ORIGINAL ARTICLE

Journal of Emergency Health Care. 2026;15(1): 20
https://doi.org/10.22034/jehc.15.1.20

Investigating the Effectiveness of Self - Awareness Group Training Based on the Family System Approach on Perceived Stress in The First Grade High School Girl Students with Test Anxiety in the Khomeini Shahr City

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Article history:

Received: 17 May 2026
Accepted: 28 Jun 2026
Available online: 1 Jul 2026

Keywords:

Self - awareness training
Internal family system approach (IFS)
Perceived stress
Test anxiety

Abstract

Purpose: the purpose of this study was to investigate the effectiveness of self - awareness training based on the approach of the internal family system (IFS) on perceived stress among first high school girl students with test anxiety in the Khomeini Shahr city. Method: the research method is semi - experimental with pre - test - post -test. The statistical population of the study included all the high school girl students of the first grade at 2021 - 2020 in the Khomeini Shahr city, which is suffering from test anxiety. For this purpose, 30 first high school girl students who had higher anxiety according to Friedman test anxiety test were selected through purposive sampling and answered to standard questionnaires of perceived stress by Cohen, Cemark and Mermestline (1983) and Shnyder and Peterson (2000). Then, they were randomly divided into two experimental (n = 15) and control (n = 15) groups.
Results: the experimental group attended training sessions based on the internal family system (IFS) as 8 sessions of 1.5 hour, but the control group received no intervention. The data were analyzed by covariance analysis.
Conclusion: the results showed that the effect of self - awareness training based on the internal family system approach (IFS) has significant effect on perceived stress (effect size 0.17, p >0. 05) and test anxiety(the effect size of 0.56,P<0.01) in first high school girl with test anxiety in Khomeini Shahr city.

Cite this article as: Shafaf M, Salehi A. Investigating the Effectiveness of Self - Awareness Group Training Based on the Family System Approach on Perceived Stress in The First Grade High School Girl Students with Test Anxiety in the Khomeini Shahr City. J Emerg Health Care. 2026;15(1):20. https://doi.org/10.22034/jehc.15.1.20.

Introduction

Today, training needs to start growth of all criteria to meet the needs of individual and society through some changes and predisposing factors. Students are the future -makers of any society and the period of education is considered to be decisive and personality-maker, and the success of students in the course of life is guaranteed. Therefore, addressing issues related to them is of particular importance (1).

We all encounter situations that are likely to be stressful. On the other hand, stress and anxiety is a part of the life of every human being and is considered as a compromise in moderation, so that we can say that if not stress and anxiety, all of us sleep at our desks. It is anxiety that makes us attempt to work, all the steps forward, and all scientific, literary and artistic discoveries are based on anxiety. (2). Students deal with several major types of stressor factors: puberty changes,

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exams and intensive class questions, teachers' behaviour, lack of free time (Lotfabadi, 2008). Also, test anxiety, high expectations of teachers, in - school dry regulation, inappropriate school environment have negative impact on mental health. High levels of stress have a detrimental effect on students ' concentration to cope with such pressure (3). one of the anxiety disorders of students is test anxiety that one of the types of school anxiety and as an important and common educational phenomenon, is closely related to students ' academic performance and achievement. Test anxiety is an intrinsic behavior between students and an emotional problem that has a negative impact on learning and is considered as an emotional reaction or a state of stress that occurred before and during the exam and many students considered it a threat. Regarding the causes of test anxiety, researchers have pointed to various factors such as perfectionism, self - efficacy and low self - concept, goal setting, gender and educational base (4). Also according to the relevant theoretical models, it seems that test anxiety is a state of public anxiety that consists of cognitive, physiological and behavioral responses related to fear of failure. It means that test anxiety is a severe negative emotion that has physiological, behavioral and cognitive requirements and experience it in evaluation situations and consequently many cognitive processes and attention involved in effective performance in task performance (Dosk, 1980). The test anxiety was not defined in Dsm - V as a specific disorder, but Dsm - V was defined as a specific type of social phobia (sp), and since the situation is common and impotent, it facilitates its allocation to the diagnostic class of social phobia (sp) (5). Based on the results of various studies, the prevalence of test anxiety in the students is 10 - 30 percent 6).

as a result, the approach of the internal family systems (IFS) is new and has techniques such as compassion and kindness to the extreme parts, observation of extrusiveness, attention to the strengths of the " self - damaged core ", the ability to change parts to its positive and disclosure roles, encourage self - disclosure and behaviour responsibility and provides a way to work with " resistance " and denial, the present study seeks to answer the question whether group - self - awareness training based on the approach of internal family systems (IFS) emphasizes the perceived stress of the first high school girl students with test anxiety in the khomeini Sahr city ?

Research hypotheses

Main hypothesis:

self - awareness group training based on the theory of internal family system (IFS) affects perceived stress among the first high school girl students with test anxiety in the khomeini Sahr city.

Sub- hypotheses:

- group training of self - awareness based on the theory of internal family system (IFS) affects the perceived stress of high school girl students with test anxiety in the khomeini Sahr city.

- group self - awareness training based on the theory of the internal family system (IFS) affects test anxiety of the first high school girl students with test anxiety in the khomeini Sahr city.

Theoretical foundations of research

Test anxiety

test anxiety is one of the situational anxieties that is closely associated with academic performance and achievement of millions of students in educational centers (7).

Test anxiety definitions

Anxiety is an unknown and unknown factor which causes anxiety and sometimes causes the symptoms of danger such as heartbeat and pallor. In the process of anxiety, unlike natural fear, there is not a real cause of fear or danger or destruction, but only automatically and unconsciously the human mind is afflicted with a feeling of danger and when the mind comes out of the ordinary routine in the wake of the psychological tensions and the nervous stress and the unpleasant and unfortunate events that happen to us in the lives of times, we get anxious. The causes of anxiety are hereditary factors, bitter experiences of previous years and the restless and tense environment. its destructive effects on thought are: it causes a disturbance in the concentration of the senses, deprives the power of decision making and will of man, and makes him pessimistic and not useful (8).

Siper (1980) sees test anxiety as a special case of public anxiety that includes stable cognitive, physiological and behavioural responses associated with fear of failure and that the individual experiences it in evaluation situations. When test anxiety occurs, many cognitive processes and attention interfere with the effective functioning of the individual.

Guida and Ludlow (1989) defined test anxiety as an unpleasant and emotional response to the situation in school and classroom. This emotional state is usually associated with tension, phobia, anxiety, confusion and arousal of autonomic nervous system.

Spilberger (1980) considers test anxiety as consisting of two factors: concern and excitability. considering that Spilberger have proposed two components of anxiety and depression to explain test anxiety,

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an important component of test anxiety is a component of concern or an cognitive activity irrelevant to homework that involves a lot of cognitive anxiety about performance, outcomes arising from exam, thoughts of spoiling the exam, self - esteem, self – assessment to compare with others, and negative expectations of performance. (Beyrami, abdi, 2009).

Perceived stress

The people of the present society have become more conscious of stress and its consequences, adults, teenagers, and even children speak about environmental pollution, the possibility of a nuclear war, the threat of nuclear tests, food additive and carcinogenic substances, etc. and all of these issues are part of daily life. Parents and children know that the family's core has changed, our age is so that in most families, both parents have to work together so they can afford to spend the day, divorce increases and remarriage is not an impossible affair. Furthermor, mass media have been accustomed to observing scenes of war, violence, destruction, atrocities, and cruelty, death and murder. (9)

Perceived stress definitions

Perceived stress is a psychological process in which a person perceives his physical and psychological well - being as threatening (10). 2. The term “stress” or “nervous pressure” is derived from the latin word “Stringere”, which means embracing, pressurizing, and repressurizing. Behaviors that can be associated with conflicting emotions.

Pressurizing leads to strangulation and creates a sense of helplessness and anxiety that covers the heart and soul. Thus, helplessness and distress is another term derived from “Stringere” and expresses the feeling of abandonment, isolation, inability, and the component to be created in an acute position (need, line, suffering) in a person (9).

3. In psychology, stress or psychological pressure, i.e., expectation of consistency or adaptation from the organism. Some of the stress is necessary to wake us up and busy. Essentially, stress is the response of the body to any request, change or threat understood. The stressor factor or stress is the situation or events that trigger this response. Stress is not inherently good or bad but may have positive or negative effects. Stress is considered healthy when it facilitates consciousness and helps a person develop and / or help meet its needs, and is considered an undesirable and unhealthy when makes the person susceptible to illness. Many of the sources of stress form external factors such as the complications of daily life, changes in life, pain, lack of comfort, failure and conflict, other sources of stress can be attributed to internal factors such as irrational beliefs and type A behavior (11).

Method of treatment: self - awareness based on internal family system (IFS)

Self - awareness

Self - awareness helps one understand if it is stressed or not and such a perception is often an essential condition of social and interpersonal relationships that are effective and empathic (12).

Self– awareness definitions

Self - awareness means recognizing emotions and finding words for expressing them and finding the link between thoughts, feelings and reactions, awareness that in decision making, thinking dominates emotions self - consciousness means “ being aware of our state of mind as well as our thinking about that “ (13). John Mayer says: “Self - awareness is also manifested in the form of identifying its strengths and weaknesses, and seeing oneself in a positive but optimistic way” [13].

Self - awareness - the recognition of each feeling as it arises - is the cornerstone of emotional intelligence. The ability to monitor emotions at any moment has a determining role to gain psychological insight and self - perception. The inability to detect true feelings leads us to confusion. People who are more confident about their emotions can lead their lives better. (1)

Factors contributing to the growth of self - awareness

Self- admission

So that we ourselves accept the strengths and weaknesses, and collectively, what we are. One of the effective factors in Self- admission is the adoption of the mistake that we are dealing with and then forgive ourselves (14).

Admission of others

The most important factor in the rejection of others is our inability to accept our interpersonal differences. If we accept that every person is unique and each of us, in some cases, looks like others and in some cases, different from others, understanding and accepting it helps us self - awareness [15].

Responsibility

It is obvious that the best person to decide for us is ourselves. If others decide instead us, we do not really accept responsibility for our work, the fear of failure should not be an obstacle to accepting responsibility, this will help our self - awareness [16].

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The characteristics of self – awareness peoples

Such people know their strengths and weaknesses and are proud of them. They can recognize and accept their negative points and weaknesses and try in order to correct them. They know their success and failure, they are proud of their success and learning from their defeat. They respect themselves and others and try to achieve their goals, they are responsible for their actions and behaviour (17).

The characteristics of self - conscious people

Such people know their strengths and weaknesses and are proud of them. They can recognize and accept their negative points and weaknesses and try in order to correct them. They know their success and failure, they are proud of their success and learning from their defeat. They respect themselves and others and try to achieve their goals, they are responsible for their actions and behaviour (18).

Internal family system (IFS):

The system of internal family (IFS) is transformational, and evidence - based psychotherapy, that helps people to love their protected and injured areas with access to them and with access to the original core of their "self" exclude them from extremist roles (19).

Definition of the internal family system (IFS):

The internal family system (IFS) model has become a holistic approach over the past 20 years and includes instructions to work with people, couple, and family. IFS model represents a new combination of two existing paradigms: systematic thinking and mind - multiplicity. this model presents concepts and methods of structural, strategic and narrative of family therapy to the world of " subpersonalities ". " it was a natural outcome that evolved after I, as a young, passionate therapist, heard the conversations of visitors about their inner life, " Schwartz said. " when I was able to put aside my own preconceived notions about treatment and mind, and really listened to my customers and what they said, what I heard over and over, what they often called " a part " of themselves - the paradoxical subpersonalities embedded inside them. This was not a new discovery. Many other theorists have described the same internal phenomenon, which is the first theory, the same Freud's theory of the institution, himself, and ego, and recently the concepts of object relations have been discussed in the case of internal objects. also, these ideas are in the core of main stream approaches such as transactional analysis (self - states) and (subpersonalities), and now reveal themselves in cognitive - behavioral approaches as "schemata ". however, prior to (IFS), little attention has been paid to how these internal entities operate in relation to each other " (15). " since I came into the category of systematic thinking, according to custom, and in the same way that I had trace the interactions among family members, I began to tracing the local interactions, " Schwartz said. " when I did this, I learned that the sectors played a joint role and joint internal relationships. I also learned that these roles and inner relationships are not static and can change if someone has to interfere with care and respect. I considered the mind as an internal family and tested the techniques I used as a family therapist " (15).

IFS' model, which is created as a result of this discovery, says one person has relatively discrete mind ecology, each of which has valuable properties and each of them is designed to/and wants to play a valuable role. But these parts, by experiences of life that can organize this system to unhealthy ways, can be separated from their valuable roles. A good analogy for this case is an alcoholic family in which children have to have protective roles and stereotypes due to their intense family dynamics. Although similar roles between brothers and brothers are found in alcoholic family (e.g. shield of disaster, propitious, stolen), it cannot be concluded that these roles represent the nature of children. Rather, every child is unique, and as soon as he can get rid of his role by intervening, he can find his own interests apart from the expectations of anxious family. It seems that the same process is true for the inner family - the parts are forced to perform extreme roles under external conditions and when the space appears secure, they are converted to family value, delectably (20).

What conditions cause these parts to be drawn towards excessive and sometimes destructive effects? Trauma is one of the factors and the effects of sexual exploitation of children in the inner family are widely discussed (15). But most of the time, the origin values and the interaction patterns of a person family causes internal polarization that is intensified over time and plays a role in other relations. Nothing new. In fact, this is one of the main principles in relation to self-psychology. What is new for IFS is an attempt to understand all levels of the human organization - intermental, family and culture - with the same systemic principle, and attempt to intervene at any level with the same ecological techniques.

The method of research

The present study is a semi - experimental study in which pre - test - post -test design is used. The independent variable of this research is group self - awareness training based on the internal family system (IFS) and the first dependent variable includes perceived stress and the second dependent variable is test anxiety. The population of the study was all the first high school students of the khomeini Shahr city in the

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year 2020 – 2021, who are suffering from test anxiety. The sampling method in this research is targeted as the sample size of 30 students with higher test anxiety were selected based on Friedman test anxiety inventory. Then, they were randomly divided into two groups (15 people in experimental group and 15 people in control group). The research tools for doing this research are the perceived stress questionnaire of Cohen and the test anxiety questionnaire of Friedman.

Data analysis method

The present study, at first, describes the demographic and descriptive findings of the research using frequency tables and standard deviation and standard deviation. In order to examine the research hypotheses, covariance analysis was used using SPSS 25 software.

Findings

Descriptive statistics

Demographic information for participants

Frequency distribution of participants in terms of group membership and demographic characteristics according to the results of the research: most participants (50 %) were aged - 15, also, 16.7 percent on the eighth grade, and 83 percent are on the ninth grade.

Inferential statistics

Hypothesis testing

Main hypothesis: Self - awareness group training based on the internal family system (IFS) has an impact on perceived stress in the first high school girl students with an examination anxiety in Khomeini Shahr city.

Table 1. Results of the MANCOVA analysis in terms of perceived stress and hopefulness in post – test.

Trace	Amount	F	DF of Hypothesis	DF of error	(P)	η squared	test power
Pillai,s trace	0 .47	11 .16	2	25	0.01	0.47	0.98
Wilks Lambda Test	0 .52	11 .16	2	25	0.01	0.47	0.98
Hotelling trace	0 .89	11 .16	2	25	0.01	0.47	0.98
Roy,s Largest Root	0 .89	11 .16	2	25	0.01	0.47	0.98

Results of four different tests of MANCOVA indicate that there is a significant difference between perceived stress scores and hopefulness of students in both control and experimental groups after adjusting the effect of pre – test (F= 11.16, P<0.01). So that 47 % of the difference in perceived stress scores and hopefulness in post – test was due to group membership (IFS effect). The test power is at a desired level (0.98) ; therefore, the general hypothesis is approved.

Sub- hypotheses

The first hypothesis: self – awareness group training based on internal family system (IFS) has an impact on perceived stress in the first high school girl students with test anxiety in Khomeini Shahr city.

As shown in table 2, the results of covariance analysis (ANCOVA) indicate that after adjusting the moderating effect of pre - test (0. 39), there is a significant difference between the mean scores of perceived stress ($p < 0.05$, $F= 5.72$) in the control and experimental groups. The effect size of 0.17 for perceived stress variable indicates that 17 % of the differences in post - test scores of perceived stress due to group membership and effect of (IFS) are: in other words, self - awareness group training based on internal family theory has reduced 17 % of students perceived stress scores in the post - test. The test power is at a good level (0. 64).

Also, the results of covariance analysis for perceived stress subscales indicated that there was a significant difference between the mean scores of negative perception of stress ($p < 0.01$, $F= 17,80$) and positive perception of stress ($p < 0.01$, $F= 25.25$) in both groups.

The effect size of 0. 39 for subscale of negative perception of stress indicates that 39 % of variance in post - test scores in this subscale is due to team membership and effect of (IFS). In other words, self - awareness group training based on the internal family system has reduced 39 % of the scores of negative perception of students stress in the post - test phase. Also, the effect size of 0.48 for subscale of stress positive perception suggests that (IFS) increases 48 % of students ' stress perceptions in post - test.

The results of table 3 showed that in the post - test phase, the mean score of perceived stress in students in experimental group was less than control group.

The difference between these two groups is -3.29. Also results for subscale of negative perception of stress showed that in post - test, the mean score of negative perception of stress in the experimental group was less than control group. The difference between these two groups is 4.55. Finally, the results of the subscale of stress positive perception of stress indicate that in post - test, the mean score of positive perception of stress in the experimental group is more than the control group. The difference between these two groups is 4.13.

Second hypothesis: group self - awareness training based on the internal family system (IFS) has an impact on the test anxiety in the first high school girl students with test anxiety in Khomeini Shahr city.

As shown in table 4, the results of covariance analysis (ANCOVA) indicate that after adjusting the moderating effect of pre - test (0. 50), there is a significant difference between the mean scores of test anxiety ($p < 0.01$, $F= 34.54$) in both groups. The effect size of 0. 56 for the test anxiety variable indicates that 56 % of the

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difference in post - test anxiety test scores resulted from group membership and effect of (IFS). In other words, group training of self - awareness based on the internal family system has resulted in 56 % reduction in test anxiety scores of students at the post - test stage. The test power is at the desired level (0. 99). The results of covariance analysis for the subscales of test anxiety indicated that there was a significant difference between the mean scores of social humiliation (F= 5.24, P<0.03), cognitive error (F= 4.39, P<0.04) and stress (F= 52.63, P<0.01) in both groups.

Table 2. The results of covariance analysis were used to compare perceived stress between two groups in post - test with moderating effect of pre - test.

Variable	Source of changes	Sum of squares	DF	Mean squares	F	p	η squared	Test power
perceived stress	Pre-test	245 .27	1	245 .27	17 .49	0 .01	0 .39	0 .98
	Group	80 .31	1	80 .31	5 .72	0 .02	0 .17	0 .64
	Error	378 .58	27	14 .02				
	Total	65266	30					
negative perception of stress	Pre-test	296 .78	1	296 .78	34 .39	0 .01	0 .56	0 .99
	Group	.630 153	1	.630 153	17 .80	0 .01	0 .39	0 .98
	Error	232 .95	27	8 .62				
	Total	12722	30					
positive perception of stress	Pre-test	74 .45	1	74 .45	14 .75	0 .01	0 .35	0 .95
	Group	127 .41	1	127 .41	25 .25	.01	0 .48	0 .99
	Error	136 .20	27	5 .04				
	Total	14979	30					

Table 3. the average scores of perceived stress and its sub scales in the experimental and control groups in post - test.

Variable	statistical indicators	residual mean	Standard error	mean difference	significant level	95 % confidence level	
	group membership					upper bound	lower bound
Perceived stress	Experimental group	44 .75	0 .97	-3 .29	0 .02	-6 .11	-0 .47
	control group	48 .04	0 .97				
Negative perception of stress	Experimental group	17 .79	0 .76	-4 .55	0 .01	-6 .76	-2 .33
	control group	22 .34	0 .76				
Positive perception of stress	Experimental group	24 .16	0 .58	4 .13	0 .01	2 .44	5 .81
	control group	20 .03	0 .58				

The size of the effect of 0 / 16 for social humiliation subscale indicates that 16 % of the difference in post - test scores in this subscale is due to group membership and effect of (IFS). In other words, self - awareness group training based on internal family theory has reduced 16 % of students ' social humiliation in post - test. Also, the effect size of 0.14 for cognitive error subscale indicates that (IFS) reduces 14 % of students ' cognitive error in post - test. Finally, the effect size of 66 / 66 for stress subscale indicates that (IFS) reduces 66 % of students stress scores in post - test.

The results of table 5 show that in the post - test phase, the mean scores of test anxiety of students in the experimental group were less than the control group. The difference between these two groups is -10. 30.

Also the results for the subscale of social humiliation, cognitive error and stress showed that in the post - test, the mean scores of all three subscales in experimental group were less than control group. The difference between these two groups for social humiliation subscale (- 1.71), for cognitive error subscale is (-1. 89) and for stress subscale is (-5.79).

Thus, the main hypothesis and both sub - hypotheses are confirmed.

Effect size:

For the main hypothesis (Self - awareness group training based on the internal family system (IFS) has an impact on perceived stress in the first high school girl students with an examination anxiety in Khomeini Shahr city), the effect size of 0.47 has been achieved.

For the first sub hypothesis (self - awareness group training based on internal family system (IFS) has an impact on perceived stress in the first high school girl

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students with test anxiety in Khomeini Shahr city), the effect size of 0.17 was obtained.

For the second sub–hypothesis(group self-awareness training based on the internal family system (IFS) has an impact on the test anxiety in the first high school girl students with test anxiety in Khomeini Shahr city) the effect size was 0.56.

Table 4. The results of covariance analysis were used to compare test anxiety of two groups in post - test by moderating effect of pre - test.

Variable	Source of changes	Sum of squares	DF	Mean squares	F	p	η squared	Test power
Test anxiety	Pre-test	609 .92	1	609 .92	27 .07	0 .01	0 .50	0 .99
	Group	778 .13	1	778 .13	34 .54	0 .01	0 .56	0 .99
	Error	608 .21	27	22 .52				
	Total	29420	30					
Social humiliation	Pre-test	253 .76	1	253 .76	62 .68	0 .01	0 .69	0 .99
	Group	21 .24	1	21 .24	5 .24	0 .03	0 .16	0 .59
	Error	109 .30	27	4 .04				
	Total	3610	30					
Cognitive error	Pre-test	142 .94	1	142 .94	23 .34	0 .01	0 .46	0 .99
	Group	26 .88	1	26 .88	4 .39	0 .04	0 .14	0 .52
	Error	165 .32	27	6 .12				
	Total	6475	30					
Stress	Pre-test	74 .39	1	74 .39	15 .80	0 .01	0 .36	0 .96
	Group	247 .71	1	247 .71	52 .63	0 .01	0 .66	0 .99
	Error	127 .07	27	4 .70				
	Total	3521	30					

Table 5 - the mean scores of test anxiety and its subscale in experimental and control groups in post - test.

Variable	statistical indicators	residual mean	Standard error	mean difference	significant level	95 % confidence level	
	group membership					upper bound	lower bound
Test anxiety	Experimental group	25 .18	1 .23	-10 .30	0 .01	-13 .89	-6 .70
	control group	35 .48	1 .23				
Social humiliation	Experimental group	9 .54	0 .52	-1 .71	0 .03	-3 .25	-0 .18
	control group	11 .25	0 .52				
Cognitive error	Experimental group	13 .35	0 .64	-1 .89	0 .04	-3 .75	-0 .04
	control group	15 .24	0 .64				
Stress	Experimental group	7 .27	0 .56	-5 .79	0 .01	-7 .42	-4 .15
	control group	13 .06	0 .56				

Investigating the results based on research hypotheses

Main hypothesis:Self - awareness group training based on the internal family system (IFS) has an impact on perceived stress in the first high school girl students with an examination anxiety in Khomeini Shahr city.

The results of the same as found from the main hypothesis test show that the internal family system approach significantly improved. As a result, the main hypothesis of the study was confirmed. In order to clarify the effect of this treatment on each of the variables of perceived stress, test anxiety of the first high school girl students, three analysis of covariance was performed which results are presents in the first hypothesis and the complementary hypothesis of the research.

First sub hypothesis: self - awareness group training based on internal family system (IFS) has an impact on perceived stress in the first high school girl students with test anxiety in Khomeini Shahr city.

the results of covariance analysis (ANCOVA) indicated that there was a significant difference between the mean scores of perceived stress ($p < 0.05$, $F = 5.72$) in the control and experimental groups. the effect size of 0.17 for perceived stress variable indicates that 17 % of the differences in post - test scores of perceived stress due to group membership and effect (IFS) are: in other words, self - awareness group training based on internal family theory has reduced 17 % of students perceived

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stress scores in the post - test. This result is consistent with the result of Abolghasemi Yaghoobi (2014), Birami (2009), Reza Pourchamar Koohi (2011), Ahmadvand (2016), Cabat-Zine (2003), because the treatment of mindfulness improves perceived stress.

It is noteworthy that in IFS ' approach, mindfulness exercises are used to calm the sectoral. Also, this research is consistent with the result of Abedi,s study (2021) about IFS applications for students ' mental health.

In explaining this result, the scientific findings show that mental health is one of the most important needs of modern human needs, in order to provide it, one needs to identify the negative emotions and daily stresses and control them. The students who participated in this study were the source of some of the stress. Like changing the instructions of education. During these meetings we taught them that if they spend their time raising negative emotions, the result will be worse, and it 's better to deal with positive thoughts, such as " it 's not a threat but a chance", make the test good.

Group training itself is self - knowledge based on intra - family system (IFS) is an appropriate psycho - cognitive intervention that is effective to reduce perceived stress. Because: the therapeutic model (IFS) and it,s therapists are trying to help people achieve a state that can be consultants for their internal families. In this therapy model, taught them to tell your stress with IFS language "what are you doing for me and if you're not in me, what happens to me and balance the stress by leadership. This increase in internal harmony often leads to positive thoughts and positive behaviors in the external life of each individual. Students considered that kind of thinking. One of the internal factors that created stress for the students was that the students fell insomnia on the night before the exam and that caused they feel fatigue and have no focus attention. With the training of slumbering that was part of this training course, as a result of this, they was defeat insomnia and sleep before the test as a factor for reducing perceived stress. According to the results of this study, we conclude that a group of self - awareness training based on the intra - family system (IFS) has a positive effect on perception of the first high school girl students in the khomeini Shahr city.

Secondary sub hypothesis: group self - awareness training based on the internal family system (IFS) has an impact on the test anxiety in the first high school girl students with test anxiety in Khomeini Shahr city.

As observed in the research results, the results of covariance analysis (ancova) indicated that there was a significant difference between the mean scores of post-test anxiety in both groups. The effect size of 0 / 56 for the test anxiety variable indicates that 56 % of the difference in post - test anxiety of test scores resulted from group membership and effect (IFS). In other words, group training of self - awareness based on the internal family system has resulted in 56 % reduction in test anxiety scores of students at the post - test stage.

Discussion

These results are consistent with the findings of Fatemeh - sadat Tabatabaeei Nejad et. al (2018) Beirami and reza abdi (2009), aghasi and Aghaeei (2000). They concluded that the self-awarence and mindfulness affect on the test anxiety. It can be said that test anxiety is a state of public anxiety that consists of cognitive, physiological and behavioral responses related to fear of failure (6). studies show that test anxiety is not only associated with negative attitude but also causing poor academic outcomes and low self - esteem that are related to their learning ability. Therefore, we should use effective measures such as psychological interventions in order to cope with test anxiety and after used it to prevention the educational drop(16).

in the internal family approach and in the meetings held for the experimental " group, in "self" introduction to them, they were told: each of us has a "self "in the core of our existence, determined by these eight characters: compassion, curiosity, peace, clarity, courage, communication, self - confidence, creativity. " self " is different from other parts. In fact, "self" is also a part (an active internal leader for the rest of the parts with a broader view) and a higher sense of consciousness. Which can balance and coordinate between the parts with positive energy of these eight characters and prevent any extremism. On the other hand, it is taught that the anxiety states of individuals are actually concerned with a sympathetic nervous system which is meant to alert a risk or detriment. And you can put this part in balance using leader "self ", so that you can use anxiety, for study on time, be not abandon, and more preparation. The training sessions of self - awareness training sessions based on IFS became synchronized with the students ' examinations, and the students found the best use because they found that:

Stress and anxiety are not a bad and depressing state unless it is in the extreme case and the person is not at the mode of leader "self". The same issue raised their confidence in solving the problem because fighting a trait would seem more difficult to balance than an extreme part.

The students felt confident and hopeful about the belief that they were as powerful as the rest of their "self" with eight attributes.

In IFS "approach" people learn to be their mentor in any stressful situation, so it is very effective for students. For the test anxiety came to them as they could only balance themselves with IFS of the extreme part of their minds and could focus on the exam.

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In IFS, " self " is a part of our psyche that meets every parts and communicates with them. The more sub-personalities trust to "self", the more they allow him/her to be the leader of the system, and as a result, we will experience more harmony. The therapist's role to help clients in entering to the state of "self" to communicate with her/his internal family members. Thanks to this, the client will not rely on the therapist (15). The more students were in this mode of "leader self", more hope of getting rid of extremist anxiety.

Conclusion

The results of this study showed significant effectiveness of group self - awareness training based on the internal family system approach (IFS) on perceived stress and test anxiety in the first high school girl students in khomeini Shahr city. The results of covariance analysis (ANCOVA) indicated that IFS - based intervention could explain 17 and 56 percent of variance in post - test of perceived stress and test anxiety, respectively. These figures indicate considerable effectiveness, particularly in the test anxiety component. These findings suggest that mindfulness and self – awareness in IFS framework can be used as an effective strategy for improving mental health of students.

In explaining these results, it can be said that the internal family system approach, emphasizing the relaxation of "internal systems" and creating a healthy relationship between "self" and "emotional parts", teaches students. Rather than drowning in negative emotions, they will be more transparent to the evaluation of the stressful situations. changing the attitude of students from the test view as a threat, redefining it as an opportunity to progress, as well as overcoming problems like insomnia in the night before the test through comforting exercises, among the factors that play a key role in reducing perceived stress and test anxiety. Therefore, it can be concluded that training based self - awareness training based on IFS is not only an effective intervention to reduce stress and test anxiety of students. But by strengthening the internal resources of stress coping, it can be considered as a preventive and intervention program in educational system by the authorities and counselors of schools.

Acknowledgment:

None

Funding:

None

Authors Contributions:

The author contributed to the data analysis. Drafting, revising and approving the article, responsible for all aspects of this work.

Ethical Consideration:

The research data and literature have not been copied from any worksauthor upon reasonable request.

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