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Original Article (Quantified)

The Effectiveness of a Mental Imagery-Based Self-Compassion Training Program on the Self-Regulated Learning of Elementary School Students with Social Anxiety

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Abstract

The present study aims to investigate the effectiveness of a self-compassion training program based on mental imagery on the self-regulated learning of elementary school students with social anxiety. The statistical population consists of all elementary school students in the city of Sari during the 2025–2026 academic year. The study will employ a quasi-experimental design with a pre-test, post-test, and control group. The research sample will consist of students selected based on inclusion criteria and scores exceeding the cutoff point on the social anxiety scale; they will be randomly assigned to either an experimental group or a control group. The experimental group will undergo training based on a self-compassion program utilizing mental imagery over several sessions, whereas the control group will receive no intervention. Data collection instruments will consist of standardized scales for measuring social anxiety and self-regulated learning. The research data will be analyzed using appropriate statistical methods. It is expected that mental imagery-based self-compassion training will enhance self-regulated learning abilities in students with social anxiety by increasing self-acceptance, reducing self-criticism, and improving emotion regulation. The findings of this study can be utilized in designing psychological and educational interventions to improve the emotional adjustment and academic performance of elementary school students.

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