Microsoft PowerPoint Applications and Office/Information Managers' Job Performance in Rivers State Tertiary Institution

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Abstract

This work examined the relationship between Microsoft Power Point applications and job performance of office and information managers' in tertiary institutions in Rivers State. The Krejcie and Morgan table was used to obtain a sample size of 274 respondents. Structured questionnaire was used to obtain primary data after due validation, and ascertaining the reliability of the instrument at 0.74 using Crombach alpha level. The researchers were able to retrieve 250 copies of the distributed questionnaire. SPSS Version 20. was used to run the analysis. Mean and standard deviation and tables were used for the univariate analysis while Spearman Rank Order was used for the Bivariate analysis. The findings revealed that there is a significant positive relationship between Microsoft PowerPoint and Office/Information Managers' job performance. The study concluded that word processing applications boost the job performance of Office and Information Managers in tertiary institutions in Rivers State. The study recommended amongst other things that School management should provide regular practical ICT training to advance the word processing skills and familiarity of Office and Information Managers with latest version of word processing applications.

Keywords: Microsoft Power Point applications, Job performance, Office and Information Managers, Tertiary Institutions.

Reference to this paper should be made as follows:

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INTRODUCTION

Advances in the technology are rapidly changing today's modern business around the global and have seriously affected every aspect of the office. The effects are generally felt in science, commerce, industry, politics, and particularly in the business world. These new technologies have facilitated new business procedures from the traditional office to the electronic office. Another word processing application used in educational institution today is PowerPoint. PowerPoint is a slideshow presentation program that part of the Microsoft office suite of tools used for presentations. Office and information managers can prepare and cut weekly and monthly report into slides for presentation at meetings. PowerPoint makes it possible for Office and information managers, summary results and job outcomes in beautiful charts and pictorial presentations.

Microsoft Power-Point is a presentation program developed by Microsoft. It is a part of the Microsoft Office system which is widely used by business people, educators, students, and trainers. As a part of the Microsoft Office suite, Power-Point has become the world's most widely used presentation program. It is a complete presentation program that allows teachers to produce professional-looking presentations in EFL classroom (Segundo & Salazar, 2011).

Slide presentation software such as PowerPoint has become an ingrained part of many instructional settings, particularly in large classes and in courses more geared toward information exchange than skill development (Cohen and Levinthal, 2010). PowerPoint can be a highly effective tool to aid learning, but if not used carefully, may instead disengage students and actually hinder learning. Secretarial educators use PowerPoint for class presentation. Apart from using PowerPoint for teaching, it also taught as computer programme in schools.

Job performance of Office and information managers as used here can be seen as a measure of the extents to which administrative heads and their assistants coordinate the business of the school ensuring that records, information and supervision are properly to achieve targets. This set of people plan, organize and execute office function making sure that school data/information are effective securely disseminated and preserved (Ohakwe, 2012; Ngwenyama & Lee, 2011). Apart from planning and assigning tasks to the right person with the skills, they also perform supervisory functions to ensure that administrative duties are executed in line with approved standards they compute preserved and published academic result, and the volumes of data/information in the system.

Though previous studies have examined how information and communication technology influence secretaries and administrators' job performance, Google search has revealed that there is a dearth of empirical studies on how the adoption of word processing application influence office and Information Managers' job performance. The point of departure of this study is that specifically seeks to examine how Power Point applications influence the job performance of Office and Information Managers in tertiary in institutions in Rivers State.

Statement of Problem

The abysmal performance and general slow administrative activities of tertiary Educational Institution in Nigeria and Rivers State in particular is an indication that the Office and information managers are not fully performing as expected. Supporting the above point, some issues that necessitated this study are the fact that many of the Office and Information Managers are yet to appreciate the importance of Word Processing Power Point applications. Another issue

that necessitated this study is the absence of documented research evidences about the relationship between word processing applications and office/information managers' job performance in tertiary institutions in Rivers State. Previous studies examined information and communication technology and organizational managers' effectiveness in selected oil companies in Port Harcourt (Anthony, 2016); digital literacy on career progression and work motivation of academic library staff in South-West, Nigeria; effects of information and communication technology on students' learning: a case of Gulu University; influence of word processing applications on secretarial students' skills development in tertiary institutions in Rivers State. None of these studies provided empirical evidence on how word processing applications influence office/information managers' job performance in tertiary institutions in Rivers State. This indicates a knowledge gap which this study seeks to fill.

Conceptual Framework
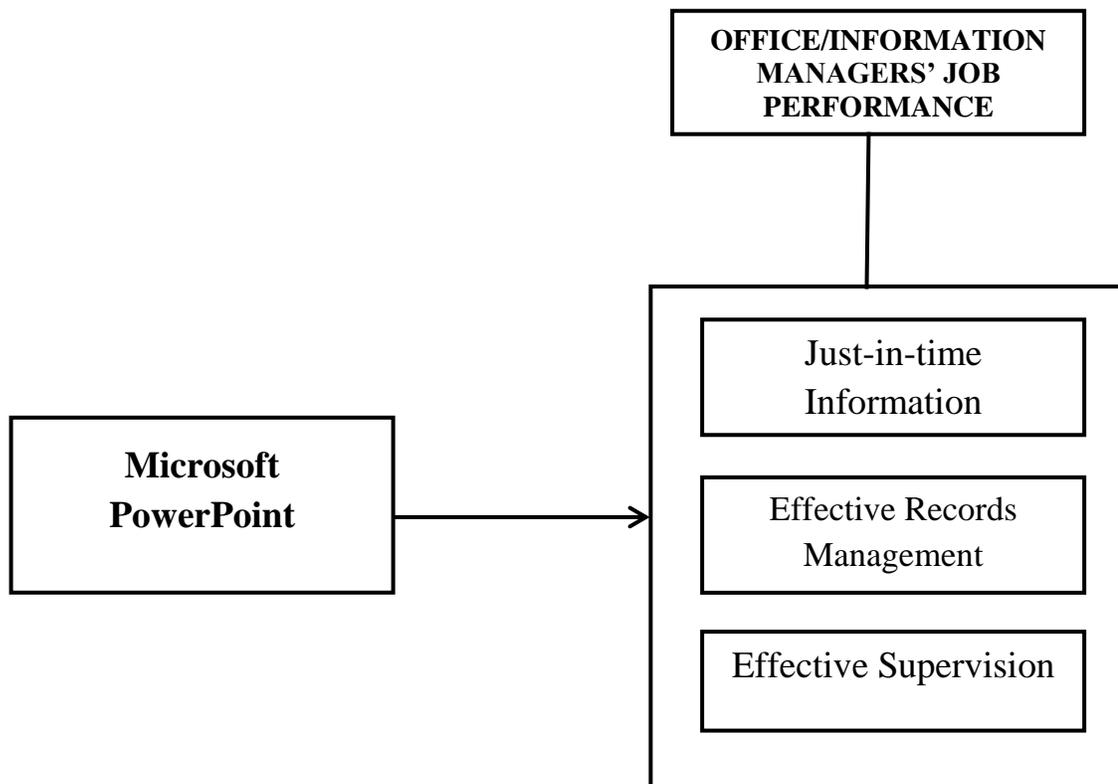
Conceptual Framework showing Relationship between Word Processing Application and office information manager's Job Performance. Sources: (Anthony, 2016; Clement, 2014; Otamiri, 2018).

Research Hypotheses

The following null hypotheses were formulated and test:

Ho$_1$:   There is no significant relationship between Microsoft PowerPoint and Office/Information Managers' job performance in terms of just-in-time-information.

Ho$_2$:   There is no significant relationship between Microsoft PowerPoint and Office/Information Managers' job performance in terms of effective records management.

Ho$_3$:   There is no significant relationship between Microsoft PowerPoint and Office/Information Managers' job performance in terms of effective supervision.

MS PowerPoint and Office and Information Managers' Job Performance

PowerPoint is a complete presentation graphics package. It gives the user everything he/she needs to produce a professional-looking presentation. PowerPoint offers word processing, outlining, drawing, graphing, and presentation management tools- all designed to be easy to use and learn (Polanyi, 2013). As technology enters the work environment more and more each year, there are always new innovations being brought into the fold that can help workers including office and information managers plus teachers to get their points across better, and help students learn more efficiently. One such tool that has been utilized in the classroom for some time now and continues to be used heavily is the Microsoft PowerPoint program. This program is one that enables teachers and students alike to prepare presentations. When used effectively, PowerPoint can really enhance teacher presentations and the overall comprehension of students. It is a program that allows teachers to present their lessons in a more dynamic way than simply lecturing and writing on the blackboard.

PowerPoint has become very popular because it is easy to learn and widely available. It provides the ability to equip your presentations with different types of media - including images, sounds, animations, and much more. This enhances the students' abilities to retain what they are being taught, especially those who are visual learners. Teachers can focus on the class and interacting with the students instead of writing on a board, because the text and the entire presentation are already there in the form of a PowerPoint file. PowerPoint is not just for the teachers though, another way to use PowerPoint in an educational setting is to have the students create their own presentations (Madhavan, 2007). This is a great way to teach secretarial students how to use visual aids while working on their presentation and public speaking abilities. In a survey conducted by Ngwenyama and Lee (2011) found educators basically use PowerPoint for presentation of teaching materials rather teaching students how to prepare their own slide for presentation. For secretarial students, a teacher just making use of PowerPoint for teaching does not really develop their professional scheme. It is imperative to point out here that the essence of including PowerPoint in the curriculum or academic brief is not for the students to sit and watch the teacher or lecturer manipulate the slides rather it is designed to teach and expose students how to work on their presentations. In some cases where students are even taught how to use the software, they are not are not shown how to actually use it for presentation: at most they design and do one or two animation on the screen (Rice, Grant, Schmitz & Torobin, 2010). This does not really expose the students to the real skill of slide preparation and presentation proper.

However, it is also important to note that when used incorrectly, PowerPoint presentations can actually be less effective than regular, old-fashioned teaching methods. Mistakes can be made not only in the way that the presentation is made, but in the way it is presented as well. One common mistake teachers make is that they simply reading the slides to students word-for-word, which is terribly boring to watch, and would not keep their attention or

enhance the learning experience in any way. Not using PowerPoint effectively can render your presentations PowerPoint-less.

Ozaslan and Maden (2013) concluded in their study that students learned better if the course material was presented through some visual tools. They, also, reported that teachers believed that PowerPoint presentations made the content more appealing; therefore, they helped them to take students' attention. The results of Corbeil's study (2007) showed that students exposed to power-point presentations preferred them over the textbook presentations; she believed that the students were learning better when their attention was captured via highlighting, colour, different fonts, and visual effects. Power-point presentations could be used for presenting new structures to students, practicing and drilling, or for reviewing language structures which have already been taught (Segundo & Salazar, 2011). Stepp-Greany (2002) reported, in her study, a number of benefits for students related to the general use of technology in classrooms including increased motivation, improvement in self-concept and mastery of basic skills, more student-centered learning and engagement in the learning process. Zhao (2007) conducted a qualitative research to investigate the perspectives and experiences of 17 social studies teachers following technology integration training. The research showed that teachers held a variety of views towards technology integration.

These views influenced their use of technology in the classroom. Most teachers were willing to use technology, expressed positive experiences with technology integration training, increased their use of technology in the classroom, and used technology more creativity.

METHODOLOGY

The cross sectional exploratory survey research design was adopted for this study. The population of the study was nine hundred and fifty-one office/information managers of the four (4) selected tertiary institutions in Rivers State.The sample size of this study was two hundred and seventy-four (274) respondents. The above sample size was obtained using the Krejcie and Morgan Sample Size Determination of 1970

Table 1: Cronbach alpha reliability test results

Variables	Dimensions/Measures	Items	Alpha
Word Processing Applications	Microsoft PowerPoint	5	.744
	Microsoft Word	5	.767
	PDF Converter/Optical Character Recognition	5	.782
Administrative Effectiveness	Records management	5	.751
	Information dissemination	5	.748
	Effective supervision	5	.755

The data presentation and analysis of this work was done using Statistical Package for Social Sciences (SPSS) Version 20.0. Descriptive statistical tools such as arithmetic mean, and frequency tables were used to conduct the univariate analysis Spearman's Rank Order Correlation Coefficient. The Spearman's (rho) correlation was used to analyze the relationship between independent and dependent variables at $P < 0.05$ (two-tailed test).

RESULTS

Table 2: Correlations between Microsoft PowerPoint and Office/Information Managers' Job Performance

			PowerPoint	Information	Records	Supervision
Spearman's rho	PowerPoint	Correlation Coefficient	1.000	.667**	.717**	.550**
		Sig. (2-tailed)	.	.000	.000	.000
		N	250	250	250	250
	Information	Correlation Coefficient	.667**	1.000	.763**	.717**
		Sig. (2-tailed)	.000	.	.000	.000
		N	250	250	250	250
	Records	Correlation Coefficient	.717**	.763**	1.000	.667**
		Sig. (2-tailed)	.000	.000	.	.000
		N	250	250	250	250
	Supervision	Correlation Coefficient	.550**	.717**	.627**	1.000
		Sig. (2-tailed)	.000	.000	.000	.
		N	250	250	250	250

**. Correlation is significant at the 0.01 level (2-tailed).

Column two of table 2 above shows r value of 0.667 at a significance level of .000 which is less than the chosen alpha level of 0.05 for the hypothesis relating PowerPoint and just-in-time information. Since the significance value is less than the alpha level of 0.05, the null hypothesis (Ho_1) which states that there is no significant relationship between Microsoft PowerPoint and Office/Information Managers' job performance in terms of just-in-time-information is rejected. This implies that there is a significant positive relationship between Microsoft PowerPoint and Office/Information Managers' job performance in terms of just-in-time-information.

Column three of table 2 above shows r value of 0.717 at a significance level of .000 which is less than the chosen alpha level of 0.05 for the hypothesis relating to Microsoft PowerPoint and effective records management. Since the significance value is less than the alpha level of 0.05, the null hypothesis (Ho_2) which states that, there is no significant relationship between Microsoft PowerPoint and Office/Information Managers' job performance in terms of effective records management is rejected. This implies that there is a significant positive relationship between Microsoft PowerPoint and Office/Information Managers' job performance in terms of effective records management.

Column four of table 2 above shows r value of 0.550 at significance value of .000 which is less than the chosen alpha level of 0.05 for the hypothesis relating to Microsoft PowerPoint and effective supervision. Since the significant value is less than the alpha level of 0.05, the null hypothesis (Ho_3) which states that there is no significant relationship between Microsoft PowerPoint and Office/Information Managers' job performance in terms of effective supervision is rejected. This implies that there is a moderate positive relationship between Microsoft PowerPoint and Office/Information Managers' job performance in terms of effective supervision.

These results show that regular use of Microsoft PowerPoint boosts Office and Information Managers' job performance in tertiary institutions in Rivers State.

Summary of Findings

Based on the completed quantitative and qualitative analysis above, the following findings were evident:

- There is a significant positive relationship between Microsoft PowerPoint and Office/Information Managers' job performance in terms of just-in-time-information.
- There is a significant positive relationship between Microsoft PowerPoint and Office/Information Managers' job performance in terms of effective records management.
- There is a moderate positive relationship between Microsoft PowerPoint and Office/Information Managers' job performance in terms of effective supervision.

DISCUSSION

The test of hypotheses one, two and three revealed that the use of PowerPoint is positively correlated with Office and Information Managers' effectiveness in tertiary institutions in Rivers State. This implies that the Office and Information Managers use PowerPoint in their administrative activities, the more effective they become. Thus, the effectiveness of Office and Information Managers in tertiary institutions in Rivers State is attributable to the use of PowerPoint. This finding is in agreement with the findings of Segundo and Salazar (2011) that the use of PowerPoint makes it very convenient for lecturers (some of these lecturers are administrative heads) to summarize and present key points and facts to their audience. Secretaries, administrative officers, Heads of Department and Deans in tertiary institutions makes extensive use of PowerPoint both for administrative and pedagogical purposes. The use of slides makes it easier of administrators to summarize and present their reports in concise form. During departmental, faculty, or senate meeting, administrative heads use slide to present key facts, findings, and conclusions to show progress made and how the way forward using the graphical features of PowerPoint. Thus, the use of PowerPoint saves time, energy, and makes it easier for Office and Information Managers to communicate administrative realities (Rice, et al., 2010).

In digitalized work environments, administrative assistants usually present their weekly report on PowerPoint via e-mail in addition to hardcopies. These PowerPoint presentations make easier for administrative heads to quickly read through the key aspects of the report, understand the progress made and challenges if any, as well as determine the next line of action (which is a key aspect of administrative supervision) (Anthony, 2016; Rivai, 2006; Polanyi, 2013). Thus, PowerPoint presentations enable the Office and Information Manager to get a quick grasp of what is happening and it also saves him a lot of stress. However, this finding is sharp contrast with the view of Ezeocha (2009) that there is no significant relationship between PowerPoint usage and administrative performance in firms in Enugu State.

CONCLUSION

Based on the analyses of data and discussion of findings, the study concluded that word processing applications boost the job performance of Office and Information Managers in tertiary institutions in Rivers State. The study also concluded that secretaries, administrative

officers, heads of department and deans in tertiary institutions in Rivers State who perform optimally are mainly thosewho take advantage of emerging word processing applications. Office and Information Managers who are ignorant or who are not using word processing applications perform poorly in terms of record keeping, information dissemination, and supervision.

Recommendations

Based on the findings and conclusions, the following recommendations were made:

- School management should provide regular practical ICT training to advance the word processing skills and familiarity of Office and Information Managers with latest version of Microsoft Word.
- Secretaries, administrative officers, heads of department, and deans in tertiary institutions in Rivers State should endeavour to personally learn how to prepare slides and operate the projecting machine.

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