

## Gaps in Problem Solving Skills of the Students of Sri Karan Narendra Agriculture University, Jobner

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**ABSTRACT:** Soft skills involve personality traits, personal habits, social graces, friendliness, facility with language and optimism that mark human beings to various degrees than others. Problem solving is the important skill for business and life. The study was conducted to find out gaps in Soft Skills among the students. This paper assessed the problem solving skill among the final year college students in four constituent colleges of Sri Karan Narendra Agriculture University, Jobner. A total of 88 (59 boys and 29 girls) final year students from SKNAU, Jobner were selected by using 50 per cent sampling, randomly. The data were accumulated through well-developed personal interview schedule. The study divulged that majority of the students have medium gap in problem solving skill (70.46%), followed by low gap (18.18%) and high gap (11.36 %) Native place, Father's education, Family occupation, annual income, medium of instruction and involvement in extracurricular activities found non significant, whereas Mother's education, academic performance, library exposure, computer exposure and internet exposure found significant with gaps in problem solving skills.

**Keywords:** Soft Skill, Problem solving, Employability.

### INTRODUCTION

Human Resource Development is the process of helping people to achieve their goals by providing the resources they need. It contracts with the both method of competency improvement in individuals and creation of conditions to assist individuals to apply these competencies for their required advantage and for that of others. The most important element in any organization is its human capital. Any organization is manufactured from individuals and its fulfillment depends basically on the capabilities of the human assets and on the kind of collaboration they are capable to establish. Human capital is at that point, an essential component for any organisation and the quality of it profoundly influences the comes about that the company can accomplish.

Communication skills, time management, decision making, optimism, problem solving, self-awareness is a number of the essential competencies that personnel of an organisation need to own, all these constitute to represent 'soft skills'. The need for developing the Soft Skills of agrarian graduates is consequently the need of the hour. Agriculture is reforming, and with it, a revised

set of capabilities is wanted to deal with new demanding situations in agriculture. As states of mind, desires and employment in agriculture have changed, there is evidence that the skills and competencies of undergraduates do not meet the needs of today's agricultural segment. The new professional ought to, for example, be higher capable to work throughout distinct disciplines and in partnership with different stake holders, recognize the value chain and capability for benefit and business at distinctive stages. With increased attention to holistic and multi-disciplinary strategies to tending to challenges, agricultural professionals are expected to be able to coordinated knowledge and practices from outdoor of their discipline and work within the multi-functionalities area of agriculture. As we circulate away from 'business as usual' we ought to combine this new maner of thinking into academic establishments and agricultural curricula. The modern agricultural zone needs that technical vocational faculties or institutes produce exceptionally better skilled personnel who can manipulate a variety of farms and production units, service market chains, run processing enterprises, manage and restore farm and processing equipment and so on. (Choudhary, 2011).

Higher soft skills play an awfully imperative part in this energetic Agriculture growth. If one has were given soft skills then definitely, he may be capable of set up themselves as distinct amongst other job seekers. Soft skills incorporate of many abilities and skills, among these skills, problem solving plays a very essential role.

**Problem solving:** Problem solving refers to the ability of the students to unravel farmers or client's problems/concerns correctly and proficiently on the proper time. Problem solving is the framework or pattern within which imaginative thinking and reasoning take place. Problem solving is preparing coordinated at accomplishing an objective when no solution method is obvious to the problem solver. (Mayer and Wittrock, 2006)

## METHODOLOGY

The investigation was conducted in constituent colleges of Sri Karan Narendra Agriculture University, Jobner namely SKNCOA, Jobner, COA, Lalsot, COA, Bharatpur and COA, Fatehpur. From each constituent college, students studying in B.Sc. (Ag.) Final were selected. The total number of undergraduate students was 171 (114 boys and 57 girls). Out of these 171 students, 50 per cent students i.e. 59 boys and 29 girls were selected randomly. Then the total sample was comprised of 88 students. The data were collected through structured interview schedule. The data was statistically analyzed using suitable statistical tools such as mean, standard deviation, mean percent score, percentage and correlation coefficient. To find out gaps in problem solving skills, a structured schedule developed. The gap in problem solving skills was calculated with the following formula

$$\text{Gap in decision making skill} = \frac{(\text{Maximum score} - \text{Score obtained})}{\text{Maximum score}} \times 100$$

**Table 1: Distribution of students according to gaps in their problem solving skills (n=88).**

Sr. No.	Problem Solving Skills Group	SKNCOA, Jobner n <sub>1</sub> =46	COA, Lalsot n <sub>2</sub> =15	COA, Bharatpur n <sub>3</sub> =15	COA, Fatehpur n <sub>4</sub> =12	Overall n = 88
1.	Low (up to 21.00score)	10 (21.74)	1 (06.67)	3 (20.00)	2 (16.67)	16 (18.18)
2.	Medium (from 21.00 to 35.28score)	30 (65.22)	13 (86.66)	10 (66.67)	9 (75.00)	62 (70.46)
3.	High (Above 35.28score)	6 (13.04)	1 (06.67)	2 (13.33)	1 (08.33)	10 (11.36)
<b>Total</b>		<b>46</b> (100.00)	<b>15</b> (100.00)	<b>15</b> (100.00)	<b>12</b> (100.00)	<b>88</b> (100.00)

Mean=28.14, SD=7.14

The overall gaps in problem solving skills indicate that majority of the students (70.46 per cent) of constituent colleges of SKNAU, Jobner were with medium gaps in problem solving skills. followed by low gaps in problem solving skills (18.18 per cent) and high gaps in problem solvingskills (11.36 per cent).

**B. Relationship between personal characteristics and gaps in the problem solving skills**

A look at table-2 indicates that native place, father's education, family occupation, annual income, medium of instruction and involvement in extracurricular activities found non-significant with gaps in problem skills. In case of these variables null hypothesis (Ho)

The correlation coefficient (r value) was used to measure the relationship between dependent and independent variables. The correlation coefficient between variables was calculated by using the following formula-

$$r = \frac{\sum (XY) - \frac{\sum X \sum Y}{n}}{\sqrt{\left[ \sum X^2 - \frac{(\sum X)^2}{n} \right] \left[ \sum Y^2 - \frac{(\sum Y)^2}{n} \right]}}$$

Where,

r-Correlation Coefficient

X-Independent variable

Y-Dependent variable

n-Total number of respondents

**Hypothesis:**

H<sub>0</sub>: There is no relationship between personal characteristics of the students of SKNAU, Jobner and gaps in their problem solving skills.

H<sub>1</sub>: There is relationship between personal characteristics of the students of SKNAU, Jobner and gaps in their problem solving skills.

## RESULTS AND DISCUSSION

**A. Distribution of students according to their gaps in problem solving skills**

A look at Table-1 indicates that 21.74, 6.67, 20.00 and 16.67 per cent students were with low gaps in problem solving skills in SKNCOA, Jobner COA, Lalsot, COA, Bharatpur and COA, Fatehpur, respectively followed by 65.22, 86.66, 66.67 and 75.00 per cent of the students were with medium gaps and 13.04, 06.67, 13.33 and 08.33 per cent of the students were with high gaps in problemsolving skills.

was accepted and alternate hypothesis (Hi) was rejected.

Whereas mother's education, library exposure and internet exposure found significant at 0.05 level of significance and academic performance and computer exposure found significant at 0.01 level of significance with the gaps in problem solving skills. In case of these variables null hypothesis (Ho) was rejected and alternate hypothesis (H) was accepted.

The findings are in line with the findings of Amanollahi *et al.* (2016); David *et al.* (2017); Kanmani and Nagarathinam (2017); Mishra *et al.* (2020).

**Table 2: Relationship between some selected personal characteristics and gaps in the problem solving skills (n=88).**

Sr. No.	Independent variables	Correlation Coefficient
<b>A.</b>	<b>Personal variable</b>	
1.	Native of the students	0.424 NS
2.	Father's education	1.048 NS
3.	Mother's ducation	1.956*
4.	Family occupation	1.405 NS
5.	Annual income	0.613 NS
<b>B</b>	<b>Achievement and exposure variable</b>	
6.	Academic performance	0.295**
7.	Medium of instruction at school level	0.115 NS
8.	Involvement in extracurricular activities	0.104 NS
9.	Library exposure	0.214*
10.	Computer exposure	0.354**
11.	Internet exposure	1.250*

\* Significant at 0.05 level of probability      NS=Non-significant  
 \*\* Significant at 0.01 level of probability

*C. Statement wise distribution of respondents according to their problem solving skills according to the mean percent score*

The data in Table 3 expressed that "I like to get advice from my friends and family when deciding how to solve my personal problems" (83.15 MPS) was the most important statement and "I resolve problems with time" (59.23 MPS) was the least important statement given by the students of SKNCOA, Jobner, while in case of COA. Lalsot "I value other people's help and advice when making important decisions" (91.66 MPS) was the most important statement and "In general, I do not like to ask other people to help me to solve problems(51.66 MPS) was the least important statement

given by the students whereas in case of COA Bharatpur "I like to get advice from my friends and family when deciding how to solve my personal problems" (88.33 MPS) was the most important statement and "I usually prefer to ask otherpeople for help rather than to try to solve problems on my own" (51.66 MPS) was the least important statement given by the students and in COA, Fatehpur, the students had given most importance to "I like to get advice from my friends and family when deciding how to solve my personal problems" (89.58 MPS) statement and least importance to "I usually prefer to ask other people for help rather than to try to solve problems on my own" (52.08 MPS).

**Table 3: Statement wise distribution of respondents according to their problem skills according to mean percent score (n=88)**

Sr. No.	Statements	SKNCOA, Jobner n <sub>1</sub> =46		COA, Lalsot n <sub>2</sub> =15		COA, Bharatpur n <sub>3</sub> =15		COA, Fatehpur n <sub>4</sub> =12		Over all n=88	
		MPS	Rank	MPS	Rank	MPS	Rank	MPS	Rank	MPS	Rank
1.	I resolve problems with time	59.23	XIV	61.66	X	58.33	XI	60.41	XI	59.65	XV
2.	When faced with a difficult personal problem, it is better to yourself rather than to follow the advice of others	79.34	IV	78.33	VI	78.33	IV	74.00	VI	78.40	V
3.	I value other people's help and advice when making important decisions	81.52	II	91.66	I	86.66	II	87.50	II	89.94	II
4.	In general, I do not like to ask other people to help me to solve problems	67.93	X	51.66	XII	61.66	X	54.16	XII	62.21	XIII
5.	I prefer to make decisions on my own, rather than with other people	64.76	XI	74.00	VIII	68.33	VIII	62.50	X	67.32	X
6.	I try to resolve time conflicts as quickly as possible	79.89	III	66.66	IX	71.66	VI	68.75	IX	74.71	VII
7.	I like to get advice from my friends and family when deciding how to solve my personal problems	83.15	I	90.00	II	88.33	I	89.58	I	86.07	I
8.	I prefer to consult with others before making important decisions	70.65	VIII	83.33	III	74.00	V	84.41	III	74.56	VI
9.	I usually find other people's advice to be the most helpful source of information for solving my problems	64.13	XII	61.66	X	54.00	XII	62.50	X	61.93	XIV
10.	I would rather struggle through a personal problem by myself than discuss it with a friend	74.54	VII	81.66	IV	83.33	III	83.33	IV	78.97	III
11.	I do not like to depend on other people to help me to solve my problems	61.95	XIII	66.66	IX	63.33	IX	60.41	XI	62.78	XII
12.	I usually prefer to ask other people	77.17	VI	54.00	XI	51.66	XIII	52.08	XIII	64.62	XI

	for help rather than to try to solve problems on my own										
13.	I plan ahead to avoid problems	68.47	IX	76.66	VII	70.00	VII	72.91	VII	70.73	VIII
14.	I use problem solving skills to overcome on my difficulties	67.93	X	66.66	IX	74.00	V	77.08	V	70.17	IX
15.	I am satisfied with myself that I found solutions of my problems	78.80	V	80.00	V	83.33	III	70.83	VIII	78.69	IV

The overall problem solving skills of students shows that "I like to get advice from my friends and family when deciding how to solve my personal problems" (86.07 MPS)" was the most important statement and "I resolve problems with time" (59.65 MPS)" was the least important statement given by the students of SKNAU, Jobner. The reason behind most important statement might be that students like to live in teams or groups and team members very close each other so they share personal problems each other and take advises for solve their personal problems and the reason behind least important statement might be due to that in final year students had busy schedule and they prepare for RAWE progamme, orientation classes, competition examination preparation etc., so they have no sufficient time to solve their problems on time.

The findings are in line with the findings of Mitchel *et al.* (2010); Gupta *et al.* (2015).

## CONCLUSION

Problem solving is the important skill for business and life. In the light of the findings presented in the above, the following conclusions are drawn, there is a satisfactory result in the Problem solving skills among the students, because of more than one fourth of the students have gaps in problem solving skills from medium to low. Students who have good academic performance, exposure to various activities are good at problem solving skills. It can also be concluded that higher the problem solving ability, higher their academic achievement and exposure. It ought to be reasonable concurring to their behaviour so that their creativity may be prospered. The classroom teacher can create a logical approach to solve the problems that the students are expected to face in their social lifestyles. The implications of this study are that it can provide all students with a behavioral environment for their creativity to flourish. In addition, families and schools can play an important role in fostering a positive attitude towards fostering student creativity. Teachers can use pedagogical strategies to promote problem-solving skills.

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