

Perceptions of Collaboration Skills among Secondary School Students in Ahmedabad Municipal School

Ketan Kotecha, Department of Education, Gujarat University, Ahmedabad

Abstract

Within the context of a municipal school in Ahmedabad, this research explores the perspectives of secondary school students on their ability to work together. Based on gender, grade level, and socioeconomic position, the study investigates the disparities in these views between individuals. A quantitative descriptive technique was used to gather data from three hundred and fifty pupils. There were substantial disparities between genders but no significant differences depending on grade levels or socioeconomic position. The findings show that views about cooperation are typically positive.

Keywords

collaboration skills, positive perceptions, secondary school students, descriptive analysis, targeted interventions, cooperation abilities, perceptions.

Introduction

Collaborative abilities are necessary for students to be successful in today's educational environment as well as in the workplaces of the future. It is helpful for educators and policymakers to implement targeted interventions to increase students' ability to collaborate if they better understand how pupils evaluate their collective talents. This research aims to analyze the perspectives of cooperation abilities expressed by secondary school students attending a municipal school in Ahmedabad. Additionally, the study will investigate how these beliefs differ according to gender, grade level, and socioeconomic position.

Research Problem and Sub-Problems

The primary research problem is understanding how secondary school students perceive their collaboration skills. The sub-problems are:

1. Do participants' perceptions of collaboration skills differ significantly depending on their gender?
2. Do participants' perceptions of collaboration skills differ significantly depending on their grade level?
3. Do participants' perceptions of collaboration skills differ significantly depending on their family's socioeconomic status?

Methodology

Participants

A total of 350 learners participated in the research project, with sixty percent female (210 students) and forty percent male (140 students). Among the pupils, some were in the fifth grade (30%, 105 students), those who were in the sixth grade (25%, 87 students), those who were in the seventh grade (22%, 77 students), and those who were in the eighth grade (23%, 81 students). The socioeconomic position of the students was as follows: forty-five percent (157 students) had a low socioeconomic level, forty percent (140 students) had a medium socioeconomic status, and fifteen percent (53 students) had a high socioeconomic status.

Data Collection and Analysis

The students' perspectives on working together were evaluated via a standardized survey with questions on their ability to collaborate. In order to make statistical comparisons, Kruskal-Wallis tests, Mann-Whitney U tests, and descriptive analysis were used.

Results

Descriptive Analysis

The lowest possible score on the poll was 3.30, and the highest possible score was 5. The mean score was determined to be 4.50, and the standard deviation was 0.40. This indicates a high level of general attitudes towards cooperation, with relatively little variability in replies.

Gender Differences

There were 45150.00 students, and the mean rank for female candidates was 215.00. A total of 28000.00 was the overall rank for male students, with the mean rank being 200.00. When the Mann-Whitney U value was calculated to be 18300.00, the p-value was found to be 0.01. This indicates a statistically significant gender distinction ($p < 0.05$).

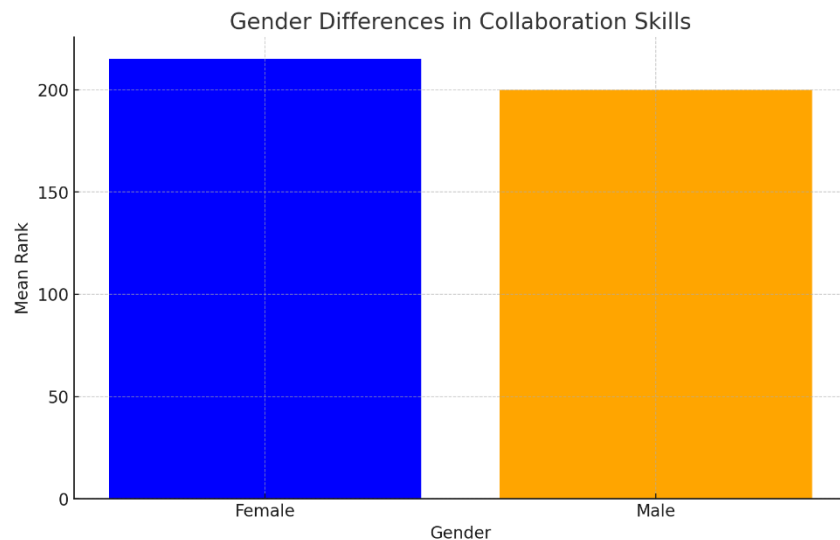


Figure 1: Gender Differences in Collaboration Skills

Grade Level Differences

The mean rank values by grade level were 170.00 for 5th grade, 202.00 for 6th grade, 203.00 for 7th grade, and 205.00 for 8th grade. The Kruskal-Wallis H value was 1.15, with a p-value of .08, indicating no significant difference based on grade level ($p > 0.05$).

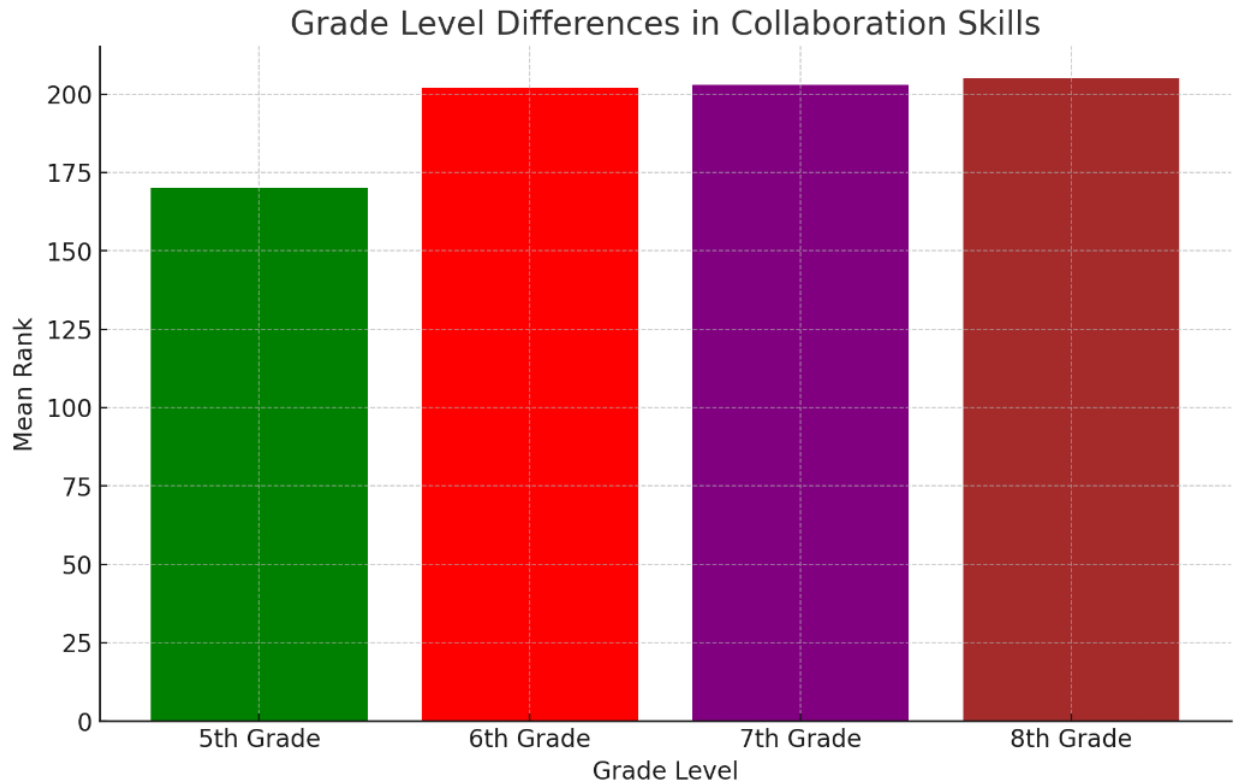


Figure 2: Grade Level Differences in Collaboration Skills

Socioeconomic Status Differences

The mean rank values by socioeconomic status were 190.00 for low status, 185.00 for medium status, and 200.00 for high status. The Kruskal-Wallis H value was 1.20, with a p-value of .06, indicating no significant difference based on socioeconomic status ($p > 0.05$).

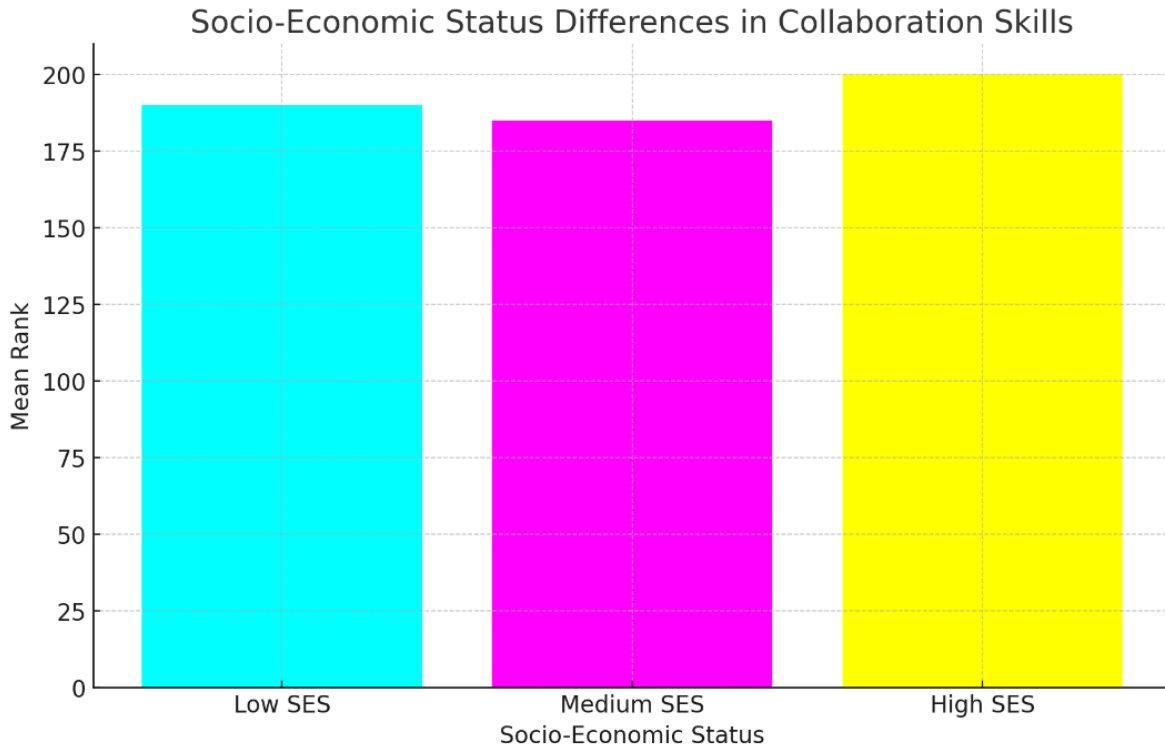


Figure 3: Socioeconomic Status Differences in Collaboration Skills

Conclusion

This study concludes that secondary school students generally perceive their collaboration skills positively. Female students show significantly higher collaboration skills compared to male students. However, students' perceptions do not significantly differ based on their grade levels or socioeconomic status. These findings suggest a need for targeted initiatives to enhance collaboration skills, particularly among male students.

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