JOURNAL OF A New Approach in Teaching and Learning

https://www.jnael.ir

Volume 1, Issue 2, Summer 2025, Pages 53 to 64

eISSN: 3150-4078

Original Article (Quantitative)

Predicting Academic Achievement and Communication Skills of Sixth-Grade Elementary School Students in Mashhad Based on Parental Parenting Styles

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Receive:
07 May 2025
Revise:
15 June 2025
Accept:
02 August 2025

Abstract

The aim of the present study was to predict academic achievement and communication skills of sixth-grade elementary school students in Mashhad based on parental parenting styles. The research method was descriptive-correlational. The statistical population consisted of all sixth-grade elementary school students in Mashhad and their parents during the 2022–2023 academic year. The sample size was determined using the Krejcie and Morgan table, and participants were selected through multistage cluster random sampling. Data were collected using the Baumrind Parenting Styles Questionnaire, Academic Achievement Questionnaire, and Communication Skills Questionnaire. The collected data were analyzed using descriptive statistics (mean and standard deviation) and inferential statistics, including Pearson correlation coefficient and multiple regression analysis. Data analysis was performed using SPSS software. The findings indicated a significant relationship between parental parenting styles and students' academic achievement and communication skills. Furthermore, the results of regression analysis showed that parental parenting styles significantly predicted academic achievement and communication skills among sixth-grade elementary school students. Based on the findings, parental parenting styles can play an important role in students' academic performance and the development of communication skills. Therefore, paying attention to appropriate parenting practices can contribute to enhancing students' academic and social competencies.

Keywords:
Academic achievement,
Communication skills,
Parenting styles,
Sixth-grade elementary school students,
Parents.

Please cite this article as (APA): Ebadi, Z. & Barghamadi, A. (2025). Predicting Academic Achievement and Communication Skills of Sixth-Grade Elementary School Students in Mashhad Based on Parental Parenting Styles. *New Approach in Teaching and Learning*, *1*(2), 53-64.

https://doi.org/10.22034/jnael.2025.251125

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Publisher: Research Center of Resource Management Studies and Knowledge-Based Business

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