



Problem Solving Ability among Adolescents

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Abstract

The present study was undertaken to investigate the problem solving ability of adolescents and to examine the gender differences. The sample of this study consisted of 100 adolescents (50 male and 50 female) from Ranchi town. Problem solving ability measured by Dubey. To test the hypothesis 't' test was calculated. The findings of the study revealed that there was no significant difference between male and female adolescent in their problem solving ability.

Keywords: problem solving ability, student and adolescents

Introduction

The word adolescence is derived from Latin verb "adolescere" meaning "to grow up". Adolescence is a stage of development that leads a person from childhood to adulthood. It is one of the important stages in the life span of a human being when very rapid changes take place both physically as well as psychologically. Adolescence is thus a turning point in one's life, a period of increased potential but also one of greater vulnerability. Adolescent development has been described extensively in numerous theories that are well beyond the scope of this article to summarize in their entirety. A school, which is an institution of socialization, is the best place where the new generations can be taught the skills of problem solving and effective decision-making. Researchers in this field point out that it would be too late to wait for the adulthood in order to give critical decisions about the type of education, job selection and social issues. Instead, adolescence would be the best time to teach the habits of giving decisions freely and in a responsible manner. The problem solving skill is acquired in all areas of the life. It is acquired firstly in the preschool period through the guidance and assistance of the family and the environment, and it continues throughout one's life after it is given a certain systematic at the school. Problem is a condition of conflict where the individual faces an obstruction on the way of achieving a goal. The principle goal of education is to create people who are capable of doing new things, not simply of repeating what other generations have done people who are creative, inventive, and discoverers. The second goal is to form minds, which can be critical, can verify, and not accept everything they are offered. It is a process of removing obstacles that appear to interfere with the attainment of goals. One of the major responsibilities of education is to develop the ability of problem solving and creativity. The success, efficiency and happiness in life to a large extent depend upon these abilities. A child is not born on these abilities but has to develop to these abilities in course of his lifetime with the help of his parents, teachers and society at large.

Review of literature

Hoovinabhavi *et al.*, (2004) [2]. Studied on problem solving ability of college students and found that the girls of both

science and arts faculty are better in their problem solving ability. Bulent and Deniz (2011) [1]. determined the effect of university education on students' problem-solving appraisal, including its difference according to gender. For this aim, 130 students were tested in the beginning and at the end of their undergraduate years. Findings reveal that while there is no significant difference in students' problem-solving appraisal points between their 1st and 4th years for the whole group and for the females; there is a significant positive difference for the males. Pandey and Manjula (2012) [3]. found the problem solving ability of matriculation students is low. The male and female students and the students residing at rural and urban area differ significantly in their problem solving ability. Kaur and Gera (2016) found no significant difference between male and female on their problem solving ability.

Objective

- To examine the gender difference on problem solving ability among school going adolescents.

Hypothesis

- There will be no difference in problem solving ability among male and female students.

The Sample

Sample of the present study consisted of male and female respondent studying in class 10 of different schools of Ranchi town. The sample split of 100 students from adolescents 50 male and 50 female.

Tool

Problem solving ability test

This test was developed by Dubey. This Scale consists of 20 problems. Each problem has four alternatives answers. Out of these four answers only one is correct. One mark is for right answer and zero mark for wrong answer. The maximum score will be 20 and minimum will be zero. This is a standardized test. The reliability coefficient of the test is 0.78 and validity of the test is 0.682.

Procedure

The problem solving ability test was administered to both

groups with instructions to complete all questions honestly and not to discuss the questions with fellow students. Scoring was done according to the respective scoring keys. In order to fulfill the hypothesis of the study the score obtained were analyzed with mean, SD's and t value.

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Statistical Analysis

Data is by analyzed using statistical techniques like mean, SD and t-ratio.

Result and Discussion

Table 1: Comparison between Male and Female students on Problem Solving Ability

Group	N	Mean	SD	t Value	P Value
Male	50	7.3	2.51	1.31	
Female	50	6.63	2.58		

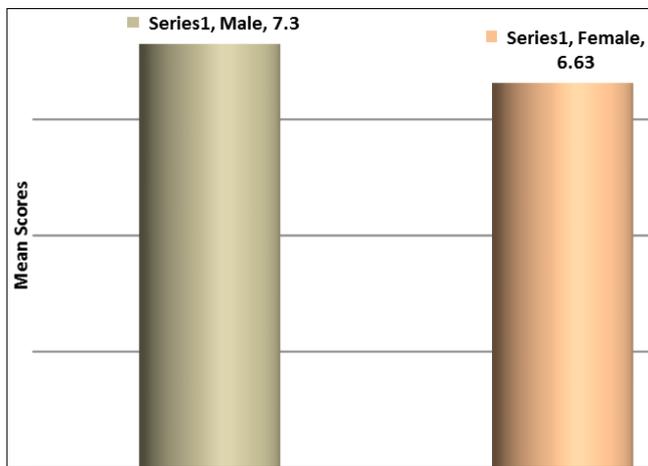


Fig 1: Mean scores of Male and Female students on Problem Solving Ability

At the look of means of two groups indicates that mean score of male (M=7.3) and female (M=6.63), difference was statistically not significant. Thus it can be concluded that as far as problem solving ability is concerned, gender does not play any role. Hence, our hypothesis “There will be no difference in problem solving ability among male and female students” was accepted. The findings about gender differences are in line with those of the studies by Kaur and Gera (2016).

Conclusion

Male and female students showed same problem solving ability.

References

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