



ISSN: 2395-7476
IJHS 2021; 7(1): 17-20
© 2021 IJHS
www.homesciencejournal.com
Received: 13-11-2020
Accepted: 17-12-2020

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Impact of preventive counseling sessions on the conflict resolution skills among young adults

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Abstract

The aim of the study was to know the effect of counseling sessions on the Conflict Resolution skills of young adults in physical, emotional, educational and family domain. A sample of 60 young adults (control group-30 and experimental group -30) was selected from Hyderabad city. M.Kavitha's questionnaire and interview schedule were used for data collection. In experimental and control group, before counselling majority of the young adults had perceived high problems in physical, emotional, educational, and family domains. Post counselling sessions, results indicated that about 90% of the young adults had improved in physical domain. About 77% of young adults had improved their emotional well-being. As per as academic domain was concerned about 80% of the respondents improved their conflict resolution skills in academic. In family domain about 90% of the young adults had improved their interaction with family members. Hence the study revealed that counselling is a tool to resolve and improve individual problem-solving skills which would help in their day-to-day life. It acts as a catalyst and boosts the healthy wellbeing of an individual.

Keywords: Young adults, conflicts, counselling

Introduction

The young adulthood includes people who are College students at any institution of higher education, seeking full time employment, working full time, Married, not married yet, Parents, Single parents. Divorced and Widow/widowers between 20 and 39 years of age. The 20 years span between the time people from adolescence, at about twenty till they enter midlife, at about forty, is a busy time. If, as many believe, childhood and adolescence are periods of preparation for adulthood, then young adulthood is the time people have been preparing for. This is the time when people choose their life paths and begin to walk independently along them. People choose their careers and the intensity with which they will pursue them. They decide on their family lifestyle -marriages or the single life, parenthood or childlessness, monogamy or extra marital sexual activity -the very structure of life itself. They establish networks of friends, engage in leisure activities and begin to invest time in civic and community involvement.

The transition from young adult to independent adult now takes more time than it did in the past, when youth who had completed high school were often considered ready for employment, marriage, and other aspects of settled adult life. Conflict is an inevitable fact of human existence. When the conflicts for goals, actions, beliefs, opinions and competition for limited resources or miscommunications and misunderstandings occur, the interpersonal conflict may be inevitable. The conflict is considered as a series of disagreement or incompatibility between opinions and principles (Jehn & Bendersky, 2003) [8].

Globalization processes and information technology have significantly changed the way people work. Thus, the young adults counteract problems and situations in all walks and phases of life. Many of the young adults are not mature enough to critically evaluate baffling situations. They need somebody to help in the solution of problems and thus to avoid tensions and conflicts. The need for preventive counseling in modern times has increased because of the multiplicity of problems that the young adults have to face in various domains of life. In this circumstance "preventive counseling young adults to correct mistakes, solve problems and plan for future".

It is used primarily to help the young adults to deal with negative feelings which lead to conflicts. Thus, the present study on “Effect of preventive counselling sessions on conflict resolution skills of young adults” was taken up with the following objectives.

Objective

- To study the effect of counseling sessions on the Conflict Resolution skills of young adults in physical domain.
- To study the effect of counseling sessions on the Conflict Resolution skills of young adults in emotional domain.
- To study the effect of counseling sessions on the Conflict Resolution skills of young adults in educational domain.
- To study the effect of counseling sessions on the Conflict Resolution skills of young adults in family domain.

Methodology

Sample

As the study was on young adults the counseling centers from Hyderabad city were selected. Thus sampling procedure followed in this study can be classified into:

- Selection of counseling centers- Celebrity counseling center in College of Home Science, Saifabad, Hyderabad.
- Selection of subjects –Young adults between the age range of 20-35 years having serious psycho-social problems - 30 Nos.

All the 30 young adults were finalized after the initial

interaction with all the young adults and feedback from the counselors. Thus the sample comprised of 60 young adults in which 30 were control group and 30 were experimental group.

Research Tool

- Survey schedule for the study was taken from the work done by M.Kavita under MSc. research thesis as title as for finding the perceived problems and conflict resolution skills of young adults.

Data Collection

- The data collection was carried out with the prior permission from the counselor through interview schedule
- The data was tabulated and analyzed by using frequencies, percentages, means, standard deviation and t-test.

Results and Discussion

Young adults navigate many significant life and role transitions with important long-term implications. These transitions can induce great pressure and distress for some emerging adults, increasing their likelihood of experiencing many of the risks commonly associated with this age group. Though young adulthood is often a time of turmoil and instability, it is also a period rife with opportunities and possibilities, thus providing the potential for deeply rewarding and transformative counseling experiences.

Table 1: Physical domain problems of Young adults in Experimental and Control Groups after counseling (N1=30, N2=30)

Sl. No	Physical domain	Experimental Group			Control Group		
		Most often	Some times	Never	Most often	Some times	Never
1	I am able to do things confidently	25(83%)	3(10%)	2(7%)	2(7%)	8(26%)	20(67%)
2	I certainly feel useless when my health declines	1(3%)	3(10%)	27(90%)	16(53%)	10(34%)	4(13%)
3	I am getting 6 hours of sleep daily	28(93%)	1(3%)	1(3%)	3(10%)	8(27%)	19(63%)
4	I am having my food at right time every day (breakfast, lunch and dinner)	24(80%)	3(10%)	3(10%)	4(13%)	10(34%)	16(53%)
5	I skip my food (breakfast, lunch and dinner)	0	2(7%)	28(93%)	16(53%)	10(34%)	4(13%)
6	I Maintain good eating habits and oral hygiene	23(77%)	4(13%)	3(10%)	2(7%)	10(33%)	18(60%)
7	I Participate in physical activity regularly (household actives)	27(90%)	2(7%)	1(3%)	3(10%)	5(17%)	22(73%)
8	I maintain good health and hygiene	22(73%)	8(26%)	0	5(17%)	10(33%)	15(50%)
9	I feel satisfied with the way my body looks right now	29(97%)	1(3%)	0	5(17%)	9(30%)	16(53%)
10	I am pleased with my appearance right now	28(93%)	2(7%)	0	4(13%)	6(20%)	20(67%)

The above table illustrates that nearly (90%) of the respondents had improved scores in the physical domain. Majority of the sample after counselling had developed more confidence in doing things, able to sleep properly, having their food at right time, maintaining good health and hygiene, participating in daily household activities and was satisfied with their body looks and appearances. This could be due to

improvement in their self-confidence, upgrading self-esteem and feeling worthy of self. The counselling session had helped the population in understanding self-value and loving oneself. The scores of the control group remained same as they did not receive any counselling from the experts, and hence their problems remained unsolved.

Table 2: Significant difference between the young adults of experimental group before and after counseling session on physical domain (N=30)

Physical domain					
Mean		SD		t- value	p- value
Pre-test	Post-test	Pre-test	Post-test		
15.3	11.26667	5.331429	3.117618	3.5770**	0.000622

**Significant at 1% level (p< 0.001)

An inference can be drawn from the above table that there was an enhanced self-confidence, up gradation of self-worthiness, self-love among the population after the counselling session. This was inferred as there was significant difference in the mean scores of pre-and post-test scores in the area of physical domain. It can be concluded that counseling sessions helped them to achieve more self-confidence which

helped to improve their physical and mental health and to participate in their daily activities. These results supports to the studies conducted by Jeong *et al.* (2016) This study aimed to investigate depression-related factors among the elderly who have been admitted to nursing homes, and how counseling, provided by visiting family practitioners, could influence depression.

Table 3: Emotional domain problems of Young adults in Experimental and Control Groups after counselling (N1=30, N2=30)

Sl. No	Emotional domain	Experimental Group			Control Group		
		Most often	Some times	Never	Most often	Some times	Never
1	I feel frustrated or rattled about my performance	2(7%)	2(7%)	26(87%)	25(83%)	3 (10%)	2 (7%)
2	I take a lot of tension for small things (at the time of presentations and submissions)	0	5(17%)	25(83%)	24(80%)	4(13%)	2 (7%)
3	I get fear and anxiety when I remember about my academic work	1(3%)	2(7%)	27(90%)	26(87%)	4 (13%)	0
4	I feel am strong enough to do my works in terms of academic work as well as personal works	28(93%)	2(7%)	0	4 (13%)	4 (13%)	22(7%)
5	I take a positive attitude towards myself	26(87%)	3(10%)	1(3%)	3 (10%)	4 (13%)	23(76%)
6	I feel running away from all my work tensions	3(10%)	4(13%)	23(77%)	25(83%)	3 (10%)	2 (7%)
7	I avoid situations where I feel uncomfortable to stay	1(3%)	2(7%)	27(90%)	23(76%)	5(17%)	2 (7%)
8	I find angry or hurt by the behavior and words of others	2(7%)	5(17%)	23(77%)	27(90%)	3(10%)	0
9	I avoid talking with people who put me down	27(90%)	3(10%)	0	5(17%)	9(30%)	16(53%)
10	I can manage my thoughts and emotions easily	25(83%)	3(10%)	2(7%)	4(13%)	6(20%)	20(67%)

The above table clearly shows that after counseling sessions around 77% of the respondents had improved their emotional well-being. From the results, it could be interpreted that experimental group women who perceived emotional problems before said that after counseling the feelings like frustration, anxiety, fear tension was not perceived by them. All the selected respondents after counseling developed positive attitude and were able to manage thoughts and emotions easily.

It was interesting to note that after intervention majority of the experimental group disagreed that they felt like running away from tension and avoiding uncomfortable situations. It could be concluded that identifying thoughts and developing realistic thoughts helped to manage emotional problems perceived. No changes were seen the control groups problems of emotional domain as they did not get any counselling from the experts.

Table 2: Significant difference between the young adults of experimental group before and after counseling session on emotional domain (N=30)

Emotional Domain					
Mean		SD		t- value	p- value
Pre-test	Post-test	Pre-test	Post-test		
22.1	12.3333	4.908473	3.976945	8.4678**	<0.00001

**Significant at 1% level ($p < 0.001$)

The above table clearly indicated that there was a significant difference in mean scores of pre-and post-testing in the area of emotional domain. This could be due to change in the thought process, transition of thoughts from negative to positive. It was inferred that counseling sessions helped the respondents to improve their emotional wellbeing and to

become more strong and confident. These results supports to the study conducted by Davis (1997) ^[5] which concludes that counselling is the discussion of a problem that usually has emotional content with the clients in order to help the client cope with it in better way.

Table 3: Educational domain problems of Young adults in Experimental and Control Groups after counselling (N1=30, N2=30)

Sl. No	Educational domain	Experimental Group			Control Group		
		Most often	Some times	Never	Most often	Some times	Never
1	Facing trouble in attending classes due to physical and mental tensions	3(10%)	5(17%)	22(73%)	20 (67%)	5 (17%)	5 (17%)
2	Facing trouble in doing works because of tension and un cooperation of health	2(7%)	3(10%)	25(83%)	24 (80%)	4 (13%)	2 (7%)
3	More worried about completion of academic works	0	2(7%)	28(93%)	27 (90%)	2 (7%)	1 (3%)
4	Worried about submitting assignments in time	1(3%)	5(17%)	24(80%)	28 (93%)	2 (7%)	0
5	When I try to sleep I suddenly remember my academic works in between	2(7%)	2(7%)	26(87%)	24 (80%)	4 (13%)	2 (7%)
6	I feel bored at staying long hours in college	3(10%)	5(17%)	22(73%)	22 (73%)	5 (17%)	3(10%)
7	Worried about attending classes in right time	0	2(7%)	28(93%)	24 (80%)	4 (13%)	2 (7%)
8	I feel confident about my abilities	29(97%)	1(3%)	0	5 (17%)	2 (7%)	23(77%)
9	I am worried about whether I am regarded as a success or failure	2(7%)	3(10%)	25(83%)	25 (83%)	5 (17%)	0

From the above table, it was indicated that after counseling sessions majority (80%) of young adults had improved their academic performance. The young adults who received counselling had reduced their physical and mental tensions, attended classes regularly and in time, completion and

submission of assignments was in time and around 90% of them had got self-confidence and were able to perform their academic works confidently and successfully. The control groups in the present study remained unchanged as they were not benefited from counselling sessions.

Table 3: Significant difference between the young adults of experimental group before and after counseling session on educational domain (N=30)

Educational domain					
Mean		SD		t- value	p- value
Pre-test	Post-test	Pre-test	Post-test		
11.96667	16.33333	4.649682	3.417332	4.1448**	0.000135

**Significant at 1% level ($p < 0.001$)

An Inference could be drawn from the above table that there was significant difference in the young adults before and after counselling in the educational domain. The counselling session helped in improving the academic performance of the young adults by developing more confidence in self abilities and reducing the fear of failure.

Devi *et al* (2013) ^[6] showed that the counselling service in colleges is effective in easing the students' personal difficulties. He further concluded that counselling is very effective in improving the students' performance as well as their confidence. The constructive support which was received from individual counselling seemed to have a positive influence on the academic performance and the number of sessions correlated positively with the academic performance.

Table 4: Significant difference between the young adults of experimental group before and after counseling session on family domain (N=30)

Mean		SD		t- value	p- value
Pre-test	Post-test	Pre-test	Post-test		
21.53333	22.8	1.696514	2.08	2.5848*	0.007535

**Significant at 1% level ($p < 0.001$)

An inference could be drawn from the above table that there was a significant difference in the young adults scores after counseling session in family domain areas. This could be due to improvement in support and interaction and reduced conflict of young adults. Counseling sessions helped them to improve their interaction and to get support from the family members.

Conclusions

- In physical domain it was found that about 90% of the young adults had improved in physical domain after counseling. The counselling session had helped the population in understanding self-worthiness and loving oneself.
- Where as in emotional domain (77%) of young adults had improved their scores in emotional domain which in turn indicated the improvement of conflict resolution skills to solve emotional problems.
- After counseling sessions in educational domain 80% of the respondents had improved their conflict resolution skills in academic performance.
- In family domain 90% of the young adults had reduced their problems and improved their interaction with family members after the counseling sessions.

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