Exploratory of Problems between Iranian Parents and Their Male Adolescents

Mohammad Sanagoei Zadeh[1], Ozra Etemadi[1], Sayyed Ahmad Ahmadi[1] & Rezvanoosadat Jazayeri[1]

[1] Department of Counseling, Faculty of Education and Psychology, University of Isfahan, Isfahan, Iran

Correspondence: Ozra Etemadi, Department of Counseling, Faculty of Education and Psychology, University of Isfahan, Isfahan, Iran. E-mail: o.etemadi@edu.ui.ac.ir

Abstract

Problems between parents and their male adolescents are a fast growing phenomenon in Iran. This study attempted to examine the problems between parents and their male adolescents, how they are formed, and what factors influenced the problems formation process between them. Thirty-five participants including parents, their male adolescents, and experts (10 adolescents, 10 fathers, 10 mothers, and 5 experts) participated in a semi structured deep interview; and data was analyzed qualitatively and based on a grounded theory approach. Based on the findings of this study, a preliminary understanding of problems formation process between Iranian parents and their male adolescents is presented and discussed in details. Through systematic analysis, we uncovered several factors influencing the problems formation process in the population. Qualitative findings revealed that adolescents' characteristics, parents' features, the type of relationships between parents and their male adolescents, adolescents' growth, cultural changes, family environment, friends, and school affected the problems between Iranian parents and their male adolescents.

Keywords: problems, parents, male adolescent, Iran, qualitative research

1. Introduction

Male teenagers' problems with their parents are of special significance due to cultural-social matters, so that male teenagers indicate their problems with their parents by the using of external behaviors such as aggressive behavior; disobedience, and indecent behavior while female adolescent indicate their problems as internal behaviors such as physical signs, depression, and anxiety (Helstela & Sourander, 2001). Evidence shows the prevalence of violence and aggression among Iranian adolescents and youth ranged from 30% to 65.5% while males are affected 2½ times more than females (Sadeghi et al., 2014). Therefore, the parents have greater problems with their male adolescents than their female ones. The studies shows that the problems and behavioral disorders in adolescents influence their relationships with their parents, and family functioning, and may lead to social, emotional, and psychological disorders (Ruttel et al., 2011). Studying the problems formation between parents and male adolescents will likely reveal the influencing factors on problems formation, its consequences, and the definition of parents-adolescent problems.

During the teenage period, the teenagers spend less time with their parents. In relation to their parents, mostly the teenagers bear a stressful period at this important stage of growth (Guteman & Eccles, 2007). A negative parent-child relationship is set by the adolescent with their parents due to the age conditions, which disrupts the family functions and breaks the emotional bond among family members; the relationship between siblings is troubled, and the conflicts rise among family members (Richmond & Stocker, 2006). In addition, parent-adolescent's relationship and family's emotional environment are significant. Inappropriate emotional environment in family, lower parents-adolescent's relationship, and parenting style (Steinberg & Silk, 2002) can affect adolescent's tendency toward risky behaviors (Chambers, Power, Loucks, & Swanson, 2000; Grant & Kim, 2002; Joyce et al., 1994; Schweitzer & Lawton, 1989).

Researchers recognize parent-child relationship as a source of social and emotional growth in adolescence (Collins & Stienberg, 2006). The relationship can influence on the quality of life in the stages of post adolescence (Collins & Loursen, 2004). According to the findings of Riesch & Jackson (2003) that conducted a research on the relationship between the teenagers and their parents, both the parents and the teenagers in conflicts were reactive, negative, and aggressive, or refusal. Therefore, in developing problems formation

between parents and their male adolescents, both parents and adolescent have a significant role.

So far, no research has been done to understand the problems formation process between parents and their male adolescents in Iran, however, there were different conceptual frameworks, which have been proposed as the theoretical basis for the understanding of adolescent behavior problems (ABP). According to Jessor, Costa, Krueger, and Turbin (2006), familial and parental factors, such as parental behaviors and attitudes, are the main factors of the environmental system, and are the risk factors in the personality system, which includes lack of achievement, alienation, and self-dissatisfaction. Based on the Planned Behavior Theory, the primary determinants of future behavior are one's intention to perform the behavior and the subjective perception of having control over behavior (Zinatmotlagh et al., 2013). Moreover, two sets of personality and environmental factors are combined to create the Acquired Preparedness Model. In regard to the Anderson and Smith's model, the psychological factors in influencing behavioral problems imply three personality traits: neuroticism, extraversion, and lack of restraint (Sher & Trull, 1994; quoted from Keneth et al., 2010). Finally, there are five effective factors on ABP; (1) adolescent growth dynamics and situations, (2) parental influence, (3) society, environment, and social impacts, (4) the effects of peers (Voas & Kelley-Baker, 2008; quoted from Keneth et al., 2010) and, (5) personality traits.

1.1 The Current Study

This procedural study was done to recognize internal, interpersonal and external factors in developing communication problems between Iranian parents and their male adolescents. Qualitative research methodology can be valuable in launching the exploration of an understudied phenomenon (Creswell, 2012) because it seeks to understand the phenomenon in an in-depth manner and investigate why and how experiences occur. Therefore, the study focuses on a qualitative methodology, specifically grounded theory, and on a sample of current male adolescent, their parents, and experts. Grounded theory is most often used when there is no theory available to explain a phenomenon (Creswell, 2012).

In current study, these questions are encountered: what is the nature of problems between Iranian parents and their male adolescents, what are the challenges between them, and what are the influencing factors on the problems?

As a procedural research, the recognition of the influencing factors on problems formation between parents and their male adolescents can provide a theoretical pattern, which specifies the ideas in this area, fills the research gaps in the case of the acquired theories, and identifies the relationships between different theories about parent-adolescent relationships.

In another respect, a pattern for the problems formation between parents and adolescents will be defined in Iranian society.

Therefore, this study focuses on discovering (a) the perception of the types and the nature of the problems among Iranian parents and their male adolescents, and (b) the perception of the internal, interpersonal and external processes in problems formation.

The main research question is: what are the effective factors in the formation of problems between parents and their male adolescents in Iran?

2. Method

2.1 Participants

The current study focuses exclusively on the male adolescents, their parents, and the experts. Specifically, 10 male adolescents, their parents (10 mothers and 10 fathers), and 5 experts participated in a semi-structured deep interview. The criteria for entrance of male adolescents to the sample were; their fathers and mothers were alive and lived together, age ranges of adolescents were 15 to 17 years. The adolescents were randomly selected from among schools. For confidentiality purposes, pseudonyms have been assigned.

Table1. Demographics of participants of male adolescents and their parents

Name	Age	Education	Rice/ ethnicity	socio-demographic	Mothers Educational	Fathers Educational
Sadra	16	Junior in high school	Persian Iran	Middle	Elementary School	Guidance school

Hamed	15	Freshman in high school	Persian Iran	Middle	Guidance school	Bachelor Degree
Amin	17	Senior in high school	Persian Iran	Middle	Graduate degree	Guidance school
Hamid	17	Senior in high school	Persian Iran	High	Bachelor Degree	Bachelor Degree
Armin	15	Freshman in high school	Persian Iran	Low	Graduate degree	High school
Karim	15	Freshman in high school	Persian Iran	Middle	Bachelor Degree	Bachelor Degree
Kamal	15	Freshman in high school	Persian Iran	High	Graduate degree	Bachelor Degree
Rahim	15	Freshman in high school	Persian Iran	Middle	Graduate degree	Guidance school
Ali	15	Freshman in high school	Persian Iran	Low	Graduate degree	Graduate degree
Ahmad	17	Senior in high school	Persian Iran	Low	Guidance school	High school

Note: For confidentiality purposes, the names of all adolescents who participated in this study have been changed

Table 1 provides a brief description of each of the participants. The male adolescents were from freshman to senior in high school. Two of the participated families came from high socioeconomic status (with an average income of 10,000,000 IRR or higher), and two parents had higher education qualifications (i.e., M. A.). The participants reported Persian language as their primary language while holding on to their Islamic and Iranian culture and parents lived together. All of the participants lived in the city of Isfahan (Iran).

Table 2. Demografics of participants of experts

Name	Age	Educational level	Rice/ethnicity	Grade
Rashad	48	PhD Psychology	Persian Iran	Assistant
Ramin	55	PhD Counseling	Persian Iran	Associate Professor
Reza	62	PhD Counseling	Persian Iran	Professor
Armin	42	PhD Psychology	Persian Iran	Assistant
Rasool	56	PhD Counseling	Persian Iran	Associate Professor

Table 2 shows a brief description of the experts. The specificities of experts include holding a PhD in psychology, being a faculty member, and being familiar with the adolescents' problems. To identify the stated criteria in the sampled experts, a pre-interview and an investigation of their research and professional background was applied; and experts entered the sample whose backgrounds included professional counseling in parent-adolescent area, were instructing teenagers psychology courses, and had written books and articles on the adolescents' problems.

2.2 Procedure

The method of research was grounded theory. The grounded theory is a method that has been widely adopted by qualitative researchers. The grounded theory approach prescribes efforts to organize the results in a meaningful way to further refine and develop theoretical ideas about problems between male adolescent and their parents. Therefore, the study utilized a conceptual model as a heuristic for framing the experiences described by this group of male adolescent and their parents. To do so, a semi-structured deep interview was used with 30 parents and their male adolescents (i.e., 10 fathers, 10 mothers, and 10 male adolescents) and 5 experts in the area of teenagers' problems in 2014. Sampling was done theoretically or was theory based. The interview with the

sample group was continued until the sufficiency of data, so that the data became repetitive and there was no need to continue the interview.

Adolescents, their parents, and experts participated in a deep interview. In each interview, there was at least a one-hour dialogue with the interviewees, and a recorder was used to record the interviews. The interview texts were written down and analyzed after every session. Based on the findings of every interview, the next data was gathered to verify and deepening the obtained results, and also to obtain other issues related to the research process.

The pertained questions were (a) problems between parents and their male adolescents (i.e., are there problems between you and your parents/ child? If yes, what are these problems?), (b) self-awareness to the problems (how have you notice the problems between you and your parents/child?), (c) reaction during the problems formation (i.e., what was your reaction during problems formation?), (d) problems consequences (Are these problems led to conflict between you and your parents/child, what are the consequences?). Results of the first interview with adolescents and their parents helped in developing an initial understanding of how problems formation between parents and their male adolescents occurred. These data also facilitated the building of more complex and relevant questions for the second interviews. According to the acquired results from the first interview, there was an effort to investigate the problems' subjects in their relationships, reaction of each side to the other side, and the impact of the interaction types on any of the sample group members.

Furthermore, to verify the collected data from interviews with parents and adolescents, there formed another interview with the experts, since they had several observations and experiences from the problems between both sides. The questions asked from parents and adolescents and their answers were presented to the experts following a deep interview with them in this regard, too.

2.3 Data Analysis

Data were gathered through interview and technical notations. The data collection was analyzed using open, axial, and selective coding. In the open coding stage, the interview texts were investigated in order to find the conceptual propositions (CP). Totally, 56 conceptual propositions were extracted. Then, they were classified into more general categories based on their common nature; and this led to 21 general categories. In the axial coding stage, one of the obtained general categories that had the most connection with other categories and appeared repetitively was selected as the core category from the list of general categories, and was centralized as the axis category to the axial coding process.

Table 3. Generating categories

Data	Code (CP)	Category
My parents and I have different ideas about interests, behaviors, and decisions. They think traditionally; however, I do not like to think like them	Disagreements in interests and decisions between parents and teenager	Conflicts in views

For example, Table 3 shows how conceptual propositions led to general categories. The first column includes raw data from one transcripts, and the second column shows how this is coded using line-by-line analysis. The final column demonstrates how this and similar codes were integrated into a category.

Then, to recognize the causal, environment, and contextual conditions, action/interaction strategies, and consequences of coding process generation, the type of association between other categories with the main category was identified by narrative analyzing, and was visualized based on the axial coding paradigm. In the selective coding stage, the connections among categories were defined by the using of applying data analysis and memos in an anecdotal form, and the middle range theory was developed.

2.4 Reliability

To validate findings in the open coding stage, there was a constant comparative approach used to assimilate the accordance between the obtained data and the categories, and in the axial coding stage, the data were revised in accordance to the categories. After theory generation, 5 sample group members were asked to evaluate the acquired process. Then, the final theory was formed by the application of their comments.
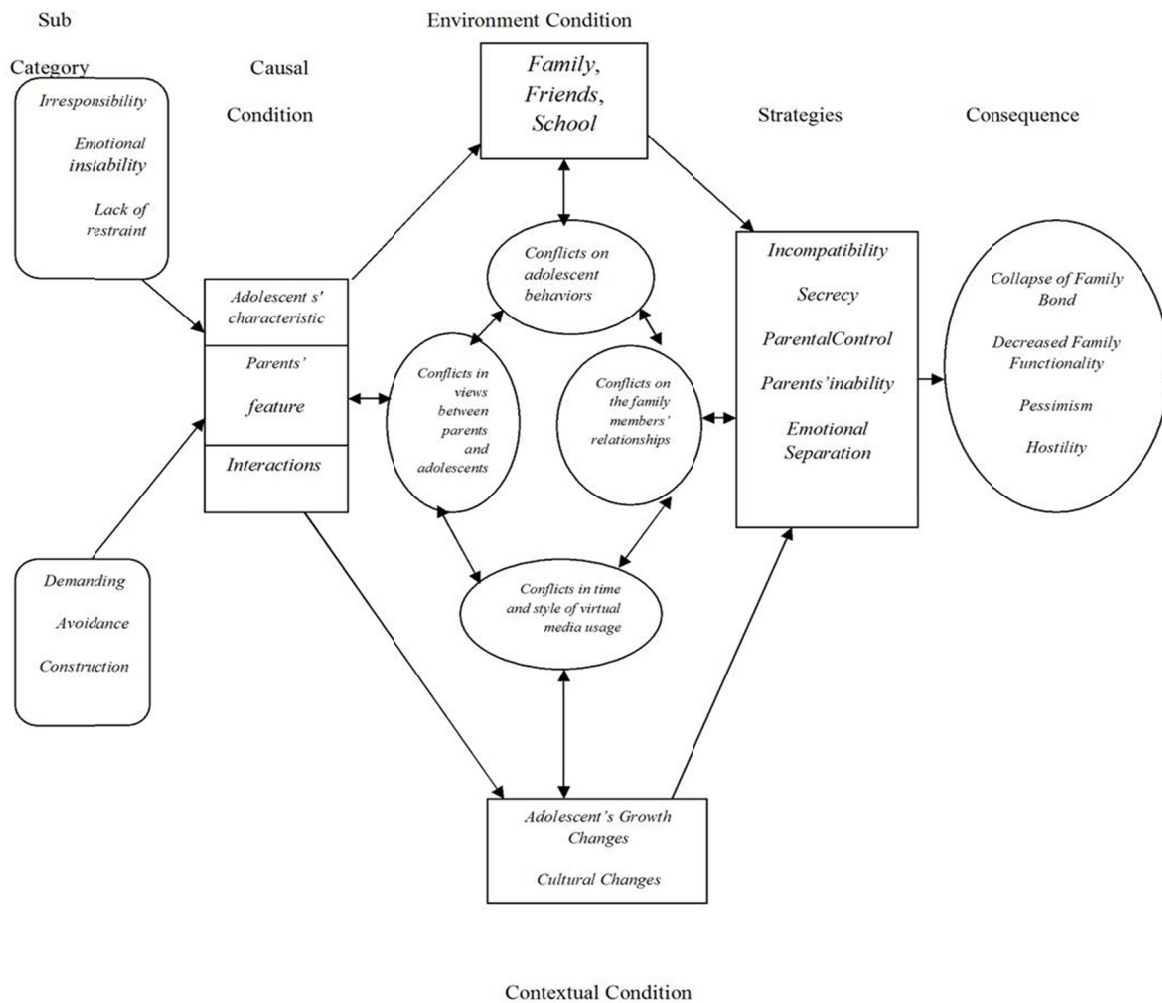
3. Results

Figure 1. Model of problems between parents and their male adolescents

Figure 1 illustrates an organization of themes and their linkages in a conceptual model framework. The findings show that the interaction of causal condition (i.e., adolescent characteristics, parents' features and their communications) and contextual conditions (adolescent developmental changes and cultural changes) and the environmental conditions (family, friends, and communities) can be grounds for incompatibility, secrecy, parental control, parental distress and emotional separation (i.e., **s**trategies) between parents and teenagers, which create harming consequences, such as the collapse of family bond, decreased family functionality, pessimism, and hostility between parents and adolescents. The following details are extracted from the data in order of their placement in the model.

3.1 Conflict as the Main Phenomenon

The main phenomenon is often repeated in the data, connects the data to each other, and often implies a general theory (Strauss, 1987). Strauss and Corbin (2008) believe that only a core category can integrate other different categories as the main phenomenon. The investigation of the anecdotes resulted from the interviews implies the concentration on conflicts, which can cause and form the problems between parents and their male adolescents. Those conflicts are classified into four groups:

Conflicts in views between parents and their male adolescents. This statement implies those conflicts which are risen from different views of parents and adolescents towards an issue. For example, Rashad (48, PhD Psychology) said: "*it is clear that parents and adolescents see the life from different viewpoints simultaneously….*

The usual way is that parents see the issues from their own viewpoints and judge based on them." Also, Amin (17, senior in high school) said: "*my parents and I have different ideas about interests, behaviors, and decisions…. They think traditionally; however, I do not like to think like them.*"

Conflicts in the time and the style of virtual media usage. This category implies a set of conflicts between parents and adolescents about using virtual media like the Internet, social networks (e.g., WhatsApp, Line,…), cell phone (game playing, texting, phone contacts), and the time of usage (until late at night, time to time, over usage). An anecdotal sample of the mentioned category is obvious from an interview with Rahim's mother (15, freshman in high school): "*he always holds the cell phone and plays with it. He sends messages even in bed, and plays the Clash game as he says….*" Or it was raised in interview with Hamid's parents (17, senior in high school) that: "*the social networks such as Viber and WhatsApp have become scourges to the families. I have conflict with my son over it. He has teamed up with his friends in Viber and they are always in contact. I do not know those people… they share unsuitable videos and photos. One time I told him about it and he set a password for his cell phone….*" It was implied in the dialogue with Ahmad (17, senior in high school): "*I connected to a girl via Viber and made a relationship with her. My parents found out about that and got my cell phone….*" Rasool (56, PhD Counseling) stated: "*today, one of the recent widespread conflicts between parents and adolescents is the penetration of virtual networks into families. Those networks have led to distresses in families, as they are easily accessible and uncontrollable. Parents are confused about the usage of those networks and do not know what to do about them.*"

Conflicts on adolescent behaviors. Anecdotes show that adolescent behaves in a way, which is not expected by his family that raises some conflicts between them. Ali (15, freshman in high school) said: "*my parents do not agree with my clothing style. I wear my hair in a way that they do not like…. I do not plan for my study, I do not help them with the household chores, and I spend most of my time with my friends….*" Also Rahim (15, freshman in high school) said: "*my parents nag about my hair style; they fuss about the pants or clothing that I put on, and expect me to set aside many things and just study*". Adolescent's unexpected behaviors are the ones, which parents often do not like their children to do including: contacts with bad friends, relationships with the opposite sex, unsuitable clothing, driving, not being committed to social and religious values, smoking cigarettes and hookah, alcohol consumption, not cooperating in household chores, indiscipline, not studying, time to go to and get back from school, and not going to school. These are the things parents do not like their adolescents to do.

Conflicts on the family members' relationship. This category implies the conflicts between adolescents and their family members like siblings and parents. For instance, sadra's parents (16, junior in high school) said: "*my adolescent is incompatible with his 8-year-old brother. They usually fight; and have deprived us of comfort. They do not respect each other. I expect my older son to be more patient, but he tells me: you always take his side.*" Also karim (15, freshman in high school) said: "*I argue with my sister. For example, when I watch TV, she wants to see a TV show and I like to watch a soccer game on another channel; this is the starting point of our conflict and my parents ask us not to be noisy, if they are at home….*"

3.2 Causal Conditions

Causal conditions are the categories, which influence the main phenomenon. The categories include: adolescent characteristics, parents' features, and interactions.

Adolescent characteristics: This category includes adolescent's psychological characteristics, which are cause by the conflicts between him and his parents.

Irresponsibility. It was stated by Reza (62, PhD Counseling) that: "adolescent irresponsibility is a conflicting subject, which parents often complain about. Taking care of personal properties, shirking household chores, not doing personal laundry, and not cleaning personal room are some examples in this case." Also Armin (15, freshman in high school) said: "Something which makes conflict between my parents and me is the responsibilities that they expect me to take which I often do not care about. For instance, they tell me to set up the dinner table; and I do not consider their order. Or they ask me to run an errand for them, and I promise, but I do not do it". Based on the stated anecdotes, the irresponsibility of adolescents causes conflicts between them and their parents.

Emotional instability. Other anecdotes imply the type of emotional expressions by adolescents. Sometimes, emotional instability causes conflicts in a parent-adolescent relationship. Kamal (15, freshman in high school) said: "*I sometimes keep silent while contacting my parents and I stop talking. Sometimes, I get angry intensely and become aggressive. This leads to a conflict between us.*"

Lack of restraint. For example Armin (42, PhD Psychology) said: "adolescents who smoke cigarettes or hookah

or do risky behaviors, cannot control their impulses. Adolescent's being continent can set him aside from those behavioral problems…." Anecdotes by other adolescents, parents, and experts implied the point that aggression, quick and intense excitements, silence, and lack of restraint cause conflicts between parents and adolescents. Therefore, irresponsibility, emotional instability, and lack of restraint can lead to the conflicts between adolescents and their parents.

Parents Features: Anecdotes demonstrate that some traits of parenting have caused conflicts in parent-adolescent relationships.

Demanding parents. According to this feature, parents frequently insult, control, and nag about their adolescents. Hamed (15, freshman in high school) said: "*when my father gets unhappy with me, he yells at me and insults me and always tells me if he had not told me to study or not to do something. My mother nags me when I want to go to the barber shop to have my hair styled in my interesting fashion*." Ahmad (17, senior in high school) stated: "*my mother taunts me and ridicules me. They nag me a lot; my mother gets my cell phone by force and tells me: give it to me to check what you have in it*." Participants of adolescents reported that their mothers were more demanding than fathers.

Avoidance parents. According to this feature, parents do not spend any time with their adolescents, not paying attention to their expectation, and withdraw from them. Amin (17, senior in high school) said: "*my parents do not pay attention to my expectations. I have to call them several times to get an answer from them. When I ask my father something, he does not teach me about that. If I want something of them, they do not give it to me*."

Constructive parents. According to this feature, parents pay attention to and call their male adolescents with respect. Ali (15, freshman in high school) said: "*my parents never call me without respect. They talk to me calmly and they will not behave aggressively; when they are unhappy with me. They respect me, understand me and respect my interests*."

Therefore, different categorical anecdotes demonstrate that the parents' features can influence on the conflicts between parents and their male adolescents. Based on these findings, adolescents who were in the sample group and faced aggressive and intrusive parents had more intense conflicts with their parents than those whose parents used more respect and decisiveness.

Interactions. This category implies conceptual structures, in which parents and adolescents do not have appropriate interaction with each other and lack of interactions has led to conflict between them. The category's anecdotes show that the lack of communication skills has magnified the parent-adolescent conflicts. For instance, Armin's mother stated: "*we do not communicate with each other. His father comes home late and is not in the mood to talk with us. When the adolescent comes home, he is not in a mood of speaking and he goes right to his room*." Amin (17, senior in high school) mentioned: "*when I talk to my parents, they change the topic and compare me to others*." Sadra (16, junior in high school) said: "*most of the time I keep silent but sometimes I get mad and then. However, finally I do the thing my parents asked me to do*." Therefore, anecdotes demonstrate well that if parents talk and argue to adolescents in a fine way and if there is a two-way conversation between them, issues are faced more easily, and there will not be serious conflicts between them. However, the categories' anecdotes demonstrate that not setting aside time for each other, disability in applying communication skills and resolving disputes, as well as communication obstacles can affect the conflict rising between parents and adolescents.

3.3 Contextual Conditions

Contextual conditions are specific circumstances which influence the strategies. These conditions include: the growth changes in adolescence, and cultural changes.

Adolescence growth changes. This category implies the conflicts related to physically and psychologically growth changes in adolescents. Puberty causes alterations and changes in adolescent's physical and psychological dimensions, and as a result, moods, desires, sexual performances (e.g., autoerotism, masturbation), irritability, independence, and egocentric change. The categories' anecdotes show that some parents do not understand these changes, compare him with his childhood, and behave in a way that causes the conflicts in reaction to these changes. For instance, Rashad (48, PhD Psychology) said: "*at the early puberty, adolescent usually gets away from parents. [Especially] In Iran, perhaps parents do not like his hanging out …. Therefore, parents show more curiosity to the adolescent affairs, and the adolescent shows more sensation to this curiosity; so that he closes the room door and makes long phone calls with his friends out of parents' eyesight. This change in family relationships appears without considering the age range, which puberty happens in; and this shows that puberty is an important factor in driving a gap between parents and adolescent*."

Cultural changes. Risen anecdotes from categories demonstrate that culture, as an effective variable, reinforces the conflicts between parents and adolescent. Cultural issues are equivalent to a lifestyle, which is combined with clothing style and interpersonal relationships. Parents have their own culture and have accepted it; while adolescent may be affected by cultural changes and may diverge with his parents in this regard. Armin (42, PhD Psychology) stated: "*parents are sensitive to observance of cultural and religious values. For example, how to greet, avoidance of vulgar words, and religious standards, which are very important in our society; and inconsideration of adolescents to them can cause serious conflicts.* Hamid's mother said: "*my son does not pray. I have advised him a lot to pray, but he does not care. I do not know what to do with him.*" Or Amin's father mentioned: "*while talking to my wife and me, my son does not consider our role as his parents. I remember the old days when we were kids and did not even lie down in front of our father. We used to talk to them respectfully….*" Religious beliefs, political issues, social habits, moral and religious commitments, and style of relationships with older people are raised and can show the effectiveness of cultural issues on the formation of conflicts between parents and adolescents.

3.4 Environmental Conditions

There are conditions that influence the strategies and include family, school, and friends.

Family. The anecdotes indicate that conflicts between family members and inappropriateness of family's psychological or physical environment can affect the formation of parent-adolescent conflicts. Categories' anecdotes show that the existence of an addict in the house, or a person with psychological disorders, who shows social abnormality, can intensify the conflicts between parents and adolescents. For instance, Sadra mentioned: "*… my mother has a problem with my unwillingness to study. She always nags me for not studying. Two of my brothers are addicts and they both live with us. One of my brothers has taken a room of the house and we do not have any other rooms. We always have fights at home for problems that my brothers make. I do not have a right place to study and cannot concentrate on my lessons….*" Therefore, family and home context can amplify the conflicts between parents and adolescents.

Friends. Friends shape another environmental condition, which can intensify parents-adolescent conflicts. Anecdotes of the categories indicate that relationship with older friends, or with friends having behavioral disorders, or spending time with friends, and places they go together intensify the conflicts between them and their parents. For instance, Hamid's parents stated: "*I have stress whenever he wants to go out with his friend. I do not know what they do, where they go, and who his friend is….*" And Karim said: "*I always have a problem with my mother regarding my friends. She objects me as I want to meet my friend, and asks where I am going. Why I am going? Who is my friend? …*"

School. It is also another environmental condition, which intensifies the conflicts between both sides. Categories show that unwillingness to study, unsuitable relationships between adolescents and teachers, indiscipline at school, low exam marks, escaping from school, and repeated absence from school have been effective in conflicts between parents and adolescents. Sadra's parents mentioned: "*my son does not like to go to school. He says he does not have any interest in school or any motivation to study. Now, it is the second week that he has not gone to school and has been absent regularly. I am worried and do not know what to do….*"

3.5 Interaction, Reaction, Strategies

Strategies include special actions or interactions which arise from the main phenomenon (Strauss & Corbin, 2008). Evidences and samples show that the conflict strategies between male adolescent and their parents include: adolescent incompatibility, secrecy, over-surveillance by parents, inability of parents, and emotional separation of adolescent and parents. When a conflict is set between both sides, some participants of male adolescent huffs (emotional separation) or become aggressive; they shout or argue, or shut the door tightly (incompatibility), parents object more (controlling), and sometimes adolescent hides what has happened to him (secrecy). Parents emphasized on these issues and some of them were confused and did not know what to do with them (inability).

Consequences of problems formation between parents and male adolescent

Consequences are the results of the strategies (Strauss & Corbin, 2008). Obtained evidences showed that collapse of family bond, decreased the family functionality, established negative attitudes between parents and their male adolescent towards each other, and hostility have been the consequences of problems between parents and adolescents. High levels of conflicts cause problems and defection in relational bonds and turn to additional problems in the next stages of life (Collins & Loursen, 1992). Conflict leads to disruption of the bonds between family members, and even may collapse the family. It may lead to decreased family effectiveness and increased

distances between family members. It creates a full pessimistic atmosphere in the family, and disagreement rises among family members instead of participation, coordination, and cooperation.

4. Discussion and Conclusion

The results from the study show that five main factors and seventeen separate categories are effective on formation of problems between parents and male adolescents. The five main factors are: causal, environmental, and contextual conditions in addition strategies, and consequences.

The study results show that the causal conditions influence the problems formation from three channels: adolescent characteristics, parents' features, and interactions. Adolescent characteristics are the psychological traits such as irresponsibility, emotional instability, and lack of restraint. The findings, in which the psychological characteristics of adolescent can affect the parent-adolescent relationship, are compatible with the findings of Collins and Steinberg (2006), and work done by Steinberg and Silk (2002). They also reached the result that the parent-adolescent interaction is related to adolescent's psychological elements. It is also compatible with APM theory; because according to this theory, the three personality traits affect the behavioral problems: neuroticism, extraversion, and lack of restraint. Current study shows that two personality traits affected the problems formation between parents and the male adolescent: irresponsibility, and lack of restraint. Also it is consistent with the findings of Jessor et al. (2006) as they state that adolescent behaviors arise from constant psychological factors and motivational structure. Therefore, adolescent's psychological traits can be seen as a cause for problems between him and his parents.

Parents' features are different among parents. The results of a study indicated that there is a significant effect of parents' features on adolescents' performances (Darling & Steinberg, 1993). Parents' features imply physical punishment, weak surveillance, exertion, and awareness of each other's plans. The findings of the present research indicate that there are three parents' features: demanding, avoidant, and constructive. "Demanding" parents' features, which are along with objecting, blaming, aggressive behaviors, expectations, will bring negative effects on parents-adolescent relationships and cause problems. This study indicates differences among fathers' and mothers' interactions patterns with their male adolescents. Preferably mothers' interaction patterns with them were demanding. Demand implies blame, judgment, criticism, and objection. While fathers' interaction patterns with them were avoidance. The purpose of avoidance is that fathers do not speak about created problem with their male adolescents and cast a distance between them. In addition, this study reports that the relationship among male adolescents and their mothers is more difficult than their relationships with their fathers, because adolescents had more dissatisfaction with their mothers than their fathers. Another finding in this study indicates that parents, who were demanding or avoided with their male adolescents, had more dissatisfaction with them.

Interactions are based on the relationship between parents and adolescent which includes: spending time for each other, pattern of relationship, and sharing information with each other (Ashbourne & Daly, 2010; 2012). Parent-adolescent researchers often believe that parents play the role as a watch and questioner (Smetana, 2008) and adolescent look for options such as disclosing information to their parents (Smetana et al., 2009). Based on the results of a research (Hunter et al., 2011), some cultures have defined when and how adolescents disclose their information to their parents. The quality of parent-adolescent relationship is affected by self-disclosure, and is based on the fact that when and how information is shared; and this may have positive or negative effects on relationships (Ashbourne & Baobaid, 2014). Focusing on the findings of the present study, those adolescents and parents who do not spend time with each other, do not disclose their problems through dialogue, are inconsiderate about communication skills, do not manage their conflicts, and do not know how to contact with each other cause problems between them.

The conceptualized model in this research shows that problems between parents and adolescents are under the effect of adolescent growth and cultural changes. As some studies indicate, cultural changes can influence on family relationship patterns (Baxter, 2011). Certainly, a number of studies imply that relationship problems between parents and adolescents are not exclusive to cultural changes but it may refer back to the parent-adolescent dialogue (Ashbourne, 2009). Many theories such as neo analytic psychology, and contemporary theories and social-cognitive view propose that an increase in the autonomy and individualism of adolescence leads to less dependence and conflict as well as equal power to parents (Collins & Laursen, 2004). Another study showed that adolescent growth changes affect parent-adolescent relationship; so that the changes prepare the equivalence of relationships between parents and adolescent during the adolescence period (Irene et al., 2009). These findings are consistent with the findings of the present study since it demonstrates that, as parents have learnt cultural and value teachings, they have expectations of adolescent such as the reality that he

must obey them; however, adolescent feels equality with his parents and looks for equal relationships with his parents instead of parents' hegemonic relations.

Based on the provided model in this research, family, school, and even other organizations such as mosques, religious groups, etc. can affect the problems formation process. So that the problems faced by adolescent and the time spent by him to interact in those environments can affect the relationship between him and his parents. Obtained results by Paul Amato and Jacob Cheadle (2008) are in accordance with the present study findings. They found that marriage conflicts and divorce impacts on children's behavioral disorders so as the family environment increases their behavioral problems' risk. As this study findings present, if an adolescent lives in an inappropriate psychological and physical family environment, for example, if a family member consumes drugs or has behavioral or emotional problems such as separation or divorce, the problems may affect parents-adolescent relationships. The findings of another study report that there is a significant prediction between a low level of behavioral problems with the attachment to school and family (Knoester et al., 2005). Therefore, the finding of the present research is consistent with the study by Knoester et al., as it indicates if adolescent faces problem with the school environment, for instance, when he faces incompatibility with school and makes absence, he finds problems with his parents so that he becomes incompatible with his parents and there will appear behavioral problems with him.

The provided model in this research demonstrates that the whole causal, contextual, and environmental conditions affect the conflicts between parents and adolescent; and interactions among conflicts, and the mentioned conditions lead to incompatibility, secrecy, parental surveillance, parents' inability, and separation of adolescent from parents, which can bring up harmful consequences such as the collapse of family bond, decreased family functionality, and increased pessimism and hostility. Bruce Simons-Morton et al. (2008), in a study on evaluation of parental behaviors and adolescent's conduct problems, found that parents' behaviors and adolescent's conductive problems depend on their relationship, so that there is a mutual association between parent's behaviors and adolescent conductive problems with the relationship between them.

The results of this study can provide a theoretical model for identifying the problems between Iranian parents and their male adolescents, which help counselors and educational experts in recognition of parents-adolescent problems, so that they can determine the objectives of their counseling and education based on the presented model. Additionally, it helps a lot in planning to modify the adolescent behaviors and family educational programs in order to aware families of the problems formation process between them and their adolescents. Furthermore, the obtained results may affect comprehensive evaluation of effective factors on problems between parents and adolescents.

5. Limitations

This research focused on problems between parents and their male adolescents. The applied research method was qualitative. In this research, there is a lack of generalization of results as a result of few samples. Furthermore, there might be other unrecognized environmental conditions, which may affect the formation of problems between parents and their male adolescent. Moreover, the Iranian cultural factors affect the findings as the research is conducted in Iran. Therefore, generalization must be applied carefully.

It is recommended that future research studies investigate the subject using quantitative methods and compare the results with the findings of the present research. Also, it suggests researches to conduct the identification of effective factors on problems between parents and female adolescents in the future studies and to compare the results with the findings of the present study. Moreover, based on the presented model in this research, future studies may define a scale for measurement of problems between parents and adolescent.

References

Amato, P. R., & Cheadle, J. E. (2008). Parental Divorce, Marital Conflict and Children's Behavior Problems: A Comparison of Adopted and Biological Children. *Social Forces, 86*, 1138-1161.

Ashbourne, L. M. (2009). Re-conceptualizing parent-adolescent relationships: A dialogic model. *Journal of Family Theory & Review, 1,* 211-222. http://dx.doi.org/10.1111/j.1756-2589.2009.00027.x

Ashbourne, L. M., & Daly, K. J. (2010). Parents and adolescents making time choices: Choosing a relationship. *Journal of Family Issues, 31.*

Ashbourne, L. M., & Daly, K. J. (2012).Changing patterns of family time in adolescence: Parents' and teens' reflections. *Time & Society, 21*, 308-329.

Ashbourne, L., M., & Baobaid, M. (2014). Parent-adolescent storytelling in Canadian-Arabic immigrant families

(Part 1): A Grounded Theory. *The Qualitative Report, 19*, Article 59, 1-21.

Baldwin, D. R., Mclntyre, A., & Hardaway, E. (2007). Perceived parenting styles on college students' optimism. *Journal of College Student, 41,* 550-557.

Baxter, L. A. (2011). *Voicing relationships: A dialogic perspective.* Thousand Oaks, CA: Sage Publications.

Bruce S. M., Rusan, C., Laura, S. H., & Denise, A. H. (2008). Parenting behavior and adolescent conduct problems: Reciprocal and meditational Effects. *Journal Search Violence, 7,* 3-25. http://dx.doi.org/10.1300/J202v07n01_02.

Carr, A. (1999). *The handbook of child and adolescent clinical psychology.* London: Routledge.

Chambers, J. A., Power, K. G., Loucks, N., & Swanson, V. (2000). Psychometric properties of the Parental Bonding Instrument and its association with psychological distress in a group of incarcerated young offenders in Scotland. *Social Psychiatry and Psychiatric Epidemiology, 35*, 318-325.

Collins, A., & Loursen, B. (1992). Conflict and relationship during adolescent. In U. Shantz, & W. W. Hartup. (Eds.), *Conflict in child and adolescent development* (pp. 216-241). New York: Cambridge University press.

Collins, W. A., & Laursen, B. (2004). Parent–adolescent relationships and influences. In R. M. Lerner, & L. Steinberg (Eds.), *Handbook of adolescent psychology* (pp. 331-361). Hoboken, NJ: Wiley. Parenting Behavior and Adolescent Conduct Problems: Reciprocal and Meditational Effects.

Collins, W. A., & Steinberg, L. (2006).Adolescent development in interpersonal context. In W. Damon, & N. Eisenberg (Eds.), *Handbook of child psychology* (Volume 4, Socioemotional processes, pp. 1003-1067). New York: Wiley.

Costello, E. J., Sung, M., Worthman, C., & Angold, A. (2007). Pubertal maturation and the development of alcohol use and abuse. *Drug and alcohol Dependence, 88,* 50-59.

Cresswell, J. W. (2012). *Qualitative inquiry and research design*. Thousand Oaks, CA: Sage.

Darling, N., & Steinberg, L. (1993). Parenting style as context: An integrative model. *Psychological Bulletin, 113,* 487-496.

Duncan, L. G. (2007). *Assessment of mindful parenting among parents of early adolescents: development and validation of the Interpersonal Mindfulness in Parenting scale* (Unpublished dissertation). The Pennsylvania State University.

Duncan, L. G., Coatsworth, J. D., & Greenberg, M. T. (2009). A model of mindful parenting: implications for parent–child relationships and prevention research. *Clinical Child and Family Psychology Review, 12,* 255-270. http://dx.doi.org/10.1007/s10567-009-0046-3

Elgar, F. G., Arlett, C., & Groves, R. (2003). Stress, coping, and behavioral problems among rural and urban adolescents. *Journal of Adolescence, 26*, 574-585.

Frick, P. J. (1991). Alabama parenting questionnaire. *Communication Studies, 48,* 59-75.

Geurtzen, N., Scholte, R. H., Engels, R. C., Tak, Y. R., & van Zundert, R. M. (2015). Association between mindful parenting and adolescents 'internalizing problems: non- judgmental acceptance of parenting as core element. *Journal of Child and Family Studies, 4*, 1117-1128.

Grant, J. E., & Kim, S. W. (2002). Parental bonding in pathological gambling disorder. *Psychiatric Quarterly, 73,* 239-247.

Guteman, L., & Eccles, M. (2007). Stage-environment fit during adolescence: trajectories of family relations and adolescent outcome. *Developmental psychology, 43,* 522-537.

Helstela, L., & Sourander, A. (2001). Self- reported Competence and emotional and behavioral Problems in finish adolescents. *Nord Journal Psychiatry, 55*, 337-341.

Hunter, S. B., Barber, B. K., Olsen, J. A., McNeely, C. A., & Bose, K. (2011). Adolescents' self-disclosure to parents across cultures: Who discloses and why. *Journal of Adolescent Research, 26,* 447-478.

Irene, H. A., Branje, S. J., Marc, J. M., & Delsing, W. H. (2009). Linkages over Time between Adolescents' Relationships with Parents and Friends. *Journal of youth and adolescence, 38,* 1304-1315. http://dx.doi.org/10.1007/s10964-009-9403-2

Jessor, R. (1998). New perspectives on adolescent risk behavior. In R. Jessor (Ed.), *New Perspectives on Adolescent Risk Behavior*. New York: Cambridge University Press.

Jessor, R., Costa, F. M., Krueger, P. M., & Turbin, M. S. (2006). A developmental study of heavy episodic drinking among college adolescents: The role of psychosocial and behavioral protective and risk factors. *Journal of Studies on Alcohol, 67*, 86-94.

Joyce, P. R., Sellman, D., Wells, E., Frampton, C. M., Bushnell, J. A., & Oakley-Browne, M. (1994). Parental bonding in men with alcohol disorders: A relationship with conduct disorder. *Australian and New Zealand Journal of Psychiatry, 28*, 405-411.

Kenneth W. W., David S. T., & Harvey B. M. (2010). *Driving With Care: Education and Treatment of the Underage Impaired Driving Offender*. Sage publications.

Knoester, C., & Haynie, D. L. (2005). Community Context, Social Integration In to Family, and Youth Violence. *Journal of Marriage and Family, 67,* 767-780. http://dx.doi.org/10.1111/j.1741-3737.2005.00168.x

Parent, J., Garai, E., Forehand, R., Roland, E., Potts, J., Haker, K., & Compas, B. E. (2010). Parent mindfulness and child outcome: the roles of parent depressive symptoms and parenting. *Mindfulness, 4,* 254-264. http://dx.doi.org/10.1007/s12671-010-0034-1

Richmond, M. K., & Stocker, C. M. (2006). Associations between family cohesion and Adolescent siblings' externalizing behavior. *Journal of Family Psychology, 20*, 663-669.

Riesch, S. K., & Jakson, N. M. (2003). *Communication approach to parent child conflict.*

Ruttle, P. L., Shirtcliff, E. A., Serbin, L. A., Fisher, D. B. D., Stack, D. M., & Schwartzman, A. E. (2011). Disentangling psychobiological mechanisms underlying internalizing and externalizing behaviors in youth: Longitudinal and concurrent associations with cortisol. *Hormones and behavior, 59*, 123-132.

Sadeghi, S., Farajzadegan, Z., Kelishadi, R., & Heidari, K. (2014). Aggression and Violence among Iranian Adolescents and Youth: A 10-year Systematic Review. *International Journal of Preventive Medicine*, Special issue 2, 83-96. http://dx.doi.org/10.1016/j.yhbeh.2010.10.015

Schweitzer, R. D., & Lawton, P. A. (1989). Drug abusers' perceptions of their parents. *British Journal of Addiction, 84*, 309-314.

Smetana, J. (2008). It's 10 o'clock: Do you know where you children are? Recent advances in understanding parental monitoring and adolescents' information management. *Child Development Perspectives, 2,* 19-25. http://dx.doi.org/10.1111/j.1750-8606.2008.00036.x

Smetana, J. G., Villalobos, M., Tasopoulos-Chan, M., Gettman, D. C., & Campione-Barr, N. (2009). Early and middle adolescents' disclosure to parents about activities in different domains. *Journal of Adolescence, 32,* 693-713. http://dx.doi.org/10.1016/j.adolescence.2008.06.010

Steinberg, L., & Silk. J. S. (2002). Parenting adolescents. In M. H. Bornstein (Ed.), *Handbook of parenting vol. I: Children and parenting* (pp. 103-134). Mahwah, NJ: London.

Strauss, A. (1987). *Qualitative analysis for social scientists*. New Work: Cambridge University Press.

Strauss, A., & Corbin, J. (2008). *Basics of qualitative research* (3rd ed.). London: Sage publications.

Weems, F., & Costa, N. M. (2005). Developmental differences in the expression of childhood anxiety symptoms and fears. *Journal of the American academy of child and adolescent psychiatry, 44*, 656-663.

Williams, K. L., & Wahler, R. G. (2010). Are mindful parents more authoritative and less authoritarian? An analysis of clinic-referred mothers. *Journal of Child and Family Studies, 19*, 230-235.

Zinatmotlagh, F., Ataee, M., Jalilian, F., Mirzaei, M., Aghaei, A., & Karimzadeh, K. (2013). Predicting Aggression among Male Adolescents: an Application of the Theory of Planned Behavior. *Health Promotion Perspectives, 3, 269-275*. http://dx.doi.org/10.5681/hpp.2013.031

Copyrights