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Convergence

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**A STUDY ON PROBLEM SOLVING ABILITY IN THE NEW NORMAL ERA**V. Lincy Pushpa<sup>1\*</sup> and K. A. Sheeba<sup>2</sup><sup>1\*</sup>Research Scholar, Stella Matutina College of Education, Ashok Nagar, Chennai - 600083.<sup>2</sup>Assistant Professor of Physical Science, Stella Matutina College of Education, Ashok Nagar, Chennai - 600083.**\*Corresponding Author Email:** lincymat31@gmail.com

**Abstract:** The new normal era after covid-19 scenario has changed the whole functioning of the world and it has a huge impact on education as well. The new normal era has changed the barriers, borders, perspectives, views, vision and thought process of each and every individuals as well as it has also enhanced deep thinking of the educationalist beyond traditional methods, which intend had a great effect on education system. Hence we are now focusing more on quality outcome based education system. Topic of the paper is a study on problem solving ability in the new normal era. Main purpose of the study is to find the difference in problem solving ability among high school students owing to the difference in family type. Tool used for the study is Problem Solving Inventory (PSI) which was constructed and standardized by P. Paul Heppener (1988). Stratified random sampling method was used. The sample size is 498. The finding is there is no significant difference in problem solving ability of students owing to the difference in family type.

**Keywords:** Problem solving ability, Family type, High school students.

**Introduction**

The new normal era after covid-19 scenario the whole functioning of the world has changed and it has a huge impact on education as well. The new normal era has changed the barriers, borders, perspectives, views, vision and thought process of each and every individuals as well as it has also enhanced deep thinking of the educationalist beyond traditional methods, which intend had a great effect on education system. Hence we are now focusing more on quality outcome based education system [1]. Now a days after the covid-19 era there is a

phenomenal increase of the problems in the society in terms of social and financial issues which impacts the life of every individual and the research topic is study on problem solving ability among high school students [2]. Now a day after the new normal era the problem solving ability is considered to be a core quality everyone should have and only the person with high problem solving ability can survive the problems of the society and be successful in their life and moreover now a day's students are facing lot of pressure from the family and the society as well and without the



ability of problem solving one cannot withstand the challenging of the society. Hence the main variable of the study is problem solving ability.

#### **Need and Significance of the Study**

Problem solving ability is known to be most significant quality for students in any critical situation. Critical thinking is a vital part of problem solving ability and it gives the student to understand the present problem and find a solution to the problem even in crisis time. Students are exposed to a new situation after covid. They have almost spent their two years along with their family inside their Home and have continued their education through online and then students have shifted to hybrid method and more over now the students have shifted to face to face atmosphere. Education in the past two academic years have faced a lot of challenges and the students and their family has also faced the same. Hence to find out if the problem solving ability differs among the student from the joint family and the nuclear family, the researcher has chosen the family type as a personal variable [3].

#### **Objectives of the Study**

The objective of the study is finding the difference in problem solving ability among high school students living in different type of family.

#### **Hypothesis**

There is no significant difference in problem solving ability of IX standard students owing to the differences in Family Type.

#### **Methodology**

In order to get information from the high school students for this study, the researcher used survey method (descriptive research). A survey is a highly organized questionnaire that is used to gather data from a large number of respondents that are representative of certain demography. The tool used to study the problem solving ability of students is Problem Solving Inventory (PSI) which was constructed and standardized by P. Paul Heppener [4].

#### **Analysis of Data**

Data was collected from 498 students drawn from standard IX of different school type. The variable studied in present investigation is Problem Solving Ability with reference to the selected variable family type. After the data was collected it was classified according to various categories and sub categories of the above mentioned variable and 't' test was carried out to find the significance difference between the family type [5].

#### **Interpretation of Data**

There is no significant difference in problem solving ability of IX standard students owing to the differences in Family Type.



## Problem Solving Ability

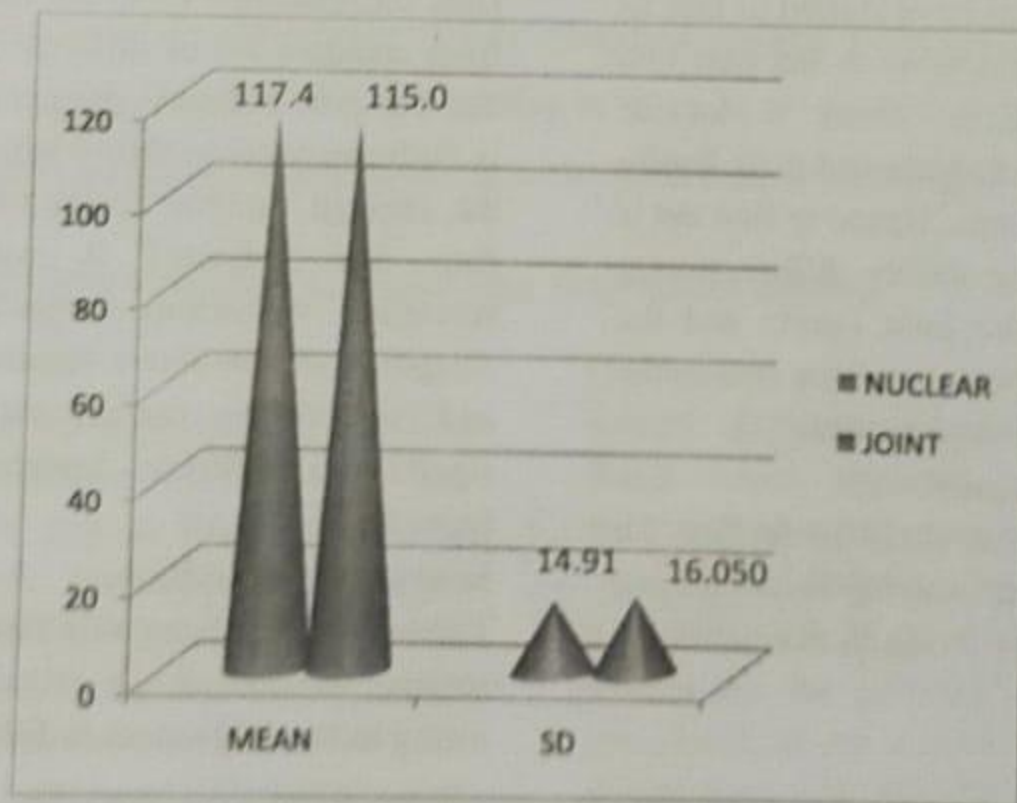
**Table 1.0**

**Table showing the difference in problem solving ability of IX standard students owing to Family type**

Variable	Family Type	N	Mean	SD	t Value	df	Significant level
Problem Solving Ability	Nuclear	331	117.47	14.915	1.681	496	0.102
	Joint	167	115.02	16.050			

From the table 1.0, since the p value is greater than 0.05 at 95% of confidence level, the null hypothesis is accepted. Hence it is concluded that there is no significant difference in problem solving ability of IX standard students owing to difference in Family Type.

**Figure 1.1. Bar Diagram Showing the Mean Difference and Standard Deviation in Problem Solving Ability of IX standard Students owing to Family Type**



### Findings of the Study

There is no significant difference in problem solving ability of IX standard students owing to the differences in family type.

### Educational Implication

The COVID era has lots of positive implication on education such as involvement of technology in the field of education; one can learn any education according to his need from anywhere in this world without moving from where the student is and also this has made the cost of learning a bit cheap and also it has broken the barriers like time, place, language etc. According to the recent observation this had also increased the potentials of the teacher as well as the learner [6]. This period after covid era was a golden era in the field of education and the whole perspectives about education has changed to outcome based education system. Now a days the education system slowly shifts from scoring and getting mark/ranking system to problem solving method and in other hand the students should be given more practice towards activating skills [7] relates to solving the problems and they ought to be trained to strengthen the physical and mental skills in order to get the full potential output from the students and on the other side the teachers have to be well-equipped according to the latest development and also the skill development [8] training has to be given in order to handle and guide the students to solve the problems and enhance the ability to solve the problem.

### Conclusion

According to the present investigation the new normal era has a great impact on education. It has changed the pedagogy and the learning style and also the focus of education has shifted to modern technical methods from traditional method. Hence this era shall be considered as the golden era in the field of education.

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