510065679N1**
Registration date: **2025-05-20, 1404/02/30**
Registration timing: **registered_while_recruiting**

Last update: **2025-05-20, 1404/02/30**
Update count: **0**

**Registration date**
2025-05-20, 1404/02/30

**Registrant information**

**Name**
Mostafa Mahmoudimehr

**Name of organization / entity**

**Country**
Iran (Islamic Republic of)

**Phone**
+98 61 4232 1102

**Email address**
mostafa.mahmoudimehr@iau.ir

**Recruitment status**
**Recruitment complete**

**Funding source**

**Expected recruitment start date**

2025-05-20, 1404/02/30

**Expected recruitment end date**

2025-08-21, 1404/05/30

**Actual recruitment start date**

empty

**Actual recruitment end date**

empty

**Trial completion date**

empty

**Scientific title**

Comparing the effectiveness of mindfulness training and metacognitive strategies on academic boredom, rumination, academic self-handicapping, and hope for education in procrastinating male students in junior secondary schools.

**Public title**

Comparing the effectiveness of mindfulness training and metacognitive strategies

**Purpose**

Education/Guidance

**Inclusion/Exclusion criteria**

**Inclusion criteria:**

Male students who are procrastinating in junior high school Procrastination is diagnosed based on the Solomon and Roth-Bloom (1984) questionnaire. The cut-off point for identifying individuals with high levels of academic procrastination is usually considered to be scores above 25 or 30. Declaration of consent of the subject and their parents to participate in the research Subject's failure to participate in other educational or therapeutic interventions concurrently The subject should not have any disorders such as visual impairment or hearing impairment, and should not have any psychological problems affecting cognitive functions as diagnosed by a school psychologist.

**Exclusion criteria:**

Having any significant psychological illness (such as personality disorder, major depression, obsessive-compulsive disorder, bipolar disorder, etc.) based on a clinical interview and the Diagnostic and Statistical Manual of Mental Disorders (5th edition).

**Age**

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

**Gender**

Male

**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 selection, the next step is to divide the subjects into experimental and control groups. For this, a simple random method can be used. How to perform randomization: Step 1: After selecting the target sample, all subjects are placed on a list. Step 2: From among the subjects, using a random method (such as drawing lots or using random group software), subjects are divided into two experimental groups and one control group.

**Blinding (investigator's opinion)**

Single blinded

**Blinding description**

In the study in question, all participants and the clinical caregivers and assessors who interpret and analyze the data are blinded. Participants in our study are unaware of each other and an abbreviation is given for each participant.

**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**

Golestan Highway, Farhangshahr

**City**

Ahvaz

**Province**

Khouzestan

**Postal code**

6134937333

**Approval date**

2025-05-08, 1404/02/18

**Ethics committee reference number**

IR.IAU.AHVAZ.REC.1404.032

## Health conditions studied

### 1

**Description of health condition studied**

Procrastination

**ICD-10 code**

**ICD-10 code description**

## Primary outcomes

### 1

**Description**

Academic boredom

**Timepoint**

Academic boredom lasts for two months before the intervention begins and after.

**Method of measurement**
In the present study, it is the score that the subject obtains from the Rijsger et al. (2013) boredom scale.

**2**

**Description**
Rumination
**Timepoint**
Rumination occurs before the intervention begins and lasts for two months afterward.
**Method of measurement**
In the present study, it is the score that the subject obtains from the Nolen-Hoeksma and Maru (1991) rumination questionnaire.

**3**

**Description**
Academic self-handicapping
**Timepoint**
Academic self-handicapping occurs before the intervention begins and for two months afterward.
**Method of measurement**
In the present study, it is the score that the subject obtains from the Schwinger and Steinsmer-Plaster Educational Self-Disability Scale (2011; quoted from Firouzi and Karami, 2015).

**4**

**Description**
Hope for education
**Timepoint**
The hope of education lasts for two months before the intervention begins and afterwards.
**Method of measurement**
In the present study, it is the score that the subject obtains from the Khormaei and Kamri Educational Expectation Questionnaire (2017).

## Secondary outcomes

empty

## Intervention groups

**1**

**Description**
Intervention group: Mindfulness is a non-judgmental, non-descriptive, present-moment awareness of the experience that is within a person's attention at a particular moment. In addition, it includes acknowledging and accepting the experience. In other words, mindfulness is a technique that, combined with meditation and specific mental orientations toward an experience, encourages non-judgmental awareness of the present moment by minimizing involvement in thoughts and feelings.
**Category**
Behavior

**2**

**Description**
Intervention group: Metacognitive learning programs assume that vulnerable individuals engage in worry and ruminative thinking about the functioning of underlying beliefs and metacognitions. Metacognitive strategies also help individuals manage their learning processes more effectively. These strategies include goal setting, planning, and assessing progress, which can lead to increased feelings of control and self-confidence in learning.
**Category**
Behavior

## Recruitment centers

**1**

**Recruitment center**
**Name of recruitment center**
Fahmedeh Junior High School
**Full name of responsible person**
Mostafa Mahmoudimehr
**Street address**
Saadi Alley, Golestan Street, next to Dar Al-Fonun Art School
**City**
Dezful
**Province**
Khouzestan
**Postal code**
6461983388
**Phone**
+98 61 4232 1330
**Email**
mosipazh@gmail.com

**2**

**Recruitment center**
**Name of recruitment center**
Shahriar Junior High School
**Full name of responsible person**
Mostafa Mahmoudimehr
**Street address**
Andisheh Alley, Saba Street, Negin Street
**City**
Dezful
**Province**
Khouzestan
**Postal code**
6463141620
**Phone**
+98 61 4252 3657
**Email**
mosipazh@gmail.com

## Sponsors / Funding sources

## 1

**Sponsor**
**Name of organization / entity**
Islamic Azad University
**Full name of responsible person**
Zahra Dasht-e-Bozorgy
**Street address**
Golestan Highway, Farhangshahr
**City**
Ahvaz
**Province**
Khouzestan
**Postal code**
6134937333
**Phone**
+98 61 3334 8420
**Email**
Zahradb2000@yahoo.com
**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**
Mostafa Mahmoudimehr
**Position**
PhD student
**Latest degree**
Master
**Other areas of specialty/work**
Psychology
**Street address**
No. 126, Bahman Alley, Bahman 5th Street
**City**
Dezful
**Province**
Khouzestan
**Postal code**
6461981789
**Phone**
+98 61 4232 1102
**Email**
mostafa.mahmoudimehr@iau.ir

## Person responsible for scientific inquiries

**Contact**
**Name of organization / entity**
Islamic Azad University
**Full name of responsible person**
Mostafa Mahmoudimehr
**Position**
PhD student
**Latest degree**
Master
**Other areas of specialty/work**
Psychology
**Street address**
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**Province**
Khouzestan
**Postal code**
6461981789
**Phone**
+98 61 4232 1102
**Email**
mostafa.mahmoudimehr@iau.ir

## Person responsible for updating data

**Contact**
**Name of organization / entity**
Islamic Azad University
**Full name of responsible person**
Mostafa Mahmoudimehr
**Position**
PhD student
**Latest degree**
Master
**Other areas of specialty/work**
Psychology
**Street address**
No. 126, Bahman Alley, Bahman 5th Street
**City**
dezful
**Province**
Khouzestan
**Postal code**
6461981789
**Phone**
+98 61 4232 1102
**Email**
mostafa.mahmoudimehr@iau.ir

## 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**
Confidentiality of statistical sample information
**Study Protocol**
No - There is not a plan to make this available
**Statistical Analysis Plan**

No - There is not a plan to make this available

**Informed Consent Form**

No - There is not a plan to make this available

**Clinical Study Report**

No - There is not a plan to make this available

**Analytic Code**

No - There is not a plan to make this available

**Data Dictionary**

No - There is not a plan to make this available