

A Research on Communication Problems Between University Students and their Parents: The Case of Muş Alparslan University

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ABSTRACT

Communication is a social phenomenon. It ensures that individuals' personal existences continue within the society. In family communication, understanding and supporting each other and correct guidance depend on healthy communication. In the study, it was tried to determine the communication problems of university students with their parents. In this direction, data was obtained using the quantitative research method. A survey was applied to 390 students studying at Muş Alparslan University in order to determine the educational life, friend and social circle of university students and the levels of family communication. According to the data obtained, it was seen that the participants' educational life was closely monitored by the family, they felt family pressure to study more, academic success was compared with others by family members and the family was not in contact with the counselor (responsible educator). The results showed that there were problems with the family in choosing friends, there were problems with the family in choosing clothes, the family cared about the person's thoughts and feelings were not expressed openly to the family. It was also determined that parents did not discriminate between siblings, obeying family rules was important for the family, family members were interested in the problems and cared about the person.

Keywords: Family, Communication, Parents, Family Communication, University Students, Communication Problems

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Introduction

Family life has an important position in determining the future life standards of people. Thus, people shape their lives and their interactions with their environment by being affected by the situations they encounter in the family starting from the first periods of their lives. Therefore, communication processes within the family are an important determinant in shaping people's lives. Communication within the family, which forms the intellectual basis of many people's lives, paves the way for the individual's identity development. It is necessary to mention emotional awareness, which is an important element in order to evaluate the effects of domestic communication on people's lives. As a result of communication and interaction, people's emotional structures are shaped, and their emotional awareness has an important impact on their understanding of themselves and their environment.

While people's lives, feelings, thoughts and environments are shaped, they generally feed on the mechanism of awareness and this process starts from themselves and then spreads to their environment. The issues discussed in family communication are decisive for the future of individuals, especially in childhood. Therefore, it is seen that communication within the family is not only a form of communication, but also has qualities that shape the life of the individual and help the life of the individual to be in a certain form. Parents' communication among themselves can shape children's attitudes and behaviors towards something in the future on the axis of communication elements. Communication within the family is important for individuals to gain ideas and develop various attitudes and behaviors in some periods of life. Cognitive flexibility, which begins to be shaped during childhood, gives an idea about what kind of approach people will take in a situation they encounter instantly. Cognitive flexibility emerges as a result of the communication process coming from the families in the lives of individuals in order to adapt to the difficult and complex life conditions of people, especially in order to be prepared when they encounter a problem.

This research includes a general evaluation of the concept of communication within the family regarding the communication problems that students experience with their parents. The research consists of four sections and the general framework is given. In the first part, some demographic information was requested, in the second part, information about the participants' educational life, in the third part, information about friends and social environment, and in the fourth part, questions about communication within the family were directed.

Communication Concept

Communication is defined as the transfer of feelings and thoughts to other individuals in many ways and information is exchanged by using various devices such as telephone, television and radio (Çamdereli, 2008). The concept of communication is defined as a human activity that everyone knows but few people can define satisfactorily. In addition, "communication is face-to-face conversation, television, information dissemination, our hairstyle, literary criticism" (Fiske, 2014). Communication is not only the transfer of information or one-way flow of information, but also the integrity of meaning that continues throughout life, the mutual transfer of messages, and a process in which feedback is provided (Çamdereli, 2008).

Communication, which is a social phenomenon, enables people to maintain their individual existence and social relations. "The number of definitions of communication is close to two hundred. E.X. Dance and Carl E. Larson scanned the definitions in the field of communication in 1972 and found 126 different definitions. This number has undoubtedly increased since then" (Mutlu, 2012). "Communication, in the simplest terms, is the exchange of messages. It is an exchange between a person and another person, between a person and a community, between a person and a place, between a person and the environment, between a society and the environment" (Günel & Esin, 2007). "Communication is the process of interaction between the source and the target in order to make common and share the meanings of information, ideas, attitudes, emotions and skills in order to create behavior change" (Paknadel, 1994).

As can be understood from all these definitions, there are some basic elements in the communication process. "The phenomenon of communication is a message transfer that occurs in different environments for different purposes. This phenomenon consists of elements with different characteristics. The coming together of these elements constitutes communication. Elements of communication: Source (transmitter) unit of communication, message, channel and target (receiver) unit, feedback. These five basic elements must be present in order to talk about a complete communication phenomenon and process" (Aziz, 2016). People, who are social beings, protect and develop their existence through communication. The purpose and form of communication may vary according to the different groups in which people are involved. The person wants to be decisive in his/her environment and cat life by providing communication. In addition, some of the main purposes of communication are to exist, to provide information, to obtain information, to share information, to influence, to entertain, to develop relationships and to fulfil needs (Yılmaz, 2003).

Family Concept

Human beings, who come to the world defenselessly, have to receive the support of other individuals in order to continue their lives. While this situation makes family life compulsory on the one hand, family support is a phenomenon that is constantly needed in later ages. The fact that social institutions such as "religion, state, education, economy" were shaped and developed in family life in the first development stages of societies shows that the family is the basis for different institutions in the historical process (Merter, 1990). "A family is a community of people who are bound together by marriage, blood or adoption ties, who live in the same house, share the same income, and within the framework of the various roles they play (husband-wife, mother-father, son-sister), they create and maintain a unique behavior that influences each other from generation to generation" (Şahinkaya, 1979). In addition, family is defined as "The smallest unity in society based on marriage and blood ties, formed by the relationships between husband, wife, children, siblings; all people who are of the same lineage or have kinship relations between them; a language, animal or plant community whose basic characteristic is unity, family" (Türk Dil Kurumu, 2023). The family may vary in terms of the people it includes in different societies and times (Van Bueren, 1995). While there were many families in the past, the scope of the family has narrowed considerably and the general family consists of spouses and unmarried children (Dural, Tufan & Gümüş, 2012). Family is the first starting point of happiness where human relations are acquired and maintained. In a period of rapid social change, the function of the family has become even more important (Önal, 2006). The features that make the family important are related to the functions of the family. Therefore, it is seen that an institution or organization cannot replace the family and that the family has many functions. The family maintains its importance throughout life as the closest environment where children grow up and are educated (Önal, 2006).

Family Communication

The starting point of communication, which has an important place in human life, is generally considered as family. Starting with the birth of the person and in the process, the first place where the person can improve himself/herself in terms of communication is the communication with other individuals in the family. Therefore, while communication within the family represents an important point in people's lives, it also represents the interaction mechanism that enables people to express themselves correctly in every position they are in for the rest of their lives (Şahin & Aral, 2012). Family communication schemas are "uniquely shared worldviews that provide individual family members with value and belief systems" (Schrodt, Witt & Messersmith, 2008).

Communication within the family is primarily a mediator for the family and its members to meet at a common point. Thus, communication within the family is an element that enables family members to understand each other, support each other, direct each other correctly and ensure a healthy interaction. In terms of ensuring mutual understanding and empathy, family communication enables family members to act together with the support it provides (Tezel, 2004). Communication within the family is a mutually functioning structure. Thus, the communication structure formed by the attitudes and behaviors within the marriage union in family communication mutually feeds each other. This situation between spouses is

also valid between parents and children. In addition to the fact that the communication resources provided by parents are decisive in terms of the development of communication skills of people, the efforts of family members to express themselves ensure the formation of an interaction (Baran, 2004). The level of satisfaction within the family is expressed as the experience or perception that the individual feels about the quality of relationships and life within the family. The type of communication within the family and the conversations between family members affect this perception of quality or satisfaction (Schrodt, Witt and Messersmith, 2008). In family communication, it is necessary to provide the necessary environment for communication to be correct, understandable and for the parties to provide support to each other. Inadequate communication within the family leads to the formation of an unhealthy family environment (Aybey, 2017). Communication within the family is not a structure that is shaped only by the developments within the family. Even if intra-family communication is a form of communication consisting only of family members, external factors can also be determinants of the process. Therefore, in many studies, in addition to the processes related to the concept of communication, elements outside the family are also taken into consideration. Individual attitudes and behaviors in family communication are not only determined by the issues experienced within the family and the elements encountered, but also the elements of family members in social life are included in the process (Karapınar, 2021).

Purpose and Importance of the Research

In this study titled “A Research on Communication Problems between University Students and Their Parents: The Case of Muş Alparslan University”, it was aimed to determine the control of university students' educational life, their friends and social environment relations and their level of communication within the family. Quantitative research method was used in the study. In this direction, questionnaire technique was used. Determining the communication levels of university students with their parents is very important for a healthy family and society.

The questions tried to be obtained within the scope of the research are as follows:

1. How are the participants' educational life and parental communication levels?
2. How are the participants' educational life and parental communication levels according to gender?
3. How are the participants' friends and social circles and parental communication levels?
4. How are the levels of parental communication with the participants' friends and social circles according to gender?
5. How are the participants' intra-family communication levels?
6. According to gender, how are the participants' levels of parental communication with their friends and social circles?

Methods

The aim of this research is to determine the level of family communication of university students. Survey model was used in the research. In the survey model, the event is analyzed without making any changes on the event and the result is tried to be reached (Büyüköztürk, Akgün, Demirel, Karadeniz and Çakmak, 2015). Ethics committee approval was received for this study from the ethics committee of Muş Alparslan University (Date: September 31.10.2023 Number: 115131).

Universe and Sample

The population of this study, which was conducted to determine the level of family communication of university students, consists of university students, while the sample consists of Muş Alparslan University students. Within the scope of this study, quota sampling technique, one of the quantitative research methods, was used. The purpose of quota sampling is to create a small model within the universe and to

ensure that some groups within the universe are represented in the sample. In such a case, the proportions of the groups in the universe should be known. Since the current situation is not known, we proceed on the basis of the ratios determined by previous studies (Gürtan, 1982).

This study, which was conducted as field research between December 2023 and January 2024, was conducted face-to-face. The reliability of the study was tested with a pre-test application applied to 50 people. In the pre-test, the degree of reliability (Cronbach's Alpha) is 0,789. Thus, it was determined that the study was within the sufficient confidence interval in terms of its application (Çevik and Akgül, 2005). Afterwards, 374 questionnaire forms were delivered to the participants in order to represent the university students. 14 questionnaire forms were found to be faulty or incomplete and were not included in the analysis and the study was carried out on 390 questionnaire forms. The reliability level of the questionnaires was re-measured and found to be 0,790. Therefore, it was determined that the study was reliable (Çevik & Akgül, 2005). The data were tested through IBM SPSS Statistics 22 program.

Results

The gender and age distributions of the participants in the field study are given in Table 1, the distributions of the data related to their educational life and parental communication levels are given in Table 2, and the distributions of the (t test) analyses of their educational life and parental communication levels according to gender are given in Table 3, Table 4 presents the distribution of friends and social circles and parental communication levels, Table 5 presents the distribution of friends and social circles and parental communication levels according to gender (t test), Table 6 presents the distribution of intra-family communication levels and Table 7 presents the distribution of intra-family communication levels according to gender (t test). In the study, descriptive data and independent two-sample t test were used.

Table 1. Distribution of Demographic Data

Demographic Characteristics	Categories	Number (n)	Percent (%)
Gender	Woman	200	51.2
	Male	190	48.8
	Total	390	100
Age	17-18	35	8.9
	19-20	220	56.4
	21-22	82	21.0
	23-24	31	7.9
	25-plus	22	5.6
	Total	390	100

Gender and age ranges were evaluated from demographic characteristics. While 52.2% (200) of the participants are female participants, 48.8% (190) are male participants. When the age ranges of the participants are analyzed, individuals between the ages of 19-20 constitute the majority with a rate of 56.4%. In addition, 21-22 age range group with 21.0%, 17-18 age range group with 8.9%, 23-24 age range group with 7.9% and 25+ age range group with 5.6% respectively.

Table 2. Distribution of Participants' Educational Background and Parental Communication Levels

Education Life	Levels of participation					\bar{x} (mean)	ss
	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Undecided</u>	<u>Agree</u>	<u>Absolutely agree</u>		
1. My education life is closely monitored by my family.	5.7%	8.6%	4.3%	32.0%	49.4%	4.10	1.17
2. I feel family pressure to study more.	6.9%	18.6%	14.0%	37.7%	22.9%	3.51	1.22
3. My academic achievement is compared with others by my family members.	7.1%	17.4%	16.3%	39.7%	19.4%	3.46	1.19
4. My family respected the choices I made in my education life.	6.0%	11.4%	21.1%	41.7%	19.7%	3.57	1.10
5. Although I am in a different city from my family members. my family limits the time I spend outside school.	12.0%	24.6%	17.1%	36.0%	10.3%	3.08	1.22
6. My family is in contact with my counsellor (responsible trainer).	10.6%	30.3%	25.7%	24.6%	8.8%	2.90	1.14
7. When I face a problem in my education life. I first ask my family for help.	4.6%	13.1%	22.0%	41.4%	18.9%	3.65	1.95

When the descriptive data related to the participants' educational lives and parental communication levels are analyzed, it is seen that the participants' educational lives are under the close monitoring of their families ($\bar{x}=4.10$, $ss=1.17$), they feel family pressure to study more ($\bar{x}=3.51$, $ss=1.22$), their academic success is compared with others by family members ($\bar{x}=3.46$, $ss=1.19$), the family respects the choices made in educational life ($\bar{x}=3.57$, $ss=1.10$), when a problem is encountered in educational life, the family is asked for help first ($\bar{x}=3.65$, $ss=1.95$), the family is not in contact with the counsellor (responsible educator) ($\bar{x}=2.90$, $ss=1.14$).

Table 3. Analysis of Participants' Educational Background and Parental Communication Levels by Gender (t test)

Education Life	Gender	Number (n)	\bar{x} (mean)	SS	t	p
1. My education life is closely monitored by my family.	Woman	200	4.08	0.83		
	Male	190	4.12	0.82	-0.320	0.02
2. I feel family pressure to study more.	Woman	200	3.48	1.07		
	Male	190	3.54	0.82	-0.442	0.31
3. My academic achievement is compared with others by my family members.	Woman	200	3.36	0.94		
	Male	190	3.58	0.69	-1.746	0.00
4. My family respected the choices I made in my education life.	Woman	200	3.57	1.00		
	Male	190	3.57	0.64	0.010	0.25
5. Although I am in a different city from my family members. my family limits the time I spend outside school.	Woman	200	2.93	1.04		
	Male	190	3.22	3.13	-2.234	0.00
6. My family is in contact with my counsellor (responsible trainer).	Woman	200	2.91	0.88	0.042	0.57
	Male	190	2.90	0.84		
7. When I face a problem in my education life. I first ask my family for help.	Woman	200	3.66	1.09	0.149	0.65
	Male	190	3.63	0.90		

The responses of male participants to the questions “My educational life is under the close monitoring of my family.” ($t=-0.320$; $p<0.05$). “My academic success is compared with others by my family members.” ($t=-1.746$; $p<0.05$). “Although I am in a different city from my family members. my family limits the time I spend outside of school.” ($t=-2.234$; $p<0.05$) are significantly higher than the responses of female participants. Therefore, it was concluded that male participants were more likely than female participants to think that their academic success was compared with others by their family members, that their educational life was under family monitoring and that the time spent outside the school was restricted by their family members.

Table 4. Distribution of Participants' Friend and Social Circles and Parental Communication Levels

Levels of Parental Communication with Friends and Social Circles	Levels of participation					\bar{x} (mean)	SS
	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Undecided</u>	<u>Agree</u>	<u>Absolutely agree</u>		
1. I have problems with my family in choosing friends.	12.6%	20.6%	9.7%	34.9%	22.3%	3.33	1.35
2. I have problems with my family in choosing clothes.	12.9%	20.6%	8.9%	29.7%	27.7%	3.38	1.40

3. I have problems with my family in consumption expenditures.	10.9%	21.1%	11.1%	36.9%	20.0%	3.34	1.30
4. My family does not pressurize me in religious matters.	15.1%	19.7%	18.3%	33.7%	13.2%	3.59	1.14
5. I have problems with my family about my political preferences.	12.6%	13.4%	21.7%	36.0%	16.3%	3.15	1.66
6. I hesitate to introduce friends other than my same sex to my family.	5.7%	12.3%	22.3%	36.3%	23.4%	3.30	1.25

When the descriptive data related to the participants' friends and social circles and parental communication levels are examined, it is seen that there are mostly problems with the family in choosing friends ($\bar{x}=3.33$, $ss=1.35$) and problems with the family in choosing clothes ($\bar{x}=3.38$, $ss=1.40$), problems with the family in consumption expenditures ($\bar{x}=3.34$, $ss=1.30$), the family does not exert pressure on religious issues ($\bar{x}=3.59$, $ss=1.14$), and the family is afraid of introducing friends other than the same sex to the family ($\bar{x}=3.30$, $ss=1.25$).

Table 5. Analysis of Participants' Friend and Social Circles and Parental Communication Levels by Gender (t test)

Levels of Parental Communication with Friends and Social Circles	Gender	Number (n)	\bar{x} (mean)	SS	t	p
1. I have problems with my family in choosing friends.	Woman	200	3.08	1.41	-3.677	0.00
	Male	190	3.60	1.23		
2. I have problems with my family in choosing clothes.	Woman	200	3.10	1.51	-3.915	0.00
	Male	190	3.68	1.22		
3. I have problems with my family in consumption expenditures.	Woman	200	3.12	1.36	-3.260	0.00
	Male	190	3.57	1.20		
4. My family does not pressurize me in religious matters.	Woman	200	3.64	1.18	0.847	0.75
	Male	190	3.54	1.09		
5. I have problems with my family about my political preferences.	Woman	200	2.80	1.32	-4.125	0.44
	Male	190	3.52	1.90		
6. I hesitate to introduce friends other than my same sex to my family.	Woman	200	3.21	1.37	-1.375	0.00
	Male	190	3.39	1.10		

"I have problems with my family in choosing friends." ($t=-3.677$; $p<0.05$), "I have problems with my family in choosing clothes." ($t=-3.915$; $p<0.05$), "I have problems with my family in consumption expenditures." ($t=-3.260$; $p<0.05$), "I hesitate to introduce my friends other than my same sex to my family." ($t=-1.375$;

$p < 0.05$), the responses of male participants are significantly higher than the responses of female participants. Thus, it has been concluded that men, compared to women, have problems with the family in choosing friends, choosing clothes and consumption expenditures, and that they hesitate to introduce friends other than both sexes to the family.

Table 6. Distribution of Participants' Level of Communication within the Family

Family Communication Level	Levels of participation					\bar{x} (mean)	ss
	Strongly disagree	Disagree	Undecided	Agree	Absolutely agree		
1. My family cares about what I think.	6.0%	10.0%	9.4%	38.3%	36.3%	3.88	1.17
2. I cannot express my feelings openly to my family.	10.0%	21.1%	18.0%	34.9%	16.0%	3.25	1.23
3. My parents discriminate between me and my siblings.	20.9%	21.1%	19.1%	28.3%	10.6%	2.85	1.31
4. I have problems that I cannot tell my family for fear of being misunderstood.	12.6%	19.7%	25.1%	33.1%	9.4%	3.06	1.18
5. It is important for my family that I obey family rules.	3.4%	14.0%	26.0%	40.6%	16.0%	3.51	1.02
6. I have problems with my family about visiting relatives.	10.6%	18.6%	32.6%	28.9%	9.4%	3.07	1.12
7. My family members are interested in my problems and care about me.	4.0%	13.1%	26.0%	34.9%	22.0%	3.57	1.08

When the descriptive data related to the participants' intra-family communication levels are examined, it is seen that the family cares about the thoughts of the person ($\bar{x}=3.88$, $ss=1.17$), emotions are not expressed clearly to the family ($\bar{x}=3.25$, $ss=1.31$), parents do not discriminate between siblings ($\bar{x}=2.85$, $ss=1.31$), obeying the rules within the family is important for the family ($\bar{x}=3.51$, $ss=1.02$). Family members are interested in problems and care about the person ($\bar{x}=3.57$, $ss=1.08$).

Table 7. (t test) Analysis of Participants' Level of Communication within the Family According to Gender

Family Communication Level	Gender	Number (n)	\bar{x} (mean)	SS	t	p
1. My family cares about what I think.	Woman	200	3.95	1.15	1.003	0.82
	Male	190	3.82	1.19		
2. I cannot express my feelings openly to my family.	Woman	200	3.04	1.29	-3.255	0.02
	Male	190	3.47	1.13		
3. My parents discriminate between me and my siblings.	Woman	200	2.61	1.30	-3.634	0.23
	Male	190	3.11	1.27		
4. I have problems that I cannot tell my family for fear of being misunderstood.	Woman	200	2.93	1.24	-0.072	0.04
	Male	190	3.20	1.10		
5. It is important for my family that I obey family rules.	Woman	200	3.61	1.10	1.908	0.02
	Male	190	2.40	0.93		
6. I have problems with my family about visiting relatives.	Woman	200	2.94	1.21	-2.143	0.01
	Male	190	3.20	1.00		
7. My family members are interested in my problems and care about me.	Woman	200	3.75	1.07	3.331	0.96
	Male	190	3.37	1.07		

The answers given by males to the questions "I cannot express my feelings clearly to my family" ($t=-3.255$; $p<0.05$), "I have problems that I cannot tell my family because of the fear of being misunderstood" ($t=-0.072$; $p<0.05$), "I have problems with my family about visiting relatives" ($t=-2.143$; $p<0.05$) are significantly higher than the answers given by females. Thus, it was concluded that men could not express their feelings clearly to their families, that there were problems that were not told to the family due to the fear of being misunderstood, and that there were problems with the family about visiting relatives. In addition, the answers given by women to the question "It is important for my family that I follow the rules within the family" ($t=1.980$; $p<0.05$) were significantly higher than those given by men. Thus, it was concluded that it is important for the family to follow the rules within the family for women compared to men.

Conclusion

The family, which is an important institution where the individual first acquires social relations, is an institution that supports the individual in terms of biological and psychological development in order for the individual to take part in society, where there is mutual communication and establishes the bond between the individual and society (Demir, 2021). Changes in the family in terms of structure and functionality have not been realized in the same way in all societies. Some societies have accepted the changes by internalizing them, while others have displayed a conservative attitude by not accepting these changes. Changes and transformations in the family structure started with industrialization. Turkish family structure was also affected by this change. However, this change did not take place as in western societies. In the Turkish family structure, there is a family structure in which contemporary values and traditional values are blended and concepts such as love, respect, solidarity and cooperation are at the forefront (Yaşar Ekici, 2014). It is the individuals who make up the society. The future of a society depends on healthy individuals. The realization of the parent and child relationship on a solid ground is important in terms of raising individuals who will carry the society forward. In this direction, the study is based on parent and child communication problems. Thus, in the 2023-2024 academic year, it was tried to determine the communication problems between the parents of the students studying at Muş Alparslan University by using the survey technique. Individuals participating in the field research conducted,

1. 51.2% (200) of the participants were female, while 48.8% (190) were male.

2. When the age ranges of the participants are analyzed, individuals in the 19-20 age range constitute the majority with a rate of 56.4%. In addition, 21-22 age range group with 21.0%, 17-18 age range group with 8.9%, 23-24 age range group with 7.9% and 25+ age range group with 5.6% respectively.

3. Descriptive data on the participants' educational life and parental communication levels are as follows: the participants' educational lives are under the close monitoring of the family, they feel family pressure to study more, academic success is compared with others by family members, the family respects the choices made in educational life, the family is the first to be asked for help when faced with a problem in educational life, and the family is not in contact with the counsellor (responsible educator).

4. According to the participants' educational lives and parental communication levels in the context of gender, it was concluded that males were more likely than females to have their academic achievement compared to others by family members, their educational lives were under family monitoring and the time spent outside was restricted by family members.

5. Descriptive data on the participants' friends and social circles and parental communication levels are as follows. It was concluded that there were problems with the family in choosing friends, problems with the family in choosing clothes, problems with the family in consumption expenditures, the family did not exert pressure on religious issues, and the family was afraid of introducing friends other than the same sex to the family.

6. According to the level of parental communication with friends and social circles of the participants in the context of gender, it was concluded that males, compared to females, had problems with the family in choosing friends, choosing clothes and consumption expenditures, and that they were afraid of introducing friends other than both genders to the family.

7. Descriptive data on the participants' level of communication within the family are as follows: The family cares about the thoughts of the person, feelings are not openly expressed to the family, parents do not discriminate between siblings, obeying family rules is important for the family, family members are interested in problems and care about the person.

8. According to the participants' intra-family communication levels in the context of gender, it was concluded that men, compared to women, could not express their feelings clearly to their families, there were problems that were not told to the family due to the fear of being misunderstood, and there were problems with the family about visiting relatives. In addition, it was concluded that female participants were more likely than male participants to think that following the rules for the family was important for the family.

Ethics Committee Approval: Ethics committee approval was received for this study from the ethics committee of Muş Alparslan University (Date: September 31.10.2023 Number: 115131).

Informed Consent: Informed consent was obtained for this study.

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