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Designing an Integrated Educational Package on Successful Academic Identity and Future Outlook Based on the Fundamental Reform Document of Education

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ABSTRACT

This study aimed to design an integrated educational package that fosters successful academic identity and future outlook among lower secondary school students, grounded in the principles of the Fundamental Transformation Document of the Education System of the Islamic Republic of Iran. The study employed a sequential mixed-method design with an exploratory orientation. The qualitative phase included a systematic review of 18 scholarly works selected via the PRISMA approach, and semi-structured interviews with 16 experts in psychology, educational sciences, and adolescent development recruited using purposive sampling until theoretical saturation. Data were analyzed through thematic analysis using Maxqda-V2018, applying open, axial, and selective coding to derive thematic categories. Based on the resulting matrix of core themes, an eight-session educational package was developed, structured around self-awareness, goal-setting, decision-making, communication, competence, autonomy, emotion regulation, academic well-being, and future perspective. Content validity was confirmed by 15 subject-matter experts using a standardized checklist, and final revisions were approved by the supervisory panel. The thematic analysis yielded six major thematic axes encompassing 41 subcomponents, which were incorporated into the package sessions. Expert validation confirmed the package's content relevance, coherence, and cultural appropriateness. Preliminary implementation indicated statistically significant improvements in students' goal-setting ability ($p < .01$), academic enthusiasm ($p < .01$), and academic well-being ($p < .05$), suggesting the intervention's efficacy in strengthening both motivational and identity-based constructs linked to academic engagement and achievement. The developed educational package provides a culturally grounded, theoretically integrated framework for promoting adolescents' academic identity and future orientation, offering educators a practical tool to enhance motivation, engagement, and well-being in alignment with national educational transformation goals.

Keywords: successful academic identity, future outlook, Fundamental Reform Document of Education

Introduction

Academic identity, encompassing students' self-perceptions as learners and their commitment to educational roles, has emerged as a central construct in understanding academic motivation, engagement, and achievement during

adolescence—a critical developmental stage marked by identity formation and future planning (Meens et al., 2018; Negru-Subtirica et al., 2023; Ramezani Far et al., 2024). Adolescents' sense of academic identity shapes their goals, self-regulatory processes, and emotional investments in learning activities, thereby influencing both their immediate academic outcomes and their broader well-being (He et al., 2023; Morosanova et al., 2023). Establishing a strong and positive academic identity during the secondary school years is particularly important because it is linked to increased academic engagement, greater persistence, and reduced risk of academic alienation (Rahdar & Bagherpour, 2023; Ravan et al., 2020; Soleimani et al., 2023). However, evidence suggests that many students struggle to form a coherent academic identity, especially in contexts marked by rapid educational changes, performance pressures, and insufficient socioemotional support from teachers (Liu et al., 2023; Sengsouliya et al., 2020; Shi et al., 2023).

Scholars argue that academic identity cannot be understood in isolation from its motivational underpinnings and sociocultural context (García et al., 2023; Teo et al., 2023). Motivation, as both a driver and an outcome of identity development, predicts students' engagement and learning behaviors across domains (Abid & Akhtar, 2020; Closson & Boutilier, 2017; Myint & Robnett, 2024). For instance, students who internalize a strong academic identity are more likely to pursue challenging tasks, regulate their learning processes, and exhibit resilience when facing difficulties (Bırni, 2023; Hudig et al., 2023; Usán Supervía & Salavera Bordás, 2020). Conversely, fragmented or negative academic identity is associated with low motivation, academic procrastination, and disengagement (Dunham, 2016; Forouzandeh & Kadkhodaee, 2021). Importantly, self-efficacy and mindfulness appear to function as psychological mechanisms that strengthen the link between identity and achievement (Chen & Zhao, 2024; Chen, 2024), suggesting that academic identity development should be embedded in broader interventions that enhance students' psychological resources and learning strategies.

Parallel to these considerations, time perspective—the cognitive and motivational orientation toward one's past, present, and future—has gained increasing recognition as a determinant of adolescents' academic functioning (Peetsma & van der Veen, 2015; Seginer, 2009). Future time perspective, in particular, is positively related to goal setting, perseverance, and long-term educational investment (Karami Boroujeni et al., 2022; Norouzi, 2024; Rahimpour et al., 2023). Adolescents with a well-developed future perspective can envision desired academic and career outcomes, which helps them regulate current behaviors in line with those goals (Perumal, 2020; Przepiorka & Sobol-Kwapinska, 2021). This temporal orientation interacts with academic identity: when students see themselves as competent learners with promising futures, they are more likely to experience academic enthusiasm, persist despite challenges, and report higher well-being (Negru-Subtirica et al., 2023; Ramezani Far et al., 2024). Conversely, a lack of future orientation can undermine the motivational basis of academic identity, resulting in short-termism and reduced persistence (Raouf Malayeri et al., 2019; Talan & Gulsecen, 2019).

Educational researchers increasingly contend that strengthening both academic identity and future perspective requires structured pedagogical interventions, rather than relying solely on incidental socialization through schooling (Aboutorabi et al., 2019; Anbarstani et al., 2022; Samadi, 2022). Such interventions should integrate cognitive, motivational, and socioemotional components that address students' self-concepts, goal orientations, and self-regulatory skills (Lekwa et al., 2019; Morosanova et al., 2023). Within this framework, teacher practices and supportive classroom climates play a pivotal role, as they provide the relational and instructional scaffolding for students' engagement (Liu et al., 2023; Sengsouliya et al., 2020; Shi et al., 2023). Teacher support contributes not only to engagement but also to identity development by validating students' efforts, promoting self-efficacy, and fostering a sense of belonging (García et al., 2023; He et al., 2023; Ravan et al., 2020). The literature also shows that guided reflection on personal values and long-term life goals can promote adaptive motivational mindsets that align with future-oriented academic behaviors (Hudig et al., 2023; Meens et al., 2018). In this way, interventions that combine identity-building and future-planning elements may synergistically enhance students' academic trajectories.

At the same time, educational identity formation is shaped by broader institutional and policy contexts. In many systems, reforms emphasize academic performance and accountability while neglecting the socioemotional and motivational needs that underlie sustained learning (Chandramohan & Pramila, 2022; Teo et al., 2023). This imbalance can impede identity development and well-being, especially among adolescents who experience heightened academic

pressures (Bırni, 2023; Khodapanah & Tamannaie Far, 2024). Within the Fundamental Transformation Document of the Education System of the Islamic Republic of Iran, for instance, there is explicit recognition that fostering students' holistic development—including their identity, self-efficacy, and future orientation—is essential for achieving the broader educational mission (Aboutorabi et al., 2019; Anbarstani et al., 2022; Raouf Malayeri et al., 2019; Samadi, 2022). Yet, empirical evidence indicates that translating these goals into classroom practice remains a challenge, partly due to a lack of concrete pedagogical models and teacher training (Ramezani Far et al., 2024; Soleimani et al., 2023). Therefore, designing structured educational packages that operationalize these policy goals through classroom-based activities is a pressing priority.

The relationship between academic identity and academic engagement is particularly crucial in this regard. Engagement serves as the behavioral and emotional expression of students' identification with learning and mediates the link between identity and achievement (Abid & Akhtar, 2020; Lekwa et al., 2019; Ramezani Far et al., 2024). Research consistently shows that students with stronger academic identities display higher levels of behavioral, emotional, and cognitive engagement, which in turn predict better academic outcomes (Bırni, 2023; Closson & Boutilier, 2017; Usán Supervía & Salavera Bordás, 2020). Engagement also protects against academic burnout and alienation, reinforcing students' resilience and commitment (Rahdar & Bagherpour, 2023; Soleimani et al., 2023). However, engagement is not a fixed trait; it can be nurtured through targeted interventions that emphasize personal meaning, relevance, and agency in learning tasks (Talan & Gulsecen, 2019; Teo et al., 2023). Such findings underscore the need to integrate engagement-promoting strategies within identity-focused educational packages.

Furthermore, recent studies highlight the importance of embedding self-regulation and metacognitive training in such programs (Hudig et al., 2023; Morosanova et al., 2023). Conscious self-regulation has been identified as a meta-resource that underpins both academic achievement and psychological well-being, enabling students to translate their goals and values into sustained effort (Liu et al., 2023; Morosanova et al., 2023). Similarly, building mindfulness and emotional regulation capacities can enhance students' academic self-efficacy, which acts as a key mediator between identity and achievement (Chen & Zhao, 2024; He et al., 2023). These psychological skills help students manage stress, avoid maladaptive perfectionism, and maintain persistence, thereby supporting identity consolidation (Closson & Boutilier, 2017; Negru-Subtirica et al., 2023). Incorporating such components can therefore improve the efficacy of identity- and future-focused educational interventions.

In addition, the integration of time perspective training within academic identity programs has shown promising results (Karami Boroujeni et al., 2022; Norouzi, 2024; Rahimpour et al., 2023). Time perspective interventions can enhance students' ability to set long-term goals, prioritize tasks, and maintain motivation over time (Peetsma & van der Veen, 2015; Przepiorka & Sobol-Kwapinska, 2021). This aligns with evidence that future orientation predicts both academic achievement and life satisfaction (Perumal, 2020; Seginer, 2009). Moreover, fostering gratitude and hope within time perspective frameworks may amplify students' positive emotions and resilience, which are critical for sustaining engagement (Bırni, 2023; Przepiorka & Sobol-Kwapinska, 2021). As such, combining academic identity development with time perspective training offers a comprehensive approach to addressing both the cognitive and motivational foundations of adolescents' learning.

Taken together, the literature underscores the need for integrative interventions that concurrently target academic identity, future perspective, engagement, and self-regulation within supportive educational contexts. Such interventions should translate policy-level aspirations, such as those articulated in the Fundamental Transformation Document of the Education System of the Islamic Republic of Iran, into actionable pedagogical strategies (Aboutorabi et al., 2019; Anbarstani et al., 2022; Samadi, 2022). By helping students construct meaningful academic identities and future-oriented mindsets, these programs can foster sustained motivation, academic achievement, and psychological well-being (García et al., 2023; Negru-Subtirica et al., 2023; Ramezani Far et al., 2024). The present study aims to address this gap by designing an integrated educational package on successful academic identity and future outlook based on the Fundamental Transformation Document of the Education System of the Islamic Republic of Iran, with the ultimate goal of enhancing adolescents' goal-setting, academic enthusiasm, and academic well-being.

Methodology

In this study, to develop the integrated educational package on successful academic identity and future outlook based on the Fundamental Reform Document of Education, thematic analysis was used as the first step. The type of thematic analysis employed was template thematic analysis.

The statistical population consisted of all professors and researchers who had authored books and studies in the fields of psychology and adolescence. In the first stage of the study, which was qualitative, articles, books, and journals related to successful academic identity, future outlook, and the Fundamental Reform Document of Education were purposefully selected. To design the integrated educational package on successful academic identity and future outlook based on the Fundamental Reform Document of Education, it was first necessary to identify articles and scientific texts related to the study topic (integrated educational package on successful academic identity and future outlook based on the Fundamental Reform Document of Education). The content obtained was then analyzed using a qualitative thematic analysis approach.

To access the core and benchmark literature on academic identity and future outlook, scientific article search engines and databases were used, including ScienceDirect, PubMed, Scopus, Elsevier, ERIC, Ovid, Web of Science, as well as Persian-language databases such as SID, Medlib, and Magiran. Keywords used included: education of successful academic identity, future outlook educational program, future outlook educational package, successful academic identity-based intervention, successful academic identity training protocol, effectiveness of successful academic identity and future outlook education, and the Fundamental Reform Document of Education. The search results were analyzed in terms of their content relevance, methodology, and effectiveness and then used in different parts of the study. The inclusion criterion for these texts was a strong thematic relationship with the subject under study, after which the educational program was developed.

Table 1. List of sources used for thematic analysis of the integrated educational program on successful academic identity and future outlook based on the Fundamental Reform Document of Education

No.	Author	Title of Study/Book	Translator	Year
1	Stolarski et al.	Time Perspective Therapy (Book)	Trans. by Zabihi et al.	2024
2	Khalvandi Fard et al.	Academic Identity, Perfectionism, and Academic Self-Efficacy (Book)	---	2019
3	Fakhraei	Step-by-Step Guide to Developing and Implementing Future Time Perspective (Book)	---	2021
4	Khonsari & Azarfar	Academic and Social Identity in Students (Book)	---	2019
5	Watson & Freeman	Future Outlook (Book)	Trans. by Akafian et al.	2016
6	Mirshah Valayati	Guide to Developing Future Time Perspective (Book)	---	2020
7	Philip Zimbardo	Time Perspective Therapy Protocol	---	2012
8	Sword et al.	Time Perspective Therapy: A New Metaphorical Approach to Time	---	2014
9	Supreme Council of the Cultural Revolution	Fundamental Reform Document of Education (Book)	---	2023
10	Parnian	Examination of the Fundamental Reform Document of Education (Book)	---	2017
11	Soleimani et al.	Effectiveness of Successful Academic Identity-Based Education on Academic Stress and Academic Adjustment with Follow-Up	---	2023
12	Karami Boroujeni et al.	Effectiveness of Time Perspective Therapy on Balancing Students' Time Perspective	---	2022
13	Navidkia et al.	Analysis of the Implementation of the Fundamental Reform Document of Education	---	2021
14	Davoudi	Developing a Future Time Perspective Educational Package and Its Effectiveness on Self-Protection and Coherent Self-Awareness in Female Students	---	2021

To analyze the data obtained from interviews, thematic analysis with theoretical coding was used. The coding process included open coding based on categories extracted from a preliminary review of the theoretical foundations, followed by axial coding and selective coding.

The interviews involved professors and researchers who had authored books and studies in the fields of psychology and adolescence. The data analysis process began when the analyst sought to identify patterns of meaning and topics in the data, which may also occur during the data collection process. The endpoint of this process was producing a report on the content and meanings of patterns and themes in the data.

In this study, following the thematic analysis process, initial coding was performed using process coding, which is suitable for thematic analysis. The generated codes were repeatedly reviewed and refined, and then grouped into themes based on their similarities, emphasis, frequency, and novelty. In the first qualitative phase, relevant articles and books were purposefully identified. From among the related articles and scientific texts, a thematic matrix for the integrated educational package on successful academic identity and future outlook based on the Fundamental Reform Document of Education was extracted using qualitative thematic analysis. The inclusion criterion for these texts was strong thematic relevance at the beginning and enrichment and saturation of the thematic matrix in later stages.

At this stage, books, studies, and workbooks were analyzed in terms of content, method, and the level of effectiveness used. Based on the extracted thematic matrix, an initial educational program including the required components of the integrated educational package on successful academic identity and future outlook based on the Fundamental Reform Document of Education was then developed.

Then, according to the objectives of each component, educational content emphasizing the integrated educational package on successful academic identity and future outlook based on the Fundamental Reform Document of Education was selected using available workbooks in domestic and international markets. The designed content was localized considering Iran's socio-cultural issues.

In the qualitative section, to evaluate the content of the integrated educational package on successful academic identity and future outlook based on the Fundamental Reform Document of Education, a statistical sample of 15 professors and specialists in psychology who had authored books on successful academic identity, future outlook, and the Fundamental Reform Document of Education was purposefully selected. They contributed to the screening of components, the evaluation of the developed content, and the validation of the educational package by completing a standard checklist for the development of the integrated educational package on successful academic identity and future outlook based on the Fundamental Reform Document of Education.

Finally, the content validity of the developed educational package was confirmed using the opinions of these experts under the supervision of academic advisors and supervisors, and the final package was prepared for implementation. Its effectiveness on goal-setting, academic enthusiasm, and academic well-being was then examined, and ultimately, the integrated educational package on successful academic identity and future outlook based on the Fundamental Reform Document of Education was implemented.

Findings and Results

In designing the integrated educational package on successful academic identity and future outlook based on the Fundamental Transformation Document of the Education System of the Islamic Republic of Iran, seven primary objectives were initially identified: recognizing academic identity, setting academic goals, enhancing motivation, strengthening planning and time management skills, improving academic well-being, managing emotions and challenges, and developing communication skills.

In the second stage, theoretical foundations aligned with these objectives were determined based on credible national and international research studies as well as key provisions of the Fundamental Transformation Document of the Education System of the Islamic Republic of Iran.

In the third stage, a draft of the educational package content and its implementation guidelines was developed.

Finally, in the fourth stage, a pilot implementation of the package was conducted with a group of students, and based on their feedback and experiences, the deficiencies and shortcomings of the package were revised and refined.

Table 2. Content of the Integrated Educational Package on Successful Academic Identity and Future Outlook Based on the Fundamental Reform Document of Education

Session	Objectives	Techniques Used	Trainee Exercises	Required Planning	Trainee Activities	Instructional Aids	Evaluation of Outcomes
Session 1: Introduction to the Course and Objectives	• Welcome and introduce group members • Review rules and regulations (punctuality, respect, participation, confidentiality) • Introduce course objectives and rationale • Mutual discussion of common issues • Motivate and encourage participation • Administer pretest	Group discussion, norm-setting, Q&A	—	Schedule session time/location; prepare commitment forms and pretest	Participate in introductions; agree to group norms; complete pretest	Notebook, pens; projector for presentations	Monitor attendance and engagement; checklist of rule comprehension; pretest completion
Session 2: Developing Self-Awareness and Goal-Setting Skills	• Improve self-awareness • Teach goal-setting stages • Understand difference between needs and wants • Increase readiness for change	• Form peer support groups • Open group discussions • Social/recreational activities • Communication strengthening • Discuss absence of positive emotions and its psychological harm	Write a list of negative emotions experienced in difficult situations and how you react; list 10 negative self-talk statements from the past week	Schedule small-group meetings; assign discussion leaders	Participate in discussions; share experiences; engage in social activities	Notebook, pen; projector for content	Survey on changes in perceived loneliness, belonging, and support
Session 3: Effective Communication, Decision-Making, and Time Perspective	• Develop effective communication skills • Improve decision-making in sensitive situations • Clarify goals and academic satisfaction • Develop problem-solving and visualizing success	• Teach characteristics of positive/negative affect and optimism • Identify and replace negative thoughts • Problem-solving strategies	Record five recent positive and negative emotions and describe your reactions; identify self-blame tendencies	Prepare cognitive thought charts; plan examples of irrational worries	Practice identifying/replacing negative thoughts; discuss strategies for managing worries	Guidebook; cognitive analysis charts	Survey anxiety and worry scores before/after session
Session 4: Enhancing Competence and Autonomy	• Define competence and autonomy • Recognize need for relatedness • Cope with stress and negative emotions • Accept responsibility for behavior	• Teach stress coping and problem-solving • Encourage self-awareness and emotional expression • Identify strengths and past successes • Provide safe space for sharing	Write about past successes and how you typically respond to unexpected problems	Plan individual and group sessions; encourage emotional disclosure	List strengths; participate in group activities to build self-belief	Paper, pens; practical self-confidence workshops	Survey feelings of self-worth and self-belief changes
Session 5: Emotion Regulation	• Learn emotional expression styles • Examine causes of emotions • Practice self-control	• Emphasize positive relationships • SMART goal-setting • Identify barriers • Use motivational techniques	Write about a time you gave in to temptation and abandoned a task; reflect on resulting emotions	Prepare goal-setting content; review common barriers	Write personal goals; plan for overcoming barriers; discuss challenges	Goal charts, notebooks; success stories	Compare goal achievement progress to set targets via survey

			(guilt, regret, self-blame)				
	• Prevent negative emotions escalating to anger • Express emotions appropriately	• Encourage social support					
Session 6: Increasing Satisfaction and Academic Well-Being	• Increase adolescent satisfaction • Enhance academic well-being • Identify and remove mental barriers	• Teach types of hope and optimistic thinking • Behavior change stages (preparation, action, maintenance) • Identify and replace harmful habits • Use reinforcement to shape positive habits	Identify three habits you want to build; list three actions you can start today for each	Teach behavior change stages; encourage daily tracking	Track daily plans; report progress to group	Timetables, habit charts; tracking tools	Pre-/post-intervention habit comparison survey
Session 7: Strengthening Individual Capabilities and Basic Psychological Needs	• Recognize strengths and set personal goals • Develop self-knowledge and self-management • Practice mindfulness and thought control	• Teach mindfulness and deep-breathing • Discuss stress responses and alternative behaviors • Emphasize positive self-talk during adversity	Make a list of confidence-undermining factors (negative self-talk, messy space, etc.); list five things completed, learned, and appreciated today	Prepare calm setting for practice; plan mindfulness content	Perform meditation and breathing; join individual and group practices	Meditation audio files; notebook; mindfulness videos	Stress level surveys (pre-/post-intervention)
Session 8: Summary and Closing	• Structure life, work, and study conditions • Encourage assertive coping with stressors • Cognitive restructuring • Promote active problem-solving stance • Summarize and discuss learnings • Gather feedback and administer posttest	Group discussion; feedback collection; posttest	—	Prepare posttest and feedback forms; plan follow-up suggestions	Share key takeaways; complete posttest and feedback	Feedback forms; completion certificates	Compare pre-/posttest results; review qualitative feedback
Target Group	Adolescents	—	—	—	—	—	—
Course Duration	8 sessions, each 1 hour (with 5-minute break per session)	—	—	—	—	—	—
Primary Objective	Increase goal-setting, academic enthusiasm, and academic well-being among students	—	—	—	—	—	—
Secondary Objectives	• Increase awareness of the importance of individual capabilities • Develop effective communication skills • Enhance self-awareness	—	—	—	—	—	—

	• Improve lifestyle and social activities						
Expected Outcomes	• Improved academic goal-setting • Improved self-control skills • Increased academic enthusiasm • Improved academic well-being • Increased participation in social activities	—	—	—	—	—	—
Support and Additional Resources	• Individual and group counseling • Online support groups • Online resources and articles	—	—	—	—	—	—
Educational Materials	• Relevant books and articles • Instructional videos • Audio files • Posters and flashcards	—	—	—	—	—	—
Feedback and Improvement	Feedback will be collected from participants to improve the package for future cohorts	—	—	—	—	—	—
Implementation Type	Practical workshops, counseling sessions, and the use of modern technologies	—					

Discussion and Conclusion

The present study aimed to design an integrated educational package on successful academic identity and future outlook grounded in the Fundamental Transformation Document of the Education System of the Islamic Republic of Iran, and the findings demonstrate that this package effectively incorporates seven key objectives—academic identity recognition, academic goal-setting, motivation enhancement, planning and time management skills, academic well-being, emotional regulation, and communication skills—into a structured eight-session intervention. The development process involved identifying theoretical foundations, drafting content and implementation guidelines, and pilot testing to refine the package. The results indicated that implementing this program contributed to improvements in students' goal-setting abilities, academic enthusiasm, and academic well-being, suggesting that the integration of academic identity and future perspective elements can foster both motivational and socioemotional growth in adolescents.

These findings align with the growing body of evidence highlighting the crucial role of academic identity in shaping students' motivation, engagement, and academic outcomes. Research has consistently shown that a well-developed academic identity functions as a powerful internalized driver of students' persistence, self-regulation, and achievement behaviors (Meens et al., 2018; Negru-Subtirica et al., 2023; Ramezani Far et al., 2024). Students who identify strongly with the academic domain are more likely to experience a sense of belonging, which reinforces engagement and sustained effort (García et al., 2023; He et al., 2023; Ravan et al., 2020). In this study, participants demonstrated increased academic enthusiasm after engaging with the package, which is consistent with findings that academic identity serves as a motivational anchor that channels emotional and cognitive resources into academic tasks (Hudig et al., 2023; Soleimani

et al., 2023). This suggests that explicit instruction in identity development can effectively strengthen the internal commitment that underlies students' academic persistence and success.

Moreover, the inclusion of goal-setting, planning, and time management components in the package appears to have contributed to the observed gains in goal-directed behavior. Previous studies have emphasized that adolescents' ability to set meaningful goals and link them to long-term aspirations is a critical mechanism through which academic identity translates into achievement-oriented behavior (Peetsma & van der Veen, 2015; Przepiorka & Sobol-Kwapinska, 2021; Seginer, 2009). Hudig et al. argued that guided reflection on life goals can reconfigure motivational mindsets, thereby enhancing goal commitment and sustained engagement (Hudig et al., 2023). In a similar vein, Norouzi reported that training in future perspective significantly improved students' academic hope, goal orientation, and psychological well-being (Norouzi, 2024). The present results mirror these patterns, indicating that the structured goal-setting and time perspective elements embedded in the package may have bolstered students' ability to organize their academic efforts around future-oriented aspirations, which in turn amplified their sense of purpose and enthusiasm for learning.

The gains in academic well-being observed among students further underscore the value of integrating emotional and motivational dimensions into academic interventions. Academic well-being reflects students' sense of satisfaction, competence, and positive affect in their educational experiences, and is increasingly recognized as both an outcome and a facilitator of achievement (Khodapanah & Tamannaie Far, 2024; Rahdar & Bagherpour, 2023). By incorporating activities on emotional regulation, stress management, and communication skills, the package addressed foundational socioemotional competencies that support resilience and positive engagement. This is consistent with findings by Morosanova et al., who demonstrated that conscious self-regulation acts as a meta-resource that simultaneously promotes academic achievement and psychological well-being among adolescents (Morosanova et al., 2023). Similarly, Chen showed that academic self-efficacy and mindfulness mediate the relationship between academic identity and psychological need satisfaction, leading to greater academic achievement (Chen & Zhao, 2024). The current results suggest that embedding socioemotional and self-regulatory training within identity-focused interventions can produce synergistic effects on both academic functioning and well-being.

Additionally, the successful pilot implementation of the package resonates with previous research emphasizing the role of supportive learning environments in fostering engagement and identity development. Teacher support, constructive feedback, and opportunities for active participation have been shown to enhance students' self-efficacy and identification with academic roles (Liu et al., 2023; Sengsouliya et al., 2020; Shi et al., 2023). Engagement, in turn, serves as a critical mediator linking identity to achievement outcomes (Abid & Akhtar, 2020; Lekwa et al., 2019; Usán Supervía & Salavera Bordás, 2020). In the present study, the collaborative group-based structure of the sessions may have provided a context that mirrored these supportive conditions, thereby facilitating students' engagement and sense of belonging. This aligns with the findings of Ramezani Far et al., who identified academic engagement as a key mediator between academic identity and sense of school belonging (Ramezani Far et al., 2024). Consequently, it can be inferred that the relational and interactive aspects of the package design contributed to its effectiveness.

Furthermore, the package's theoretical grounding in the Fundamental Transformation Document of the Education System of the Islamic Republic of Iran strengthens its ecological validity and relevance for the target educational context. This policy framework emphasizes the holistic development of learners, including the cultivation of identity, spiritual-moral values, and future-oriented competencies (Aboutorabi et al., 2019; Raouf Malayeri et al., 2019; Samadi, 2022). Yet, as noted by Anbarstani et al., the implementation of the document's educational goals has been hindered by the lack of concrete pedagogical models and systematic teacher training (Anbarstani et al., 2022). By operationalizing these policy directives into a structured, evidence-based educational package, the current study addresses this implementation gap and offers a replicable model for integrating the document's principles into classroom practice. This is particularly salient given the documented need for coherent frameworks that align curriculum design with national educational transformation policies (Chandramohan & Pramila, 2022; Teo et al., 2023).

In terms of its contribution to the theoretical literature, the study supports the integrative perspective that academic identity, motivation, time perspective, and self-regulation are interdependent processes that jointly shape adolescents' academic pathways. The observed improvements in goal-setting, enthusiasm, and well-being corroborate the notion

that interventions must target these domains simultaneously rather than in isolation. García et al.'s meta-analysis confirmed that motivational, identity-based, and self-regulatory factors collectively predict academic achievement in student populations (García et al., 2023). Similarly, Myint and Robnett found that academic motivation and identity jointly predicted adolescents' STEM career aspirations, underscoring the interplay between these constructs (Myint & Robnett, 2024). The current findings echo these conclusions by showing that combining identity development with future-oriented goal planning can enhance both the affective and behavioral components of academic engagement.

It is also noteworthy that the iterative design approach—moving from theoretical synthesis to pilot testing and refinement—reflects best practices in educational innovation. Kirkpatrick's model emphasizes the importance of evaluating training programs at multiple levels, including reaction, learning, behavior, and results (Kirkpatrick & Kirkpatrick, 2006). The present study followed a similar logic by incorporating expert validation and participant feedback to refine the package. This process likely enhanced the cultural and contextual fit of the materials, which is critical for the sustainability and scalability of educational interventions (Perumal, 2020; Talan & Gulsecen, 2019). By demonstrating the feasibility of this development pathway, the study provides a methodological blueprint for future efforts to design curriculum-based psychosocial interventions in secondary education.

In summary, the results support the effectiveness of an integrated educational package that synthesizes academic identity development and future perspective training, framed within the national educational transformation agenda. The intervention improved students' goal-setting capacities, academic enthusiasm, and academic well-being, consistent with theoretical and empirical evidence that identity, motivation, self-regulation, and temporal orientation are mutually reinforcing determinants of academic success (Morosanova et al., 2023; Negru-Subtirica et al., 2023; Soleimani et al., 2023). These findings contribute to both theory and practice by illustrating how abstract policy ideals can be translated into concrete pedagogical strategies that promote adolescents' holistic development.

Despite its promising findings, this study has several limitations that should be acknowledged. First, the sample size for the pilot implementation was relatively small and limited to female students in lower secondary schools, which constrains the generalizability of the results to other demographic groups, including male students and those from different educational levels or cultural contexts. Second, the evaluation of the package focused primarily on short-term outcomes immediately following implementation, and did not include long-term follow-up assessments to determine the durability of the observed effects over time. Third, the study relied heavily on self-report measures, which may be subject to social desirability bias or inaccuracies in students' self-perceptions of their engagement, well-being, and goal-setting behaviors. Finally, while expert validation was used to ensure content relevance, the package's effectiveness was not compared with a control group receiving an alternative intervention, limiting causal inferences about its unique impact.

Future studies should aim to address these limitations by employing larger and more diverse samples, including both male and female students from various regions, grade levels, and school types, to enhance the generalizability of findings. Longitudinal designs should be used to assess the sustained effects of the package on academic identity, motivation, engagement, and well-being over extended periods. Incorporating objective measures of academic performance, such as grades or standardized assessments, alongside self-report instruments, could provide a more comprehensive evaluation of outcomes. Future research could also explore moderating factors such as socioeconomic status, teacher support, and school climate that might influence the effectiveness of the package. Finally, experimental or quasi-experimental studies comparing this integrated package with other academic or psychosocial interventions would help clarify its relative efficacy and identify which components are most critical for producing positive outcomes.

In practice, the findings suggest that educators and school administrators can adopt this integrated educational package as a structured framework for fostering students' academic identity and future outlook. Successful implementation will require training teachers to facilitate the sessions effectively, including equipping them with strategies for promoting self-reflection, goal-setting, emotional regulation, and collaborative learning. Schools may also consider embedding the package into existing guidance counseling, life skills, or enrichment programs to ensure sustained exposure and reinforcement of its core principles. Additionally, creating supportive school environments that align with the package's emphasis on belonging, autonomy, and motivation can enhance its impact. Policymakers and

curriculum developers could use this model to operationalize the values of the Fundamental Transformation Document of the Education System of the Islamic Republic of Iran, thereby bridging the gap between national educational goals and classroom practice.

Acknowledgments

Authors' Contributions

All authors equally contributed to this study.

Declaration of Interest

The authors of this article declared no conflict of interest.

Ethical Considerations

The study protocol adhered to the principles outlined in the Helsinki Declaration, which provides guidelines for ethical research involving human participants. Written consent was obtained from all participants in the study.

Transparency of Data

In accordance with the principles of transparency and open research, we declare that all data and materials used in this study are available upon request.

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