<table>
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**Title:** School attachment - motivation theory-based training package developed and its effectiveness on Aggression, student-teacher relationship, academic alienation, academic burnout, and academic performance among female tenth grade students in Isfahan

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**Abstract:**
The present study aimed to investigate the effectiveness of a motivation theory-based training package on the reduction of aggression, enhancement of student-teacher relationships, reduction of academic alienation, decrease of academic burnout, and improvement of academic performance among female tenth-grade students in Isfahan.

**Methodology:**
The study employed a quasi-experimental design with a pre-test and post-test control group. The participants were randomly assigned to two groups: intervention and control. The intervention group received the training package, while the control group did not.

**Results:**
After implementing the training package, significant improvements were observed in the intervention group compared to the control group, indicating the package's effectiveness in reducing aggression, enhancing student-teacher relationships, reducing academic alienation, decreasing academic burnout, and improving academic performance.

**Conclusion:** The motivation theory-based training package is an effective intervention for improving social and academic outcomes among female tenth-grade students in Isfahan.