SCHOOL-ASSISTED FAMILY COMMUNICATION: A STUDY ON PARENT-CHILD RELATIONSHIPS

COMUNICAÇÃO FAMILIAR ASSISTIDA PELA ESCOLA: UM ESTUDO SOBRE RELACIONAMENTOS PAIS-FILHOS

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Abstract. This study aims to examine parent-child relationships within the context of school-family collaboration. In the study, which was conducted with the case study design—one of the qualitative research methods—the opinions of seven parents of students receiving education in public primary schools in the 2023-2024 academic year were sought. The opinions obtained through focus group interview method were analyzed using descriptive analysis technique. When the findings were analyzed, the effect of positive communication in terms of parent-child communication styles drew attention. It was concluded that the effective approaches followed in the dimensions of effective listening and empathy contribute to children's roles in the communication process. While differences in daily communication routines based on needs were noteworthy, cases, where communication was interrupted, stood out with expressions of responsibility. The results achieved for privacy perceptions for school and family showed that this issue was taken into consideration based on parents, but children differed in terms of their different developmental characteristics. While expressions of approval or question were among the words that children frequently repeated, positive, approach-based communication was one of the important elements that will strengthen this process.

Keywords: school-family collaboration, parent-child communication, parent-child relationship, education, communication routines

Resumo. Este estudo tem como objetivo examinar as relações pais-filhos no contexto da colaboração escola-família. No estudo, que foi conduzido com o delineamento de estudo de caso — um dos métodos de pesquisa qualitativa — foram buscadas as opiniões de sete pais de alunos que recebem educação em escolas públicas de ensino fundamental no ano letivo de 2023-2024. As opiniões obtidas por meio do método de entrevista em grupo focal foram analisadas usando a técnica de análise descritiva. Quando os resultados foram analisados, o efeito da comunicação positiva em termos de estilos de comunicação pais-filhos chamou a atenção. Concluiu-se que as abordagens eficazes seguidas nas dimensões de escuta eficaz e empatia contribuem para os papéis das crianças no processo de comunicação. Embora as diferenças nas rotinas diárias de comunicação com base nas necessidades tenham sido notáveis, os casos em que a comunicação foi interrompida se destacaram com expressões de responsabilidade. Os

resultados obtidos para percepções de privacidade para escola e família mostraram que essa questão foi levada em consideração com base nos pais, mas as crianças diferiram em termos de suas diferentes características de desenvolvimento. Embora as expressões de aprovação ou questionamento estivessem entre as palavras que as crianças repetiam com frequência, a comunicação positiva baseada em abordagem foi um dos elementos importantes que fortalecerão esse processo.

Palavras-chave: colaboração escola-família, comunicação pais-filhos, relacionamento pais-filhos, educação, rotinas de comunicação

1.   INTRODUCTION

Communication – known as one of the cornerstones of human life – Is the process of sharing information, feelings, thoughts, and meanings between individuals (Nasution & Tambunan, 2022). However, communication is not only based on the transfer of information but also creates an interpersonal construction of meaning (Bae, 2012). According to Scramm (1954), the process of sending and receiving messages has a cyclical structure, and the roles of both the sender and the receiver are constantly changing.

The literature discusses communication from a broad perspective in the context of modern theories and digitalization. Today, this process is not only referred to as face-to-face communication but is also used in a more comprehensive structure on digital platforms, social media, and technological tools. Therefore, the process of sending and receiving messages has become much more dynamic and faster (Jenkins, 2006). Jakobson (1960) defined communication as a set of functions., it can be asserted that communication is a multifaceted process in this holistic structure and is not limited to the transmission of information.

Craig (1999) defines communication as a process of creating social meaning between individuals. Due to the comprehensive nature of this process, communication is recognized as a process in which individuals create their psychological, sociological, and cultural contexts, as opposed to merely transmitting information. At this point, communication can no longer be considered independent of the cultural context in which it takes place (Thompson, 2022).

From a more recent perspective, communication is not only the sharing of information but also the process of establishing emotional bonds and showing empathy (Turkle, 2017). Therefore, communication allows for the expression of emotions, the transfer of thoughts and attitudes, and the sharing of important values and beliefs (Jang & Kim, 2012).

Childhood represents a critical stage in an individual's developmental process. The experiences attained during this period shape the developmental domains and directly affect communication skills (Oke et al., 2020). The interactions established within the family considered as the first and most basic social circle in the development of communication skills, lay the groundwork for social skills (Koerner & Schrodt, 2014). Therefore, parental communication styles play a decisive role in the relationships that children establish with the outside world and in the performance of daily routines (Vertel et al., 2024). The communication styles parents establish with their children and their motivations during this process contribute to children's linguistic, cognitive, social, and emotional maturity (Rudi et al., 2014).

A supportive relationship between home and school is considered essential for children's positive school experiences and their holistic development (Alberaidi et al., 2023). Effective communication, on the other hand, lies at the heart of such a relationship. Parents' emotional support and interaction with their children support their motivation to establish relations (Chen et al., 2023). At this point, children are influenced by their parents, who help them shape their personalities (Dunn & Brophy, 2005) and teach them the skills they will need to adapt to society (Jang & Kim, 2012).

Berlo (2017) emphasizes that communication is a process and suggests that needs have evolved in the communication process with changing times. This process also affects the

interaction between parent and child, by focusing on changing needs and innovative elements (Jang & Kim, 2012; Mesquita et al., 2022). Communicative, innovative elements related to interpersonal skills are among the sources of effective teaching, particularly during the basic schooling period. The active participation of all educational stakeholders in this process can achieve these goals (Antoniuk et al., 2023) and provide children with a motivational environment for communication (Bae, 2012).

Effective communication—a dimension beyond conversation and listening— serves educational purposes (Hnezdilova et al., 2023). The effective achievement of these goals with parental involvement seems possible through collaboration. However, parents need to have knowledge and experience in order to be involved in this process (Oke et al., 2020). In this sense, the experiences of parents for communication have a positive effect on children's acquisition of social skills (Davis & Yang, 2009).

Communication processes have a direct impact on children's academic achievement, social development, and emotional well-being. Especially the parental involvement in educational processes, their communication with teachers, and the supportive environment provided at home are important for identifying the positive or negative effects on educational processes. Therefore, this study aims to examine parent-child relationships in the context of the collaboration between school and family. Accordingly, the following are the sub-objectives that have been discussed:

1) To examine parents' opinions on parent-child communication styles.
2) To identify the roles of children in communication processes according to parents.
3) To determine the daily communication routines of parents with their children.
4) To examine the parents' opinions on the interruption of children's communication during the communication process.
5) To determine children' ability to pay attention to the privacy of the classroom during the communication process according to parents.
6) To determine parents' opinions about the words that their children most frequently repeat in conversation.
7) To determine parents' suggestions on the issue in order to improve communication.

2.   METHOD

Design of the Study

The study, examining parent-child relationships based on parents' opinions when it comes to school-family collaboration, was conducted using the qualitative research method. It was aimed to access in-depth data on the subject through case study design — one of the research designs included in the qualitative method.

Case study research is defined as a way of accessing rich data by using different data collection tools within the time and space limits of events that take place in natural settings (Hancock & Algozzine, 2006; Yin, 2009). Therefore, parent opinions on the subject allowed to analyze the primary objective of the study.

Study Group

The study group of the research consisted of seven parents of students who were attending public primary schools in the 2023-2024 academic year and were voluntary to participate in the research.

In this sense, in-depth interviews were held with parents from different occupational groups and educational levels in the study. Table 1 shows the demographic characteristics of the participants.

Table 1. Demographic characteristics of the participants in the study group

Participant Code	Gender	Educational Level	Profession
P1	Male	Master's Degree	Pharmacist
P2	Female	Bachelor's degree	Nurse
P3	Female	Bachelor's degree	Teacher
P4	Male	Bachelor's degree	Artisan
P5	Female	Bachelor's degree	Unemployed
P6	Male	High School	Unemployed
P7	Female	Bachelor's degree	Teacher

The majority of the participants in the group—three men and four women—pursued their professional careers (Table 1). One of the participants held a high school diploma, five of them held a bachelor's degree, and one of them held a master's degree.

Data Collection Tool

An interview form was used in the study in which parent-child relationships were examined within the framework of the school-family collaboration. During the preparation phase of the form, firstly, the literature was reviewed and a question pool was created. Then, question items suitable for the primary objective and sub-objectives of the study were selected.

The draft form was sent to three field experts, and the questions were revised according to the necessary suggestions. Then, the form was put into final form based on the opinions of the linguist for linguistic and expressive aspects. Before the actual study, a pilot study was conducted with the participation of four parents to identify the comprehensibility of the interview questions for the participants.

Afterwards, the form was found to be clear and comprehensible and to serve the existing research problems. The finalized form includes the following questions:

1) What comes to your mind when you think of children and communication?
2) What do the communication styles of parents and children mean to you?
3) In your opinion, what are the roles of children in communication processes?
4) What are your daily communication routines that you set up with your child? Can you inform us about your daily routine conversations?
5) Where does your child most often interrupt communication while communicating with you? What are the points at which your child begins to react negatively to you?
6) Do you pay attention to classroom privacy when talking to your child about the school day?
7) Which words does your child repeat most during conversations with you? Could you give any example if possible?
8) What do you do as a parent to improve the communication that you have established with your child? What do you suggest for this?

Data collection

The data were collected with the participation of seven parents through focus group interviews. After the development of the data collection tool, the formal permission process was completed, and the participants were informed about the study. The group interview was held face-to-face.

Before the interview, the participants gave their verbal and written consent. During and after the data collection process, the confidentiality of the participants was taken into consideration. In this sense, all parent opinions were paired with participant codes. Upon completion of the process, the data were written down as deciphered notes and made ready for the analysis process.

Data Analysis

During the data analysis process, the participant opinions obtained through focus group interviews were analyzed using the descriptive analysis technique. At this stage, written documents were produced based on the responses given to the questions in the data collection tool.

The primary objective of this dimension is to reach the concepts and relationships that explain the data gathered (Creswell, 2017). The technique, which allows for an in-depth and interpretive analysis of the content, contributes to the identification of themes, keywords, and striking views on the subject and deduction of contextual meaning (Patton, 2018).

3.   RESULTS

A total of seven themes were reached according to the parent opinions in the study in which the communication process was analyzed within the framework of the parent-child relationship.

The themes and participant opinions are presented under seven sub-titles. Each finding was associated with the sub-objectives of the study.

Parent-Child Communication Styles

The parents' opinions on the questions, "What comes to your mind when you think of children and communication?" and "What do the communication styles of parents and children mean to you?" which were posed to them during the interview, were analyzed.

Examples of parent opinions on the theme of Parent-Child Communication Styles are as follows:

> *"I have two children. I do not see one of them much in the mornings because he goes to school early. But when I do see him, I always communicate with him when I start the day. I usually get the little one ready. I try to be positive. This makes him cheerful and energetic. There is also a sport we do with him in the mornings. We do that together. Then we talk about what he will do at school. I have a busy day at work. When I come back in the evening, we try to keep in touch by chatting until bedtime. And this happens through games. We actually communicate by playing games during that time. When we truly communicate through games, we enjoy the fun part of it." (P1)*

> *"When we wake up, I always start by wishing good morning. Thus, I try to start the day more positively. Afterwards, when we sit down for breakfast, we chat for a while. Both he becomes awake, and we establish a dialogue. Afterwards, we do not communicate until he comes home from school anyway, as he is at school." (P2)*

> *"I wake her up by telling her good morning and kissing him. Then, at breakfast, I make motivational speeches about healthy eating and school. We can already communicate after school. It is about what she has done at school and how her day went. I always try to make eye contact during communication processes. In the evening, we review the day as a family. Our communication bond is much stronger as a family in the evening hours. We talk about the books we read, the emotions we felt that day, and the events that happened." (P3)*

> *"I am aware that my job sometimes prevents me from communicating effectively. But when I start the day in the morning, I always try to establish positive communication. We spend most of our time in the evening." (P4)*

> *"Since I do not work, I have more time to communicate with my child in the morning. We even get the chance to lunch together as we live near the school. Therefore, I have the opportunity to communicate a little bit about what he goes through at school. Then, I pick her up from school. We come home on foot. In short, I have the opportunity to communicate for most of the day until she goes to bed in the evening. As a*

communication style, we take care to do the routines at home together. Such as reading books together or setting the table together." (P5)

"The time the children spend with me is usually when they are not in school or when they are on vacation. We are separated. I try to make up for these time gaps. I help them do their homework. Then we communicate by engaging in social activities. We cannot be in crowded places too much because, as I said, time can be a bit limited. So, we try to engage in activities where we can communicate more during the time, we are together." (P6)

"We start the day in good communication. I had avoided the word "come on" for a very long time since I used it a lot in the past and thought it was irritating. Rather, I construct positive sentences. As I do this, I immediately reverse the negative sentence in my brain—that is, change it into a positive one and utter it—when I consider negative words suggesting she should speed up. For instance, I say "We have to get to school on time," not "We are late for school." (P7)

In the participant opinions presented, the communication styles of parents with their children and the time periods in which communication processes took place were emphasized. It was observed that parents mostly associated communication with a positive start to the day and paid special attention to this time period. It is possible to notice that parents made a conscious effort towards their communication styles with their children through practices such as being in positive communication, including motivational speeches in communication processes, and changing negative sentences into positive ones.

Concerning the communication styles, it was observed that time management and understanding of communication directly affected the frequency of communication. In general, it was determined that the participants actively managed their communication processes in the evening hours due to their workload. Therefore, parents with time constraints focused on compensating for this limited time by communicating effectively.

Daily routines and activities played a major role in communication processes. According to parent opinions, these activities were regarded as an important tool in creating communication opportunities. Furthermore, it can be asserted that parents were involved in communication processes not only verbally but also with the use of body language through emotional bonding and eye contact.

Children's Role in Communication

The parents' opinions on the question, "In your opinion, what are the roles of children in communication processes?" which was posed to them during the interview, were analyzed. Examples of parent opinions on the theme of Children's Role in Communication are as follows:

"We certainly need to be an active listener in the communication process. Because this directly affects the children's role in communication. If we act as passive listeners and the child is talking about something, he may stop talking about it. We should be as active as possible in the communication process so that children can have an active role in communication." (P1)

"It may vary depending on the subject. Sometimes they are active listeners, and sometimes we are, too. When my child talks about football, he is more active in the communication process. I can remain more passive about it. But I always give him feedback on the subject that I have knowledge about. In this sense, my child actually has active listening and speaking skills." (P2)

"I am usually active in the listening process. This makes her realize that I am listening to her and giving her feedback. In this case, she continues to take an active role in the communication process." (P3)

> *"Children feel cared for. This is certainly reflected on their role in the communication process. Thus, they can convey what they feel by communicating with us more comfortably and more effectively." (P4)*

> *"I believe that my child can come at things from different perspectives while communicating. Therefore, her role in the communication process also becomes active. For instance, when faced with a problem at school, she actively seeks out potential solutions. Such cases effectively maintain communication in every setting." (P5)*

> *"I realized that he has a role in maintaining communication. When he begins to recount an event, I wait until he has finished. When he has finished, he gives his own opinion on the subject. I believe this is how children's imagination develops. As long as we allow them to express themselves, I believe things will continue to progress. For instance, when recounting the event, he recalls a distinct detail." (P6)*

> *"My daughters, being twin sisters, have grown accustomed to speaking simultaneously. In fact, their roles in the communication process are quite similar. I think it is essential to listen to each other effectively in this process. They mostly have this role. Of course, there may be differences from time to time." (P7)*

The participants' opinions highlighted children's roles in communication processes, as well as their parents' listening styles in this process. Active and passive listening were discussed as directly related to children's communication activities. At this point, most of the participants emphasized that being an active listener positively affected children's communication skills.

While discussing the importance of active listening, it was highlighted that children learned to respect each other's thoughts by showing empathy. This dimension included statements describing empathy and mutual understanding between children as a factor that reinforced communication. It was frequently stated that children played a role in the process in order to maintain communication on the subject.

Daily Communication Routines

The parents' opinions on the questions, "What are your daily communication routines that you set up with your child?" and "Can you inform us about your daily routine conversations?", which was posed to them during the interview, were analyzed.

Examples of parent opinions on the theme of Daily Communication Routines are as follows:

> *"We usually include daily communication routines in the morning and after school. Besides that, we keep communicating through whatever events happened that day. In this case, it can vary." (P1)*

> *"Our daily routines usually take place after he comes home from school. I try to spare special time for my child during this period. Because children need to feel special. So, I try to make time for my child during the day through routine conversations." (P2)*

> *"I would probably say that our daily routine conversations fit into fifteen to twenty minutes. In fact, routine conversations go on throughout the day, but I can tell you that it happens more during the time when she is getting ready for bed. We have a fifteen-to twenty-minute-long routine in the time before going to sleep. We have conversations both to assess the day and to plan the next day." (P3)*

> *"Since I work long hours during the day, we usually do our communication routines in the evening. At dinner we always talk about the time he spent at school. It takes about forty minutes." (P4)*

> *"It happens after school. We talk about how the day went. I always ask about the events that brought her joy or caused her distress. We talk about these events for about half an hour." (P5)*

> *"We speak on the phone every day. To be honest, neither of my children likes speaking on the phone so much. That's why it lasts for five minutes max." (P6)*

> *"Our daily routine conversations usually take place while walking home after school. We talk about school. Most of the time he starts telling me before I ask him. He describes everything in great detail. What he has done during the day, what feels different to him..." (P7)*

When the examples were analyzed, the daily routines that the participants set up with their children and their roles in communication were discussed from different perspectives. These routines differ according to each parent's work condition and lifestyle, and the needs of their children. However, participants mostly emphasized the importance of sparing special time for their children within their daily routines. This dimension showed the parents' efforts to spare special time in their daily lives in order to meet the emotional needs of their children.

The participants exhibited different approaches to the duration and depth of daily routine conversations. Parents' opinions suggested that these differences may vary according to family dynamics and the needs of their children. Likewise, children's ability to initiate or maintain communication was child-specific, indicating that children were actively involved in this process.

Cases Where Communication Was Interrupted

The parents' opinions on the questions "Where does your child most often interrupt communication while communicating with you?" and "What are the points at which your child begins to react negatively to you?", which were posed to them during the interview, were examined.

Examples of parent opinions on the theme of Cases Where Communication Was Interrupted are as follows:

> *"I run into this kind of reaction when it comes to responsibility. When I tell them what they have done incompletely, they directly react in a negative manner. In fact, I do not face any negative reactions other than this. When I warn them about tablets, television, etc., they rarely react negatively. But I can tell you that when it comes to homework and responsibility, communication is interrupted." (P1)*

> *"If I preach something about studying, then, I face negative reactions. I usually face negative reactions in circumstances he does not like. When I remind him of his responsibilities, he refuses to hear it. In fact, whatever I deliver is what I get. When I describe a situation positively, I get a positive reaction. But when I react negatively from time to time, my child can also react negatively." (P2)*

> *"Usually when I give advice. Unfortunately, when we do not make eye contact or listen effectively, communication breaks down. Regrettably, I can do so without being aware of it. But usually, when I remind her about her responsibilities, our communication gets interrupted. (P3)*

> *"He is trying to break off communication due to the mistakes he has made. If he has done something wrong, he definitely wants to cut it off. However, when we explain the situation—that is when we transform a negative situation into a positive one—he takes a more peaceful stance. This allows for better communication between us." (P4)*

> *"If I tell her something other than her own opinion, she can react to it. But that makes me pleased sometimes. Because no two people think the same thing at the same time. I think this is quite normal. As parents, we often find ourselves repeating certain points several times. We can do this without being aware of it." (P5)*

> *"I do not think they usually react negatively. But when we try to help them in understanding their mistakes, we may face a reaction." (P6)*

> *"He usually reacts when we warn him at the first moment when he makes a mistake."*
> *(P7)*

Participant opinions associated cases where the communication process was interrupted with children's negative reactions. They focused on children's reactions to responsibilities, shortcomings, repeated warnings, or parental advice. They stated that their warnings about responsibilities and misbehaviors may usually be responded to negatively.

The view that parents' own attitudes shape children's reactions was reflected in this theme as the interaction of reactions. The parents' negative reaction thereof showed that children responded to it in a similar way. This showed that parents' attitudes in their communication with their children directly affected children's reactions. Moreover, the lack of eye contact and effective listening were considered as one of critical conditions that interrupted communication.

Parents and Children's Perceptions of Privacy

The parents' opinions on the question, "Do you pay attention to classroom privacy when talking to your child about the school day?", which was posed to them during the interview, were investigated. Examples of parent opinions on the theme of Parents and Children's Perceptions of Privacy are as follows:

> *"I do not pay much attention to this, as I usually ask questions about him. I do not ask much about his friends or teacher. He does not tell me about special events in the classroom setting. He does not disclose to me how the students in the class treat each other. He pays attention to this." (P1)*

> *"I try more to find out what happened. For example, I try to avoid making any negative comments about the event or case. Because I try to avoid inciting a negative emotion that he does not have in his mind. For example, I do not tell him what I know about some of his friends and their families. Because he might also misuse them later. More precisely, such kind of information could negatively affect him and his relationships with his peers. (P2)*

> *"She tells us what her friends do, usually by name. I would not claim that she pays attention to privacy. She tells me, particularly if she has a friend with whom she has a problem. I would say that she does not pay much attention to privacy. I generally ask what happens in the class. My daughter tells everything in detail." (P3)*

> *"Unless he has gone through something really hard, he never reflects what has happened at school at home. If something big happens, he tells his teacher first. We had an incident two weeks ago. He would never talk about this incident if he did not have to. He pays attention to classroom privacy." (P4)*

> *"Sometimes she mentions names, sometimes not. However, I advise her to exercise caution. I tell her that she can, for sure, tell me about it, but she has to be careful about special circumstances related to her friends. I do not think my daughter can distinguish very well. But I warn her about these matters. I also pay attention myself." (P5)*

> *"He can describe what happened in the classroom in detail. In such cases, I tell him that he should talk to his teacher first. After this warning, he stopped telling too much about what happened in the classroom. Before, he used to share a lot of information about his friends. But now this has slightly faded away. I think he pays attention to classroom privacy. I do too." (P6)*

> *"I pay attention to privacy when I talk about their friends in the class or their teacher. As a teacher myself, I am aware of this. Children can also discuss various private matters related to their home life at school. I think the two are directly proportional. When they tell me something about their teacher, I tell them that they should talk about*

> *it with their teacher. The same goes for their friends. But naturally, I listen to my child carefully." (P7)*

Most of the parents stated that when their children talked about the events that took place at school, they were attentive to their children's sharing of detailed information. The fact that the participants also directed their children accordingly suggests that they tried to raise their children's awareness about privacy and information sharing.

However, it was determined that in some cases, the participants stated that the concept of privacy was not fully understood by their children. On the other hand, this showed that children were at different stages of development on privacy and the parents guided them thereof.

In the theme where the sub-dimension of establishing a balance of between school and home emerged, it is noteworthy that children may tend to share private matters related to home at school. Although it was indicated that this is a reciprocal relationship, it was observed that parents exhibited a careful and conscious attitude thereof.

Therefore, the importance of children's establishing a balance of privacy between what happens both at home and at school stands out.

The Words Children Most Frequently Repeat

The parents' opinions on the questions, "Which words does your child repeat most during conversations with you?" and "Could you give any example if possible?" which were posed to them during the interview, were analyzed. Examples of parent opinions on the theme of the Words Children Most Frequently Repeat are as follows:

> *"There is no word he repeats constantly. But I would say he often talks about football as a subject." (P1)*

> *"I can say that she often uses expressions like, 'Mom, guess what happened? I had a good day.". (P2)*

> *"As soon as she starts talking, she usually states, 'Just listen to me, Mum. Do not pay attention to anything else'. If my eyes wander elsewhere at that moment, she may say, 'You're not listening to me, Mum.'' (P3)*

> *"When he talks to me, he always keeps repeating, 'Dad, listen.". He also repeats what he tells me.' (P4)*

> *"The word she uses a lot is "No.". Apart from that, she uses the words 'wouldn't/would'." (P5)*

> *"He mostly repeats words that mean questions. He often makes sentences like, 'Do you know dad? /Do you see dad?'." (P6)*

> *"Nowadays, my daughter starts talking like, 'I don't want to be rude, but...'. When she uses this phrase, I know that she is going to talk about something she should not talk about." (P7)*

According to parent opinions, children's manner of speaking and the words they frequently use reflect the patterns they adopt in daily communication. Opinions thereof offer important clues about children's emotional needs, interests, and communication styles. In particular, the students' emphasis on listening processes reveals their expectations of attention and their pursuit of approval in the process.

Likewise, frequently used emotion and mood expressions brought along frequently used words. The expressions used by parents to support positive attitudes were supportive of children's desire to share positive emotions. The frequent use of question expressions is among the other dimensions in which students convey their feelings of curiosity and desire to explore into the communication process. Moreover, it was determined that the students made an effort

towards the dimension of confirmation by repeating some words frequently in the communication processes.

Parent Suggestions to Reinforce Parent-Child Communication

The parents' opinions on the questions, "What do you do as a parent to improve the communication that you have established with your child?" and "What do you suggest for this?", which were posed to them during the interview, were analyzed.

Examples of parent opinions on the theme of Parent Suggestions to Reinforce Parent-Child Communication are as follows:

> *"We should never adopt strict behavior. I do not think punishment can be an effective method either. If we always maintain an effective communication process with children, we can understand them. They can do many things wrong. However, problems will automatically be solved if we act moderately." (P1)*

> *"I often ask my child whether he is satisfied with our communication. I do so to criticize myself, too. For the sake of self-criticism. If there is something I am lacking, I am eager to make it right. Besides, I try to spend time with my child's friends and their families with whom he gets along well. Because I care about his communication with his friends and his social life. As a parent, I believe we lead a child-oriented life." (P2)*

> *"I believe that my spouse should stay out of matters in which I, as a parent, take the lead. Of course, the inverse is also possible. I should stay out of the matters in which my spouse gets involved. Because I believe that if we both step in and address the matter in a different way, the communication would take a new course. Therefore, we try to act jointly. In order to reinforce communication with children, we should approach them with compassion." (P3)*

> *"In order to communicate well, we must first behave positively. One of the most important things for children is positive behavior. Children feel safe when they witness that their parents respect each other. We should set a role model for them by doing so." (P4)*

> *"In order to communicate well, we must first underline the need for people to respect each other. Thus, we become role models for them when it comes to communication." (P5)*

> *"When it comes to communication, I do my best to make sure that they can tell me everything freely. I am afraid that they will keep silent during adolescence and won't tell me about the experiences that affect them. I hope they always maintain an active dialogue with me." (P6)*

> *"I believe we should spend more time with children by limiting the use of social media. In the same way, we should guide children. Unfortunately, overuse of social media negatively affects communication processes." (P7)*

The opinions and suggestions offered by parents to reinforce communication with their children suggest important dimensions of how communication should take place in parent-child relationships. These dimensions show both the awareness of parents about their own roles and the cornerstones of the bond they establish with their children. In this sense, their need for self-criticism shows their efforts to evaluate themselves in the communication they have established.

The dimensions of a moderate approach that parents mostly indicated were among the suggestions for solving problems in communication processes. Therefore, the importance of displaying a common attitude in communication processes was emphasized, and practices thereof are considered to play a key role in good communication.

Positive behaviors and attitudes, which were frequently discussed in other themes, were among the dimensions that were emphasized again under suggestions. At this point, the dimension of respect was also frequently addressed by the parents, and respect was stated to be an important element in family communication. It was discussed that the suggestions in this dimension would be a source for children in communication processes and support role modelling.

4.   DISCUSSION

In the study, in which parent-child relationships were examined within the scope of collaboration, parent opinions were analyzed within the framework of a total of seven themes. The following conclusions were drawn as a result of the findings:

When the findings based on the communication between parents and children were analyzed, it was observed that parents provided their evaluations about the current theme for positive initiation. Based on the statements in this dimension, a positive start to communication processes signifies the maintenance of the positive structure throughout the ongoing stages of communication.

When positive sentences support the said positive structure, they indicate significant support for children's motivational dimension. Mehdiyev (2018) examined said positive initiation and communication styles from the perspective of attachment. Similar to this point, positive communication processes directly affect their attachment relationships. Moreover, as stated by Allen and Kelly (2015), secure and positive relationships reinforce children's initial relationships and communication styles. Therefore, encouraging children's ideas and supporting different perspectives through positive communication are among the determinants of quality parent-child communication (Hollmann et al., 2016).

Another issue that stands out for communication styles is the practices related to daily routines and activities. Such routine activities or routine communication at certain times of the day are considered as important tools in the communication process. According to Öngider (2013), this dimension was examined within the scope of parents' involvement in daily activities and playing games in communication processes. Said study revealed that while mothers were more interested in daily routines and activities, fathers were mostly involved in playing games. However, this study found no such gender distinction. It was concluded that parents' communication styles varied according to their working conditions and lifestyles, but their efforts to establish a strong bond with their children were prominent in every participant.

When the parent opinions and findings about the role of children in communication processes were analyzed, it was observed that this dimension indicated an interactive structure. It was determined that children's roles in the process were directly affected when parents took active or passive roles in communication processes. According to Park (2008), parental involvement appears to be multidimensional in the educational process and out-of-school environment.

It was concluded that parents' active involvement in communication processes positively improved children's communication skills. Arabacı (2011) concluded that the behavioral problems of children reduced through the communication roles they assumed in this process due to active parent communication. Therefore, establishing positive relationships through healthy communication can be explained by the active role that children assume in the communication process.

Based on these roles, children's effective listening skills and empathy dimension were frequently evaluated. A relationship was established for the maintenance of communication processes through effective listening, and here the importance of listening skills came out. According to Kazan and Sarısoy (2021), the ability to establish positive communication as well as the ability to maintain this structure is one of the basic features of a strong communication

process. Therefore, it was concluded that the attainment of listening skills and improvements in empathy were among the factors that reinforce communication.

When the findings from parent opinions within the framework of daily communication routines were examined, it was concluded that the routines were shaped according to the working conditions of the parents and the needs of the children and the parents in the process. However, besides this difference, the importance of this dimension was emphasized, and the importance of routines in meeting needs was brought out.

According to Akyol (2021), while personal needs are supported in communication processes, individuals are enabled to achieve their goals. As highlighted by Sheppard (2009), this study emphasized that the differences that appeared in each family within the framework of daily routines were correlated with different family dynamics and needs. Therefore, it can be asserted that these routines played an important role in initiating and maintaining communication processes.

During the interviews evaluating cases, where communication was interrupted, parents mostly associated this dimension with the negative reactions of children. It is considered that these reactions were mainly due to responsibilities and repetitive parent warnings. At this point, the interaction of reactions also appears to be among the causes of communication interruptions (Chen et al., 2023). Furthermore, in cases where eye contact and active listening are missing, there are limitations in communication processes.

Easterbrooks et al., (2012) highlighted that a sensitive, attentive, and warm approach laid the groundwork for a positive communication process in children. Grebelsky Lichtman (2014) reported that empathic communication established by parents improved their children's self-perception both within the family and in social circles. At this point, it seems inevitable that the reactions in the communication process are also affected by the approach based on it.

The opinions on children's perceptions of privacy, which were prominent in children's communication processes both at school and in the family, showed that children were at different stages of development for privacy. It was also concluded that children had a limited ability to establish a balance of privacy between school and home. However, it is considered that this balance can be established with the conscious and consistent approaches of parents in this regard.

According to Branje, Laursen & Collins (2012), the frequency and content of interactions in communication processes also change over time. It can be asserted that children at different developmental stages are also involved in unique communication processes to establish said balance.

When the findings based on the words most frequently repeated in communication processes were examined, it was determined that children resorted to repetitive words based on the expectation of attention and the pursuit of approval. Zolten and Long (2006) explain this pursuit of approval through expectations. Parents and children who are actively engaged in an effective communication process were more likely to feel safe when they are aware of expectations. Moreover, it was determined that they frequently used question expressions during this process and highlighted their curiosity and desire to explore with these expressions. Likewise, L'ecuyer (2014) defines curiosity as the desire to know the unknown as well as knowing. Similarly, curiosity is a natural urge to view an event or object from different perspectives (Lind, 2005).

The findings based on the suggestions that parents put forward to reinforce the communication process were shaped based on a positive approach. In this regard, it was concluded that parents can actively involve themselves in this process through self-criticism and act as role models. Moreover, positive approaches, which are expressed as a moderate approach and a positive attitude, point out a healthy and sustained communication process.

Thompson (2017) emphasizes that positive emotional bonding, positive affirmations, and a sense of trust significantly met the needs of children in their developmental processes. Aloia (2020), on the other hand, concluded that a positive and open approach in this process supported the sense of trust and direct relationships emerged with the level of satisfaction in parent-child relationships. Therefore, positive parental role modelling based on satisfaction of needs is among the dimensions that reinforce communication.

5.   CONCLUSION

Consequently, it was determined that communication processes took place in a positive context, included a structure based on motivation, empathy, and needs in the parent-child relationships. Therefore, it is expected for parents to understand their children's needs correctly and respond properly to these needs in order to establish sound and effective communication with their children. Such communication processes can contribute to children's emotional and social development and support their self-confidence and sense of responsibility.

Based on the findings on parent-child communication, the following recommendations are made.

The results of the present study emphasize the importance of active listening and mutual feedback in parent-child communication. Schools should actively monitor regular feedback and information processes to reinforce parent-child communication.

Schools should incorporate empathy and social-emotional development into their supportive programs for both parents and children. These programs can create significant opportunities for making sense of children's emotional needs and providing social support to them.

Comparative studies that examine parent-child communication processes in different cultural contexts can be conducted. From this standpoint, how cultural values and traditions are reflected on parents' communication styles can be investigated.

The number of studies on the effects of digital technologies on parent and child communication processes can be increased. In particular, longitudinal studies can be conducted on how the excessive use of digital devices or communication styles established through technology affects parent-child relationships.

Experimental studies on the effectiveness of school-based parent-child communication programs can become more diversified. The long-term effects of these programs and their role in children's developmental processes can be monitored.

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