

## A STUDY OF PROBLEM SOLVING SKILL AMONG PROSPECTIVE TEACHERS

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### Abstract

*B.Ed. is a course that prepares the prospective teachers to teach. As the course commences the prospective teachers face many problems right from academics to adjustment. The students are continuously under stress and pressure due to the problems that they come across, sometimes they manage to solve the problems sometimes they don't. Moreover after the completion of the B.Ed. course they have to teach students of std VIII – XII. This stage is termed as adolescence. As teachers, the B.Ed. students have to deal with such students who are continuously in the state of flux. Adolescence all over the world face many problems since they undergo various changes, both mental and physical. As students these adolescence approach their teachers to solve the problems which they come across. Hence as prospective teachers it is important that the B.Ed. students possess problem solving skills, which is one of the life skills mentioned by the world health organization.*

*The present study was conducted to check the problem solving skill of B.Ed. students. The researchers conducted a short survey on 50 student teachers of Arihant College of Education. Finding of the study shows that majority of the prospective teachers (78%) have scores in the range of 21 – 30 this means that the students possess good problem solving skills. Whereas 18% of the prospective teachers have excellent problem solving skills.*

**Keywords:** Problem solving skill, Prospective teachers.



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### Introduction

Skills are those abilities or capacities that are acquired through deliberate and systematic efforts to carry out various activities. There are many skills viz. language skills, communication skills, writing skills, vocational skills, driving skills, etc. Along with these skills there is one very important skill called as 'Life Skills'. Life skills have been defined by WHO as "abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life". World Health Organization has mentioned 10 life skills that enables an individual to lead a healthy and successful life. These skills are Self Awareness, Empathy, Interpersonal Relationship, Communication, Critical Thinking, Creative Thinking, Decision Making, Problem Solving, Coping with Emotions and Coping with Stress. Along with all these skills problem solving skills is also very important and essential for sound growth and development.

B.Ed. is a course that prepares the prospective teachers to teach. As the course commences the prospective teachers face many problems right from academics to adjustment. The students are continuously under stress and pressure due to the problems that they come across, sometimes they manage to solve the problems sometimes they don't. Moreover after the completion of the B.Ed. course they have to teach students of std VIII – XII. This stage is termed as adolescence. As teachers, the B.Ed. students have to deal with such students who are continuously in the state of flux. Adolescence all over the world face many problems since they undergo various changes, both mental and physical. As students these adolescence approach their teachers to solve the problems which they come across. Hence as prospective teachers it is important that the B.Ed. students possess problem solving skills, which is one of the life skills mentioned by the world health organization.

### **Need**

Problem solving is one of the life skills required to solve the problems in day to day life. Prospective teachers face many problem while pursuing B.Ed. course. As these students come from different backgrounds they face adjustment problems, lesson's pressure, problems regarding practical etc. that leads to tremendous stress. If these prospective teachers have good problem solving skills it will help them to reduce their stress that arises due to the hectic B.Ed. schedule. Hence the researchers decided to study the problem solving abilities of the prospective teachers.

### **Statement of the problem**

To study problem solving skill of prospective teachers from Arihant College of Education, Pune.

### **Objective**

To check the problem solving skill of prospective teachers.

### **Research Question**

- How much is the problem solving skill of prospective teachers?

### **Sample & Sampling**

For the present study the researchers have selected 50 student teachers from Arihant College of Education by using incidental sampling because researchers are working in the same college & it was convenient to collect the data.

**Method of study**

Since the present study demands data of the present situation the researchers used survey method for the present study.

**Limitation**

Result of this study depends upon the responses to opinionnaire given by the prospective teachers.

**Delimitation**

- 1) The present study is limited to the B.Ed students of Arihant college of Education.
- 2) Opinionnaire used for data collection in the present study is developed by the researchers.

**Tools for data collection**

Opinionnaire prepared by the researchers. The opinionnaire consisted of 20 statements having three responses viz. always, sometimes and never. The statements of the opinionnaire were framed based on the following stages:

- 1)

Scoring for the Opinionnaire was as follows:

Question Numbers		Always	Sometimes	Never
Q.1-3, 6-14,17, 19-20	Positive Statements	2	1	0
Q.4,5,10,15,16 18	Negative Statements	0	1	2

Table No. 1

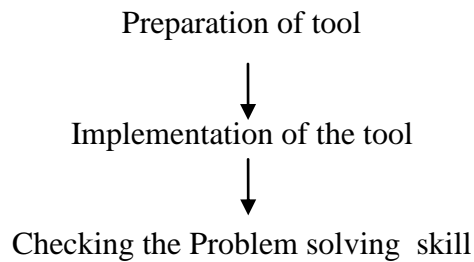
Range of scores	Remarks
0 – 10	Poor
11 – 20	Average
21 – 30	Good
31 – 40	Excellent

Table No. 2

**Statistical tools**

Percentage was used to analyze the responses given by the prospective teachers

## Procedure



## Operational Definition

- **Problem solving skill:** Skills that help us to identify the problem, find various possible solutions, select the most appropriate solution, take feedback of the outcomes and successfully solve problems.
- **Prospective teachers:** Those students from Arihant College of Education who are pursuing B.Ed. Degree course and after the course they will be joining in schools as teachers.

Sr. No.	Statements	Responses from Students in %		
		Always	Sometimes	Never
1	I look at problems as goals	18%	76%	6%
2	I don't get confused with problems and facts of life	22%	70%	8%
3	I can identify and clearly define my problems	62%	36%	2%
4	I consider problems as barriers	6%	52%	42%
5	I can't break problem into parts	16%	60%	24%
6	I try and approach problems neutrally without any judgment	44%	42%	14%
7	I can change the directions of my thoughts by thinking laterally	38%	56%	6%
8	I find out relationship between key elements of the problem	48%	48%	4%
9	I identify many alternatives to solve the problem	68%	32%	0
10	I rely on friends to solve my problems	4%	40%	56%
11	I avoid negative language while solving problems	60%	34%	6%
12	My friends often approach me to solve problems	28%	68%	4%
13	I can solve the problem through reasoning	44%	56%	0
14	I analyze different possible solutions	72%	28%	0

15	I solve problems in mechanical manner without very much thought	8%	48%	44%
16	I jump on solutions regarding problem very quickly	14%	44%	42%
17	I implement selected possible solutions to solve the problem	48%	50%	2%
18	I think problem may arise while implementing the solutions	8%	84%	8%
19	I keep a record of outcomes	32%	32%	36%
20	I take feedback of the outcomes of chosen solution	40%	52%	8%

- **Data Representation Table – 3**
- **Data Representation Table – 4**

Range of Scores	No. of Responses	Percentage
0 – 10	0	0
11 – 20	2	4%
21 – 30	39	78%
31 – 40	9	18%

### Analysis and interpretation

From the above table no. 2 it is observed that:

- 1) 4% of the prospective teachers are in the range of 11 – 20 scores
- 2) 78% of the prospective teachers are in the range of 21 – 30 scores
- 3) 18% of the prospective teachers are in the range of 31 – 40 scores
- 4) There are no prospective teachers who have scored in the range of 0 – 10

### Major findings

- 1) Majority of the prospective teachers (78%) have scores in the range of 21 – 30, this means that the students possess good problem solving skills.
- 2) 18% of the prospective teachers have excellent problem solving skills
- 3) Very few (4%) prospective teachers possess an average level of problem solving skill.

### Conclusion

The study shows that out of the total number of prospective teachers majority of them possess a good problem solving skill. These prospective teachers are able to clearly define their problems, find different alternatives and select the most appropriate alternative or solution to the problems that they face. They neither solve problem mechanically nor quickly jump on solutions. They solve their problems by themselves without relying on friends to find solutions for their problems.

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