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

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E d i t o r	R e v i e w e r s
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1. Round 1

1.1. Reviewer 1

Reviewer:

Introduction, Paragraph 5: While the literature is reviewed comprehensively, the article does not clearly articulate the specific gap this study addresses. Please include a more explicit statement of the research gap at the end of the introduction.

The phrase "develop a comprehensive model" lacks detail. Clarify what variables are included in the model and whether attitude toward learning was statistically tested as a mediator.

The Kolmogorov-Smirnov test indicates non-normality, yet the article proceeds with parametric tests (e.g., regression). Justify the use of these tests or consider using non-parametric alternatives.

While Cronbach's alpha is reported from a previous study, the article does not provide the reliability coefficients based on the current sample. Please include internal consistency reliability (e.g., Cronbach's alpha) for all measures in the present study.

The explanation that "academic achievement had the highest mean" is correct, but consider relating this to meaningful educational performance (e.g., what does a mean of 3.94 signify practically?).

The integration of AI and digital tools in the explanation of findings is somewhat tangential. Align this better with your study's design, which does not include any digital learning component.

Authors uploaded the revised manuscript.

1.2.   Reviewer 2

Reviewer:

You refer to "the unique cultural and educational context of Tehran," but this is not elaborated. Please clarify what distinguishes Tehran's context from other settings and why it warrants focused study.

The adaptation of Pham and Taylor's (1990) scale is mentioned, but no description of cultural adaptation procedures is provided. Clarify how the questionnaire was culturally validated for Iranian students.

The multi-stage cluster sampling process should be described more explicitly—how were clusters formed, and how many were sampled?

The regression results lack effect size indicators such as Cohen's f^2 or partial eta squared. Including these would help interpret the practical significance of the findings.

The statement "These findings suggest that family cultural capital provides students with the necessary tools…" may overgeneralize. Consider acknowledging variability in cultural capital's impact across different socioeconomic strata.

Authors uploaded the revised manuscript.

2.   Revised

Editor's decision after revisions: Accepted.
Editor in Chief's decision: Accepted.