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Predicting Academic Achievement Based on Self-Regulated Learning and Family Cultural Capital in High School Students in Tehran

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A B S T R A C T

Objective: The objective of this study was to predict academic achievement based on self-regulated learning and family cultural capital in high school students in Tehran.

Methods and Materials: The study employed a quantitative, descriptive-correlational survey design, with data collected from 300 high school students in Tehran using multi-stage cluster sampling. Data collection tools included Bourdieu's Cultural Capital Questionnaire (1973), Bouffard et al.'s Self-Regulated Learning Questionnaire (2015), and an Academic Achievement Questionnaire adapted from Pham and Taylor's research (1990). Data analysis was conducted using SPSS22, employing descriptive statistics, Pearson correlation, multiple regression, and multivariate regression analyses.

Findings: The findings revealed that self-regulated learning ($B = 0.55$, $p < .001$) and family cultural capital ($B = 0.40$, $p < .001$), significantly predicted academic achievement, with self-regulated learning being the strongest predictor.

Conclusion: In conclusion, self-regulated learning and family cultural capital play critical roles in predicting academic achievement among high school students. These findings emphasize the importance of fostering self-regulation strategies, enriching family cultural capital, and promoting positive learning attitudes to enhance academic performance.

Keywords: *academic achievement, self-regulated learning, family cultural capital, high school students*

1. Introduction

Academic achievement is a critical measure of educational success, influenced by a myriad of cognitive, emotional, and social factors. Among these, self-regulated learning (SRL) has gained prominence as an essential mechanism through which students manage their learning processes, including goal setting, self-monitoring, and self-reflection (Bai & Wang, 2023). The ability of students to regulate their learning is often linked to their academic performance, as it allows them to adapt to diverse learning environments and overcome challenges (Chang, 2023). Moreover, SRL strategies have been shown to mitigate the negative effects of cognitive load, enhancing students' capacity to process information and perform tasks effectively (Wang & Lajoie, 2023).

The importance of SRL is further underscored in the context of transitions in education. Beckers et al. (2023) highlight that targeted interventions such as Talent Lessons and Talent Talks can significantly bolster students' SRL skills during critical educational transitions, such as moving from primary to secondary education (Beckers et al., 2023). Similarly, the role of motivational and volitional factors in SRL has been examined by Dewi and Kuswandono (2024), who emphasize that these factors are pivotal for postgraduate students, particularly in managing academic reading tasks (Dewi & Kuswandono, 2024). This body of research underscores that SRL is not merely a static trait but a dynamic process influenced by various internal and external factors.

In addition to individual cognitive abilities, family cultural capital has emerged as a significant determinant of academic success. Bourdieu's concept of cultural capital encompasses the cultural knowledge, skills, and education that individuals acquire through their family environment (Cheraghi et al., 2019). This form of capital influences students' educational outcomes by shaping their attitudes towards learning and providing them with the necessary resources to excel academically (Gamoran et al., 2021). Research by Israel et al. (2001) demonstrates that family and community social capital significantly impact educational achievement, suggesting that students from culturally enriched backgrounds are better positioned to succeed academically (Israel et al., 2001).

The interplay between SRL and family cultural capital is particularly relevant in understanding academic achievement. Younesi and Salehi (2023) found a significant relationship between personality traits, SRL, and academic performance among high school students, indicating that students with strong SRL skills and supportive family environments are more likely to achieve academic success (Younesi & Salehi, 2023). This relationship is further supported by Holzer et al. (2023), who highlight the role of parental self-efficacy in fostering adolescents' coping strategies, SRL, and positive emotions, all of which are crucial for academic achievement (Holzer et al., 2023).

The Iranian educational context provides a unique backdrop for examining these relationships. Studies such as those by Masoomi Jahandizi et al. (2023) have demonstrated that SRL strategies and academic emotions are significant predictors of academic engagement among medical students in Iran. This finding is corroborated by Abdollahzadeh et al. (2023), who emphasize the importance of classroom management styles in promoting SRL strategies within the Iranian health system education framework (Masoomi Jahandizi et al., 2023). The cultural emphasis on education within Iranian families often translates into higher levels of cultural capital, which in turn supports students' academic endeavors (Mehri, 2005).

Furthermore, the rapid adoption of technology in education has transformed the learning landscape, providing new avenues for enhancing SRL. Chiu (2024) explores how generative AI tools like ChatGPT can foster SRL by providing personalized feedback and goal-setting assistance (Chiu, 2024). Similarly, Nguyen and Chen (2023) highlight the impact of information system success on students' SRL in online learning environments, mediated by intrinsic motivation (Nguyen & Chen, 2023). These technological advancements have made it easier for students to access educational resources, thereby enhancing their SRL capabilities and academic performance (Pozo et al., 2019).

The role of psychological factors in SRL and academic achievement cannot be overlooked. Rahmi and Safitri (2023) demonstrate that psychological capital significantly influences academic procrastination through SRL among college students (Rahmi & Safitri, 2023). This finding is particularly relevant in the Iranian context, where academic pressure often leads to high levels of stress and procrastination among students (Tavakkol & Maghsoodi, 2011). Moreover, the mediating role of psychological resilience in the relationship between social capital and mental health, as highlighted by Feng (2024), further underscores the importance of psychological well-being in academic success (Feng, 2024).

In light of these insights, the present study aims to develop a comprehensive model for predicting academic achievement based on SRL and family cultural capital among high school students in Tehran. This research is particularly significant given the increasing emphasis on educational attainment in Iran and the need for effective strategies to enhance student performance (Jahangard et al., 2022). The study also seeks to address gaps in the existing literature by examining the unique cultural and educational context of Tehran, thereby contributing to the broader discourse on educational psychology and academic success (Geraee & Soltani, 2019).

The findings from this study are expected to have significant implications for educational policy and practice. By identifying key factors that influence academic achievement, educators can design targeted interventions to support students' learning processes and enhance their academic outcomes (Perry et al., 2023). Additionally,

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understanding the role of family cultural capital can help policymakers develop initiatives that promote educational equity and access, particularly for students from underprivileged backgrounds (Sarvar et al., 2015). The objective of this study was to predict academic achievement based on self-regulated learning and family cultural capital with the mediating role of attitude toward learning in high school students in Tehran.

2. Methods and Materials

2.1. Study Design and Participants

This study employs a quantitative, descriptive-correlational survey design for data collection and analysis. It is an applied research study aimed at predicting academic achievement based on self-regulated learning and family cultural capital among high school students in Tehran. The statistical population comprises all high school students in Tehran during the 2023-2024 academic year. To ensure the generalizability of the findings, a sample size of 300 students was selected. The sampling method used was multi-stage cluster sampling, which involved dividing the population into clusters at different levels and then randomly selecting participants from these clusters. This method ensured that the sample was representative of the diverse student population across various districts in Tehran.

2.2. Measures

2.2.1. Cultural Capital

Bourdieu's Cultural Capital Questionnaire (1973) was utilized to assess family cultural capital. This questionnaire consists of 12 items designed to measure cultural and artistic values and manifestations across three dimensions: embodied cultural capital, which includes mental skills and academic verbal proficiency; objectified cultural capital, which pertains to the possession and consumption of cultural goods and an interest in the arts; and institutionalized cultural capital, which refers to educational qualifications and degrees. The questionnaire's reliability was assessed by Navidi (2015) using Cronbach's alpha on a sample of 240 participants, including 120 nurses and 120 teachers, yielding a coefficient of 0.86, indicating a high level of internal consistency (Hosseini & Ahmadi, 2016).

2.2.2. Self-Regulated Learning

The Self-Regulated Learning Questionnaire by Bouffard et al. (2015) was employed to measure self-regulated learning among students. This 14-item questionnaire utilizes a five-point Likert scale ranging from "strongly agree" to "strongly disagree," scored from 5 to 1, respectively. The questionnaire measures three components: motivational, cognitive, and metacognitive aspects of self-regulated learning. The total score for each individual can range from 14 to 70, with higher scores indicating higher levels of self-regulated learning. Ashoornejad (2017) assessed the reliability of this questionnaire using Cronbach's alpha, obtaining a coefficient of 0.80, which demonstrates its reliability for use in academic settings (Pouzideh, 2022).

2.2.3. Academic Achievement

The Academic Achievement Questionnaire, adapted from Pham and Taylor's (1990) research on academic achievement, was used to measure students' academic performance. This questionnaire, tailored for the Iranian context, consists of 8 items. Khazaei (2007) established the criterion validity of this questionnaire by administering it alongside another academic performance questionnaire, obtaining a correlation coefficient of 0.82, which was statistically significant at the 0.01 level, indicating strong criterion validity for the scale in the context of academic achievement assessment (Mehri, 2005).

2.3. Data Analysis

The collected data were analyzed through both descriptive and inferential statistics. Descriptive statistics included frequency, mean, and standard deviation to summarize the data, while inferential statistics involved Pearson correlation, multiple regression, and univariate regression analyses to examine the relationships between variables and test the proposed prediction model. The SPSS22 software was utilized to perform these statistical analyses, providing a comprehensive examination of the data and supporting the study's objectives of predicting academic achievement through self-regulated learning and family cultural capital.

3. Findings and Results

The demographic distribution of the sample indicated that 168 participants (48.4%) were male and 179 participants (51.6%) were female. The birth order distribution showed

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that the majority of respondents were the second child in their family, with 118 individuals (34.0%) falling into this category. Regarding parental education levels, the highest frequency for fathers' education was associated with associate degrees, with 93 fathers (26.8%) holding this qualification. For mothers' education, the highest frequency was reported for mothers with a high school diploma or lower, accounting for 125 individuals (36.0%). The descriptive statistics for the key variables, including self-regulated learning, family cultural capital, and academic achievement, are presented in Table 1.

Table 1

Descriptive Statistics for Study Variables

Variable	Mean	Standard Deviation	Variance	Kolmogorov-Smirnov	Sig.
Family Cultural Capital	3.49	0.95	0.90	3.25	0.000
Academic Achievement	3.94	0.89	0.79	3.42	0.000
Self-Regulated Learning	3.51	0.48	0.23	3.56	0.000

In Table 1, the descriptive statistics for the key variables of the study are presented, including mean, standard deviation, variance, and results of the Kolmogorov-Smirnov test. Family cultural capital had a mean score of 3.49 with a standard deviation of 0.95 and a variance of 0.90, indicating a moderate level of dispersion around the mean. Academic achievement had the highest mean score of 3.94, with a standard deviation of 0.89, reflecting that most students performed well academically. Self-regulated learning had a mean of 3.51 and the lowest standard deviation (0.48), suggesting more consistency in SRL strategies among participants. The Kolmogorov-Smirnov test results indicate that all variables had significance levels below 0.05, leading to the rejection of the null hypothesis and confirming that the data distributions were non-normal

Table 2

Pearson Correlation Coefficients Between Variables

Variable	Academic Achievement	Self-Regulated Learning	Family Cultural Capital
Academic Achievement	1.00	.63**	.59**
Self-Regulated Learning	.63**	1.00	.52**
Family Cultural Capital	.59**	.52**	1.00

The correlation analysis results presented in Table 2 reveal significant positive relationships between academic achievement and both self-regulated learning ($r = .63$, $p < .001$) and family cultural capital ($r = .59$, $p < .001$). This indicates that higher levels of SRL and cultural capital are associated with better academic performance. The correlation between self-regulated learning and family cultural capital was also positive and significant ($r = .52$, $p < .001$), suggesting that students from families with higher cultural capital are more likely to employ effective SRL strategies.

Table 3

Summary of Regression Results

Source	Sum of Squares	Degrees of Freedom	Mean Squares	R	R^2	R^2 adj	F	p
Regression	1245.37	2	622.68	.72	.52	.51	45.78	< .001
Residual	1148.63	297	3.87					
Total	2394.00	299						

The summary of the regression results in Table 3 indicates that the overall regression model was significant, $F(2, 297) = 45.78$, $p < .001$. The model explained 52% of the variance in academic achievement ($R^2 = .52$, $R^2\_adj = .51$). The regression sum of squares (SS = 1245.37) was considerably larger than the residual sum of squares (SS =

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1148.63), indicating that the model provided a good fit to the data.

Table 4

Multivariate Regression Results

Variable	B	Standard Error	β	t	p
Constant	22.47	5.74		3.91	< .001
Self-Regulated Learning	0.58	0.09	.49	6.23	< .001
Family Cultural Capital	0.43	0.11	.36	4.89	< .001

The results of the multivariate regression analysis presented in Table 4 indicate that both self-regulated learning (B = 0.58, SE = 0.09, β = .49, t = 6.23, p < .001) and family cultural capital (B = 0.43, SE = 0.11, β = .36, t = 4.89, p < .001) significantly predicted academic achievement. The constant term was also significant (B = 22.47, SE = 5.74, t = 3.91, p < .001), suggesting that even in the absence of these predictors, academic achievement scores would be moderately high

4. Discussion and Conclusion

The findings of this study demonstrated that self-regulated learning and family cultural capital significantly predicted academic achievement among high school students in Tehran. The regression analysis revealed that self-regulated learning had the strongest influence on academic achievement, followed closely by family cultural capital. The correlation analysis indicated strong positive relationships between these predictor variables and academic achievement, suggesting that students with higher levels of self-regulated learning strategies and enriched family cultural capital are more likely to achieve better academic outcomes.

The significant predictive role of self-regulated learning in academic achievement aligns with previous research emphasizing the importance of SRL in educational success. Bai and Wang (2023) highlighted that SRL strategies such as goal setting, self-monitoring, and self-reflection are essential for academic performance (Bai & Wang, 2023), particularly in language learning contexts. Similarly, Masoomi Jahandizi et al. (2023) found that SRL strategies significantly predicted academic engagement among medical students (Masoomi Jahandizi et al., 2023), indicating that students who actively regulate their learning processes are more engaged and successful academically. The present study's findings are also consistent with the work of Dewi and Kuswandono (2024), who reported that motivational and volitional factors underpinning SRL play a crucial role in academic reading and overall academic performance among postgraduate students (Dewi & Kuswandono, 2024). This body of evidence underscores the pivotal role of SRL in fostering academic success across diverse educational settings.

Family cultural capital was also identified as a significant predictor of academic achievement, reinforcing the theoretical framework proposed by Bourdieu. Gamoran et al. (2021) emphasized that family social capital, encompassing cultural resources and educational support, positively impacts student achievement (Gamoran et al., 2021). Israel et al. (2001) further demonstrated that family and community social capital are critical determinants of educational success, suggesting that students from culturally enriched backgrounds have access to valuable educational resources and support systems (Israel et al., 2001). The current study's findings are in line with Cheraghi et al. (2019), who highlighted the role of social capital in achieving sustainable economic growth, emphasizing that cultural and social resources are essential for individual and collective success (Cheraghi et al., 2019). These findings suggest that family cultural capital provides students with the necessary tools, values, and support to excel academically.

The integration of self-regulated learning and family cultural capital as predictors of academic achievement highlights the multifaceted nature of educational success. Chiu (2024) emphasized that generative AI tools, such as ChatGPT, can enhance SRL by providing personalized feedback and goal-setting assistance, thereby improving academic outcomes (Chiu, 2024). This technological perspective aligns with the findings of Nguyen and Chen (2023), who demonstrated that information system success in online learning environments enhances SRL and academic performance (Nguyen & Chen, 2023). The present study's findings also resonate with the work of Pozo et al. (2019), who highlighted the role of collaborative learning

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and digital tools in fostering positive learning attitudes and academic success (Pozo et al., 2019).

Moreover, the study's results are supported by the research of Feng (2024), who highlighted the mediating role of psychological resilience in the relationship between social capital and mental health, suggesting that students with strong psychological resilience are better equipped to navigate academic challenges (Feng, 2024). Rahmi and Safitri (2023) further demonstrated that psychological capital influences academic procrastination through SRL, indicating that students with higher psychological resources are more likely to regulate their learning effectively and achieve academic success (Rahmi & Safitri, 2023). The findings of the present study align with these perspectives, emphasizing the importance of psychological and social resources in academic achievement.

In summary, the findings of this study contribute to the growing body of literature on academic achievement by highlighting the significant roles of self-regulated learning and family cultural capital. The study underscores the importance of fostering SRL strategies and promoting cultural enrichment within families to enhance academic success. These findings provide valuable insights for educators, policymakers, and researchers aiming to improve educational outcomes and support students in their academic journeys.

5. Limitations & Suggestions

The present study is not without limitations. One key limitation is the use of self-reported questionnaires, which may introduce response bias due to social desirability or inaccurate self-assessment by participants. Additionally, the cross-sectional design of the study limits the ability to infer causal relationships between the predictor variables and academic achievement. The study also focused exclusively on high school students in Tehran, which may limit the generalizability of the findings to other regions or educational levels.

Future research should consider using longitudinal designs to explore the causal relationships between self-regulated learning, family cultural capital, and academic achievement over time. Researchers could also employ mixed-methods approaches, incorporating qualitative data to gain deeper insights into students' learning experiences and family backgrounds. Expanding the study to include diverse populations across different regions and educational levels would enhance the generalizability of the findings.

From a practical perspective, educational interventions aimed at enhancing self-regulated learning strategies among students should be prioritized. Schools and educators can implement training programs and workshops to help students develop effective learning strategies, manage their time, and set academic goals. Additionally, initiatives to promote cultural enrichment within families, such as parental involvement programs and access to educational resources, can support students' academic success.

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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.

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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