

## Developing a Parental Self-harmonization Model based on the Sahmgozari<sup>1</sup> Approach in Conflict Management with Adolescents<sup>2</sup>

DOI: 10.22098/JPC.2023.12303.1156

Fahimeh Shadabmehr<sup>1\*</sup>; masoumeh esmaeily<sup>2</sup>; Ebrahim Naimi<sup>2</sup>;  
Yasser Rezapour-Mirsaleh<sup>3</sup>

1 Ph.D. Student of Counseling, Faculty of Self-Governing Graduate Studies, Allameh Tabataba'i University, Tehran, Iran. Corresponding Author: f.shadabmehr@yahoo.com

2 Allameh Tabataba'i University

3 Department of Counseling, Faculty of Humanities; Social Sciences, Ardakan University, Ardakan, Iran.

### Abstract

**Objective:** Adolescence is associated with significant psychological and physical changes, and the parent-adolescent relationship is mainly faced with increased conflicts, while the parents' behavior seems to be a critical factor for the quality of this relationship. Therefore, the present study was conducted with the aim of designing a parental self-harmonization model based on the Sahmgozari approach in conflict management with adolescents in Tehran. **Methodology:** In this qualitative research, data was collected through grounded theory using semi-structured interviews. Through the purposeful sampling method, 12 parents in Tehran city in 2022 were selected among those who have less conflict with their adolescents based on the inclusion criteria until the theoretical saturation was reached. The data were analyzed using Strauss and Corbin's coding method based on grounded theory. **Findings:** In the coding process, a central category under the general title of "Parent's Sahm-based self-harmonization in parent-adolescent relationship" was selected. The code "Parent's Sahm-based attitudinal indicators" as a contextual factor and the code "Matrix-based parent's self-harmonization" as a causal factor, and the code "Parent's productive strategies in parent-adolescent relationship" as strategies were identified in this model. **Conclusion:** Given the experiences of Sahmgozar parents with low conflict with their adolescents, Sahm-based attitude of the parent may give the parent an opportunity to create self-harmonization in different dimensions and

---

<sup>1</sup>. The English equivalent was not given for this word because an equivalent that covers all the meanings was not found in English, and in this way the reader will seek to understand the text to understand the meaning.

<sup>2</sup>. The article is extracted from Ph.D. dissertation

manage conflicts in the parent-adolescent relationship by using productive strategies and this case provides both the parent and adolescent a formative, soothing and satisfying relationship.

**Keywords:** Parent-adolescent Conflict, Self-harmonization, Sahmgozari.



## Introduction

Adolescence is a unique period with various changes including emotional, social and physical developmental levels (O'Donohue, Benuto, and Tolle). As the process of differentiation begins, adolescents' relationships with parents undergo changes (Nebel-Schwalm, 2006). Increasingly dependent on their peers, adolescents try to have more autonomy and less tend to be a part of a hierarchy led by parents. As a result, the parent-adolescent relationship mainly face with more conflict and less in intimacy during this period (Fulgini, and Eccles, 1993). This is despite the fact that parents' behavior is among the most effective factors in the quality of the parent-adolescent relationship (Bijur, Kurzon, Hamelsky, and Power, 1991; Turner, Irwin, Tschann, and Millstein, 1993; Parvizi, Ahmadi, and Nikbakht Nasrabadi, 2006; Khajeh Nouri and Dehghani, 2016). Tendency to make independent decisions, questioning parental authority and challenging predetermined boundaries and rules due to acquiring the ability to think abstractly will easily provide a platform for parent-adolescent conflicts (Heath, 2018). In addition, the emotional reactions of puberty along with the newly formed emotion regulation skills help to intensify parent-adolescent conflicts (Laursen, Coy, and Collins, 1998). It should be noted that adolescence period usually coincides with the middle age of parents, which is often a challenging stage that requires re-evaluation of the life path, adaptation to new work conditions, and redefinition of life satisfaction concept. As a result, the intensity of parent-adolescent conflict may increase during adolescence (Rogers, Padilla-Walker, McLean, and Hurst, 2019).

Researches on the consequences of these conflicts show that an increase in parent-adolescent conflict is a predictor of depression in both adolescents and parents (Rognli, Waraan, Czajkowski, Solbakken, and Aalberg, 2020). In general, the relationship between parent-adolescent conflicts and reduced social adjustment, poor academic performance, psychological problems, and the tendency to use drugs in adolescents is continually reported (Dehghan and Rasouli, 2014; Qamari, Amiri Majd and Khoshnam, 2013; Asadi, Javidi and Ghasemi, 2014; Bahrami and Bakhtiarpour, 2016; Mahdavi and Mirzavand, 2019). Communication conflict among family members is associated with emotional disturbance including tension, friction, resentment, hostility (Jehn, 1995; Jehn and Mannix, 2001), and psychosomatic pain, stress, and burnout (De Dreu, Van Dierendonck, and De Best-Waldhober, 2002). In addition, it causes interpersonal violence, impaired coordination (Choi and Cho, 2011) anger (Curseu, Boros, and Oerlemans, 2012), low levels of trust (Li, Zhou, and Leung, 2011), and the feeling of apathy (Martínez-Moreno, González-Navarro, Zornoza and Ripoll, 2009) is also related. On the other hand, unhealthy ways of coping with these conflicts may create separation, resentment, cracks and irreparable scratches among family members. On the contrary, proper conflict management helps in mutual understanding, building trust and strengthening the communication bonds (Aye, Akaneme, Adimora, Offorka, Raninson, Nwosu, and Ekwealor). The theory of intra-family conflict begins with the hypothesis that family members suffer from a lack of coordination under conflict. When conflicts occur, their sense of security in relationships is threatened. Regardless of whether this disharmony originates from inside or outside of the family, each member will experience

a range of negative consequences and emotions to the extent that lack of receiving help may cause the unresolved conflict to irreparably destroy the entire family structure (Aye et al, 2016). In this regard, Perry, Harris, and Minnes (2004) also reported that poor harmony in the family is a strong predictor of stress. Given the findings of Fabrizio, Lam, Hirschmann, and Stewart (2013), the more control and less intimacy in the parent-child relationship will lead to the more conflict and the less harmony.

On the other hand, psychological approaches have explained the conflict between family members in different ways. The underlying cause of conflict in interpersonal relationships in Sahngozari's perspective is the effort to take others' corporation without giving any corporation. Therefore, Sahn-based communicative pattern in families is an effective factor in the emergence of conflicts. Thus, the main goal of Sahngozari is to change people's attitude and performance by focusing them on Sahngozari in relation with others/family members instead of expecting to permanently benefiting from others. An outstanding principle in the Sahngozari approach, with a great potential for solving interpersonal conflicts and enjoying a noble life, is the principle of "harmony with the general rules", which introduces a happy person as one who to act in harmony with existence (Esmaili, 2013). Therefore, by relying on a monotheistic worldview and presenting a purposeful, meaningful and goal-oriented view of life, Sahngozari harmonizes a person with himself, others and the universe, and finally, helps him to form a manifestation of living in harmony with the purposeful and dynamic life. In fact, it reinforces his power and functions through relying on realism combined with the feeling of security resulting from connection to the single being (Esmaili, 2020).

In addition, due to the fact that the Sahngozari approach is compatible with the intellectual and cultural context due to relying on concepts derived from religious attitudes, it may have significant potentials for preventing and resolving interpersonal conflicts and forming harmonious relationships; As a result, it was decided to take a step toward developing a self-coordination model based on the Sahngozari approach in a qualitative way by analyzing the experiences of Sahngozar parents with little conflict in parent-adolescent relationship. Therefore, the current research aims to find what dose the model of parents' self-harmonization based on the Sahngozari approach looks like in conflict management with adolescents?

## Methods

This applied research was performed by qualitative methods due to the importance of in-depth local information for developing the proposed model, and the data were analyzed through the grounded theory. The study community and the sample were matched. The participants were selected among the parents who had low conflict with their adolescents using the purposeful sampling method, in Tehran city in 2022. The inclusion criteria were: 1) Conflict score lower than the average in the Parent-Adolescent Conflict Questionnaire (Asadi Younesi et al., 2020); 2) Sahngozari score above the average in the Sahngozari Lifestyle Questionnaire (Esmaili et al, 2021); 3) Having an adolescent of 14-18 years; 4) Tendency to participate in the research; 5) Informed consent and enough time to conduct an interview; 6) Presence of both parents in life. Sampling process continued until data

saturation. Finally, 12 parents (9 mothers and 3 fathers) who had low conflict with adolescents (4 girls and 8 boys) were selected. First, based on the research criteria, the potential subjects were primarily identified by referring to secondary schools in Tehran as well as acquaintances with adolescents. Then, parents with the required scores in both Parent-Adolescent Conflict Questionnaire and Sahmgozari Lifestyle Questionnaire, who were also willing to cooperate, participated in an interview. The interview was conducted individually with each parent at their chosen place. Each interview lasted 60-90 minutes on average. The data were collected by conducting semi-structured interviews with parents. The subsequent sampling process was guided by the concepts obtained from the analysis of the initial interviews. Therefore, the interview started with general questions and moved toward exploratory questions. The interview started by asking the parent to describe his/her relationship with the adolescent: "How do you usually prevent conflict with your adolescent?", "In your opinion, what factors helped you have a low-conflict relationship with your adolescent?", "If you confront a conflict, what methods do you usually use to solve it and to improve your relationship? Give an example". Data collecting process continued until theoretical saturation was reached. In the final stage, the data were analyzed based on the grounded theory through Strauss and Corbin method. The coding process of the interviews' texts (which included 890 minutes of interviews) was carried out in three levels of open, axial, and selective. After defining the categories, content validity of the proposed model was confirmed by four counseling experts of adolescents and families. In order to validate the suggested model, the content validity ratio (CVR) index and the content validity index (CVI) were used. Regarding the CVI, four experts were asked to determine the relevance of the model's components to its objectives on a 4-degree spectrum ("relevant", "needing revision", "relevant but needing revision", and "totally relevant"). The number of experts who selected the option "relevant but needing revision", and "totally relevant" were divided by the total number of experts. Then categories with an index greater than 0.79 were retained in the model. For calculating the CVR index, the four experts were asked to rate each component by "necessary", "useful but not necessary" and "not necessary". The sections that did not achieve the minimum score were modified, and then the self-harmonization model was presented. The CVR in each question was calculated through the following formula:

$$CVR = \frac{n_e - \frac{N}{\gamma}}{\frac{N}{\gamma}}$$

Here, N is the total number of experts, and  $n_e$  is the number of experts who selected the "necessary" option. Every component with a minimum  $CVR=0.75$  was accepted. The final CVR of the suggested model was 1, which was quite an acceptable value.

## **Tools**

### **Interview**

The data were obtained through semi-structured interviews which were recorded and textualized with the participants' informed consent. These were then coded and analyzed using the Strauss and Corbin method. Beside demographic information, the parents were asked to describe four components: their relationship with their adolescents, strategies to prevent parent-adolescent conflicts, strategies to resolve these conflicts, and outcomes of these strategies.

### **Parent-Adolescent Conflict Questionnaire (P-ACQ; Parental Form)**

Developed by Asadi Younesi et al. (2010), P-ACQ measures parent-adolescent conflict, with two separate forms for parents and adolescents. In the present study, the parent form (consisted of 89 questions and 14 factors) was distributed. Each question had two parts measuring the conflicts frequency and intensity. The conflict-arising factors included order, communication with friends, family facilities, financial issues, parents' behavior, leisure time, clothing, freedom of action, education, family relations, sleep and food, communication media, manners and values, discipline, and taboos. The total score had a high internal consistency in terms of both conflicts' intensity and frequency. The alpha coefficients of P-ACQ (Parental Form) for conflicts' frequency and intensity were 0.96 and 0.97, respectively. The coefficients of test-retest with a two-week interval were also significantly high. The Pearson correlation coefficient in the parent form between the first and second implementation was 0.78 and 0.79, respectively, for the total score of conflict frequency and conflict intensity. Also, the concurrent and convergent validity of the P-ACQ was calculated; the correlation coefficient between the score of Conflict Behavior Questionnaire and the total score of conflicts' frequency and intensity in P-ACQ (Parental Form) was 0.64 and 0.41, respectively.

### **Sahm-based Lifestyle Questionnaire (SLQ)**

Developed by Esmaeily, Dehdest, and Shadab Mehr (2021), SLQ measures adults' sahm-based lifestyle. It has 59 items scored on a five-point Likert scale from "Totally disagree" to "Totally agree". SLQ validity was examined by the exploratory factor analysis, and its content validity was confirmed by experts. Its reliability was measured by Cronbach's alpha method. All statistical analyzes were performed by SPSS-25 software. Regarding exploratory factor analysis with principal components, Sahn-based Lifestyle Questionnaire is a 13-component tool that explains 57.24% of the variance of Sahnmgozari. Cronbach's alpha of the whole questionnaire was 0.93, while it was 0.78 for meaning seeking, 0.74 for responsibility, 0.73 for agency, 0.71 for security seeking, 0.73 standard seeking, 0.71 or respect seeking, 0.73 for intention seeking, 0.80 for personal peace, 0.72 for effective role-playing, 0.67 for growth-making relationships, 0.61 for bonding seeking, 0.63 for harmonization with goals, and 0.65 for autonomy, which indicates the good reliability of SLQ. The cut-off score of SLQ in the 95% confidence interval was 189.33 for the total score. A sahm-based lifestyle was manifested by a score

lower than 189/33, while a score between 189.33 and 274.39 indicated a moderately, and a score higher than 274.39 a fully Sahm-based lifestyle.

## Results

In the present study, a semi-structured interview was conducted with 12 parents who experienced low conflicts with their adolescents. After writing the interviews' texts and coding them according to the Strauss and Corbin method, three main codes were determined along with the central category of the proposed model. The selected code of "Parent's sahm-based attitudinal indicators", introduced as the contextual factor, had 8 axial and 16 open codes; the selected code of "Matrix-based parent's self-harmonization"<sup>3</sup>, as the causal factor, had 5 axial and 19 open codes; and the selected code of "Parent's productive and opportunity-making strategies in parent-adolescent relationship", as strategies, had 4 axial and 39 open codes. Finally, the central category of the suggested model was "Parent's sahm-based self-harmonization in parent-adolescent relationship". In the following, the parents' demographic information, as well as the categories extracted from the interviews have been presented in Tables 1 and 2, respectively.

**Table 1.** Demographic information of the sahmgozar parents

Code	Parent's gender	Parent's age	Parent's education	Parent's job	Adolescent's gender	Adolescent's age	Time of interview (minutes)
1	Mother	57	M.S	Teacher	Male	18	90
2	Mother	53	Diploma	House wife	Male	18	70
3	Father	39	M.S	Engineer	Male	14	85
4	Mother	57	Seminary education	House wife	Male	18	65
5	Mother	40	B.A	Microbiologist	Female	15	80
6	Mother	38	M.S	Psychologist	Male	15	85
7	Father	60	Ph.D	Director	Male	17	70
8	Mother	42	M.S	Clerk	Girl	16	90
9	Father	58	B.A	Clerk	Female	17	60

<sup>3</sup> . When an individual manifests several types of coordination together in one type of behavior, she/he has achieved self-harmonization in a matrix manner.

10	Mother	36	Seminary education	Clerk	Female	15	60
11	Mother	49	M.S	Teacher	Male	14	65
12	Mother	47	M.S	Teacher	Male	16	70

**Table 2.** Primary and secondary categories extracted from interviews with the parents

Open Codes	Axial codes	Selected codes
Parent's responsibility-based attitude toward his/her parenting performance/ Parent's safekeeping-oriented attitude toward the adolescent	Parent's believe in origin-resurrection	Parent's sahm-based attitudinal indicators <b>(Contextual factor)</b>
Perceiving the meaning of connection in relationships/ perceiving the meaning of problems and learning from experiences	Parent's meaning-based mentality	
Respecting the adolescent's power of discretion / Creating various desirable options for the adolescent	Parent's autonomy-based mentality	
Performing the parenting role in the best possible way / Parent's self-control instead of controlling the adolescent	Parent's agent-based mentality	
Informing the adolescent about the rules of life / Attending to the principles of communication with the adolescent	Parent's principle-based mentality	
Parent's central right in parent-adolescent relationship / Parent's personal growth as the goal of parenting	Parent's purpose-based mentality	
Parent's sense of responsibility toward his/her performance / Making boundaries between parent's and adolescent's responsibilities	Parent's personality-based mentality	
Parent's awareness of his/her actions' effects on the adolescent's personality/ Parent's awareness of his/her actions' effects on the adolescent's life in adulthood	Parent's awareness of the range of his/her actions' effects	



### Developing a Parental Self-harmonization Model based on the Sahmgozari Approach in Conflict Management with Adolescents

Harmonization of thoughts and feelings / Harmonization of thoughts and goals / Harmonization of goals and feelings	Parent's harmonization among internal dimensions	Parent's matrix-based self-harmonization ( <u>Casual factor</u> )
Harmonization of verbal and non-verbal actions / Harmonization of verbal dimension and performance / Harmonization of behavior and context	Parent's harmonization among external dimensions	
Harmonization of goals and behavior Harmonization of thoughts and behavior / Harmonization of feelings and behavior / Harmonization of experiences and behavior / Harmonization of perceived capabilities and behavior /	Parent's harmonization among and external dimensions	
Respecting the adolescent's needs / Respecting the adolescent's talents and strengths / Respecting the adolescent's interests and desires / Respecting the adolescent's thoughts and attitudes / Respecting the adolescent's mood and emotions / Respecting the adolescent's / Attending characteristics of the puberty period	Parent's self-harmonization by respecting the adolescent's characteristics	
Parent's attention to the contextual conditions of communication with the adolescent	Parent's self-harmonization by respecting characteristics of the communication context	
Relying on human knowledge about adolescents (books and counselors) / Using media and social networks / Using environmental capacities (school) / Knowing time requirements / Communicating with the adolescents' friends and peers / Following efficient models/ Trusting lived personal experiences / Contacting with the nuclear family members/ Contacting with the extended family members	Parent's use of resources in parent-adolescent relationship	Parental productive and opportunity-making strategies in parent-adolescent relationship ( <u>Strategy</u> )
Delegating responsibilities to the adolescent / Direct and transparent conversation / Cooperation with the wife/husband in parent-adolescent relationship / Consulting the adolescent in decision-makings / Protecting the child / Making family rules / Making the adolescent aware of his/her choices consequences / Guiding the adolescent by providing (in)effective models / Parent- adolescent mutual monitoring / Self-restraint in the face of conflicts / Parent's flexibility in parent-adolescent relationship / Mutual convincing and	Parent's style-making in parent-adolescent relationship	

achieving agreement / Providing an alternative option / Observing fairness / Respectful communication		
Expressing non-verbal affection / Expressing mutual verbal affection and longing / Warmth and intimacy / Empathy and reflecting the adolescent's feelings / Supporting the adolescent / Creating a safe environment / Trusting the adolescent	Parent's affect-making in parent-adolescent relationship	
Affirming and praising sentences / Using humorous sentences / Calm and gentle tone of voice / Friendly vocabulary suitable for adolescence / Direct teaching of communication skills / Indirect opposition through questions / Reminiscing and purposeful storytelling /	Parent's language-making in parent-adolescent relationship	

**Study Question:** How is sahm-based parent's self-harmonization modeled in conflict management with adolescents?

(Underlying factor): The set of parent's Sahn-based attitudinal indicators was the first selected code and acted as the contextual factor in the proposed model. This factor included eight key indicators introduced below along with an example of the parents' interviews. This set of attitudes was not only the underlying factor for parents' self-harmonization, but also helped them to use main strategies to manage conflicts with their adolescents.

**1. Parent's Belief in Origin-resurrection.** It is made of two subcategories: Responsibility-based attitude toward his/her parenting performance; and Parent's safekeeping-oriented attitude toward the adolescent.

**2. Parent's Meaning-based Mentality.** It is made of two subcategories: Perceiving the meaning of connection in relationships; and Perceiving the meaning of problems and learning from experiences. "Sometimes when I face a problem with my son, I think that this may help me to grow, and that the God is examining me. So, I think about the lesson that this problem is going to teach me".

**3. Parent's Autonomy-based Mentality.** It is made of two subcategories: Respecting the adolescent's power of discretion; and Creating various desirable options for the adolescent. "I am aware of my daughter's autonomy. In the future, when enters the university, she has to decide how to behave. I've told her that every behavior has a certain consequence".

**4. Parent's Agent-based Mentality.** It is made of two subcategories: Performing the parenting role in the best possible way; and Parent's self-control instead of controlling the adolescent. "I try to be a good parent and have control over my behavior. Because I can't control my child, so I try to focus on my own behavior and act carefully".

**5. Parent's Principle-based Mentality.** It is made of two subcategories: Informing the adolescent about the rules of life; and Attending to the principles of communication with the adolescent. "I tell my son, Alireza, that the world is not a place where you can get whatever you want, but you have to do your best. I showed him a stone and said, "look, the water pierced this stone with effort, when you want something, you have to do your best, even if you don't get it, instead of it. You get something better". That's the world goes on".

**6. Parent's Purpose-based Mentality.** It is made of two subcategories: Parent's central right in parent-adolescent relationship; and Parent's personal growth as the goal of parenting. "Growing in the role motherhood is my goal. I believe that raising the best children is the most important task I have now".

**7. Parent's Responsibility-based Mentality.** It is made of two subcategories: Parent's responsibility-based attitude toward his/her parenting performance; and Parent's safekeeping-oriented attitude toward the adolescent. "As a mother, I am responsible for my behavior both for my conscience and for the God. When the God gave me this child, it means that he gave me responsibility".

**8. Parent's Awareness of the Range of His/her Actions' Effects.** It is made of two subcategories: Parent's awareness of his/her actions' effects on the adolescent's personality; and Parent's awareness of his/her actions' effects on the adolescent's life in adulthood. "If the relationship between me and my child at home is challenging, full of conflict, mistakes and bad experiences, this atmosphere will definitely be transferred to the society where he is going to be placed later and to the relationship with his wife and child".

**(Causal factor): Matrix-based parent's self-harmonization,** made of five key indicators, is another selected code chosen as a causal factor in the model. These indicators are introduced below along with an example of a parent's interview. Without the matrix-based self-harmonization, the implementation of strategies is useless. In other

words, the effectiveness of strategies depends on adding the parent's self-harmonization in various dimensions of parent-adolescent relationship.

**1. Parent's harmonization among internal dimensions.** It is made of three subcategories including harmonization of thoughts and feeling, harmonization of thoughts and goals, and harmonization of goals and feelings: "Sometimes I feel and I'm really bored. I always try to evaluate my feelings when I'm parenting since good parenting is my main goal".

**2. Parent's Harmonization among External Dimensions.** It is made of three subcategories, including harmonization of verbal and non-verbal actions, harmonization of verbal dimension and performance, and harmonization of behavior and context: "When I give advice to my child, I try to observe it myself. For example, if I forbidden him from telling a lie, and I tell a lie, he sees that my words and actions are not the same."

**3. Parent's Harmonization among External and Internal Dimensions.** It is made of five subcategories, including harmonization of goals and behavior, harmonization of thoughts and behavior, harmonization of feeling and behavior, harmonization of experiences and behavior, and harmonization of perceived capabilities and behavior: "When we face a conflict, I always wait until both my son and I feel more relaxed and our high emotions get subsided. Then, we talk about it".

**4. Parent's self-harmonization by respecting the adolescent's characteristics.** It is made of seven subcategories, including respecting adolescent's needs, Respecting the adolescent's talents and strengths, Respecting the adolescent's interests and desires, respecting the adolescent's thoughts and attitudes, Respecting adolescent's mood and emotions, Respecting the adolescent's autonomy, and attending the characteristics of the puberty period: "Teenagers react quickly and make instant decisions. They only attend to the current moment and lack maturity. Before talking to my son, I evaluate his mental readiness because if he is not mentally and emotionally ready at that moment, he might not listen to any of my words".

**5. Parent's self-harmonization by respecting characteristics of the communication context.** It is made of one subcategory, including parent's respect for the contextual conditions of communication with the adolescent: "If there is a challenge between me and my son and another family member is present, I won't talk about it. Because their opinions might interfere and I may fail in managing my relationship with my son, I will definitely evaluate the situation. For example, I think how to start a discussion with my son when my husband is there, and how I should talk to him when he is not there. I believe that other members influence our discussion anyway".

**(Strategy). Parent's productive and opportunity-making strategies in parent-adolescent relationship,** is another selected code identified as a "Strategy" in the model

and includes four key indicators. These indicators are introduced below along with an example of the parents' interviews. These strategies are actually the ways that parents use to manage conflict with their adolescents, and help them to experience a satisfactory and calm relationship with them. "When I don't understand what my daughter means, I try to try different methods. Sometimes I get help from a counselor. In general, I take this issue seriously. I often read books about communication with teenagers". "When Ali turned 12 years old, I felt that he was wiser. I concluded that I should pay more attention to his opinions. This was not the case when he was a child. In fact, the conditions were different at that time. But now the situation is changed and new needs have been added."

**1. Parent's use of resources in parent-adolescent relationship.** It is made of relying on human knowledge about adolescents (books and counselors) / using media and social networks / using environmental capacities (school) / knowing time requirements / communicating with the adolescents' friends and peers / following efficient models / trusting lived personal experiences / contacting with the nuclear family members/ contacting with the extended family members.

**2. Parent's Style-making in Parent-adolescent Relationship.** It is made of delegating responsibilities to the adolescent, direct and transparent conversation, cooperation with the wife/husband in parent-adolescent relationship, consulting the adolescent in decision-makings, protecting the child, making family rules, making the adolescent aware of his/her choices consequences, guiding the adolescent by providing (in)effective models, parent-adolescent mutual monitoring, self-restraint in the face of conflicts, parent's flexibility in parent-adolescent relationship, mutual convincing and achieving agreement, providing an alternative option, observing fairness, and respectful communication: "When my son makes a mistake, my wife and I act in harmony and try to maintain a balance between fear and hope. For example, I frown and my son notices and asks his mother why I am upset. His mother says that I am upset because of his actions, but I don't blame him. So, he must solve the problem himself and make up for it". "The financial framework of our life is clear and I explain the monthly income and expenses to my son. I tell him that if you need expensive equipment, we can help you to a certain extent. In fact, we define the financial limits for him and he knows that he cannot be extravagant".

**3. Parent's Affect-making in Parent-adolescent Relationship.** It is made of Expressing non-verbal affection; Expressing mutual verbal affection and longing; Warmth and intimacy; Empathy and reflecting the adolescent's feelings; Supporting the adolescent; Creating a safe environment; and trusting the adolescent. "When my son is very sad, I have empathy to him. For example, once I did not allow him to go on a trip with his friends and he was very upset. I told him, "my son, I know you wanted to go with your friends and you feel blue now. I have had similar experiences and have been deprived of some things. I don't want restrict you but sometimes it happens". In fact, I try to empathy

with him". "Sometimes, when my daughter is very upset, she sleeps and pulls the blanket over her head. I go to her room, put my hand on her head and come out without saying a word. My goal is to tell her that I came to you and saw that you are upset and not in the mood to talk. I am by your side and support you in these difficult times".

**4. Parent's Language-making in Parent-adolescent Relationship.** It is made of Affirming and praising sentences; Using humorous sentences; Calm and gentle tone of voice; Friendly vocabulary suitable for adolescence; Direct teaching of communication skills; Indirect opposition through questions; and Reminiscing and purposeful storytelling. "Since I understood that our verbal relations should be somewhat humorous and I added humor to my words when talking to my child, I feel that our relationship is becoming more intimate day by day", "Sometimes I express my opinion indirectly in the form of memories or I narrate the experience of a friend. Once I said that we were outside with a friend. His son asked for something. His mother said, "I can't do it now." he looked at his mother so furiously that I was scared. I felt very bad and I said to myself, how someone can behave so careless to his elder, especially in front of others? If I was her mother, I would not look at this shameless son face for a long time. With these explanations, for example, I will tell him he should not behave like this.

After the axial coding, the relationship between the categories was identified in the form of a paradigm model based on the contextual theory. In the next stage, a central category called "the sahm-based self-harmonization of the parent in relation to the adolescent" was selected, which facilitated the creation of integrity in the model. The proposed model is shown in Figure 1.

پژوهشگاه علوم انسانی و مطالعات فرهنگی  
پرتال جامع علوم انسانی

Developing a Parental Self-harmonization Model based on the Sahmgozari Approach in Conflict Management with Adolescents

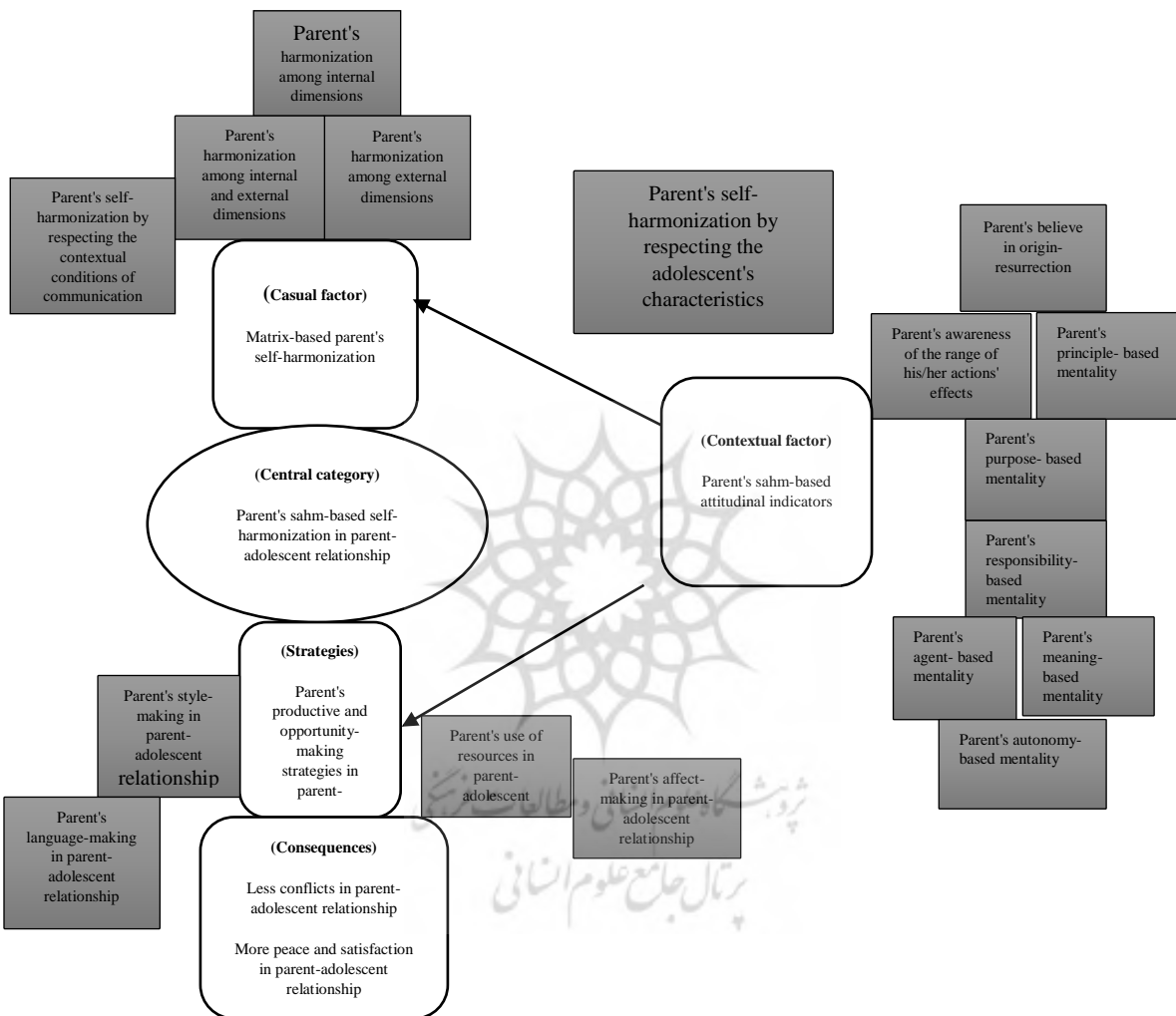


Figure 1: Paradigmatic model of the parent's sahm-based self-harmonization in parent-adolescent relationship

## Discussion

In the current research, parent's self-harmonization based on the *Sahmgozari* approach in conflict management with adolescents was presented as a model using qualitative method based on grounded theory. According to the model extracted from the parents' experiences, *Sahm*-based attitudinal indicators precedes other factors and acted as a casual factor for parents' self-harmonization and using strategies in relation to their adolescents. In other words, the parent can achieve self-harmonization in different dimensions by accepting a *Sahm*-based attitude. Thus, the matrix-based parent's self-harmonization is a precondition for the use of conflict management strategies, and the effectiveness of productive strategies depends on its efficiency. That explains why the *sahm*-based attitude is a casual factor in this model. Parent's productive strategies in relation to the adolescent were recognized as the main strategy in the proposed model. It could reduce parent-adolescent conflict, and reinforced relational peace and satisfaction by establishing a constructive mutual relationship.

Robin and Foster (2002) emphasized the importance of the role of parents' cognitive and attitudinal factors in the quality of the parent-adolescent relationship, in line with the findings of the present study. They believe that cognitive errors, negative interpretations of communication events, or the inflexible nature of the parent's belief system cause conflict in the relationship with the adolescent. Regarding the findings of interviews with low-conflict *Sahmgozar* parents, it seems that the conflict in parent-adolescent relation is well managed when the parent has a *Sahmgozar* attitude in the cognitive dimension; This means that parents see themselves as an independent agent who make choices in every moment, and by believing in the origin-resurrection phenomena, they play the parental role in a totally responsible and purposeful manner. They also see their adolescents as an independent agents. So, instead of controlling their actions and taking over their authority, parents create new opportunities for both the parent and adolescent. In this flexible and realistic attitude, parents are aware that there are in a principle-based relationship with their adolescents and must interact with them in accordance with the general principles. Therefore, by recognizing hidden meanings of experiences and respecting the relationship they have with all parts of existence, especially with their adolescents, they become aware of the range of their actions' effects. On the other hand, since they have *Sahmgozar* attitude as the basis of cognitive perception, can coordinate their inner and outer dimensions. These parents care for the adolescent's characteristics and the context of their mutual relationship, and therefore, create harmony in the various dimensions of relationship and achieve a matrix-based multidimensional self-harmonization. Di Fabi and Tsuda, (2018) also points to the relational nature of coordination, which includes coordination with four components of the inside, others, relational context, and the nature (the whole world). They divide coordination into three concepts of caring, respecting oneself and others, and communication with others. Their findings were in line with the findings of this research about the experiences of *Sahmgozar* parents.

Several studies have emphasized the importance of harmony in family members' relationship, especially parents and adolescents, and have identified indicators of a harmonious relationship. Among these indicators are support, appreciation, attention, care, cooperation, emotional attachment, and mutual communication (Venter, Merwe,



and Farrington, 2012; Lam, Fielding, McDowell, Johnston, Chan, Leung, and Lam, 2012), open and clear relations, mutual trust (Pottas, 2009), intimate, consistent and warm relationships (Triantoro, 2015), participation in decision-making and conflict resolution, feeling satisfied and happy (Adendorff, Venter, and Boshoff, 2008), peace, socializing with security, mutual respect, fulfilling duties and obligations, observing logical rules, acting in accordance with values, mutual love, and empathy along with proper parental guidance to improve children's skills (Sitepu, 2018). In this research, the factors mentioned under the strategies of style-making, affect-making, and language-making were identified from the experiences of *sahmgozari* parents who had low conflicts with their adolescents.

As conflict means the perception of differences, inconsistencies and incompatible demands between the parties of a relationship (Janss, Rispen, Segers, and Jehn, 2012), one or both sides perceive a threat, because the sense of security in the relationship is threatened (Aye et al., 2016). On the other hand, high levels of conflict in family relationships are a sign of a lack of harmony (Zhou, King, and Chassin, 2006), while harmony represents happiness, support, caring, and lack of conflict among members. Studies have highlighted the critical role of parents in creating harmonious balance in members' relationships (Sitepu, 2018) and their ability in the process of reducing conflict by a healthy attitudinal and cognitive structure (Robin and Foster, 2002). This study also found that by achieving self-harmonization based on *Sahmgozari* attitude, parents can control their attitudes and actions. This helps them to be productive in communicating with their adolescents, use productive and opportunity-making strategies, and rely on their agency vigor to actualize a self-control kind of generation production – i.e. bond-making, style-making, language-making, and affection-making –. Therefore, by producing the mentioned strategies, parents develop their role as a parent. In other words, they perform the role of parenting as a duty well to the best of their ability and achieve a feeling of peace and satisfaction. This aids them to manage conflicts in parent-adolescent relationship.

## Conclusion

This study included some limitations. First, it was difficult to access the students. Second, Finally, it should be noted that this research had some shortcomings. Due to the limited sample, the results should be generalized with caution. In addition, the sample included only parents and adolescents living in Tehran, while different cities probably have unique cultural issues. Considering the importance of conflict management in the parent-adolescent relationship, it is suggested that a similar model be developed based on the experiences of parents and adolescents in other cities. It is also recommended to design an educational program for parents and adolescents to help them resolve their relational conflicts and to investigate its effectiveness in conflict reduction. In addition, it is suggested that findings of this model be thought to parents in the form of psycho-educational workshops as part of the family education program in schools.

## Disclosure Statements

The scholars are sincerely grateful for the cooperation of the participants and hereby declare that there is no conflict of interest.

## ORCID

0000-0002-8986-2904

## References

- Adendorff, C., Venter, E., & Boshoff, C. (2008). The Impact of Family Harmony on Governance Practices in South African Greek Family Businesses. *Management Dynamics: Journal of the Southern African Institute for Management Scientists*, 17(3), 28-44.
- Asadi Younesi, M. (2010). Comparing the Effect of Cognitive Restructuring Training with Problem Solving-based Communication Training to Parents and Adolescents in Reducing Parent-Adolescent Conflict. *PhD thesis*, Faculty of Educational Sciences and Psychology, Shahid Beheshti University.
- Asadi Younesi, M., Mazaheri, M.A., Shahidi, Sh., Tahmasian, K., & Fayaz Bakhsh, M. R. (2010). Compilation and Validation of Parent-Adolescent Conflict Questionnaire. *Family and Research*, 8(12), 47-70.
- Asadi, E., Javidi, Hh., & Ghasemi, N. (2014). The Relationship between Parent-Adolescent Conflict, and Resilience with Psychological Problems of Students of the Second and Third Grade of Middle School in the Fourth Educational Regions of Shiraz. *Youth Psychological Studies*. 11(1): 75-96.
- Aye, E. N., Akaneme, I. N., Adimora, E. D., Offorka, T. O., Robinson, A., Nwosu, P. O., & Ngozi, F. (2016). Family conflict and managing strategies: implication for understanding emotion and power struggles. *Global Journal of Psychology Research: New Trends and Issues*, 6(3), 148-159.
- Bahrami, S., & Bakhtiarpour, S. (2016). The Relationship between Parent-Adolescent Conflict and Family Emotional Atmosphere with Academic Performance in the Students of the High Scholl First Grade in Karun city. *Social Psychology*. 12(43): 45-53.
- Bijur, P. E., Kurzon, M., Hamelsky, V., & Power, C. (1991). Parent-Adolescent Conflict and Adolescent Injuries. *Journal of Developmental and Behavioral Pediatrics*, 12 , 92-97.
- Choi, K., & Cho, B. (2011). Competing Hypotheses Analyses of the Associations between Group Task Conflict and Group Relationship Conflict. *Journal of Organizational Behavior*, 32, 1106-1126

- Curseu, P. L., Boros, S., & Oerlemans, L. A. G. (2012). Task and Relationship Conflict in Short-term and Long-term Groups: The Critical Role of Emotion Regulation. *International Journal of Conflict Management*, 23(1), 97-107.
- De Dreu, C. K. W., Van Dierendonck, D., & De Best-Waldhober, M. (2002). Conflict at Work and Individual Well-being. In M. Schabracq, J. A. M. Winnubst, & C. L. Cooper (Eds.), *The Handbook of Work and Health Psychology* (pp. 495–515). Chichester, UK: Wiley.
- Dehghan, M., & Rasouli, A. (2014). The Role of Parent-Adolescent Conflict and Attribution Styles in Predicting the Social Adjustment of Female Adolescents. *Health Breeze*, 4(3): 21-27.
- Di Fabio, A., & Tsuda, A. (2018). The Psychology of Harmony and Harmonization: Advancing the Perspectives for the Psychology of Sustainability and Sustainable Development. *Sustainability*, 10(12), 4726.
- Esmaeily, M. (2013). Developing the Model of Sahmgozari-based Family Therapy for Solving Family's Conflicts. *Counseling and Psychotherapy Culture*, 5(20): 27-57.
- Esmaeily, M. (2020). Training Counselors with the Sahmgozari Approach (workshop booklet). Allameh Tabatabaei University. Tehran. pp. 1-22.
- Esmaeily, M., Dehdast, K., & Shadab Mehr, F. (2021). Compilation and Examination of the Psychometric Characteristics of the Sahm-based Lifestyle Questionnaire. *Counseling research*, 21(84).
- Fabrizio, C. S., Lam, T. H., Hirschmann, M. R., & Stewart, S. M. (2013). A brief parenting intervention to enhance the parent–child relationship in Hong Kong: Harmony@ Home. *Journal of Child and Family Studies*, 22(5), 603-613.
- Fulgini, A. J., & Eccles, J. S. (1993). Perceived Parent-Child Relationships and Early Adolescents' Orientation toward Peers. *Developmental psychology*, 29(4), 622.
- Heath, P. (2018). *Parent-Child Relations: Context, Research, and Application*, 4th edition. Pearson.
- Janss, R., Rispens, S., Segers, M., & Jehn, K. A. (2012). What is Happening Under the Surface? Power, Conflict and the Performance of Medical Teams. *Medical Education*, 46, 838-849.
- Jehn, K. A. (1995). A Multi-method Examination of the Benefits and Detriments of Intragroup Conflict. *Administrative Science Quarterly*, 40, 256-282.
- Jehn, K. A., & Mannix, E. A. (2001). The Dynamic Nature of Conflict: a Longitudinal Study of Intragroup Conflict and Group Performance. *Academy of Management Journal*, 4(2), 238-251.
- Lam, W. W. T., Fielding, R., McDowell, I., Johnston, J., Chan, S., Leung, G. M., & Lam, T. H. (2012). Perspectives on family health, happiness and harmony (3H) among Hong Kong Chinese people: a qualitative study. *Health Education Research*, 27(5), 767-779.

- Laursen, B., Coy, K. C., & Collins, W. A. (1998). Reconsidering Changes in Parent-Child Conflict Across Adolescence: A Meta-analysis. *Child Development*, 69, 817 .
- Li, F., Zhou, F., & Leung, K. (2011). Effects of Task and Relationship Conflicts on Individual Workbehaviors. *International Journal of Conflict Management*, 22(2), 131-150.
- Mahdavi, S., & Mirzavand, J. (2019). Causal Relationship between Parent-Child Conflict, Anxiety, Feeling of Loneliness and Personal Control as Antecedents of Tendency to Use Drugs in Teenagers. *Research on Addiction*. 14(55): 115-132.
- Martínez-Moreno, E., González-Navarro, P., Zornoza, A., & Ripoll, P. (2009). Relationship, Task and Process Conflicts on Team Performance: The Moderating Role of Communication Media. *International Journal of Conflict Management*, 20(3), 251-268.
- Nebel-Schwalm, M. S. (2006). The Relationship between Parent-Adolescent Conflict and Academic Achievement.
- O'Donohue, W. T., Benuto, L. T., & Tolle, L. W. (2013). *Handbook of adolescent health psychology* (p. 376). Berlin/Heidelberg: Springer.
- Perry, A., Harris, K., & Minnes, P. (2004). Family Environments and Family Harmony: An Exploration Across Severity, Age, and Type of DD. *Journal on Developmental Disabilities*, 11(1), 17-30.
- Pottas, S. (2009). *An exploratory study of family harmony in family businesses* (Doctoral dissertation, North-West University).
- Qamari, M., Amiri Majd, M., & Khoshnam, A.H. (2013). The Relationship between Family Functioning and Parent-Adolescent Conflict with the Academic Progress of Middle School students. *Education and Evaluation* (Educational Sciences). 7(28): 51-62.
- Robin, A. L., & Foster, S. L. (2002). *Negotiating parent-adolescent conflict: A behavioral-family systems approach*. Guilford Press.
- Rogers, A. A., Padilla-Walker, L. M., McLean, R. D., & Hurst, J. L. (2020). Trajectories of Perceived Parental Psychological Control Across Adolescence and Implications for the Development of Depressive and Anxiety Symptoms. *Journal of Youth and Adolescence*, 49(1), 136-149.
- Rognli, E. W., Waraan, L., Czajkowski, N. O., Solbakken, O. A., & Aalberg, M. (2020). Conflict with Parents in Adolescent Depression: Associations with Parental Interpersonal Problems and Depressive Symptoms. *Child Psychiatry & Human Development*, 1-11.
- Sitepu, E. (2018). Family Harmony to Student Learning Outcomes. *IOSR Journal of Humanities and Social Science (IOSR\_JHSS)*, 23(2), 71-75.
- Triantoro, S. A. F. A. R. I. A. (2015). Are Daily Spiritual Experiences, Self-esteem, and Family Harmony Predictors of Cyberbullying among High School Students. *International Journal of Research Studies in Psychology*, 4(3), 23-33.

**Developing a Parental Self-harmonization Model based on the Sahmgozari Approach in Conflict Management with Adolescents**

- Turner, R. A., Irwin, C. E., Jr., Tschann, J. M., & Millstein, S. G. (1993). Health. *Psychology*, 12 (3), 200–208.
- Venter, E., Van der Merwe, S., & Farrington, S. (2012). The Impact of Selected Stakeholders on Family Business Continuity and Family Harmony. *Southern African Business Review*, 16(2), 69-96
- Zhou, Q., King, K. M., & Chassin, L. (2006). The roles of familial alcoholism and adolescent family Harmony in Young Adults' Substance Dependence Disorders: Mediated and Moderated Relations. *Journal of Abnormal Psychology*, 115(2), 320.

