

## THE UTILITY OF OFFICE TOOLS IN THE SCHOOL CLASSROOM

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### ABSTRACT

*According to the following research work, it has as main objectives, to know the usefulness of the office programs for the development of school activities and to identify the most used office tool by the student. Therefore, the work is quantitative and was carried out with a non-probabilistic sampling for convenience of 61 students who attend the 2017-2018 high school semesters. Therefore, a questionnaire consisting of ten closed-type questions was used to collect the information. So the data was processed in the Statistical Package for the Social Sciences program -SPSS- version 23, by means of frequency tables, and finally to present the results with the obtained graphs. Also, we have that the most used office tool by students is the Word tool with 49.5% of the total of the surveys, within this context, we have that a certain tool is used to create, edit, organize or print, various school works. In this way, technological tools play an important role within the education of the student, knowing and using this type of software, gives an opportunity to compete within an educational and work system. However, incorporating this type of technology in the daily life of the student will open a panorama of opportunities inside and outside the school, giving as their own benefits the work together, as well as the exchange of ideas for the development of works. Finally, the educational community continues in its constant fight for decades with the purpose of establishing the true role that these innovations must play to make teaching and learning more efficient in the classroom (Cabero, Barroso, Llorente and Yanes, 2016).*

**Keywords:** Education, Students, Tools, Office automation, ICT.

### INTRODUCTION

In today's society it is evident that the use of digital technology is already essential for any individual, from infancy to old age (Riesco, et al., 2014). It is worth mentioning that, Bautista, Martínez and Hiracheta (2014) affirm that institutions that teach students to make meaningful use of ICT tools will open doors to new possibilities of access to a greater flow of information, and greater Job opportunities.

Therefore, the relationship with the activities within the classroom, you can see some changes in the practices of students, new demands for writing, as teachers began to request written work in word processing, development of digital presentations (Aquino, 2015).

Thus, the office must provide tools that facilitate the user, be it an individual or a group, the task to be performed (Sáez, 1990). From the above, it implies that students, in addition to working collaboratively, must use creativity, design, write, make use of the diversity of possibilities offered by the tools, producing a change in school routines (Aquino, 2015).

Likewise, the technological changes that occur in modern life bring into play new strategies to improve the education of students, which must have as an approach to ask for a quality education and be able to carry out their studies by mediating with reality and modern demands (Orama, 2017).

## **The Office**

It is worth mentioning that, an office work environment is one oriented to the production of documents by a non-computer worker, based on general purpose applications, that support their technical work, allowing them to prepare documents, organize information and communicate with their organizational environment (Saorín, 1997).

In addition, the activities that can be carried out through an office system include the storage of data, the electronic transfer of data and the management of electronic information related to the business or task carried out (Aguirre and Manasía, 2009).

Also, they are a set of programs used in offices, schools, universities and in general, they serve to create, modify, organize, scan, print, among others, files and documents, they are widely used in various areas of life (Guaregua, 2011).

Within this context, known as desktop applications, is a set of several programs, for example, text editor, spreadsheet, presentations. Thus, the most popular and general of office automation are those previously described, but there are also other applications involved within the office suite (Zambrano et al., 2015).

Therefore, when incorporating technological tools in education, it is assumed that each teacher must know the application and didactic use, otherwise they would be meaningless tools (Gómez and Pérez, 2016).

However, office automation has now become a contribution to the world today, as it is one of the most effective tools to streamline and streamline the development of tasks used both in schools and companies (Mainato, 2016).

## **Digital Technology in Education**

The creation of networked offices, virtual books, intelligent spaces, buildings, factories, offices and residences, whose basic functions are managed by computers independent of a human operator, change the era of industrialism for a technological era, under a mechanical vision of the world (González, 2005). Thus, the use of technology introduces new forms of teaching and learning that involve changes in what to learn and what students and teachers do inside and outside the classroom (Correa and Juan, 2009).

However, new technologies should serve as a platform to incorporate education into society, but not as a goal to convey a particular ideology that delimits the individual's capabilities in terms of a greater demand for technical resources (Reyes, 2008).

It is true that all the tools that are used in any office suite can help to properly manage the preparation of writings by word processing, classification of listings or collections through database, or the creation of slides (Ojeda-Barceló et al., 2009).

From the above, in the last decades new and better technological resources have been incorporated into society that show how to carry out the teaching and learning processes (Bautista et al., 2014).

In addition, technologies transformed and continue to significantly transform our language, our ways of thinking, learning, communicating, working and deciding. Likewise, new technologies are collaborating with an increase in the circulation of knowledge and information (Vivanco, 2015).

## RESEARCH OBJECTIVE

The following research work has as main objectives, to know the usefulness of the office programs for the development of school activities and to identify the most used office tool by the student.

## METHODOLOGY

It is worth mentioning that the work is of a quantitative nature and was carried out with a non-probabilistic sampling for the convenience of 61 students, who attend the 2017-2018 school semester of upper secondary level. Likewise, for the collection of information, a questionnaire was used consisting of ten closed-type questions, which are detailed below:

1. What is your age? 2. What is your sex? 3. Do you know the term office automation? 4. How much time do you have using office tools (Word, Excel, PowerPoint, etc.)? 5. How did you learn to use these office tools? 6. How often do you use office automation tools in the classroom? 7. Which of these office tools do you frequently use for your academic activities? 8. Of the tools that I have selected previously, which functions do you use the most? 9. What kind of school work is done with the office tools? 10. How many hours do you spend approximately to develop your school work?

Finally, the information collected was processed in the statistical program SPSS version 23, obtaining frequency tables, and finally presenting the results of this investigation.

## RESULTS AND DISCUSSION

Thus, of the students surveyed, we have the following age ranges, 15 to 25 years represent 65.6%, 26 to 30 years 4.9%, 31 to 40 years 16.4% and finally 41 to 50 years 13.1%, as seen in figure 1.

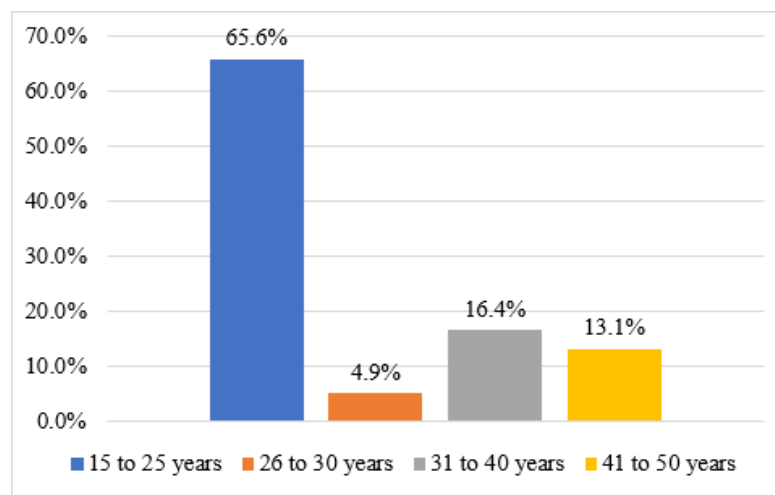
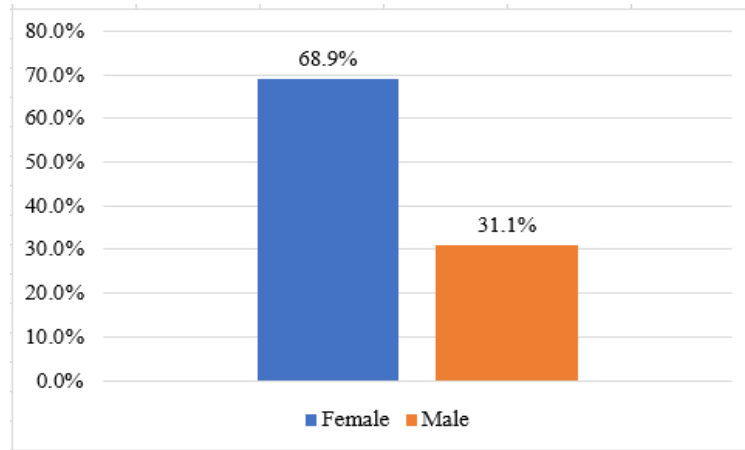


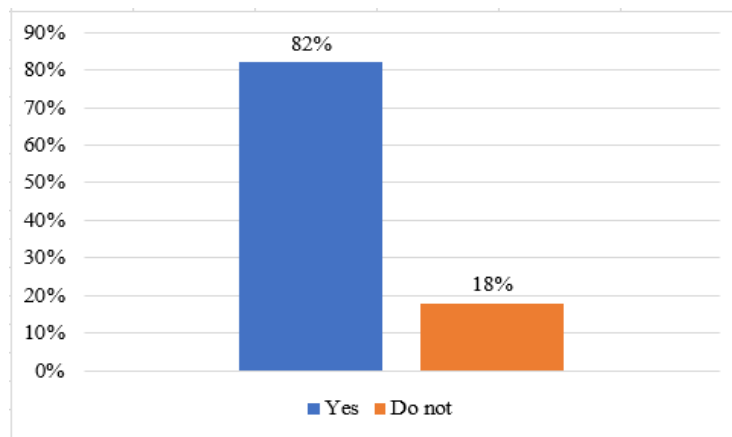
Figure 1. Age groups of students

Likewise, of the students surveyed, 68.9% represent the female sex, while 31.1% represent the male sex, it is appreciated that the female sex is more familiar with this type of office tools, as shown in figure 2.



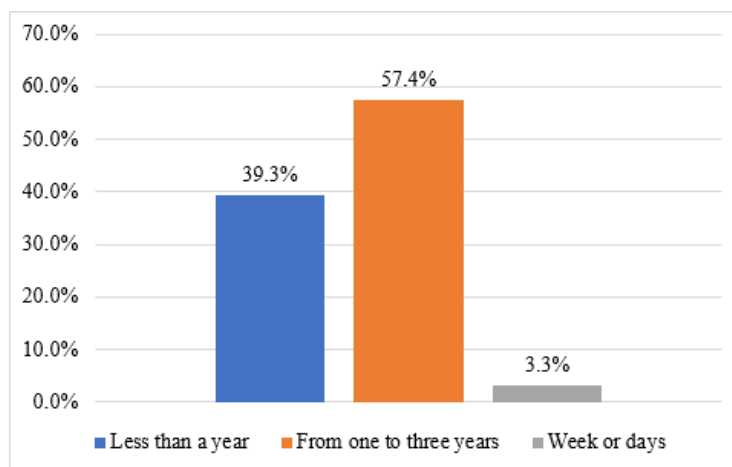
**Figure 2. Percentage of male and female students**

Therefore, the students surveyed asked themselves: Do you know the term office automation? the results were the following, 82% answered that if you know the term of office, while 18% do not know this term, as shown in figure 3.



**Figure 3. Knowledge in the term office automation**

From the above, he asked himself: How much time do you have using office tools (Word, Excel, PowerPoint, etc.)? the answers were the following, less than one year 39.3%, one to three years 57.4% and 3.3% have weeks or days using this type of tools, as shown in figure 4.



**Figure 4. Percentage of time using by students for MS office tools**

The next question asked to the students How did you learn to use these office tools? 8.9% answered that, in courses, 13.9% for the same, 21.5% learned through friends and family and finally 55.7% answered that they learned to use these office tools in school, as shown in figure 5.

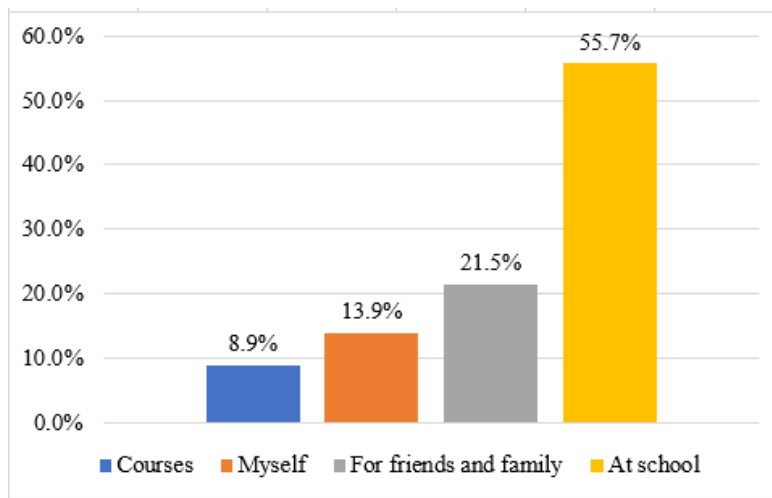


Figure 5. Source of knowledge to learn these office tools

Also, he asked himself: How often do you use office tools in the classroom? 14.8% responded that it was very constant, 45.9% constant, 37.7% occasionally and finally 1.6% never attended this type of tool, as shown in figure 6.

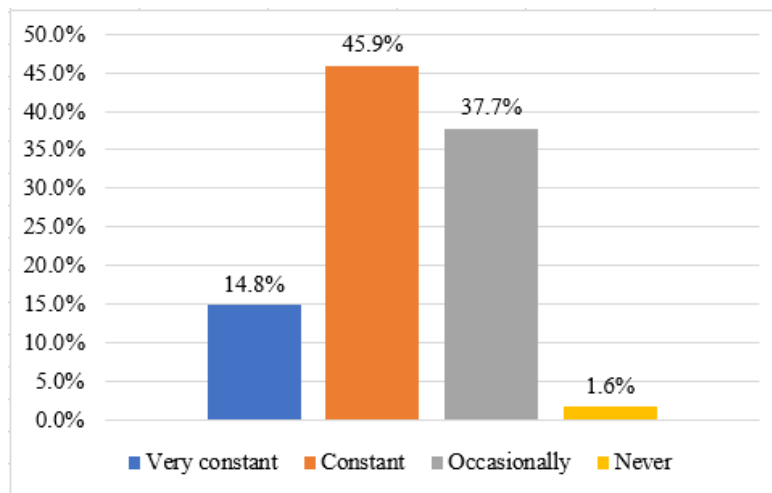
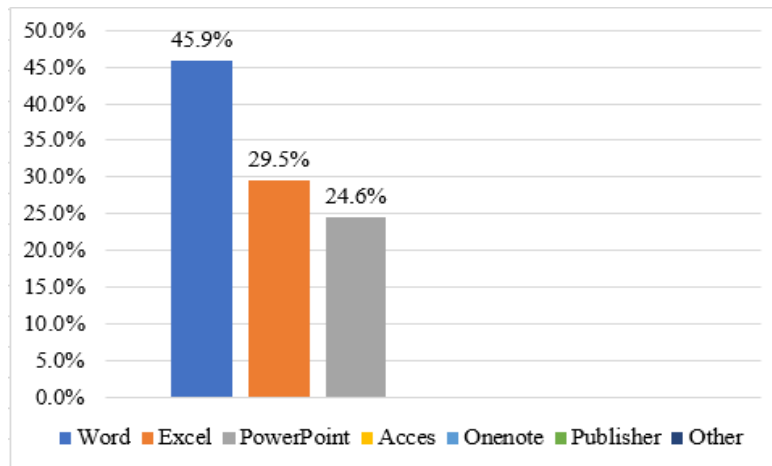


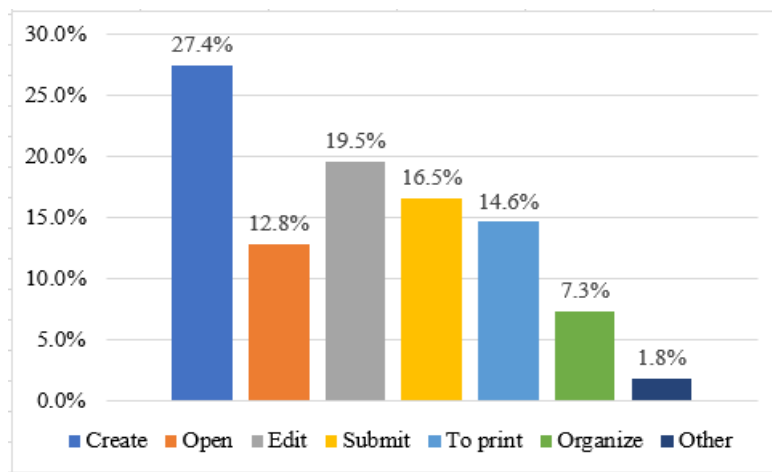
Figure 6. Percentage of use of office automation tools in the classroom

The students were asked which of these office tools do they use frequently for their academic activities? 45.9% use the Word tool, 29.5% Excel, 24.6% PowerPoint, as shown in figure 7.



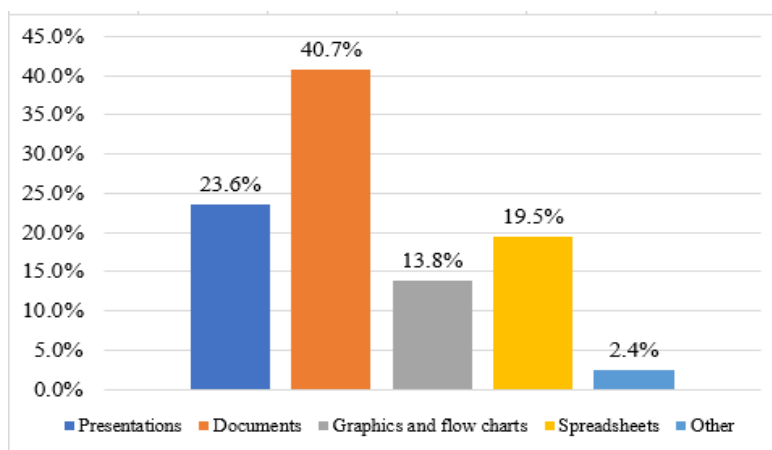
**Figure 7. Office tools using frequently for your academic activities**

In this way, it was asked: Which tools do you use the most from the tools that I selected earlier? 27.4% use it to create, 12.8% to open files, 19.5% edit, 16.5% send, 14.6% print, 7.3% organize, 1.8% use other tools, as shown in figure 8.



**Figure 8. Of the tools that I have selected previously, which functions do you use the most?**

From the previous question, what type of school work is done with the office tools? 23.6% make presentations, 40.7% documents, 13.8% Graphics and flow charts, 19.5% Spreadsheets, 2.4% Other types of jobs, as shown in figure 9.



**Figure 9. Type of school work with the office tools**

Finally, he asked himself, how many hours do you spend approximately to develop your school work? 23% answered that less than one hour, 65.6% between one and two hours, 11.5% more than three hours, as shown in figure 10.

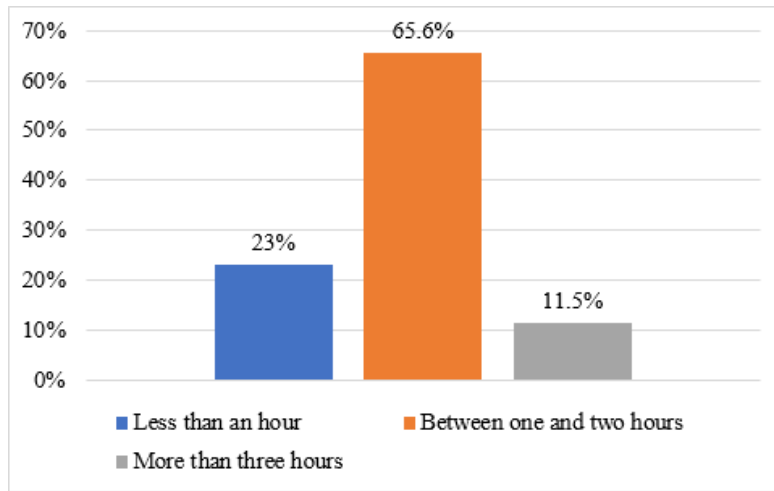


Figure 10. Percentage of time spend approximately to develop your school work

## CONCLUSION

It can be concluded that, on the part of the students, it can be observed that the office tools are very useful for the development of activities inside and outside the classroom. Also, we have that the most used office tool by students is the Word tool with 49.5% of the total of the surveys, within this context, we have that a certain tool is used to create, edit, organize or print, various school works.

From the above, it is appreciated that this type of office tools meets the needs of students for the development of various resources such as presentations, documentation, graphics, spreadsheets, among other types. In this way, technological tools play an important role within the education of the student, knowing and using this type of software, gives an opportunity to compete within an educational and work system.

Finally, incorporating this type of technology in the daily life of the student will open a panorama of opportunities inside and outside the school, giving as its own benefits the work together, as well as the exchange of ideas for the development of works. Thus, digitalization is one of the technical keys of the information society, a process that has given rise to new media; new ways of producing, storing and disseminating information and has substantially modified interpersonal relationships and production, education and entertainment systems (Crovi, 2002).

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