

THE ASSESSMENT AND KNOWLEDGE OF OFFICE TOOLS IN HIGHER MIDDLE STUDENTS

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ABSTRACT: In the following research the following objectives are presented, the first of them is to investigate the degree of knowledge that the student has about office automation programs, and then to know the assessment of the functionality of these programs. It is worth mentioning that the research is quantitative and was carried out with a simple random sampling of students belonging to four second-year high school groups. Thus, for the collection of information it was necessary to apply 52 questionnaires structured by nine closed-type variables, in order to know the degree of knowledge and the assessment of the operation of these technological tools by the student.

KEYWORDS: Education, office tools, technology

INTRODUCTION

The incorporation of information and communication technologies into the educational world and in the training processes can be analyzed as tools that facilitate and improve the educational process of students (Muñoz and González, 2011).

Also, the application of office automation is to provide students with tools to make their work more fluid and effective, through computer support, generating time savings and greater organization in the classroom (Naranjo and Rodríguez, 2012).

Therefore, office software can be used not only in companies and offices, but also useful and even indispensable in academic and home environments, where it can enhance and facilitate many daily activities (Naranjo and Rodríguez, 2012). Also, among the skills that are developed with office automation programs we can include typing, knowledge of keyboard shortcuts, handling the same office tools, especially the word processor, spreadsheet and slide show editor (Samson, 2013).

LITERATURE REVIEW

With the development of the office suite, the application of information and communication technologies has expanded worldwide, as well as the development of the Internet network, which allows the provision of online services quickly and economically (Aguirre and Manasía, 2009). The evolution of office automation consists of three phases, as shown in the following figure 1.

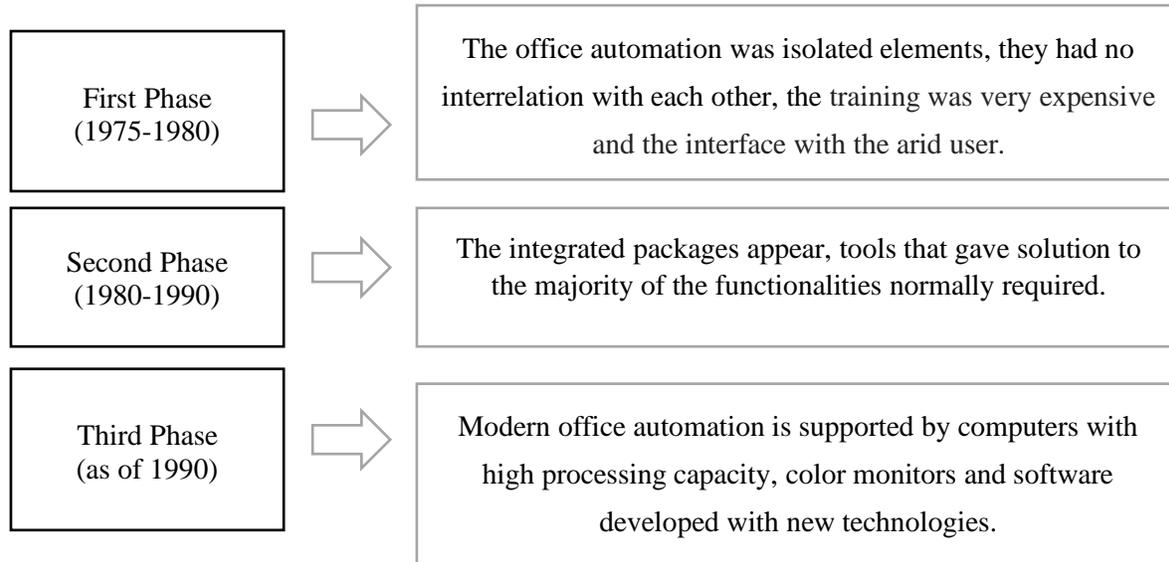


Figure 1. The evolution of office automation.

Source: own elaboration based on Arciniega (2015)

In this way, office tools are a resource that supports the speed of office work. However, the use attributed to it will revert to a productive benefit of time (Casaño, 2017), that is, manipulating this type of tools, productivity will be more efficient, resulting in quality work.

OFFICE TOOLS

Office automation is a set of programs, which are essential to be used in offices allowing different functions such as modifying, scanning, printing (Jojoa, 2013).

The Microsoft Office suite is a set of programs that allows users to create professional-looking documents, spreadsheets and presentations and manage email (Filatova, 2010). Thus, a description is made of the most commonly used office tools, as shown in table 1.

Table 1. Office tools

Office tool	Description
Word processor	The main function is the creation of manuals, theses, monographs, summaries, with professional completion
Spreadsheets	The main function, is the creation of invoices, spreadsheets, expense control, account statements, etc., handles data in a very useful way
Electronic presentations	The main function is to make presentations, explanations of the classes, presentations in public

Source: own elaboration from Moya (2011)

Thanks to the office, you can store data, manage information and transfer it electronically. Students use these applications to carry out work in their educational centers, prepare presentations or create databases with which the process of seeking information is expedited (Casaño, 2017). The fundamental goal and purpose of the field of technology in education is to facilitate and improve the quality of human learning (Naranjo and Rodríguez, 2012).

In this way, the office suite is of significant importance today, since contemporary human work today uses the electronic format much more frequently (Aguirre and Manasía, 2009). Also, the most important benefit that can be extracted is that this content of an office file can be viewed universally by anyone who has a search engine (Jojoa, 2013). Currently the most used office suites by most people in the market is the paid software, Microsoft Office, is the dominant suite, which has its own closed document formats for each of its programs (Jojoa, 2013).

METHODOLOGY

The main objective of the following research is based on two aspects, the first is to investigate the degree of knowledge that the student has about office automation programs (Word, Excel and PowerPoint), and second to know the assessment of the functionality of these programs.

It is worth mentioning that the research is quantitative and was carried out with a simple random sampling of students belonging to four second-year high school groups. Thus, for the collection of information it was necessary to apply 52 questionnaires structured by nine closed-type variables, in order to know the degree of knowledge and the assessment of the operation of these technological tools by the student.

Also, for the analysis of the information collected, it was necessary to work with the statistical program SPSS version 19, obtaining as a result contingency tables, and finally presenting the data with their respective graphs.

RESULTS AND DISCUSSION

The results of the analysis of the questionnaire, applied to the four second year groups, are presented below. Starting from the first question, what is your age? the following results were obtained, the group of second A presents that, from 15 to 25 years 17.3%, from 26 to 30 years 0%, from 31 to 40 years 3.8% and from 41 to 50 years 3.8%, the second B, it presents 21.2% of 15 to 25 years, 0% of 26 to 30 years, 1.9% of 31 to 40 years and 1.9% of 41 to 50 years, the second C, presents 13.5% of 15 to 25 years, 3.8% from 26 to 30 years, 5.8% from 31 to 40 years and 1.9% from 41 to 50 years, and finally the second D, 15.4% from 15 to 25 years, 0% from 26 to 30 years, 1.9% of 31 to 40 years and 7.7% from 41 to 50 years.

Subsequently, he wondered what is his sex? The results are as follows, the second A, presents 19.2% as female and 5.8% male, for the second B, 15.4% female and 9.6% male, the second C, 19.2% female and 5.8% male, and for the second D, 19.2% female and 5.8% male, as shown in figure 2.



Figure 2. What is his sex?

Likewise, students from different groups were asked, how much time do you have using office automation tools (Word, Excel, PowerPoint, etc.)? the results for the second A, 7.7% less than one year, 17.3% one to three years, for the second B, 13.5% less than one year, 11.5% one to three years, second C, 5.8% less than one year, 19.2% from one to three years, and for the second D, 11.5% less than one year, 11.5% from one to three years and finally 1.9% only have weeks or days using this type of tools, as seen in figure 3.

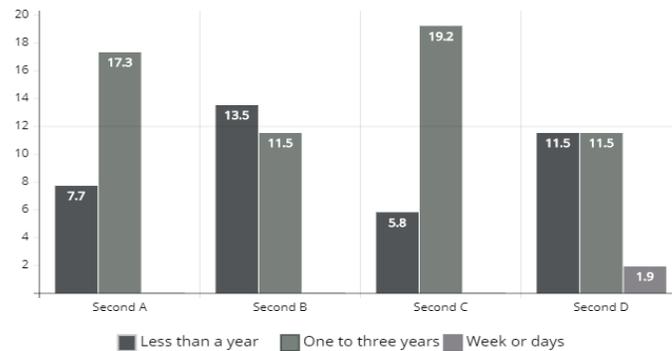


Figure 3. Different groups were asked; how much time do you have using office automation tools?

For the next question, how would you rate your knowledge with the Word office tool? We have the following results, for the second A, 11.5% say high, 7.7% average, 5.8% low, the second B, 7.7% high, 17.3% average, for the second C, 7.7% high, 11.5% average and 5.8% low, and for the second D, 5.8% high, 15.4% medium and finally 3.8% low, as shown in figure 4.

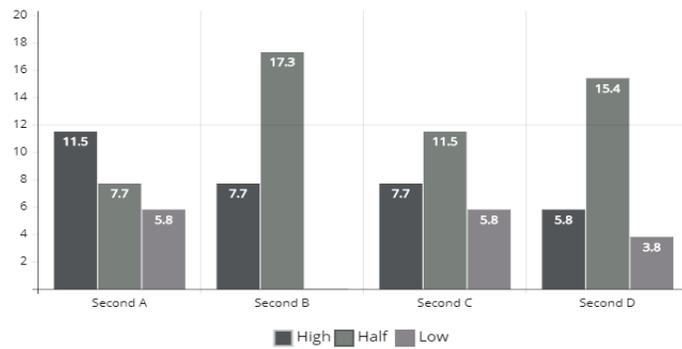


Figure 4. How would you rate your knowledge with the Word office tool?

He also wondered how would you rate your knowledge with the Excel office tool? And we have the results for second A with an average 17.3%, 7.7% low, for second B, 3.8% high, 17.3% medium, 3.8% low, second C we have 1.9% high, 17.3% medium and 5.8% low, and for the second D, 3.8% high, 13.5% medium, 7.7% low, as shown in figure 5.

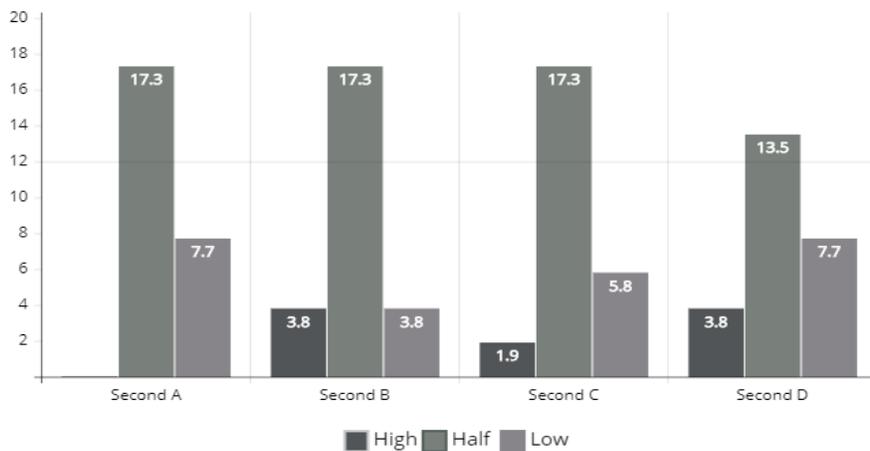


Figure 5. How would you rate your knowledge with the Excel office tool?

In the same way, he asked himself: How would you rate your knowledge with the PowerPoint office tool? The result for second A, 5.8% high, 7.7% average, 11.5% low, for second B, 1.9% high, 17.3% medium, 5.8% low, second C, 5.8% high, 13.5% medium, 5.8% low, and second D, 7.7% high, 7.7% medium, 9.6% low, as shown in figure 6.

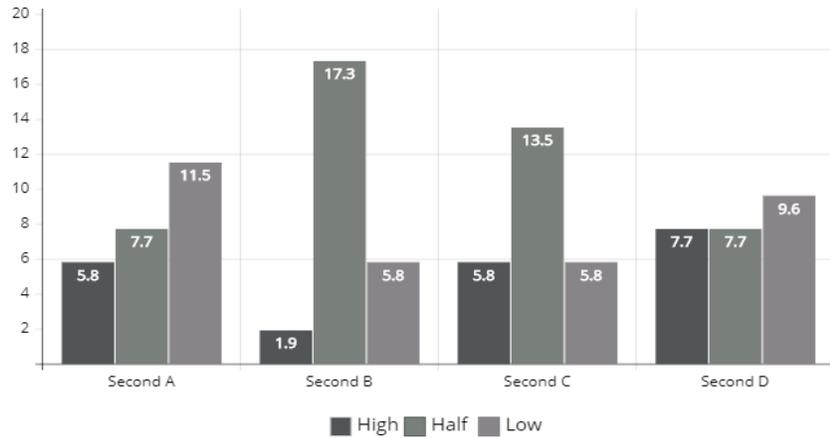


Figure 6. How would you rate your knowledge with the PowerPoint office tool?

Therefore, the student was asked How do you rate the functionality of the Word program? The second A answered that, 25% considers it good, the second B, 25% considers it good, second C, 23.1% considers it good, 1.9% regular, the second D, 19.2% considers it good, 5.8% regular, as seen in figure 7.

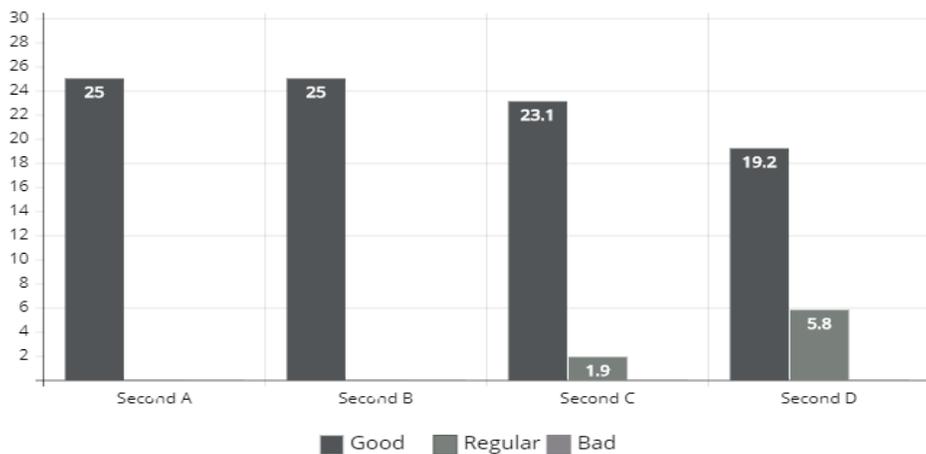


Figure 7. How do you rate the functionality of the Word program?

So, he wondered, how do you rate the functionality of the Excel program? And the second A responded that 21.2% considered it good, 3.8% regular, the second B, 17.3% good, 7.7% regular, second C, 21.2% good, 3.8% regular, and finally the second D, 19.2% good, 3.8 Regular% and only 1.9% consider it bad, as shown in figure 8.

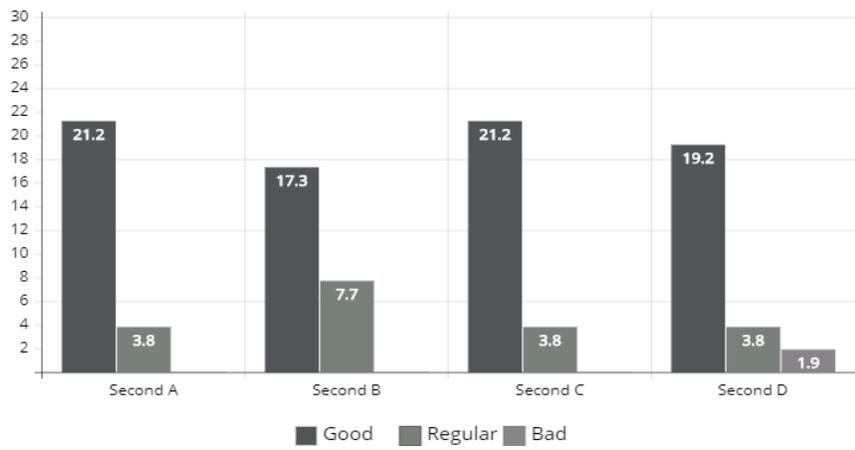


Figure 8. How do you rate the functionality of the Excel program?

And finally, he asked himself: How do you rate the functionality of the PowerPoint program? The second A responded that 21.2% is a good program, 3.8% regular, the second B, 17.3% good, 7.7% regular, the second C, 23.1% good, 1.9% regular, and for second D, 21.2% good, 1.9% regular and with only 1.9% answered that it is a bad program, as shown in figure 9.

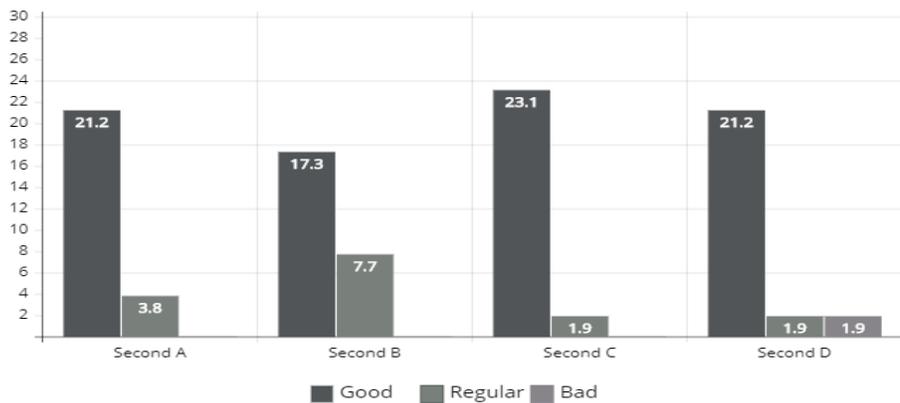


Figure 9. How do you rate the functionality of the PowerPoint program?

CONCLUSION

Thus, the usefulness of these office tools grows day by day, facilitating the learning processes within academic institutions. From the above, these technologies not only contribute to the improvement of skills, but also directly intervene in the integral development of students, which means that performance and familiarization with ICTs are of great importance in the development of activities within and out of school.

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