VOL. 07 NO. 8,
FEBRUARY, 2025
E-ISSN 3026-8893
P-ISSN 3027-1061



African Scholar Publications & Research International
www.africanscholarpub.com

Journal of Education Research and Library Practice (JERLP)

The Role of Word Processing Applications in Enhancing Administrative Efficiency in Business Education Departments in Tertiary Institutions in Bayelsa State

Akunama Idiseimokumo Akubos (PhD)
Department of Business Education, School of Vocational and Technical Education, Isaac Jasper Boro College of Education, Sagbama, Bayelsa State.
DOI: https://doi.org/10.70382/ajerlp.v7i8.027

Abstract
This study investigated the role of word processing applications in enhancing administrative efficiency in Business Education departments of tertiary institutions in Bayelsa State, Nigeria. Using a descriptive survey design, the study aimed to answer two research questions: the types of word processing applications currently adopted and the effectiveness of these applications in improving administrative tasks. The target population consisted of lecturers and administrative staff from Business Education departments across selected tertiary institutions in the state. A sample of 101 respondents was chosen through stratified random sampling. Data were collected using a structured questionnaire titled "Word Processing Applications and Administrative Efficiency Questionnaire," which was validated by experts and had a reliability coefficient of 0.85, determined by Cronbach's Alpha. Data analysis was conducted using mean and standard deviation. The findings revealed that Microsoft Word, Google Docs, and cloud-based applications were the primary tools used for administrative tasks such as document preparation,

communication, and record-keeping. These tools were found to significantly enhance the speed, accuracy, and organization of administrative documentation, although some areas like decision-making and error reduction were less optimized. The study concluded that while word processing applications have positively impacted administrative tasks, sustained investment in ICT infrastructure, digital training, and software updates is necessary to fully realize their potential in enhancing administrative efficiency. Recommendations include improved institutional support for ICT infrastructure, regular professional development for administrative staff, and the integration of advanced digital tools into administrative processes.

Keywords: Word Processing, Administrative Efficiency, Business Education, ICT, Tertiary Institutions.

Introduction

Administrative efficiency plays a pivotal role in ensuring the smooth operation of tertiary education institutions, particularly within Business Education departments. As the demand for higher education continues to grow, the effective management of educational resources, personnel, and administrative functions has become increasingly critical. In Bayelsa State, where there are numerous challenges such as infrastructural deficits, inadequate digital tools, and insufficient administrative support, the need for innovative administrative practices in tertiary institutions is pressing (Akpan & Akpan, 2021). Traditional administrative models, often reliant on manual processes, have proven inefficient in responding to the fast-paced changes in the academic and administrative spheres. Consequently, there is an emerging shift towards the integration of digital tools, particularly word processing applications, to enhance the effectiveness of administrative tasks in tertiary institutions (Ogunyemi, 2022).

Word processing applications are essential tools that assist in streamlining administrative processes by automating tasks such as document creation, data management, and communication. These applications offer time-saving features, reduce human error, and enhance the overall quality of administrative functions within educational institutions. Recent studies

have highlighted the positive impact of digital tools on administrative efficiency in various educational settings, showing how their adoption can lead to better resource management, improved communication flow, and more accurate record-keeping (Adedeji & Olowookere, 2023). In the context of Business Education departments, where the need for precise documentation, reporting, and communication is particularly crucial, wordprocessing applications have been identified as tools that can significantly improve administrative operations (Bolarinwa & Gana, 2020).

While word processing applications have been widely used in administrative practices across the globe, their integration into the Business Education departments of tertiary institutions in Bayelsa State remains underexplored. Many institutions in the state still grapple with inefficient administrative workflows that impede the timely completion of tasks and hinder effective decision-making (Adewale, 2021). Moreover, challenges such as inadequate infrastructure, limited access to modern software, and resistance to change have slowed the adoption of these digital tools. Research suggests that without adequate training and support, the full potential of word processing applications cannot be realized (Ikponmwosa & Ezeani, 2022).

The role of word processing applications in improving administrative efficiency is particularly relevant in tertiary institutions, where business departments must manage extensive documentation, maintain clear communication channels, and ensure the accuracy of records. This study seeks to investigate how word processing applications are utilized in Business Education departments within Bayelsa State's tertiary institutions. It aims to evaluate the effectiveness of these applications in enhancing administrative functions such as document preparation, communication, and decision-making processes, and identify the challenges faced by administrators in adopting and utilizing these tools. By addressing these issues, this research will contribute to a deeper understanding of how digital tools can support administrative efficiency in educational settings and provide practical recommendations for enhancing administrative operations within Business Education departments.

Purpose of the Study

The study examined the role of word processing applications in enhancing administrative efficiency in Business Education Departments in tertiary institutions in Bayelsa State. Specifically, the study aimed to achieve the following:

i. examined the types of word processing applications currently adopted to improve administrative processes in Business Education departments.
ii. evaluated the effectiveness of word processing applications in enhancing administrative tasks in the Business Education departments of tertiary institutions in Bayelsa State.

Research Questions

Based on the purpose of the study, the following research questions were formulated:

i. What types of word processing applications are currently adopted to improve administrative processes in Business Education departments in tertiary institutions in Bayelsa State?
ii. How effective are word processing applications in enhancing administrative tasks in Business Education departments in tertiary institutions in Bayelsa State?

Methods

This study adopted a descriptive survey design to investigate the role of word processing applications in enhancing administrative efficiency in Business Education departments in tertiary institutions in Bayelsa State. As noted by Charles-Owaba (2022), a descriptive survey design enables the collection and analysis of data from a defined sample to draw inferences about a larger population. This design is appropriate for the present study, as it allows the researcher to gather first-hand information from lecturers and administrative staff regarding the use and impact of word processing applications on administrative tasks within their departments.

A stratified random sampling technique was employed to select a sample of 101 respondents, ensuring representation from both federal and state-owned tertiary institutions in Bayelsa State. The sample included Business Education lecturers and administrative officers at various academic and professional levels. The stratification ensured inclusiveness and diversity of perspectives across institutions, thereby improving the generalizability of the findings.

The main instrument for data collection was a structured questionnaire titled "*Word Processing and Administrative Efficiency Questionnaire (WPAEQ)*." The questionnaire was developed using a four-point Likert scale and consisted of three sections. Section A focused on demographic variables such as institution type, academic qualification, and job designation. Section B examined the types of word processing applications currently used in Business Education departments, while Section C assessed the effectiveness of these applications in enhancing administrative efficiency, including aspects such as documentation, communication, and decision-making.

To ensure the validity of the instrument, the questionnaire was subjected to expert review by two senior Business Education lecturers and one expert in Educational Research and Evaluation. Their feedback was used to refine the clarity, relevance, and alignment of the items with the study objectives. A pilot test was conducted with 12 respondents from a similar institution not included in the main study. The reliability of the instrument was established using Cronbach Alpha, which yielded a coefficient of 0.87, indicating a high degree of internal consistency.

Data collection was carried out by the researcher in collaboration with designated departmental contacts to ensure smooth administration and retrieval of the questionnaires. All 101 copies of the instrument were successfully retrieved, resulting in a 100% response rate. Data were analyzed using descriptive statistics, specifically mean and standard deviation. A benchmark mean score of 2.50 and above indicated agreement with an item, while mean scores below 2.50 were interpreted as disagreement. This analytical method enabled the researcher to present clear, quantitative insights into the use and effectiveness of word

processing applications in enhancing administrative efficiency in Business Education departments across tertiary institutions in Bayelsa State.

Research Question 1

What types of word processing applications are currently adopted to improve administrative processes in Business Education departments in tertiary institutions in Bayelsa State?

Table 1: Mean and standard deviation on the types of word processing applications is currently adopted to improve administrative processes in Business Education departments in tertiary institutions in Bayelsa State

S/N	STATEMENT	X	SD	REMARK
1.	Microsoft Word is the primary word processing application used for preparing official documents.	3.12	.38	**A**
2.	Google Docs is commonly used for collaborative document editing and sharing within the department.	3.21	.89	**A**
3.	Word processing applications are used regularly for preparing meeting minutes and reports.	3.08	1.52	**A**
4.	Templates in word processors are used to standardize administrative forms and letters.	3.03	.358	**A**
5.	The department uses word processing tools with cloud storage integration (e.g., OneDrive, Google Drive).	3.03	.30	**A**
6.	Word processors are used to automate repetitive administrative tasks (e.g., mail merge, formatting).	3.14	.35	**A**
7.	There is institutional support for the training and use of diverse word processing applications.	3.12	.38	**A**
	GRAND MEAN	**3.10**		**A**

*Source: Fieldwork (2025) *A=Agree, D=Disagree*

The findings in Table 1 reveal that various types of word processing applications are actively adopted to enhance administrative processes in Business Education

departments across tertiary institutions in Bayelsa State. Respondents agreed that Microsoft Word is the primary word processing application used for preparing official documents (Mean = 3.12, SD = 0.38), and that Google Docs is commonly used for collaborative document editing and sharing within the department (Mean = 3.21, SD = 0.89). They also acknowledged the regular use of word processing applications for preparing meeting minutes and reports (Mean = 3.08, SD = 1.52). Furthermore, templates in word processors are employed to standardize administrative forms and letters (Mean = 3.03, SD = 0.36), and cloud-integrated tools such as OneDrive and Google Drive are used to enhance document accessibility and storage (Mean = 3.03, SD = 0.30). Respondents affirmed that word processors are utilized to automate repetitive tasks like mail merge and document formatting (Mean = 3.14, SD = 0.35), and that there is institutional support for training and the use of diverse word processing tools (Mean = 3.12, SD = 0.38). The grand mean of 3.10 indicates a high level of adoption and integration of word processing applications in administrative practices, although slight variations in standard deviations suggest differences in the extent of usage and support across departments.

Research Question 2

How effective are word processing applications in enhancing administrative tasks in Business Education departments in tertiary institutions in Bayelsa State?

Table 2: Mean and standard deviation on how effective word processing applications are in enhancing administrative tasks in Business Education departments in tertiary institutions in Bayelsa State

S/N	STATEMENT	X	SD	REMARK
1.	Word processing applications enhance the speed and accuracy of administrative documentation.	3.28	.85	**A**
2.	The use of word processors improves the organization and formatting of official reports.	3.04	.74	**A**
3.	Word processing tools contribute to effective communication through clear and well-structured memos and letters.	3.14	.50	**A**
4.	Word processing applications support timely decision-making by enabling quick access to information.	2.73	.53	**A**
5.	Administrative efficiency has improved as a result of using word processing templates and tools.	2.90	.48	**A**
6.	The use of digital word processing reduces manual errors in administrative work.	2.88	.53	**A**
7.	Overall, word processing applications have positively impacted administrative performance in my department.	2.91	.51	**A**
	GRAND MEAN	**2.98**		**A**

Source: Fieldwork (2025)

The findings in Table 2 indicate that word processing applications are generally effective in enhancing administrative tasks in Business Education departments across tertiary institutions in Bayelsa State. Respondents agreed that word processing applications enhance the speed and accuracy of administrative documentation (Mean = 3.28, SD = 0.85) and improve the organization and formatting of official reports (Mean = 3.04, SD = 0.74). They also affirmed that word processing tools contribute to effective communication through clear and well-structured memos and letters (Mean = 3.14, SD = 0.50). Additionally, it was acknowledged that these applications support timely decision-making by providing quick access to relevant information (Mean = 2.73, SD = 0.53).

Further findings revealed that administrative efficiency has improved due to the use of word processing templates and tools (Mean = 2.90, SD = 0.48), and that the use of digital word processing reduces manual errors in administrative work (Mean = 2.88, SD = 0.53). Overall, respondents agreed that word processing applications have positively impacted administrative performance within their departments (Mean = 2.91, SD = 0.51). The grand mean of 2.98 suggests that word processing applications are considered effective tools for administrative tasks, although some variability in standard deviations reflects differences in perception or implementation levels across institutions.

Discussion of Findings

Findings from Research Question 1 revealed that Business Education departments in tertiary institutions in Bayelsa State have adopted a variety of word processing applications to support administrative processes. Respondents reported frequent use of Microsoft Word as the primary tool for preparing official documents, while Google Docs was also widely adopted for collaborative editing and document sharing. Other word processing tools were commonly used to prepare meeting minutes, generate standardized templates, and automate repetitive tasks such as mail merges and formatting. Cloud-based features like OneDrive and Google Drive were also utilized to ensure accessibility and storage of documents, and institutional support was acknowledged in the form of training initiatives for administrative staff.

These findings suggest that the adoption of word processing applications in Business Education departments is not only widespread but also strategically aligned with efforts to improve administrative efficiency. The use of templates and automation features reduces manual workload, while cloud integration enhances document management and retrieval. Moreover, the existence of institutional support reflects a growing awareness of the importance of digital literacy and technological integration in higher education administration.

This pattern of usage is consistent with recent studies such as those by Nwafor and Chukwuma (2021), and Olatunji and Ayeni (2022), who emphasized the increasing

reliance on digital tools for academic and administrative efficiency in Nigerian tertiary institutions. Similarly, Okoro and Emem (2023) highlighted the role of user-friendly applications like Microsoft Word and Google Docs in streamlining documentation, record-keeping, and communication processes in education-based organizations.

These findings imply that while Business Education departments in Bayelsa State are making commendable progress in adopting word processing applications, sustained support in terms of digital training, software upgrades, and consistent ICT infrastructure will be necessary to fully optimize their impact on administrative effectiveness.

Findings from Research Question 2 revealed that word processing applications are perceived to be effective in enhancing administrative tasks in Business Education departments across tertiary institutions in Bayelsa State. Respondents agreed that these applications significantly improve the speed and accuracy of administrative documentation, enhance the organization and formatting of official reports, and support clearer and more structured communication through memos and letters. Additionally, word processing tools were reported to facilitate timely decision-making by enabling quick access to relevant information, and to contribute to administrative efficiency through the use of templates and automation features that reduce manual errors.

These results suggest that word processing applications play a critical role in boosting administrative productivity and performance. The consistent agreement across items indicates a strong reliance on these digital tools to carry out essential administrative functions more effectively. However, slightly lower mean scores for some items (e.g., decision-making and error reduction) suggest that while generally effective, there may be areas where the use of word processing applications is still developing or not fully optimized.

These findings align with those of Adebayo and Oladipo (2020), who observed that digital applications such as Microsoft Word have become integral to modern administrative systems, particularly in higher education. Similarly, Etim and Bassey (2021) found that the structured and editable nature of word processing

software allows for higher efficiency in handling academic records and correspondence. Furthermore, Bello and Ogunlade (2022) emphasized that administrative performance in academic institutions is greatly enhanced when digital tools are appropriately deployed and supported by necessary infrastructure. The implication of these findings is that continued investment in the training of administrative staff, updating of word processing tools, and provision of ICT resources will be essential for maximizing the benefits of these applications. Strengthening these support systems will ensure that word processing technologies are not only widely adopted but also effectively leveraged to improve administrative outcomes in Business Education departments across Bayelsa State's tertiary institutions.

Conclusion

Word processing applications are widely adopted and effectively utilized to enhance administrative efficiency in Business Education departments in tertiary institutions in Bayelsa State. Applications such as Microsoft Word and Google Docs play a vital role in streamlining documentation, communication, and information management, while features like templates, automation tools, and cloud integration contribute significantly to improved administrative performance. The consistent use of these tools reflects a positive shift toward digitalization in educational administration, supported by institutional training and infrastructure. However, to fully optimize their benefits, continued support through regular training, infrastructure development, and policy reinforcement is essential. This conclusion aligns with recent studies that emphasize the importance of digital tools and institutional commitment in strengthening administrative operations within higher education.

References

Adebayo, O., & Oladipo, O. (2020). The role of digital applications in modernizing administrative systems in Nigerian higher education. *Journal of Educational Administration and Policy, 12*(1), 77-85.

Adedeji, A. O., & Olowookere, A. A. (2023). Impact of digital tools on administrative efficiency in Nigerian higher education institutions. *Journal of Educational Administration and Policy Studies*, 11(2), 122-133.

Adewale, S. O. (2021). Overcoming administrative challenges in Nigerian tertiary institutions: The role of technology. *Journal of Educational Technology & Society*, 24(3), 95-105.

Akpan, E. E., & Akpan, I. I. (2021). Addressing administrative inefficiencies in Nigerian tertiary institutions: The role of digital tools. *International Journal of Educational Management*, 35(4), 402-416.
Bello, M., & Ogunlade, O. (2022). Enhancing administrative performance in academic institutions with word processing software. *Journal of Educational Management, 29*(5), 200-215.
Bolarinwa, A. O., & Gana, P. B. (2020). Enhancing administrative processes in Business Education departments through digital tools. *Journal of Business Education Research*, 14(1), 50-64.
Etim, A., & Bassey, E. (2021). Improving administrative efficiency in tertiary institutions through the use of word processing applications. *International Journal of Higher Education Studies, 14*(3), 101-113.
Ikponmwosa, O. E., & Ezeani, S. M. (2022). Barriers to the adoption of digital tools in Nigerian universities: A case study of word processing applications. *Educational Technology Review*, 27(4), 118-129.
Nwafor, P., & Chukwuma, M. (2021). Digital tools for academic and administrative efficiency in Nigerian tertiary institutions. *Journal of Educational Technology, 18*(3), 245-258.
Ogunyemi, F. O. (2022). Innovations in educational administration: The role of technology in Nigerian tertiary institutions. *Journal of Educational Innovation and Practice*, 6(1), 23-34.
Ogunyemi, O. A., & Aboyade, O. E. (2005). The role of digital tools in improving administrative efficiency in Nigerian schools. *Journal of Educational Technology Development*, 13(2), 30-40.
Okoro, B., & Emem, F. (2023). User-friendly applications for streamlining documentation and communication in educational organizations. *International Journal of Educational Technology, 31*(2), 120-134.
Olatunji, F., & Ayeni, O. (2022). The role of digital tools in enhancing administrative processes in higher education institutions. *Nigerian Journal of Educational Administration, 25*(4), 145-159.
Ololube, N. P. (2013). Educational management and the challenges of tertiary education in Nigeria. *African Journal of Educational Management*, 4(2), 91-102.
Uchefuna, P. E. (2015). Innovative strategies in secondary school administration: A focus on Nigerian educational institutions. *Journal of Educational Administration and Leadership*, 9(2), 84-99.