



PROBLEM SOLVING ABILITY AMONG ADOLESCENTS OF WORKING AND NON-WORKING MOTHERS

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ABSTRACT

An attempt was made in the present investigation to study the influence of gender, locality and work status of mothers on problem solving ability among adolescents. Sample of the present study consists of 320 adolescent subjects in Nellore district of Andhra Pradesh State. The problem solving ability test developed by Roop Rekha Garge (1986) was administered. Results reveal significant influence of gender, locality and work status of mothers on problem solving ability among adolescents.

KEYWORDS : Gender, Locality, Work Status, problem solving ability and adolescents.

INTRODUCTION

Problem solving is the frame work or pattern within which creative thinking and reasoning takes place. It is the ability to think and reason on given levels of complexity. Problem solving ability plays an important role in the academic achievement of students. 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. 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) studied the problem solving ability of college students and found that the girls of both science and arts subjects are better in their problem solving ability. Bulent and Deniz (2011) determined the effect of university education on students' problem-solving appraisal, including its difference according to gender. Findings revealed 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) 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. Manju Gera and Jasjit Kaur (2014) concluded that the results indicated that there is no significant relationship was found between problem solving ability and Parenting style of adolescents. Kaur and Gera (2016) found no significant difference between male and female on their problem solving ability. Sauli Mitra (2020) revealed that results indicated there was no significant difference between male and female adolescent in their problem solving ability.

Objective

1. To assess the impact of gender, locality and work status on problem solving ability among adolescents.

Hypotheses

1. Gender would significantly influence problem solving ability among adolescents.
2. Locality would significantly influence problem solving ability among adolescents.
3. Work status would significantly influence problem solving ability among adolescents.

Sample

Sample for the present study consists of 300 tenth class students studying in rural and urban areas of Nellore district of Andhra Pradesh State. The subjects were in the age group of 15-17 years and using purposive sampling method.

Variables Studied

Independent Variables

1. Gender
2. Locality
3. Work Status

Dependent Variable

1. Problem Solving Ability

Tool

Assessment of Problem Solving Ability: Problem Solving Ability test was developed by Roop Rekha Garge (1986). It consists of 22 items along with alternative answers. The reliability coefficient of the test was established 0.68 with the help of split half method.

Statistical Analysis

The obtained data were subjected to statistical analysis such as Means, SDs, and Analysis of Variance (ANOVA).

RESULTS AND DISCUSSION

Table-I: Means and SDs of scores on Problem Solving Ability among adolescents.

Work Status		Gender			
		Boys		Girls	
		Locality		Locality	
		Rural	Urban	Rural	Urban
Working mothers	Mean	11.12	13.60	12.52	14.15
	SD	2.93	3.45	2.74	2.62
Non-Working mothers	Mean	11.02	11.45	12.62	11.23
	SD	3.34	2.99	3.98	3.86

Grand Means

- Boys = (M:11.79)
- Girls = (M:12.63)
- Rural = (M: 11.82)
- Urban = (M:12.61)
- Working mothers = (M: 12.85)
- Non-Working mothers = (M:11.58)

A close observation of table-I shows that the girls with working mother in rural areas have obtained a high score of 14.15 indicate that they have better problem solving ability compared with other groups. Boys with non-working mothers in urban areas have obtained a low score of 11.02 indicate that they have poor problem solving ability compared with other groups.

In terms of gender, girls (M=12.63) have better problem solving ability than the than boys (M=11.79). In terms of locality, urban areas students (M= 12.61) have better problem solving ability than rural area students (M=11.82). In terms of work status, students of working mothers (M=12.85) have better problem solving ability than students of non-working mothers (M=11.58).

Table-II: Summary of ANOVA for scores on Problem Solving Ability among adolescents.

Source of Variance	Sum of Squares	df	MSS	F-Values
Gender (A)	25.628	1	25.628	2.74 @
Locality (B)	64.378	1	64.378	6.90 **
Work Status (C)	71.378	1	71.378	7.65 **
(A x B)	18.778	1	18.778	2.01 @
(A x C)	12.153	1	12.153	1.30 @
(B x C)	69.028	1	69.028	7.40 **
(A x B x C)	19.703	1	19.703	2.11 @
Within	2909.825	312	9.326	--
Total	3190.871	319	--	--

** - Significant at 0.01 level

@-Not significant

Hypothesis-1: Gender would significantly influence problem solving ability among adolescents.

As shown in table-II that the obtained 'F' value of 2.74 is not significant suggests that gender has no significant influence on problem solving ability among adolescents. As the 'F' value is not significant, the hypothesis-1, which stated that gender has significant influence on problem solving ability among adolescents, is not accepted as unwarranted by the results.

Hypothesis-2: Locality would significantly influence problem solving ability among adolescents.

It is evident from table-II that the obtained 'F' value of 6.90 is significant at 0.01 level indicates that locality has significant influence on problem solving ability among adolescents. As the 'F' value is significant, the hypothesis-2, which stated that locality has significant influence on problem solving ability among adolescents, is accepted as warranted by the results. Urban areas students (M=12.61) have better problem solving ability than rural area students (M=11.82).

Hypothesis-3: Work status would significantly influence problem solving ability among adolescents.

It is evident from table-II that the obtained 'F' value of 7.65 is significant at 0.01 level indicates that work status has significant influence on problem solving ability among adolescents. As the 'F' value is significant, the hypothesis-3, which stated that work status has significant influence on problem solving ability among adolescents, is accepted as warranted by the results. Students of working mothers (M=12.85) have better problem solving ability than students of non-working mothers (M=11.58).

It is evident from the table-II that the 'F' values of 2.01 gender and locality (AXB); 1.72; gender and work status (AXC) and 2.11 gender, locality and work status (AXBXC) of first order interaction are not significant. The 'F' value of 7.40 locality and work status (BXC) of second order interaction is significant at 0.01 level implied that there is significant interaction between locality and work status is causing the effect on problem solving ability among adolescents.

CONCLUSIONS

1. There is no significant influence of gender on problem solving ability among adolescents.
2. Locality has significant influence of gender on problem solving ability among adolescents. Urban areas students have better problem solving ability than rural area students.

3. Work status has significant impact on problem solving ability among adolescents. Students of working mothers have better problem solving ability than students of non-working mothers.

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