

Investigation of Children's Communication Skills Based on Mothers' Opinions

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Abstract

Communication is an indispensable element for the individual to exist in society. The individual has his first communication experiences in the family. The communication an individual establishes with his or her parents in early childhood shapes his or her entire life. The positive and effective communication process established in the family enables the child to acquire positive communication skills. At this point, the mother, who is the person with whom the child first and intensively communicates, is in an important position and directly affects the development of the child's communication skills. The aim of this research is to examine children's communication skills based on mothers' opinions. For this purpose, the phenomenological pattern, one of the qualitative research methods, was used. The study group of the research consists of 8 mothers whose children's age is between 43-70 months. 'Personal information form' and 'semi-structured interview form' were used as data collection tools. Content analysis was used to analyze the data obtained. The opinions of the mothers are included with direct quotes. As a result of the research; It was determined that children mostly communicate with their mothers about games and toys. It has been observed that children mostly determine the duration of child-mother communication. It was determined that the most frequently contacted family member was the mother. It has been found that the child's tone of voice increases when he/she gets angry, encounters a problem or gets excited. On the other hand; It has been observed that children use body language in their communication with their mothers, speak by making eye contact, and easily convey their problem situations to their mothers. It was determined that the majority of children used polite words. Additionally, it was found that in the presence of other individuals in mother-child communication, all but one of the children showed behavioral changes.

Keywords: Preschool, Communication, Mother, Child

Introduction

Communication is a multidimensional process and the most important need of social relations, consisting of the components of listening, understanding, expressing feelings and thoughts; It is defined as 'the transfer of feelings, thoughts or information to others by any means imaginable, communication, communication'. According to [Cüceloğlu \(2010\)](#), communication is 'a psycho-social process that brings two people into a relationship'. It is very important for the individual to develop his communication skills positively from the first moment he is born to be able to establish and maintain healthy relationships with himself and the people around him. Effective communication, which is the most important element of social success and makes the quality of communication positive;

It is an action that is not limited to the continued use of the language, but supports cognitive, affective and psychomotor skill areas along with the language (Shapiro, 2004). In order to make the mutual communication between individuals effective, responding, reflecting feelings and thoughts in the answers, asking questions that will not direct feelings and thoughts, using non-verbal messages, giving correct answers by understanding messages correctly, establishing eye contact, listening effectively, giving appropriate feedback, Elements such as using 'I language', empathy, finding appropriate solutions to interpersonal problems and unconditional acceptance should be used (Baydar-Posluoğlu, 2014). Adults become role models for children when using effective communication skills such as empathy, using 'I' language, making eye contact, effective listening, and unconditional acceptance. Effective communication elements used in family communication in early childhood provide support in improving children's academic lives and developing their social skills (Atabey, 2018; Kazan & Sarısoy, 2021).

Children learn how to communicate by observing their parents. It is important for the mother to communicate clearly and effectively with her child in supporting this effort of the child. Healthy communication between mother and child contributes to the child's development of healthy communication and personality. It supports establishing positive relationships with others (Cağdaş & Ari, 1999). Children who are provided with healthy communication skills in the family environment adapt to society more easily (Yavuzer, 1995; Arabacı, 2011). Intra-family communication, which affects the social development of the child, directs the child's behavior, interaction with other members of the society, personality and life choices (Landry et al., 2003).

When the literature is examined; Arabacı and Ömeroğlu (2013) found that parents' communication with their children (48-72 months) differed significantly according to the socio-economic level of the family, the age of the child, birth order and the age of the parents. Atabey (2018) found that as the level of children's active communication, taking others into consideration in communication,

'obeying the rules in communication', and reacting positively to others increases, 'social cooperation', 'social independence-social acceptance', 'social found that interaction' and 'total social skill levels' also increased. In their research, Emre et al. (2019) concluded that there is a negative, very weak and significant relationship between the level of communication of parents with their children and children's self-regulation skills. According to the findings of the research, as the communication between mother and child decreases, children's self-regulation skills increase. There is also a study in which there is no significant relationship between parent-child communication and knowledge of moral and social rules (Meriç & Özyürek, 2019). As a result of their research, Köyceğiz and Özbey (2019) concluded that; There is a positive and significant relationship between children's social skills and their mothers' and fathers' communication skills; They concluded that there was a negative and significant relationship between children's problem behaviors and parents' communication skills. In their study, Rowe et al. (2004) examined the parent-child communication of low-income mothers and fathers to convey decisive information about talking to their children and by taking into account the changes in the family structure. According to the findings of the research, no difference was found in the conversations of mothers and fathers with their children in terms of the length of the conversation and the variety of vocabulary. It has been revealed that fathers cause more speaking difficulties to children compared to mothers, and the reason for this is stated to be that fathers ask more questions from mothers and ask for clearer explanations from children. Gee et al. (2007), who evaluated the mother-father communication of children who are inadequate in communication in the family environment, concluded that black fathers have less interaction with their children and Latino fathers provide less financial support for the care of their children in their examination of the quality of the baby's parenting relationship, they have reached. As a result of their research, Pearson and Pillow (2016) aimed to examine the relationship between the communication of children in different age groups with their mothers and the children's social understanding; by finding a positive relationship

between mothers' speech and children's speech and social understanding; It has been observed that there is a positive relationship between the number of words used by mothers and children, and the length of mothers' conversations with their children is directly proportional to age. [Brassart and Schelstraete \(2015\)](#) and [Fagan and Iglesias \(2000\)](#) examined the relationship between behavioral problems and communication. Brassart and Schelstraete found that there was a decrease in children's aggressive behavior at the end of communication skills training applied to parents. The application contributed to the reduction of behavioral problems in children by increasing parental sensitivity and child-referenced communication skills. Fagan and Iglesias concluded that there is a relationship between fathers' communication skills and children's communication skills, and between children's communication skills and behavioral problems.

As seen in the studies discussed in the literature review; Being a social being, human beings need to express themselves and understand other people. Communication is needed to achieve the most basic goals such as making friends and starting a family ([Göncü, 2014](#)). The foundation of communication skills is laid in early childhood in the family environment. Since the first person the child communicates with from the moment he is born is his mother; In this study, it was deemed important to examine the communication skills of preschool children by taking their mothers' opinions. When the studies are examined; It is thought that this planned research will contribute to the literature in terms of focusing on the child's communication skills and communication with the mother, which are one of the aspects that need to be recognized. In this direction, in this research; It was aimed to examine children's communication skills based on mothers' opinions.

Method

Research Design: In this research, phenomenology design, one of the qualitative research designs, was used. Data analysis in phenomenological research is aimed at revealing experiences and meanings. In these studies, data analysis is individual-based and interpretation is made according to the characteristics of the individual ([Yıldırım & Şimşek, 2016](#)).

Study Group: Appropriate sampling method was used in the research. Appropriate sampling method is defined as collecting data from a sample that the researcher can easily access ([Büyüköztürk et al., 2020](#)). The study group of the research consists of 8 mothers whose children's ages vary between 43-70 months. It was determined that only one child of the 8 mothers participating in the study was a preschool child. 4 of the children are girls and 4 are boys. In terms of the number of children mothers have; It was determined that one mother had one child, 5 mothers had two children, and two mothers had three children. 2 of the mothers are between the ages of 26-30, 2 are between the ages of 31-35, and 4 are between the ages of 36-40. 4 of the mothers are high school graduates and 4 (50%) are university graduates. It was determined that in two families there was someone living outside the nuclear family, and in four families there was no one living in the house other than the nuclear family.

Data Collection Instruments: In the study, a 'Personal Information Form' was created to collect demographic information about the children and their mothers. Personal information form; It includes 5 questions regarding the gender of the child, the number of children in the family, the mother's age, the mother's education level and whether there is someone living at home other than the nuclear family. In order to determine the communication skills of children based on the opinions of mothers, the 'Semi-Structured Interview Form' created by the researchers was used. During the preparation of the interview form, the relevant literature was first scanned. 11 interview questions created to evaluate children's communication were presented to three faculty members for their opinion in terms of understandability, fluency and appropriateness. The pilot application of the 'interview form', which was finalized by the researchers after expert opinions, was carried out with three mothers and it was concluded that the interview questions were understandable.

Process: The mothers in the study group were informed about the subject of the study, its purpose, and the duration of the interview, and volunteering was taken as a basis. At the beginning of the interview, the mothers filled out a personal information form. Then, the questions in the 'Semi-

structured interview form' were asked and the questions were asked to the participants one by one. Interviews were held individually with each participating mother via WhatsApp, Meet and Zoom video applications, lasting between 20-25 minutes. No audio or video recordings were made during the interviews; notes were taken during and immediately after the interview. The opinions of the participants were coded anonymously on the basis of confidentiality. Participants were coded as 'A' to represent the mothers who participated in the research and answered the questions, and each participant was given numbers as 'A1, A2, A3, ...A8'.

Data Analysis: The data were analyzed using the content analysis method. Content analysis is defined as a systematic technique in which some words of a text are summarized into smaller categories with coding based on certain rules (Büyüköztürk et al., 2020). In content analysis, reliability is calculated by looking at the consistency between the descriptions made by researchers. Sub-themes were determined separately by the researchers for each answer given to the developed interview questions. The evaluations made by the researchers were determined as 'common opinion' and 'difference of opinion'. In this research, in the content analysis, the percentage of agreement was calculated using the formula 'reliability = consensus / (consensus + disagreement) x 100' to determine reliability (Miles & Huberman, 1994). In the study, the compliance percentage was calculated as 92.3% according to this formula. In the findings section of the research, the validity of the research was tried to be ensured by including the mothers' statements as they were.

Findings

The findings of the research, which was conducted to examine the communication skills of children by taking the opinions of mothers with children aged 43-70 months in the preschool period, are given below.

Table 1 Topics that Children Prefer to Talk about with their Mothers

Categories	f	Mother Codes
Games/Toys	6	A1, A2, A4, A5, A6, A7
Friendship relationships	1	A2

Physiological needs	1	A3
Pregnancy, infancy	1	A8

According to Table 1, it can be seen that the topics that six of the mothers prefer when communicating with their children are the games and toys they play. One mother stated that the topic her child preferred to talk to her about was friendship relations, another mother stated that it was about physiological needs, and another mother stated that it was about pregnancy and infancy. **A1:** Prefers to talk while playing games. **A7:** Wants to talk to play games, communicates about games. He constantly requests play. **A3:** Talks about his own needs. Like I'm hungry and thirsty. **A8:** These days, she constantly wonders and asks about her own babyhood, and talks about pregnancy while playing house.

Table 2 Family Members with whom Children Most Frequently Contact

Categories	f	Mother Codes
Mother	4	A1, A2, A5, A8
Brother	2	A4, A7
Father	1	A3
Grandmother	1	A6

As seen in Table 2, four of the mothers stated that they were the family member with whom their children communicated most frequently at home. Two mothers stated that the family member with whom their children communicate most frequently is their older brother. While a mother stated that her child communicated most frequently with the father, another mother stated that her child communicated most frequently with the grandmother. **A1:** Communicates with me, with the mother. **A6:** Communicates with grandmother.

Table 3 Individual Adjusting Talking Time in Mother-Child Communication

Categories	f	Mother Codes
Child	4	A2, A5, A6, A8
Mother	2	A3, A4
Variable	2	A1, A7

According to Table 3, it can be seen that four of the mothers stated that the individual who regulates the duration of mother-child communication is their child. In addition, two mothers stated that they set

the time when communicating with their children, and two mothers stated that the setting of the time varies in terms of time and environment, and that in some cases, their child sets the talking time, and in other cases, they set the time. **A6:** The child arranges things, insists when he wants to talk while I'm busy, and makes him listen. **A4:** I arrange it according to my own work. If I have work to do, I keep the time short. **A1:** I arrange it when I'm busy, if I'm not busy, my child arranges it.

Table 4 Eye Contact in Mother-Child Communication

Categories	f	Mother Codes
Makes eye contact	8	A1, A2, A3, A4, A5, A6, A7, A8
Does not make eye contact	0	

As indicated in Table 4, mothers stated that all of their children made eye contact while talking to them. **A3:** Makes eye contact. When I don't make eye contact with him, he warns me to look at me.

Table 5 Situations in which the Child's Tone of Voice Increases

Categories	f	Mother Codes
When you get angry	5	A1, A2, A3, A4, A6
In case of problem	3	A5, A7, A8
When you get excited	2	A1, A2

As seen in Table 5; Five of the mothers stated that their child's tone of voice increased when the child was angry, three when the child was in a problem situation, and two when the child was excited. **A1:** When you get angry, your voice tone increases. **A2:** His tone of voice changes when he gets excited or angry. **A5:** When he has a problem with his brother, his voice becomes louder.

Table 6 Child's Use of Non-Verbal Responses

Categories	f	Mother Codes
Uses body language	8	A1, A2, A3, A4, A5, A6, A7, A8
Does not use body language	0	

According to Table 6, mothers stated that all of their children use body language when talking to them. **A4:** Uses. He widens his eyes while talking.

A7: Uses facial expressions in a very powerful and aesthetic way. Does not use much hand and arm movements. He supports his verbal expressions with his facial expressions.

Table 7 Status of Controlling the Child's Emotional Reactions

Categories	Sub-Categories	f	Mother Codes
States of anger	Cry	3	A2, A3, A7
	Throwing items	2	A1, A4
	Scream	2	A1, A5
	Go to her/his room	1	A7
	Hit	1	A8
States of excitement	Restlessness	5	A1, A5, A6, A7, A8
	(jumping, running)		

As can be seen in Table 7, three mothers stated that their children exhibited crying behavior in situations of anger, two mothers stated that their children exhibited behavior of throwing objects, two mothers stated that their children exhibited behavior of shouting, one mother stated that her child went to her room crying, and one mother stated that her child exhibited hitting behavior. In situations of excitement, five mothers stated that their children exhibited fidgety movements such as jumping and running around. **A7:** While controlling his anger, he cries passionately, goes to his room and buries his head somewhere. She tries to cut off communication completely, but actually she wants to say talk to me. He jumps and hops when he gets excited. **A4:** He throws his toys around when he gets angry. When he gets excited, he screams with joy and says, 'Mommy, I love you so much'. **A5:** He jumps when he gets very excited. He screams when he gets angry. **A8:** When he gets angry, he scratches me and hits me. He jumps and jumps when he gets excited.

Table 8 Issues on which there is Disagreement between Mother and Child

Categories	f	Mother Codes
Not getting the things you want	2	A1, A3
Resistance in picking up belongings and toys	1	A2
Desire to spend more time with mother	1	A7
Phone playing time	1	A4

Desire to be independent when putting on and taking off shoes	1	A5
Play time outside	1	A6
Sensitivity to sensory stimuli (loud noise, light)	1	A8

As stated in Table 8, mothers disagree on issues with their children; They stated that the child does not receive what he wants, does not collect the distributed items or toys, constantly wants to spend time with the mother, spends time playing with the phone, wants to do it alone when putting on and taking off shoes, spends time playing outside, and is sensitive to sensory stimuli. **A2**: We have a dispute about toys not being collected. He doesn't want to collect the things he scattered. When I tell him to collect it, he gets angry and cries and screams. He stamps his feet on the ground. **A7**: He wants me to spend time with him while there is something I need to be busy with. Since I work from home, mom says let's go to my room. When I tell her that she should wait, she insists that if it is something that she really wants, she will try her luck. **A5**: We have a disagreement when putting on and taking off shoes. He shouts when he can't do it himself. **A8**: Very sensitive to sound. He reacts when voices get louder. If the TV sound is on, it says turn it off. When 3-4 people are talking and the voices increase, he tells them to shut up and be quiet. There are also disagreements about the curtains being open these days. It is disturbed by sunlight.

Table 9 The Child's Talking Status with his Mother about the Problems he is Experiencing

Categories	f	Mother Codes
Talks about his/her own problems	7	A1, A2, A4, A5, A6, A7, A8
Doesn't talk	1	A3

Table 9 shows that seven mothers shared the problems their children experienced in daily life. **A6**: He talks and even tells his aunt and grandmother. **A7**: He shares everything with us very easily. His brother, his father. **A3**: Does not talk, usually forgets the events he experienced. He doesn't talk much about his experiences with his friends.

Table 10 Child's Use of Polite Words

Categories	f	Mother Codes
Uses polite words frequently	5	A2, A4, A5, A7, A8
Sometimes uses	3	A1, A3, A6

According to Table 10, five of the mothers participating in the study stated that their children often use polite words, while three of the mothers stated that their children sometimes use polite words. **A2**: He uses it constantly. When he gives something to his father or anyone else, he expects thanks. If they don't, he asks why you didn't thank them. **A3**: Not very often, but he uses it. Usually I'm the one who says thank you. **A6**: He uses it sometimes. I asked her, 'Aren't you going to thank your aunt for the gift she bought?' He said, 'I don't know him'. I think he said this because he didn't know where to use these sentences. Instead he says I love you. He is also using the phrase 'I'm sorry' recently.

Table 11 Child's Behavior Change in the Presence of Other Individuals in Mother-Child Communication

Categories	f	Mother Codes
Depends	7	A1, A2, A3, A4, A6, A7, A8
Constant	1	A5

According to Table 11, seven of the mothers participating in the study stated that their children's behavior changes around others. Only one mother stated that her child's behavior did not change around others. **A4**: He gets shy and doesn't talk when other people are around. **A6**: First of all, he's being spoiled. He jumps, jumps, doesn't want to talk, then continues normally. **A8**: He shows different anger attitudes when other people are around. Especially when someone other than me gives warnings like 'don't do it, it won't work like that'. **A5**: Same, unchanging.

Discussion, Conclusion and Recommendations

This research was conducted to examine the communication skills of children by taking the opinions of mothers with children aged 43-70 months. For this purpose, eight mothers were interviewed and fifteen questions were asked about the children's communication with their mothers. The answers given were evaluated in terms of content and categories were created for each question.

‘What topics does your child usually prefer to talk to you about?’ Based on the mothers’ answers to the question, it was seen that six of the children preferred to talk about topics related to their games and toys. Play, which is considered the most dominant social activity of early childhood, should not be seen only as a leisure activity that children perform with their peers. Children’s first play places are their homes and their first playmates are their parents ([Farver et al., 1995](#); [Sezer et al., 2016](#)). Sezer et al., in their research to examine the relationship between play skills and family-child communication and interaction, found that children’s play skills and parent-child communication are related; It has been concluded that factors such as speaking, listening, messages, non-verbal communication and empathy in the communication between parents and children affect children’s play skills. It has been observed that appropriate communication with the child’s parents positively supports children’s play skills. At this point, considering that children spend most of their time playing games and the topic that most of the children talk about with their mothers in this research is the games and toys they play, it can be said that communication with the mother has an important place.

In line with the answers given by the mothers to the question ‘Which family member does your child communicate with most at home?’, four mothers stated that they were the family member with whom their children communicated most frequently at home. The first environment in which children communicate is the home, and interpersonal communication elements begin in the cycle between parents and children ([Erdoğan, 2011](#)). Thus, it is seen as a normal situation that the person with whom the child communicates most frequently is his mother. When we look at the research on the positive effects of communicating with their mothers on children; In their study, [Pearson and Pillow \(2016\)](#) found a significant and positive relationship between the mother’s conversations and the child’s mental problem solving and social understanding. Similar to these findings; In his research, [Höl \(2017\)](#) examined the effect of mothers’ communication skills towards their children on the communication skills of 5-6 year old children. According to the research results;

It was concluded that the mother’s speaking, listening, non-verbal communication, empathy skills and the messages she used predicted significantly and positively with the sub-dimensions of children’s active communication, following the rules in communication, reacting to others in communication and reacting positively to others.

‘Who sets the time when your child talks to you?’ In line with the mothers’ answers to the question, four of the mothers stated that the individual who sets the time in mother-child communication is their child, two mothers stated that they set the time while communicating with their child, and two mothers stated that the situation of setting the time varies in terms of time and environment.

Nonverbal communication is a message source that provides important clues to the receiver in interpreting the verbal messages coming from the source element in communication. Thanks to non-verbal communication, communication between people becomes reliable and effective ([Özbent, 2007](#)). [Gabbott and Hogg \(2001\)](#) stated that ‘the main elements of nonverbal communication are body movements, eye contact, tone of voice and posture distance’. In the research, eye contact, body movements and tone of voice elements were taken into consideration. The interview should be ‘Does your child make eye contact when talking to you?’ In line with the mothers’ answers to the question, all of the mothers stated that their children made eye contact with them. In this case, it is concluded that mothers also make eye contact with their children. When parents make eye contact when talking to their children, it is an indication that they care about and value their children. This behavior shown by parents serves as a role model for children. When parents communicate with their children, sitting or kneeling and making eye contact will help the child develop positive emotions ([Hj-Yahaya, 2006](#)).

To the question ‘What events or situations does your child increase in voice tone when talking to you?’, two of the mothers stated that their children increase their voice tone when they get excited, three when they experience a problem, and five when they get angry.

‘Does your child use non-verbal reactions such as facial expressions, looks, and posture to express

his/her feelings and thoughts when talking to you?' All mothers answered the question 'Uses'. Thanks to the non-verbal communication between mother and child, mothers can reveal their children's true thoughts, feelings and intentions. Therefore, non-verbal behaviors are reflected as expressions. As children express their emotions, we can see their faces as the canvas of their minds. What is felt is fully conveyed to the other party through smiles, frowns, or facial expressions in between. Thanks to this feature, humans are the creatures with the highest expressive power on the planet. The fact that all children use gestures and facial expressions when communicating with their mothers can be interpreted as their high expressiveness.

To the question 'How does your child control his/her emotional reactions such as anger and excitement when talking to you?', mothers stated that their children show behaviors such as crying, shouting and hitting when they get angry. Children raise their voice tone as a way of expressing anger and engage in different behaviors to express anger. According to [Chaplin \(2015\)](#), expressing emotion is described as using facial, voice and other body movements to convey the emotional states experienced by a person to others. Anger is a natural and universal reaction to unsatisfied desires and undesirable consequences. If the child raises his/her voice tone, it is stated that it is a sign that anger has begun. Although it is considered natural, mothers and fathers should be aware of the damage that an uncontrollable feeling of anger can cause to the environment ([Soykan, 2003](#)). Anger must be kept under control in order to prevent the existing feeling of violence from turning into aggressive behavior. Mistakes and mistakes made as a result of uncontrolled anger put children and parents in a difficult situation ([Aydm & Değirmenci, 2016](#)).

To the question 'On what issues does your child usually disagree with you?', mothers answered the disagreement issues; He stated that the items or toys distributed are not collected, the child is not taken what he wants, he wants to spend time with the mother all the time, the time he plays with the phone, the child wants to do this alone while putting on and taking off shoes, the time he plays outside and he is sensitive to sensory stimuli, and at this point, the

mother It has been observed that child conflicts occur on different issues. However, it has been determined that children's reactions during these conflicts are similar and they exhibit insistent behavior, shouting or crying. Considering that each child has different personality traits, different ages and experiences, it seems normal that the issues of disagreement vary. Children's family environments are the factor that contributes most to their social-emotional relationships. Because children spend most of their time in this environment. In addition, the quality of the relationship between parent and child directs the child's relationship with other individuals ([Myers & Pianta, 2008](#)). At this point, it is thought that mothers' attitudes and behaviors in conflict situations may affect the severity of children's reactions or their transformation into behavioral problems.

Children who can communicate well with their parents can easily express their feelings and thoughts to other people about the problems they experience. It is important for parents to have an accepting attitude towards their children, to attach importance to their feelings and thoughts, and to have sensitive, cooperative and valuing relationships ([Arabacı, 2011](#)). In the study, to the question 'Does your child talk to you about the problems he is experiencing?', seven mothers stated that their children talked to them about the problems they were experiencing, while one mother stated that her child did not talk to her about the problems. It can be said that children can easily convey their problems to their mothers in case of problems.

To the question 'How often does your child use polite words (please, you're welcome, etc.) when communicating with you?', five of the mothers stated that their children use these words frequently, and three mothers stated that they say these words sometimes or when they remind them. Children learn polite words, such as slang words, by observing their surroundings. Considering that children learn by taking role models; The fact that all of them use these words frequently or infrequently shows that they witness the use of these words in daily life.

'When communicating with your child, does your child show any behavioral changes in the presence of other individuals?' All but one of the mothers stated that their children's behavior had changed.

Looking at the mothers' statements; They stated that children exhibited shy attitudes, spoiled attitudes, or showed higher than normal anger reactions when disagreements occurred in front of others. Shyness is an important concept in communication. Shy attitudes and avoidance of communicating with people are observed in children who are constantly scolded by their parents, raised under pressure, and not allowed to take initiative (Yüksel, 2005). However, it is thought that it is normal for young children to be shy at first encounters with people they know little or not at all.

Considering that the first environment in which children communicate is the home and their parents, it is necessary to be conscious about the importance of the communication that parents establish with the child. The foundation of children's communication skills in later ages is laid here. Parents should increase the number of moments they communicate with their children and prepare suitable environments for effective communication. In order to eliminate communication barriers, parents should learn to listen to their children effectively, use the language of acceptance, empathize, give children the opportunity to express their feelings, and use non-verbal communication elements (tone of voice, eye contact, body language). To learn these skills, parents can attend seminars and conferences on effective communication organized by institutions and organizations and read books written on this subject. Because it is important for parents to change their behavior and attitudes towards communication skills in a positive way and become a role model for the child.

This study is limited to eight mothers, and future studies can include a larger sample group. The opinions of fathers may also be included in the study. Additionally, demographic characteristics such as age and gender were not considered as variables in this study. The same study can be researched using different methods and considering different variables. The study is limited to children's home environments, and different studies can be conducted by taking teachers' opinions about their students to determine their communication skills in the school environment.

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