PROFICIENCY IN MICROSOFT OFFICE PROGRAMS AND THE ABILITY TO CREATE REPORTS AND DO STATISTICAL ANALYSIS AMONG OFFICE AND INFORMATION MANAGEMENT GRADUATES OF BUSINESS EDUCATION IN RIVERS STATE.

BY

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ABSTRACT

The study analyzed the proficiency in Microsoft office program and the ability to create reports and do statistical analysis among office and information management graduates of business education in Rivers State. The study used a correlation research design. The study was conducted in rivers state. The research population consists of 300 graduates who have specialized in office and information management from two State-owned Universities. Census sampling technique was used. The study used a self-designed survey called "Questionnaire on digital application competencies and workplace performance of office and information management Business Education graduates (QDACWPOIMBEG)." The instrument's validity was confirmed by the assessment conducted by two business educators and one expert in measurement and evaluation. The Cronbach alpha coefficient was used to evaluate the reliability. The data acquired in this research was evaluated using the PPMC (Pearson Product Moment Correlation) coefficient to test the given hypotheses. The study showed that there is a substantial correlation between proficiency in word processing applications and the ability to prepare business reports and letters. It further revealed that there is a substantial correlation between proficiency in word processing and expertise in financial reporting and statistical analysis. In conclusion Proficiency in word processing programs significantly enhances the ability of Office and Information Management graduates to create financial and business reports efficiently. It was recommended that the development of word processing application abilities is crucial for enhancing the employment performance of OIM graduates.

Keyword: Word Processing Program, Financial and Business Report, Office and Information Management Graduates, Business Education, and Rivers State.

Introduction

Office and Information Management is a constituent of the Business Education curriculum. Business Education refers to the educational processes that include studying techniques, related sciences, and obtaining practical skills, attitudes, and knowledge necessary for careers in the vocational sector of the economy and society. The objective of the Business Education course is to provide individuals with pragmatic and commercially viable competencies, knowledge, mindsets, and principles that will enable them to perform proficiently in any given setting. This course covers a diverse and extensive area of study that is included at all levels of the education system, including elementary, secondary, and higher education institutions like colleges of education. The curriculum includes education in office work, teaching of business subjects, business management, and understanding of economics. Business Education encompasses several

disciplines such as Accounting Education, Marketing Education, Management Education, and Secretarial Education, which is often referred to as Office and Information Management (OIM). The personnel that provide instruction in the program are known as Business Educators.

The use of Information and Communication Technology (ICT) in offices and the business sector has proven to be a significant problem for Office and Information Management (OIM).Alumni. The fast advancement in information technology has expanded the range of information access, allowing users to get and store information in many forms. Given the increasing importance of effective information management, the fast growth of higher institutions, and the difficulties they face, this is especially vital. The wide array of techniques for obtaining and retaining knowledge is anticipated to influence the manner in which people seek it (Otamiri & Ahunna, 2023). The use of human resources and digital information systems has grown widespread in modern businesses in industrialized countries. The implementation of this technology enables the efficient manipulation of information and the development of well-informed decisions. This, in turn, eliminates the disadvantages associated with traditional manual ways of recording, computing, processing, and managing information in various work environments (Otamiri & Donwilliams, 2023).

Proficiency in word processing is an essential skill for Office and Information Management (OIM) graduates in the field of digital application expertise. Proficiency in word processing, specifically with Microsoft Word, refers to the ability to effectively use a computer for the creation, editing, saving, and production of printed products. In addition to its text processing skills, our platform provides features for picture insertion, photo editing, object drawing, and graphic organizer construction. Word processing software provide a diverse range of functionality, making them very versatile for the user. Word processing operations need the use of specialized software called a word processor. The word processing tool allows users to create a wide variety of documents, including reports, letters, memos, newsletters, and brochures. Word processing software enables the seamless generation of various documents, including letters, memoranda, mailing lists, greeting cards, labels, newsletters, business reports, business cards, letterheads, and tables, among others. The computer is the predominant technological tool used for the aim of instructing and engaging in the practice of word processing. Proficiency in computer use and software applications is essential for Office and Information Management (OIM) students. They should possess practical skills in activities such as entering, editing, formatting, saving, storing, retrieving, and printing diverse document kinds (Sunny Broome Community College, ND). Students must acquire expertise in word processing throughout their education since it is an essential ability for their future vocational pursuits.

Statement of problem

The advancements and innovations in technology have significantly transformed offices and business settings, resulting in changes in the duties and expectations for OIM graduates. This requires them to take on larger responsibilities and enhance their performance due to the crucial nature of their positions. It is implied that OIM graduates who cannot meet the need for certain digital skills in the workplace would become obsolete, undervalued, or even jobless. Azih (2013) argued that graduates from other related disciplines who possess the necessary digital capabilities are progressively replacing OIM graduates in career prospects and some office activities, which were originally designated for OIM graduates to ensure optimal workplace performance.

Research objective

1. Investigate the correlation between word processing program proficiency and the ability to create business reports and letters among Office and Information Management Graduates of Business Education in Rivers State.
2. Investigate the correlation between proficiency in word processing applications and the ability to write financial reports and do statistical analysis among Office and Information Management graduates of Business Education in Rivers State.

Research question

1. What is the correlation between the proficiency in word processing applications and the ability of Office and Information Management Graduates of Business Education in Rivers State to prepare business reports and letters?
2. What is the correlation between the proficiency in word processing applications and the ability to write financial reports and do statistical analysis among Office and Information Management graduates of Business Education in Rivers State?

Research hypothesis

Ho_1: There is no significant relationship between word processing application skills and business reports/letter preparation by Office and Information Management Graduates of Business Education in Rivers State.

Ho_2: There is no significant relationship between word processing application skills and financial report writing/statistical analysis by Office and Information Management Graduates of Business Education in Rivers State.

CONCEPTUAL REVIEW
Office and Information Management (OIM)

The Office And Information Management (OIM) curriculum is a prominent field of study available in Vocational Technical Education (FRN, 2012). Vocational-Technical Education is focused on cultivating specialized skills necessary for economic and social transformations.

The Office and Information Management program provides its graduates with the potential to become self-employed due to their enhanced practical and entrepreneurial training. The that Office And Information Management (OIM) may be defined as a structured educational process aimed at preparing people for profitable work. Furthermore, it is an integral component of education, including the necessary training for work in every sector.

Skills include the pragmatic and conceptual knowledge, proficiencies, and capabilities that students possess to effectively operate within the industrial domain. It is the ability to effectively and immediately use one's knowledge in carrying out tasks or actions. Skills may be classified as either technical (hard) or interpersonal (soft). The acquisition of skills by OIM students is heavily reliant on the lecturers' proficiency in using their operational abilities to educate the students.

Ademola (2005) emphasized that Office And Information Management (OIM) is an educational process aimed at educating individuals for jobs in company. It serves as a pathway for equipping people with the necessary skills and knowledge for success in the business world. OIM, a sub-field of Vocational Education, provides learners with a comprehensive understanding of skills, abilities, attitudes, and information in a formal setting. Its main objective is to prepare

students for employment in commercial companies. The stated goals of Office And Information Management (OIM), as outlined by NBTE (2004), include the following:

1. To provide students with the requisite skills in secretarial and office work to get employment in various professional sectors.

2. To familiarize students with courses pertaining to their specialized areas of study, as well as courses including larger academic disciplines.

3. To provide them instruction in obtaining practical expertise pertaining to office technology and administration.

4. To provide students with pragmatic employability skills and interpersonal competencies that are essential for everyday interpersonal engagements.

5. To provide graduates with the requisite competencies to actively engage in both traditional jobs within an office setting and entrepreneurial endeavours.

To attain the stated goals, lecturers must demonstrate a certain degree of operational proficiency in teaching the courses, which will lead to the intended outcomes of providing students with the essential skills and abilities in the area of OIM.

Digital Competences for Effective Content Delivery

Various writers have provided explanations for the idea of competencies. Competence refers to the skill and capability a person has to effectively do the tasks necessary for a job, hence exerting power, authority, or competence over others (Bolt-Lee & Foster, 2003). When acquiring a competence, two essential concerns are used. Okoro & Ursula (2012) put up two elements pertaining to the acquisition of competence: the first component is the conditions that enable the acquisition, and the following factor is the subsequent alteration that takes place after the competency is acquired. However, when someone starts on gaining a new ability, it frequently commences with a teachable curriculum of advice.

Competency levels are determined by a mix of education, training, and experience. In order to make important contributions to a modern economy, individuals must acquire a wide range of talents. Competences refer to the skills and abilities that are acquired via training or experience. Competences are often acquired via learning. Competences may be developed by transferring knowledge. Competency refers to the acquired skill or knowledge that enables an individual to successfully complete a job, often achieving predetermined outcomes within a certain timeframe, while considering both the effort used and the resources utilized. Put simply, they are the skills and talents that an individual has.

In the context of this research, competency refers to the specific skills or procedures required to do tasks, such as operating a machine. It relates to the method of doing anything by adhering to the related steps. The speaker demonstrates the abilities in the many areas of office applications to the pupils. Educational institutions enhance students' preparedness for real-world scenarios by providing them with current knowledge and essential competencies. The viability of educational institutions in the current fast-paced and ever-evolving economic landscape depends on their ability to fulfill the demands of the corporate sphere.

Microsoft Access Competency

Microsoft Access is a DBMS created by Microsoft Corporation. The purpose of this is to provide data autonomy, collaboration, uniformity, and elimination of duplication (Ayatalumo, Ezeano, Ezeano, Ezeorah & Ugboaja, 2004). Access is a software system that manages databases using object-oriented and relational principles. A database is an organized compilation of interconnected data. Access enables you to efficiently oversee and control your data inside a single database file. An Access database has the capacity to store a large number of records. Each record consists of fields, which in turn include entries - the raw data composed of characters, which are the fundamental units of data. One file is all it takes to create a database in Microsoft Access. The file includes several components including as tables, associations, queries, calculated tables, and user windows. Table and user interface design and development will fall within your purview as a systems developer. You, the user, will be able to populate the tables with data using user interfaces and then access that data either digitally or via printed reports.

Microsoft Excel Competency

Microsoft Excel is a software application that functions as a spreadsheet tool inside the Microsoft Office suite. The name "spreadsheet" originated from the practice of using ledger sheets that were spread over facing pages in a journal, which was often used by bookkeepers and accountants in the past. The paper sheets had rows and columns that were used for inputting names and data, enabling the accountant to monitor, compute, and evaluate company activity. Excel may be utilized to generate and structure workbooks, which are compilations of spreadsheets, with the purpose of scrutinizing data and facilitating well-informed business determinations. Excel may be used to precisely monitor data, construct models for data analysis, formulate calculations to do computations on the data, manipulate the data in various ways, and show the data in a diverse range of polished charts.

The Excel spreadsheet has significantly enhanced capabilities, enabling it to efficiently process much bigger volumes of numerical data at higher rates. It is possible to include commands into an electronic spreadsheet in order to do rather intricate mathematical computations and analysis. Additionally, it is possible to include commands into the spreadsheet in order to automate mundane and repetitive computations. These computations, if performed manually, may need many hours or even days to complete, but when executed electronically, they can be accomplished in a matter of seconds. The Excel interface functions as a viewport to a vast matrix of rows and columns where data is often inputted, mostly via the use of a keyboard. Formulas may be implemented in specific cells to automatically perform computations on specified data sets.

Desktop Publishing Competency

Graphic design, is a technique of conveying information visually by integrating text, graphics, and numerical data. Graphics include visual data seen by the human eye, including of textual elements, numerical figures, and illustrations. Graphics play a vital role in documentation, communication, design, analysis, and modelling. Graphic design is an art form that conveys thoughts and messages via the integration of visual elements with technological technologies. In order to effectively communicate the client's message to a certain demographic, the designer makes use of a toolbox full of communication strategies. Visual representations and geographical features are the primary resources.

The practice of addressing problems via the visual representation of information through the use of typography, photography, and illustration is known as graphic design. Visual communication and communication design are considered to be subfields of the topic. Graphic designers are skilled at using text, pictures, and symbols to create compelling visual representations of ideas and messages. Graphic designers create visual compositions via the use of typography, visual arts, and page layout strategies.

Graphic Design Competency

Graphic design, as defined by Puwurayire in Jonah's (2012) study, is a method of visual communication that combines text, images, and numerical data. Graphics include visual information seen by the eye, which includes text, numbers, and drawings. Graphics are crucial in documentation, communications, design, analysis, and modelling. Graphic design is an innovative procedure that merges artistic expression with technological tools to convey concepts and messages. The designer utilizes a diverse range of communication tools to effectively transmit a client's message to a specific target audience. The primary instruments used are visual representations and terrain features.

Graphic design is the process of expressing ideas and addressing issues graphically via the use of images, typography, and illustrations. Visual communication and communication design are considered to include the subject as a subset. By integrating symbols, images, and text, graphic designers create visual representations of ideas and communication. To construct visual compositions, graphic designers draw on typography, visual arts, and methods of page layout.

Database Management Competency

Database Management Competency enables efficient and prompt storage, retrieval, organization (indexing and sorting), and updating of an organization's information system. Business applications often use database management systems to facilitate efficient data input and retrieval. These systems ensure that information is well-organized and easily accessible. Dbase, Foxpro, SQL, QBE, and Microsoft Access are all examples of database administration programs. Database management systems may include security capabilities to prevent unauthorized users from accessing private database information or making changes to the database, depending on the configuration. According to Okwudili and Anigbogu (2010), the database management system has the role of maintaining the integrity of the database. This means it ensures that multiple users cannot simultaneously update the same record and prevents the occurrence of duplicate entries, such as assigning the same employee number to two employees. The incorporation of ICT in educational institutions is becoming more mandatory. This integration not only imparts information and knowledge to learners, but also cultivates the necessary talents and skills required in the labour market.

Methodology

The study used a correlation research design. The study was conducted in rivers state. The research population consists of 300 graduates who have specialized in office and information management from two State-owned Universities. Census sampling technique was used. The study used a self-designed survey called "Questionnaire on digital application competencies and workplace performance of office and information management Business Education graduates

(QDACWPOIMBEG)." The instrument's validity was confirmed by the assessment conducted by two business educators and one expert in measurement and evaluation. The Cronbach alpha coefficient was used to evaluate the reliability. The data acquired in this research was evaluated using the PPMC (Pearson Product Moment Correlation) coefficient to test the given hypotheses.

Data Presentation

The data collected in the study were analyzed and present in tables.

Research Question 1: What is the relationship between word processing application skill and Business letter/reports preparation by OIM graduates of Business Education in Rivers State.

Table 1

Relationship between Word Processing Application skill and Business Report/letter preparation by OIM graduates of Business Education.

Variables	Σx Σy	Σx^2 Σy^2	Σxy	r-cal	Level of relationship
BusinessReport/Letter preparation sill	20.9	62.8			
			58.7	0.93	Very Strong Relationship
Word Processing application skill	22.5	62.3			

Source: Field Survey, 2023

The calculated correlation coefficient of 0.93 suggests a strong relationship between word processing program proficiency and the ability of OIM graduates in Business Education in Rivers State to prepare business reports and letters. The computed coefficient indicates a very robust positive correlation between both variables. This finding aligns with Uzoma's (2020) perspective, which suggests that the development of word processing skills in office and information management programs at tertiary institutions (universities and colleges of education) enables graduates to effectively and proficiently handle office documents, including memos, business letters, and various types of reports, as required.

Research Question 2: What is the relationship between word processing application skill and financial report writing/statistical analysis by OIM graduates of Business Education in Rivers State.

Table 2

Relationship between Word Processing Application skill and financial report writing/statistical analysis by OIM graduates of Business Education.

Variables	Σx Σy	Σx^2 Σy^2	Σxy	r-cal	Level of relationship
Financial Report/ Statistical skill (x)	15.6	43.5			
			43.3	0.82	Very Strong Relationship
Word Processing application skill	22.5	63.3			

Source: Field Survey, 2023

The calculated correlation coefficient of 0.82 suggests a strong relationship between word processing application proficiency and the financial report writing/statistical abilities of OIM graduates in Business Education from Rivers State. The estimated coefficient suggests a very significant positive correlation between the two variables. This discovery aligns with Aliyu's (2021) perspective, which suggests that the proficiency of OIM graduates in word processing skills improves their capacity to create financial reports and conduct statistical data analysis with effectiveness.

Hypothesis Testing

Hypothesis 1: There is no significant relationship between word processing application skills and business reports/letters preparation by OIM graduates of Business Education in Rivers State.

Table 3

Analysis of correlation showing Relationship between word processing application skill and Business Reports/Letter preparation

Variables	Σx Σy	Σx^2 Σy^2	Σxy	t-trans	t-crit	Df	Level of Sig.	Decision
Business Report/Letter preparation skill	20.9	62.8					0.05	
			58.7	4.3	1.96	298		Significant
Word processing Application skill	22.5	63.3						

Source: Field Survey, 2023

The hypothesis test conducted at a significance level of 0.05 revealed that the calculated t-value of 4.3 exceeds the crucial t-value of 1.96. This is a substantial correlation between proficiency in word processing applications and the ability to prepare business reports and letters.

Hypothesis 2: There is no significant relationship between word processing application skills and financial report writing/statistical analysis by OIM graduates of Business Education in Rivers State.

Table 4

Analysis of correlation showing Relationship between word processing application skill and financial Reports/Statistical Analysis by OIM graduate of Business Education

Variables	Σx Σy	Σx^2 Σy^2	Σxy	t-trans	t-crit	Df	Level of Sig.	Decision
Financial Reports/Statistical skill (x)	15.6	43.5					0.05	
			43.3	24.3	1.96	298		Significant
Word processing skill (y)	22.5	63.3						

Source: Field Survey, 2023

The outcome of the hypothesis tested at a significance level of 0.05 revealed that the t-value of 24.3 exceeds the t-critical value of 1.96. This is a substantial correlation between proficiency in word processing and expertise in financial reporting and statistical analysis.

Conclusion

Proficiency in word processing programs significantly enhances the ability of Office and Information Management graduates to create financial and business reports efficiently. Mastery of tools like Microsoft Word improves document formatting, data presentation, and accuracy. Graduates with strong word processing skills can produce professional reports that meet business standards. Effective use of templates, tables, and charts enhances clarity and readability. Poor proficiency may lead to errors, reduced productivity, and inefficiency in report creation. The study's findings suggest a connection between the skill level in word processing, spreadsheet application, desktop publishing, and the work success of OIM graduates in Business Education in River State.

Recommendations

1. Emphasizing the development of word processing application abilities is crucial for enhancing the employment performance of OIM graduates.
2. It is essential to prioritize the development of spreadsheet application abilities in order to enhance the work performance of OIM graduates.

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