

Parental Cultural Capital as a Predictor of Learning Motivation Among Secondary School Students.

دور رأس المال الثقافي للوالدين في التنبؤ بدافعية التعلم لدى تلاميذ المرحلة الثانوية.

Le rôle du capital culturel parental dans la prédiction de la motivation d'apprentissage chez les élèves du secondaire.

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ملخص:

هدفت الدراسة الحالية إلى تحديد دور رأس المال الثقافي للوالدين في التنبؤ بدافعية التعلم لدى تلاميذ المرحلة الثانوية بمدينة مسعد. ولتحقيق أهداف الدراسة، تم إعداد استبيان لجمع البيانات حول متغيري الدراسة، ثم توزيعه ورقياً وإلكترونياً على عينة قصدية قوامها 66 تلميذاً وتلميذة من المدارس الثانوية بالمدينة، حيث تم اختيارهم بطريقة قصدية. اعتمدت الدراسة المنهج الوصفي الارتباطي لملاءمته لأغراضها. توصلت نتائج الدراسة إلى أن المستوى الثقافي لوالدي التلاميذ متوسط، وأن الدافعية للتعلم لدى التلاميذ مرتفعة. كما أظهرت النتائج وجود دور لرأس المال الثقافي لدى الوالدين في التنبؤ بدافعية تعلم تلاميذ المرحلة الثانوية.

الكلمات المفتاحية: رأس المال الثقافي؛ دافعية التعلم؛ الوالدين؛ التعليم الثانوي؛ التلاميذ.

Abstract:

This descriptive and correlational study explored the predictive role of parental cultural capital on learning motivation among a purposeful sample of 66 secondary school students in Messaad. Conducted using a questionnaire, the findings reveal a moderate level of parental cultural capital and high learning motivation among students, highlighting a significant predictive relationship between these two key variables.

Keywords: Cultural Capital; Learning Motivation; Parents; Secondary Education; Students.

Résumé :

Cette étude descriptive et corrélationnelle a exploré le rôle prédictif du capital culturel parental sur la motivation d'apprentissage chez un échantillon raisonné de 66 élèves du secondaire à Messaad. menée à l'aide d'un questionnaire, elle révèle un niveau modéré de capital culturel parental et une motivation d'apprentissage élevée chez les élèves, mettant en lumière une relation prédictive significative entre ces deux variables clés.

Mots clés : Capital culturel ; Motivation d'apprentissage ; Parents ; Enseignement secondaire ; Élèves.

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Introduction:

Education has long been a cornerstone of societal progress and prosperity, serving as a crucial investment in human capital and empowering future generations to address challenges and drive positive change (Schultz, 1961, p. 1). Modern educational systems, propelled by rapid technological and knowledge advancements, strive to create stimulating learning environments that unlock students' potential and foster diverse skills (Fullan, 2020, p. 25). However, realizing these goals requires a deeper understanding of factors influencing the educational process, extending beyond traditional curricula and teaching methods to encompass the social, cultural, and economic contexts surrounding learners.

The family, particularly parents, plays a vital role in shaping children's attitudes toward education and fostering intrinsic motivation for lifelong learning, (Development, 2002, p. 287) The family is not merely a separate social unit, but a key partner in education, responsible for instilling values, developing social and emotional skills, and providing the emotional support needed for academic and personal success (Hoover & Sandler, 2005, p. 319).

The concept of "cultural capital" has garnered increasing attention in educational and sociological research, aiming to understand the influence of intergenerational, non-material factors on educational trajectories and academic achievement (Bourdieu & Passeron, 1977, p. 3). Cultural capital is defined as the knowledge, skills, tastes, attitudes, and social networks that provide individuals with an advantage in the educational system and society (Bourdieu p. , 1986, p. 241) identified three main forms of cultural capital: embodied capital (knowledge and skills acquired through socialization and education), objectified capital (material possessions such as books and educational tools), and institutionalized capital (qualifications and credentials from recognized educational institutions).

Parents play a central role in transmitting cultural capital to their children, by providing resources, encouraging cultural participation, and valuing education (Lareau, 2011, p. 75) Parents with high cultural capital are better equipped to guide their children through the educational system, help them understand academic expectations, and develop critical thinking and problem-solving skills (Dumais, 2002, p. 44). They also tend to provide stimulating home environments that encourage reading, writing, exploration, and participation in enriching cultural and social activities (Aschaffenburg & Maas, 1997, p. 57).

While previous studies have highlighted the importance of cultural capital for academic success, the relationship between parental cultural capital and student learning motivation requires further investigation. Learning motivation, defined as the internal drive that propels individuals to engage in learning activities and seek knowledge (Ryan & Deci , 2020, p. 56) is a key factor in academic performance and future success. Highly motivated students are more diligent, persistent, creative, and better able to overcome challenges in their educational journeys (Dweck, 2006, p. 33).

Learning motivation is influenced by various internal and external factors, including personal interests, academic goals, social expectations, emotional support, and the learning environment (Schunk, Pintrich, & Meece, 2014, p. 97). Parental cultural capital likely plays a significant role in shaping these factors by influencing children's values, providing learning opportunities, and offering support to achieve academic and personal goals.

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Given the increasing importance of cultural capital and learning motivation in shaping educational paths, this study seeks to understand the complex relationship between parental cultural capital and learning motivation among secondary school students. The study aims to provide new insights into how parental cultural capital affects student learning motivation and offer practical recommendations for educational institutions and families to enhance this motivation and improve the quality of education.

2. Research Questions

How do secondary school students perceive the cultural capital of their parents?
What is the level of learning motivation among secondary school students?
Is there a statistically significant effect of parental cultural capital on the learning motivation of secondary school students?

3. Hypotheses

The level of parental cultural capital is perceived as high by their secondary school children.
Secondary school students possess a high level of learning motivation.

There is a statistically significant effect of parental cultural capital on the learning motivation of secondary school students.

4. Definition of Terms

To ensure a precise and comprehensive grasp of the scope of this study and the attainment of its intended objectives, it becomes imperative at this juncture to define the fundamental and pivotal concepts that constitute the core of the research topic. Methodological clarification of these terms and the operationalization of their meanings contributes to establishing a robust foundation for effective communication between the researcher and the reader. This, in turn, ensures consistency in understanding and mitigates any ambiguity or potential for misinterpretation in the subsequent analysis of results. Therefore, in this section of the study, the most salient concepts that will be frequently discussed and utilized will be detailed and elucidated through the provision of clear and precise definitions for each concept.

4.1. Pierre Bourdieu's Definition of Cultural Capital

The concept of cultural capital, as articulated in Bourdieu's (1986) work, refers to the accumulated body of knowledge, skills, tastes, and educational qualifications that generates social advantages within a society. This perspective emphasizes that cultural capital is not merely about possessing these elements, but also about the demonstrated ability to effectively utilize cultural codes in social interactions.

4.2. Annette Lareau's Definition

Building on the concept of cultural capital, Lareau (2011) directs attention to its role in family interactions with educational institutions. From her perspective, cultural capital can be understood as the intellectual and practical capacities that enable children to thrive in academic settings. These capabilities include, but are not limited to, the facility to engage effectively with teaching staff, participate fully in curricular and extracurricular activities, and navigate the implicit and explicit rules of the academic environment. (Lareau, 2011, p. 18)

4.3. Richard Teese's Definition

In examining the link between cultural capital and educational attainment, Teese (2014) defines cultural capital functionally as the cultural endowments within families that shape children's capacity for success in schooling. These endowments are exemplified by factors such as the availability of learning resources at home (e.g., books and educational materials), experiences like museum visits, the importance placed on education within the family, and parents' level of formal education. (p. 45)

These definitions of cultural capital agree that it represents non-material resources that provide privilege, particularly in education. They differ in emphasis: Bourdieu offers a comprehensive definition focused on the general accumulation of knowledge and skills, while Lareau focuses specifically on interactions within educational institutions. Teese concentrates on cultural resources available at home and their impact on academic achievement, viewing these as practical applications of Bourdieu's original concept.

4.4. Operational Definition of Parental Cultural Capital

The intellectual and physical abilities and skills, all the behaviors, cultural and educational practices, all forms of knowledge, experiences, qualifications, attitudes, and special interests pertaining to the family history, traditions, social standing, and culture which parents attempt to transfer to their children in addition to the value given to science and education from the parents.

4.5. Definition of Learning Motivation

An internal or external state that prompts the learner to pay attention to the educational situation and participate actively in a directed and sustained manner until learning is achieved (Ben Zine & Shabha, 2021, p. 163).

Also defined as a state of internal tension or imbalance caused by internal or external stimuli, which generates behavior that is directed and sustained with the necessary energy until the need is satisfied or the state of balance is reached or the purpose related to it is achieved (Ben Merijah Mustafa, Ben Madadi Al-Arabi, A, & Shadli Ammar, 2021, p. 117) These definitions complement each other, the first focusing on active learner behaviors, while the second emphasizes internal dynamic aspects of restoring balance and fulfilling needs.

4.6. Definition of Secondary Education Stage

The stage that follows basic education and is a crucial point in determining students' academic paths, defining their future directions in higher education or work (UNESCO, 2015) Lasts three years and coincides with adolescence, a period of psychological and physical changes (Belhadja, 2011, p. 105).

4.7. Concept of Secondary Education

Educational systems give secondary education special attention as it intermediates the educational ladder and represents a turning point in students' lives. As Ageli Sarkez (sarkez, 1997, pp. 184-185)notes, secondary schools cater to students aged 12-18, teaching subjects more comprehensively than elementary schools.

4.8. Operational Definition of Secondary School Students

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Young people aged 15-18, formally enrolled in recognized secondary education institutions following the curriculum of the country or region.

5. Review of Previous Studies

A fundamental prerequisite for any rigorous academic endeavor is the examination of existing literature. This review of prior scholarship serves as the very groundwork upon which the current research project is built, lending credence and justification to its undertaking. Consequently, this section is dedicated to a critical and systematic evaluation of the most significant scholarly contributions and inquiries that have preceded this study and are germane to its central themes.

5.1. Kim & Schneider (2005)

This study entitled "Impact of Parental Support Alignment as a Manifestation of Social Capital on Adolescent Post-Secondary Enrollment and Early Academic Performance," investigates how social capital, specifically the degree of alignment between parental support and adolescent aspirations, influences young people's transition to higher education pathways. Utilizing data from the National Educational Longitudinal Study (NELS:88-94), a nationally representative survey of eighth-grade students in the United States, the researchers employed multinomial logistic regression analysis and a Heckman model. These analytical approaches aimed to determine how the consistency between parental and adolescent aspirations and supportive behaviors impacts the likelihood of post-secondary enrollment, with a particular emphasis on enrollment in competitively selective institutions. The findings indicated that alignment in parental and adolescent aspirations significantly increases the probability of students enrolling in a post-secondary institution in the year following high school graduation. Furthermore, the study revealed that the effect of parental educational attainment on college choice is highly contingent upon this alignment in aspirations and actions between parents and adolescents.

5.2. Sirin (2005)

The study entitled "Socioeconomic Status and Academic Achievement: A Meta-Analytic Review of Research," involved a comprehensive meta-analytic review of published research on the relationship between socioeconomic status (SES) and academic achievement. The study aimed to determine the magnitude of the SES-achievement relationship and to assess how this relationship is influenced by various methodological characteristics (such as the type of SES measure) and student characteristics (including grade level, race/ethnicity, and school geographic location). The review was based on a statistical analysis of the findings from 75 independent studies published in scholarly journals between 1990 and 2000, encompassing data from over 101,000 students and 6,800 schools. The results demonstrated a moderate to strong relationship between SES and academic achievement; however, this association was found to be affected by factors such as the unit of analysis, data source, range of the SES variable, and type of academic achievement measure. Furthermore, school level, minority status, and school geographic location were identified as influential factors in this relationship. In addition, the researcher replicated White's (1982) analysis to evaluate whether the association between SES and academic achievement had changed since the publication of her original review, and the findings revealed a slight decrease in the average correlation.

5.3. Davis-Kean (2005)

The study by Davis-Kean (2005), entitled "The Influence of Parental Education and Family Income on Child Achievement: The Indirect Roles of Parental Expectations and the Home Environment," aimed to understand how family socioeconomic status (SES), particularly parental

education and income, indirectly affects children's academic achievement through its influence on parental beliefs and behaviors. The study utilized data from a national cross-sectional study of children and included a sample of 868 children aged 8 to 12 years, with an approximately equal distribution between genders and from diverse ethnic backgrounds (49% non-Hispanic White Americans, and 47% African Americans). Employing structural equation modeling (SEM) techniques, the study found that socioeconomic factors are indirectly related to children's academic achievement through parental beliefs and behaviors, and that this relationship varies across ethnic groups. The study also emphasized the importance of parental education as an influential socioeconomic factor that should be considered in policies and research related to school-aged children.

5.4. Laghzel Halima (2019)

entitled "Reflections of Family Cultural Capital on Children's Academic Excellence" (translated from the Arabic title), aims to explore the impact of family cultural capital on children's academic excellence. This field study, conducted in the city of Ouargla, Algeria, seeks to answer the main research question: "What are the reflections of family cultural capital on children's academic excellence?" (translated from the Arabic question). This overarching question encompasses several sub-questions related to the influence of parental educational level, parental cultural practices, and the cultural resources provided by the family on children's academic excellence. The study employed a descriptive methodology to analyze data collected from a questionnaire distributed to a sample of 95 parents of students at Ibn Rochd Primary School in Ouargla. The findings revealed that family cultural capital, through parental educational level, cultural practices, and cultural resources, positively influences children's academic excellence, thus supporting the study's hypotheses.

The studies (Davis-Kean, 2005; Kim & Schneider, 2005; Sirin, 2005; and Laghzel Halima, 2019) comprehensively address the complex relationship between familial and communal factors, and academic achievement. While Kim & Schneider focus on the importance of harmony between parents and offspring in furthering the move to higher education, using a logistic regression analysis and Heckman model, Sirin clarifies the fluctuating effect of social and economic status according to the methodology and student traits, stressing the need for accurate explanations. Davis-Kean contributes to a more profound comprehension of this relationship, by focusing on the role of the parents' beliefs and practices as intermediary factors between social and economic status and children's results, pointing to racial variances in this mechanism. In a different context, the study by Laghzel Halima (2019) explores the impact of family cultural capital on the academic excellence in Algeria, affirming the importance of educational level and the parents' cultural practices, and the cultural resources available in the house. These studies interlink by indicating that academic achievement is affected by an intertwined network of factors that surpass just material resources, to include familial values, beliefs, interactions, and communal characteristics, which prompts a holistic research approach when studying this phenomenon.

6. Methodology

The field phase constitutes the core of the applied research, aiming to gather primary data essential for comprehending the phenomenon under investigation within its real-world context. This section will detail the procedural steps undertaken in data collection, ranging from sample selection and methodological instruments employed, to the processes of data acquisition and analysis. This detailed account serves to ensure the credibility and generalizability of the findings.

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6.1. Research Design

This study used a descriptive correlational design. (Al-Assaf.1995) defines this design as one that "determines if there is a relationship between two or more variables, and then measures the degree of that relationship" (p. 261).

6.2. Study Limitations

- Time frame: The study was conducted in December 2024.
- Geographic Scope: The study was conducted in secondary schools in the city of Messaad.

6.3. Study Sample

A purposive sample of 66 high-achieving male and female secondary school students from Messaad was selected. Abu Al-Nasr (2017) notes that researchers use purposive sampling when they require a sample with specific characteristics (p. 163)

4.6. Characteristics of the Study Sample

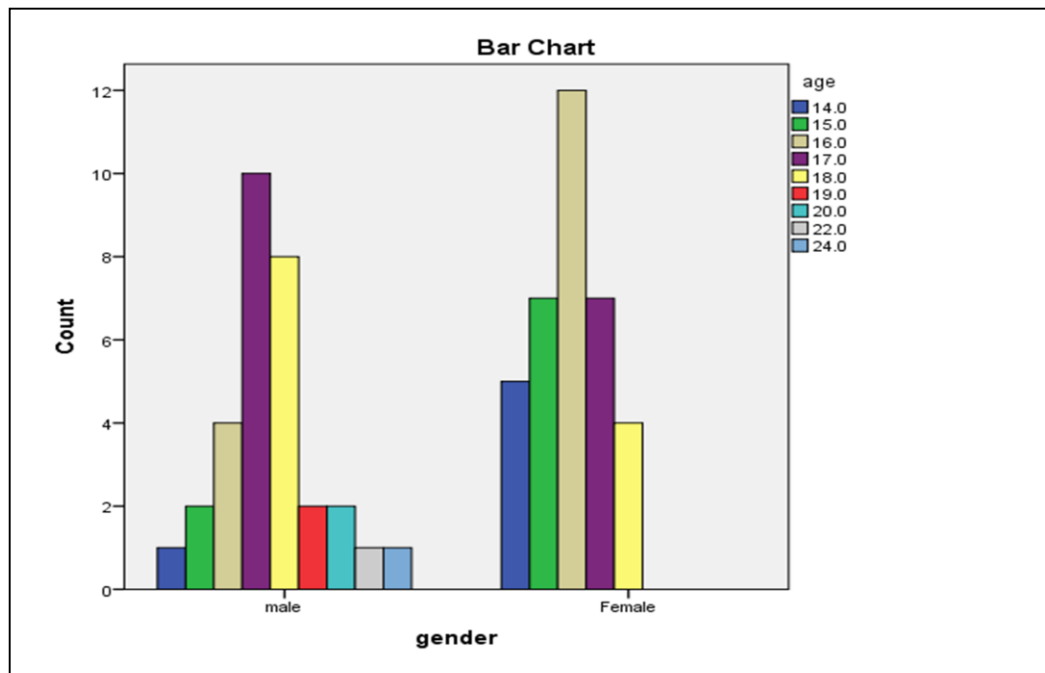
The sample was characterized based on selected personal data, as detailed in the table below.

Table -1-: **Characteristics of the Study Sample by Gender and Age**

gender	Age									Total
	14	15	16	17	18	19	20	22	24	
Male	1	2	4	10	8	2	2	1	1	31
Female	5	7	12	7	4	0	0	0	0	35
Total	6	9	16	17	12	2	2	1	1	66

Source : spss output

Figure -1-: **Characteristics of the Study Sample by Gender and Age**



Source: spss output

Table 1 and Figure 1 depict the demographic composition of the secondary school student sample (N=66) in terms of gender and age. The sample exhibits a near-equitable gender balance, comprising 31 male and 35 female students, indicating proportional representation from both sexes within this cohort. Age distribution analysis reveals a range spanning 14 to 24 years, consistent with secondary education, with a notable concentration of participants in the 16–18-year age range, typically associated with middle and upper secondary grades. Further disaggregation by gender and age reveals a trend wherein female students are more prevalent in younger age brackets (14-16 years), while male students become increasingly represented in older brackets (17-19 years), suggesting potential age-related shifts in student demographics across secondary schooling.

Table -2 -: Description of the study sample by specialization and academic level

Academic level	Specialization								Total
	Littérature	Science	Technical Math (GM-GE-MG-TE)	Management & Economics	Littérature & Philosophy	Management & Economics	Technical Math	Foreign Languages	
First year Secondary	7	12	0	0	0	0	0	0	19
Second year Secondary	3	4	1	1	1	1	0	3	15
Third year Secondary	9	11	3	1	3	0	2	2	32
Total	19	27	04	02	04	01	02	05	66

Source: spss output

Table 2 presents the study sample's distribution across academic levels and specializations, revealing an increasing sample size from First (n=19) to Third Secondary (n=32), with Science

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(n=27) and Literature (n=19) being the most represented specializations, while Management & Economics, Technical Math and Literature & Philosophy shows the least representation, suggesting potential variance in enrollment or preferences, which warrants further investigation to explore potential relationships between specialization, academic level, and other study variables, while also being compared to the national distribution to ensure accurate representation.

Table -3 -: **Description of the study sample according to the educational level of the father and the presence of a library at home**

Home Library Presence	Father's Educational Level					
	Below Primary	Primary	Intermediate	Secondary	University	Total
No	11	4	9	18	12	54
Yes	3	0	0	0	9	12
Total	14	4	9	18	21	66

Source: spss output

Table (03) shows the distribution of the study sample according to the variables of having a library at home and the educational level of the father. The sample consists of 66 individuals. With regard to having a library at home, it is found that 54 individuals (representing the vast majority) do not have a library at home, while 12 individuals have a library at home. As for the educational level of the father, the participants are distributed as follows: 14 fathers without an educational level, 4 fathers with a primary education level, 9 fathers with an intermediate education level, 18 fathers with a secondary education level, and 21 fathers with a university education level. When analyzing the distribution between these two variables, it becomes clear that the majority of individuals who do not have a library at home belong to their parents at different educational levels, with a greater concentration at the secondary (18) and university levels (12), in addition to a large percentage of their parents below an educational level (11). In contrast, the majority of individuals with a library at home (9 out of 12) have parents with a college education. In general, these results indicate that the presence of a library at home is significantly related to the high educational level of the father, that the majority of study participants do not have a library at home and that their parents are distributed at different educational levels.

6.5 Study Instruments

Following a review of several studies relevant to the research topic, a questionnaire was developed, encompassing the following sections:

6.5.1 Personal and Demographic Data: This section collected information on age, gender, academic level, and specialization.

6.5.2. Parental Cultural Capital Variable: This variable was measured using a scale comprised of 25 items.

6.5.3. Learning Motivation Variable: This variable was measured using a scale comprised of 26 items.

6.6. Psychometric Properties of the Study Instrument

6.6.1. Internal Consistency Validity

This type of validity focuses on the internal analysis of the test itself, gathering information about the test content, the processes used in responding to its items, and the correlations between test items (Abu Allam, 2006, p. 495). Pearson correlation coefficients were calculated for each dimension. Analysis of the cultural capital dimension revealed acceptable correlation coefficients,

ranging from (0.33) to (0.64), all of which were statistically significant at the 0.05 significance level, with the exception of item 21, which was not statistically significant, and item 28, which exhibited a weak correlation coefficient below 0.30. As Tighza (2009) emphasizes that the average correlation coefficient for a dimension should not be less than 0.30 (p. 682), these two items will be removed.

In contrast, the analysis of the learning motivation dimension items indicated good internal consistency, with correlation coefficients ranging from (0.48) to (0.74), all statistically significant at the 0.01 significance level, except for item number 10, which was significant at 0.01.

6.6.2. Questionnaire Reliability

Instrument reliability refers to the consistency of obtained results. If the instrument is re-administered to the same sample under the same conditions and within an appropriate timeframe, it should yield similar results, indicating instrument reliability (Beshta & Bouamouche, 2020, p. 126). In this study, questionnaire reliability was assessed using Cronbach's alpha coefficient, with the removal of items that did not demonstrate adequate reliability.

Table -4 -: Reliability Values for Cronbach's Alpha Coefficient

Dimensions	Cronbach's Alpha Coefficient	Number of Items
Parental Cultural Capital	0.86	25
Learning Motivation	0.94	26
Overall Questionnaire Score	0.93	51

Source: spss output

Table 4 presents the reliability values for Cronbach's alpha coefficient, a measure employed to evaluate the internal consistency of measurement instruments, particularly questionnaires. The Cronbach's alpha values obtained are $\alpha = 0.86$ for the Parental Cultural Capital Dimension, $\alpha = 0.94$ for the Learning Motivation Dimension, and $\alpha = 0.93$ for the Total Questionnaire Score. These coefficients unequivocally demonstrate a robust and academically acceptable level of internal reliability, both for each dimension individually and for the questionnaire as a whole. Such elevated values indicate a high degree of homogeneity and noteworthy consistency among the questionnaire items in measuring the intended constructs. This significantly enhances confidence in the results derived from utilizing this questionnaire as a reliable measurement tool for both Parental Cultural Capital and Learning Motivation. Consequently, it can be concluded that the questionnaire exhibits sound psychometric quality in terms of internal reliability, rendering it a suitable instrument for application in pertinent research and studies.

7. Hypothesis Testing and Discussion

7.1. Testing and Discussion of the First Hypothesis

The first hypothesis posits that: "The level of parental cultural capital, as perceived by their children, is high." To determine this level, we relied on the means of the respondents. Given that the measurement scale used in the study instrument was a three-point Likert scale (1, 2, 3), data were coded, entered into the computer, and the cell length of the three-tiered Likert scale (upper and lower bounds) was calculated. The range ($2 = 3 - 1$) was computed and then divided by the number of scale cells to obtain the correct cell length ($0.66 = 2 / 3$). Subsequently, this value was added to the lowest value on the scale (or the scale starting point, which is one) to determine the upper limit of this cell. Thus, the cell lengths, as defined by the criteria used in this study, are presented in Table below.

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Table -5 -: Criterion Adopted in the Study

Cell Range	Cell Range * Number of Items	Mean	Level
.00 - 1.66	25 - 41.5	45.53	Low
1.67 - 2.33	41.75 - 58.25		Medium
2.34 - 3.00	58.5 - 75		High

source: Pimentel, 2010, p. 111

Table 5 presents the criterion adopted in this study for interpreting the mean values obtained from the questionnaire. The range of 1.00 to 1.66 represents a "Low" level, corresponding to a mean score ranging from 25 to 41.5 points. Conversely, the range of 1.67 to 2.33 signifies a "Medium" level, aligning with a mean score between 41.75 and 58.25 points. Finally, the range of 2.34 to 3.00 denotes a "High" level, associated with a mean score ranging from 58.5 to 75 points. The table further indicates that the perceived level of parental cultural capital, from the students' perspective, is medium. This implies that the mean scores obtained for this dimension in the questionnaire fall within the medium-level range, suggesting that students perceive their parents' cultural capital as moderate.

This finding, indicating that student respondents perceive their parents' cultural capital level as medium, carries multifaceted implications that extend beyond mere quantitative measurement. It reflects students' perceptions of their parents' knowledge, skills, and cultural values, which are significant within their social context. This moderate perception, neither reaching high nor falling to low levels, may reflect a reality characterized by parents' limited engagement in cultural activities, educational attainment that does not reach the highest levels, and reasonable cultural experiences provided to children without the desired diversity or depth. Furthermore, this result could be influenced by social comparison processes students undertake with peers, prevailing cultural and educational norms in their environment, or even limitations of the measurement instrument itself. This necessitates in-depth qualitative research to analyze these perceptions and their potential effects on academic achievement, future aspirations, and the capacity for social mobility, ultimately informing educational and cultural policies aimed at supporting families in their efforts to enhance their children's cultural capital.

2.7. Testing and Discussion of the Second Hypothesis

The second hypothesis states that: "Student learning motivation is high." To determine this level, we again relied on the means of the respondents. Given that the measurement scale employed in the study instrument was a five-point Likert scale (1, 2, 3, 4, 5), data were coded, entered into the computer, and the cell length of the five-tiered Likert scale (upper and lower bounds) was calculated. The range ($4 = 5 - 1$) was computed and then divided by the number of scale cells to obtain the correct cell length ($0.8 = 4 / 5$). Subsequently, this value was added to the lowest value on the scale (or the scale starting point, which is one) to determine the upper limit of this cell. Consequently, the cell lengths, according to the criterion adopted in this study, are presented in Table 7 below.

Table -6 -: Criterion Adopted in the Study

Cell Range	Cell Range * Number of Items	Mean	Level
1.00 - 1.79	26 - 46.54	105.60	Very Low
1.80 - 2.59	46.8 - 67.34		Low
2.60 - 3.39	67.6 - 88.14		Medium

3.40 - 4.19	88.4 - 108.94		High
4.20 - 5.00	109.2 - 130		Very High

Source: Pimentel & Jonald, 2010, p. 111

Table 6, presenting the criterion adopted in this study for interpreting mean values, indicates the presence of learning motivation among students, based on three primary criteria: "Cell Range," which requires further clarification regarding its nature; "Cell Range multiplied by the number of items," which appears to adjust classification ranges based on the scale length; and finally, "Mean," representing the central comparative value. Based on the "Mean" value and its placement within defined ranges, the level of motivation is categorized into five levels, starting with "Very Low" (where the mean is between 1.00 and 1.79, and the adjusted value between 26 and 46.54), and culminating in "Very High" (where the mean is greater than 4.20, and the adjusted value between 109.2 and 130). The calculated mean for the sample on the learning motivation scale was found to be 105.60, a value falling within the high level, thus confirming that learning motivation among the students is indeed high.

The elevated level of learning motivation observed in this sample of high-achieving students suggests a positive interplay between a constellation of intrinsic and extrinsic factors that foster deep engagement in the educational process. Beyond their inherent intellectual capabilities, these students likely benefit from a supportive school environment that encourages intellectual autonomy and from families that prioritize education and provide an enriching atmosphere. This confluence of factors enhances the perceived value of learning, making them more inclined to acquire knowledge and develop skills. This intrinsic drive towards learning manifests in their willingness to exert effort and persevere, active participation in both curricular and extracurricular activities, and positive adaptation to academic challenges, ultimately reflecting in their distinguished academic performance and psychological well-being. Therefore, understanding the factors that fuel this high motivation among high-achievers is a crucial entry point for developing educational and pedagogical strategies that contribute to enhancing the motivation of all students and unlocking their latent potential.

3.7. Testing and Discussion of the Third Hypothesis

The third hypothesis posits that: "Parental cultural capital predicts learning motivation among secondary school students."

To test this hypothesis, simple linear regression analysis was employed, recognized as one of the most effective tests for measuring the influence and relationship between two variables.

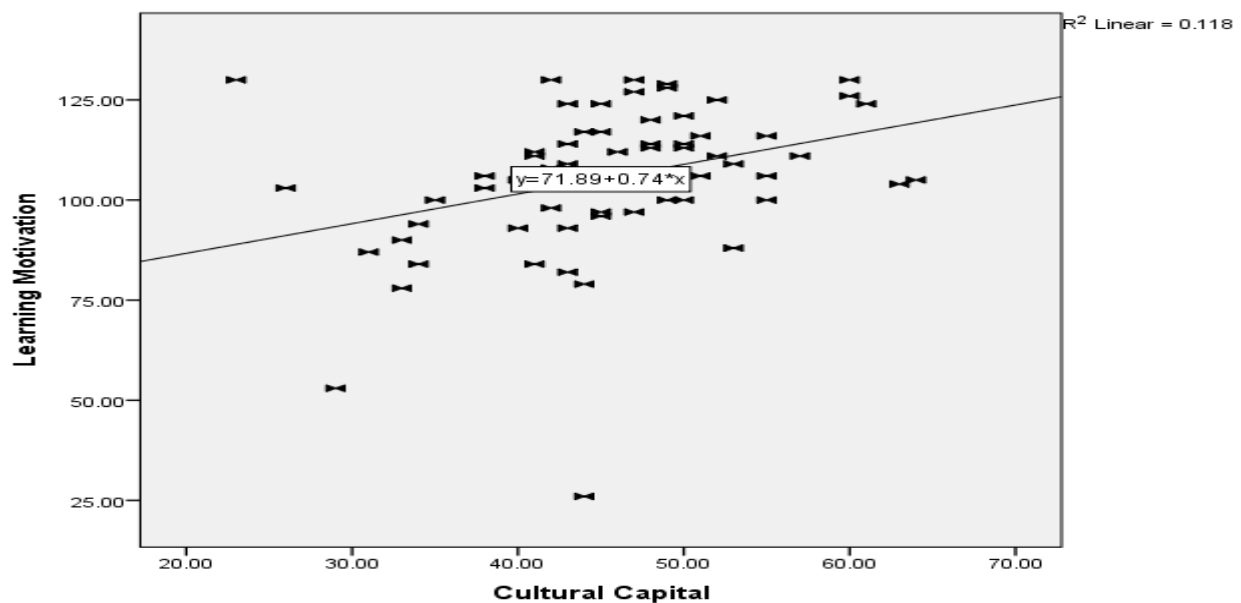
Table -7 -: Linear Regression Model Analysis

Dependent Variable	Independent Variable	<i>r</i>	<i>r</i>²	<i>F</i>-value	Significance of <i>F</i>	β (Beta)	B (Unstandardized Coefficient)	<i>t</i>-value
Learning Motivation	Cultural Capital	0.34	0.11	8.57	0.00	0.344	2.92	0.00

Source: spss output

Figure -2 -: Scatter Plot

Parental Cultural Capital as a Predictor of Learning Motivation Among Secondary School Students.



Source: spss output

The results of the regression analysis indicate a statistically significant and positive relationship between parental cultural capital and learning motivation among secondary school students ($p = 0.005$). The regression coefficient (Beta = 0.344) shows that a one-unit increase in parental cultural capital is associated with a 0.344-unit increase in students' learning motivation. However, the R-squared value (0.118) suggests that parental cultural capital explains only approximately 11.8% of the variance in students' learning motivation. This implies that other factors, not included in this model, significantly contribute to determining the level of motivation. The statistically significant F-statistic ($F = 8.574$, $p = 0.005$) confirms that the regression model as a whole is statistically significant, indicating that parental cultural capital is a predictor of learning motivation among secondary school students.

The finding of the current study, which affirms the positive impact of parental cultural capital on students' learning motivation, aligns with the results of previous research, such as Kim & Schneider (2005), Sirin (2005), Davis-Kean (2005), and the study by Laghzal Halima (2019), in highlighting the importance of family and community factors in shaping the educational trajectories of young people. While Kim & Schneider emphasize the role of parent-child congruence, and Sirin underscores context and diversity in influence, Davis-Kean deepens our understanding of psychological mechanisms. The study by Laghzal Halima contributes to clarifying the significance of the local Algerian context. These works collectively paint a comprehensive picture of the complex relationship between cultural background and academic performance.

High learning motivation among students is a product of a complex interplay between intrinsic factors and the surrounding environmental conditions. It is not merely a result of innate intelligence or exceptional cognitive abilities, but also a reflection of the values of Algerian society, which cherishes science and knowledge, considering them a means for social mobility and achieving personal aspirations. This orientation is reinforced by the family environment, which provides support and encouragement, elevates the importance of education, and creates suitable conditions for comprehension and active participation in the learning process. Furthermore, innovative teaching methods and the presence of qualified and enthusiastic teachers all contribute to enriching the learning experience and motivating students to exert more effort and diligence. These factors collectively represent an integrated system that propels students toward learning with passion and a desire to achieve the highest levels.

8. Conclusion:

This research underscores the pivotal role of parental cultural capital in fostering students' learning motivation. This capital, encompassing inherited knowledge, skills, and cultural values that vary according to the family's social position, serves as a fundamental driver of learning motivation. Families with higher levels of education, possessing richer cultural capital, are better equipped to cultivate this motivation in their children and provide them with the tools necessary for academic success. The influence of parental educational level extends beyond mere monitoring to encompass creating a stimulating environment and instilling cultural inclinations compatible with the demands of education, thereby enhancing their learning motivation. This interplay between cultural, economic, and social capital contributes to the reproduction of social inequalities in learning opportunities. In conclusion, family cultural capital represents a significant resource for enhancing students' learning motivation, but simultaneously reflects and reproduces social hierarchies, necessitating educational policies that strive to achieve equity in learning opportunities and enhance the motivation of all children, regardless of their social and cultural backgrounds.

9. Study Recommendations:

9.1. Recommendations for Educational Institutions

- Activate genuine community partnership with families.
- Build bridges of effective communication with parents, transforming them into active partners in the educational process.
- Launch community initiatives focused on raising awareness of the importance of the family's role in supporting children's education, such as "Educated Family" or "Education Ambassadors" programs.
- Establish multiple communication channels (digital platforms, periodic meetings, hotlines) allowing parents to communicate easily and quickly with the school.
- Organize joint events between the school and the local community, such as educational exhibitions, cultural celebrations, and volunteer activities.
- Re-engineer curricula towards student-centered learning:
 - Design curricula that meet individual student needs, pique their curiosity, and encourage exploration and innovation.
 - Transform curricula from mere information stuffing into tools for developing essential life skills, such as critical thinking, problem-solving, teamwork, and effective communication.
 - Integrate technology effectively into education and utilize multimedia to make lessons more engaging and interactive.
- Give students greater freedom in choosing projects and activities they wish to undertake and encourage self-directed learning.
- Create a positive and supportive school climate:
 - Build a safe and stimulating school environment that encourages students to express themselves, actively participate in school activities, and achieve their full potential.
 - Encourage students to participate in extracurricular activities that develop their talents and abilities.
- Empower teachers through continuous professional development:
 - Equip teachers with the skills and knowledge necessary to provide high-quality education and motivate them to innovate and renew their teaching methods.
 - Establish professional learning communities for teachers where they can exchange experiences and ideas and collaborate in developing curricula and educational activities.

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-Encourage teachers to conduct action research in classrooms and evaluate the effectiveness of their teaching methods.

9.2. Recommendations for Families

-Transform the home into a learning center.

-Create a home environment rich in educational opportunities that encourages children to explore and learn independently.

-Provide a diverse collection of books, magazines, educational games, and art supplies at home.

-Encourage children to read, write, draw, play, and conduct simple science experiments.

-Transform daily activities into learning opportunities, such as cooking, shopping, and trips.

-Encourage children to face challenges and not give up when they fail.

10. References

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