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Address:-Ashok Yakkaldevi 258/34, Raviwar Peth, Solapur - 413 005 Maharashtra, India
Cell : 9595 359 435, Ph No: 02172372010 Email: ayisrj@yahoo.in Website: www.aygrt.isrj.org

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PROBLEM SOLVING ABILITY OF B.Ed. TRAINEES IN CUDDALORE DISTRICT

V. Sharmila
Assistant Professor, Department of Educational Technology,
Tamil NaduTeachers Education University, Chennai.

Abstract:-The study was intended to find out the Problem solving ability of B.Ed. Trainees in Cuddalore District, Tamil Nadu, India. Random Sampling Technique was used to compose a sample of 700 B.Ed. Trainees. Mean, Standard Deviation and t values were calculated for the analysis of data. The result revealed that the level of Problem solving ability of B.Ed. Trainees is low. The male and female students caused significant difference and rural and urban area students, arts and science group students caused no significant difference in respect of their Problem solving ability.

Keywords:B.Ed. Trainees, Problem solving ability.

INTRODUCTION

Problem determination refers to a state of want for reaching a certain goal from a gift condition that either isn't directly moving toward the goal, is way from it, or desires additional complicated logic for locating a missing description of conditions or steps toward the goal. In scientific discipline, problem solving is that the final a part of a bigger method that additionally includes downside finding and downside shaping. thought of the foremost complicated of all intellectual functions, downside determination has been outlined as a higher-order operation that needs the modulation and management of additional routine or fundamental skills. downside determination has 2 major domains: mathematical downside determination and personal downside determination wherever, within the second, some problem or barrier is encountered. Further problem determination happens once moving from a given state to a desired goal state is required for either living organisms or a synthetic intelligence system. whereas downside determination accompanies the terribly beginning of human evolution and particularly the history of arithmetic, the character of human problem determination processes and ways has been studied by psychologists over the past hundred years. ways of finding out downside determination embody reflection, behaviouristic psychology, simulation,computer modeling, and experiment. Social psychologists have recently distinguished between independent and dependent problem-solving.

STATEMENT OF THE PROBLEM

The problem selected for the present study is entitled as “Problem solving ability of B.Ed. Trainees in Cuddalore District”.

OBJECTIVES OF THE STUDY

1. To study the level of Problem solving ability of B.Ed. trainees.
2. To study the significance of the difference if any between the male and female trainees in respect of

their Problem solving ability.
3. To study the significance of the difference if any between the rural and urban area trainees in respect of their Problem solving ability.
4. To study the significance of the difference if any between the arts and science group trainees in respect of their Problem solving ability.

HYPOTHESES OF THE STUDY

The following null hypotheses were formulated for the purpose of testing.
1. The level of Problem solving ability of B.Ed. trainees is low.
2. There is no significant difference between male and female trainees in respect of their Problem solving ability.
3. There is no significant difference between rural and urban area trainees in respect of their Problem solving ability.
4. There is no significant difference between arts and science group trainees in respect of their Problem solving ability.

METHOD OF THE STUDY

The present study aims at finding out the Problem solving ability of B.Ed. trainees. Normative survey method has been used in the study.

TOOLS USED

Problem solving ability scale was constructed and standardized by Sharmila V. and Nagasubramani P.C (2011). This scale consists of 40 statements. In each statement five point scale ranging from “always”, “often”, “sometimes”, “rarely”, “never” is used. The different points on the scale are assigned arbitrary weights, for example 4, 3, 2, 1 and 0 in the order of “always” response to “rarely” response for all statements. An individual score is the sum of all the score of the 40 items. The maximum score that one can get in this is 160. Higher score indicating the presence of high level of Problem solving ability. The Problem solving ability scale has constructed validity. Its intrinsic validity was found to be 0.79. The reliability of the test by split-half technique was found to be 0.63.

SAMPLE OF THE STUDY

Random sampling technique has been used for the selection of the sample. There are 7 different B.Ed. Colleges in Cuddalore District, Tamil Nadu, India. From these 7 Colleges, 7000 trainees were selected as the sample for the study.

STATISTICAL TECHNIQUES

1. The Problem solving ability scores of the various sub-samples were collected and their means and standard deviations were calculated given in the Table-1.
2. The test of significance was used to test the hypotheses and the details of the calculations were given in the Table-2.

TABLE – 1
PROBLEM SOLVING ABILITY SCORES OF THE SUB-SAMPLES

S. No.	Variables	Sub-Sample	N	MEAN	S.D
1.	Entire sample		700	72.74	7.89
2.	Gender	Male	300	75.53	9.17
		Female	400	72.42	8.68
3.	Locality of your home	Rural	440	72.46	8.63
		Urban	260	71.94	7.48
4.	Subject Group	Arts	430	73.26	8.21
		Science	270	73.84	7.63

The means of Problem solving ability are found to range from 71.94 to 75.53 in respect of their entire sample and its sub-samples. The mean of the Problem solving ability scores for the entire sample is 72.74. As the Mean value of sub-sample is lesser than the mid score of 80 (A maximum score of 160), it is inferred that the level of Problem solving ability of B.Ed. trainees is low.

TABLE – 2
DIFFERENCE BETWEEN THE MEANS OF THE PROBLEM SOLVING ABILITY SCORES OF THE SUB – SAMPLES

Sub - samples	N	Mean	S.D	't' value	Level of significance
Male students Female students	300 400	75.53 72.42	7.54 7.42	2.48	0.05
Rural area students Urban area students	440 260	72.46 71.94	7.66 5.68	1.11	Not significant 0.05
Arts group students Science group students	430 270	73.26 73.84	8.43 7.21	0.98	Not significant 0.05

In respect of the means of male and female students, the 't' values are found to be 2.48 and they are significant at 0.05 level. Therefore, the null hypotheses formulated are to be rejected. The male trainees have decisively higher scores and hence are better Problem solving ability than the trainees. In respect of the mean of rural and urban area trainees, the 't' value is found to be 1.11, in respect of the mean of arts and science group students, the 't' value is found to be 0.98 and it is not significant even at the 0.05 level. Therefore, the null hypotheses formulated are to be retained.

IMPORTANT FINDINGS

1. The level of Problem solving ability of B.Ed. trainees is low.
2. There is significant difference between male and female trainees in respect of their Problem solving ability.
3. There is no significant difference between rural and urban area trainees in respect of their Problem solving ability.
4. There is no significant difference between arts and science group trainees in respect of their

Problem solving ability.

CONCLUSION

Thus the present study has shown that the Problem solving ability of B.Ed. Trainees is low. The male and female trainees differ significantly in their Problem solving ability. It is also shown that rural and urban area trainees and arts and science group trainees do not differ significantly in their Problem solving ability.

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V. Sharmila
Assistant Professor, Department of Educational Technology, Tamil NaduTeachers Education University, Chennai.