

DIGITAL WORK ETHICS AND THEIR INTEGRATION INTO OFFICE TECHNOLOGY AND MANAGEMENT EDUCATION CURRICULUM IN TAI SOLARIN FEDERAL UNIVERSITY OF EDUCATION

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Abstract

This study examined the level of integration of digital work ethics into Office Technology and Management (OTM) Education curriculum in Tai Solarin Federal University of Education (TASFUED). Four research questions and two null hypotheses guided the study. A descriptive and correlational survey research designs was adopted to achieve the purpose of the study. The population were 1,302 respondents, consisting of 1,283 students and 19 lecturers. A sample of 306 respondents was selected using a simple random sampling technique. Data were collected through a structured questionnaire, titled: Digital Work Ethics and Curriculum Integration Questionnaire (DWECIQ). The instrument was validated by experts, while a reliability was established using Cronbach's Alpha, which yielded a coefficient value of 0.82. Data were analyzed using Mean, Standard Deviation, and Chi-square statistics with the aid of SPSS. The findings revealed that digital work ethics are essential for OTM professional practice but are only moderately integrated into the OTM curriculum. The authors of the study recommended, among others, that there should be a periodic review of OTM curriculum.

Keywords: Digital Work Ethics, Office Technology and Management, Professional Practice, Curriculum Integration, Digital Technology, Ethics Education,

Introduction

The modern workplace has experienced significant changes due to the increasing utilization and adoption of digital technology in performing office and organizational tasks. Many organizations now depend on computers, internet facilities, electronic communication systems, and digital platforms to perform daily operations effectively. This shift towards digitalization has changed how employees work, communicate, store information, and make decisions. As a result, workers are expected not only to possess technical skills but also to demonstrate responsible and ethical behaviour when using digital tools and handling organizational information. The rapid advancement of digital technology has significantly transformed the nature of work in contemporary organizations. Modern offices now rely heavily on digital tools such as computers, internet services, electronic mail, cloud storage systems, and specialized office software for communication, record keeping, and decision-making (Akinwale & Okotoni, 2020). As a result, the workplace has become increasingly digital, requiring employees to possess not only technical skills but also strong ethical values that guide responsible and professional behavior in the use of digital resources. As a result of this digital transformation, the workplace has become increasingly technology-driven, requiring employees to possess not only technical competencies but also strong ethical values that guide responsible and professional behavior in the use of digital resources (Oladipo, 2022).

Employees are now expected to handle sensitive information electronically, communicate professionally through digital platforms, and comply with organizational policies governing data protection and information security (Bamidele, 2021). The absence of appropriate digital work ethics may lead to challenges such as data breaches, unauthorized access to information, cyber misconduct, and loss of public trust in organizations (Okeke & Eze, 2019). Therefore, the integration of ethical principles into digital work practices has become a critical requirement for effective, accountable, and sustainable organizational operations in the modern digital era (Onifade & Bello, 2021). Digital work ethics refer to the moral principles and standards that regulate the use of digital technologies in the workplace. These ethics include data privacy and confidentiality, integrity, accountability, responsible use of information, respect for intellectual property, and professionalism in online communication (Oladipo, 2022). In secretarial administration, where practitioners are entrusted with sensitive organizational information and act as custodians of official records, adherence to digital work ethics is particularly crucial. Unethical digital practices such as unauthorized access to information, misuse of digital data, and unprofessional online conduct can negatively affect organizational credibility and efficiency (Okeke & Eze, 2019). The increasing reliance on digital systems in office administration has heightened ethical risks associated with information handling and electronic communication. Office Technology and Management (OTM) professionals regularly interact with confidential files, digital databases, emails, and online communication platforms, making them vulnerable to ethical challenges such as data manipulation, identity theft, and cyber irresponsibility if proper ethical guidelines are not followed (Bamidele, 2021). The failure to uphold digital work ethics may result in organizational data breaches, loss of stakeholder confidence, and reputational damage, which can undermine organizational performance and sustainability (Akinwale & Okotoni, 2020). Therefore, cultivating strong ethical awareness and responsible digital behavior among Office Technology and Management Professionals is essential for maintaining professionalism and trust in the modern digital workplace (Onifade & Bello, 2021). Bamidele (2021) opined that OTM plays an important role in the effective functioning of organizations through the management of correspondence, handling of confidential documents, coordination of office activities, and support for managerial decision-making. With the integration of digital technologies into office operations, the role of the OTM professionals has expanded to include the ethical management of digital information systems. This development underscores the need for adequate training in digital work ethics during formal education at the tertiary level. The increasing complexity of digital office environments requires OTM professionals to demonstrate a high level of ethical awareness and professionalism in the use of digital tools. They are expected to comply with organizational policies on data protection, confidentiality, and information security while maintaining accuracy and integrity in record keeping (Okeke & Eze, 2019). Inadequate training in digital work ethics may expose organizations to risks such as data leakage, unauthorized access to information, and misuse of digital resources. Consequently, there is a growing need for formal training in digital work ethics at the tertiary education level to ensure that future OTM professionals are well-equipped to handle ethical challenges in digitally driven workplaces (Onifade & Bello, 2021).

Office Technology and Management, a core aspect of business education programme currently offered in Tai Solarin Federal University of Education, are expected to equip students with the knowledge, skills, and ethical values required for effective performance in the modern workplace. The curriculum for OTM are expected to reflect current technological advancements, workplace realities, and emerging ethical demands associated with digital office environments (Alabi, 2018). A well-structured curriculum should not only emphasize technical proficiency in the use of digital tools but also promote ethical awareness, responsible digital behavior, and professional conduct among students.

However, studies have shown that in many higher institutions, greater emphasis is placed on the acquisition of technical competencies, while ethical issues related to digital work practices receive limited attention within the curriculum (Onifade & Bello, 2021). This imbalance may result in graduates who are technologically skilled but inadequately prepared to address ethical challenges such as data privacy violations, misuse of digital information, and unprofessional online communication. In line with the goals of tertiary education as stated in the Education Policy Document of the Federal Republic of Nigeria (FRN), tertiary institutions are expected to develop students' moral and ethical values coupled with professional skills (FRN, 2020). Consequently, the effective inclusion of digital work ethics in the OTM curriculum is salient to bridge the gap between technical knowledge and ethical competence, thereby producing graduates who can function responsibly and professionally in digitally driven organizational settings (Oladipo, 2022).

The integration of digital work ethics in the OTM curriculum is essential for producing graduates who are both digitally competent and ethically responsible. According to the Education Policy Document of the FRN, tertiary education should focus on developing sound moral values alongside the acquisition of relevant professional skills needed for national development (FRN, 2020). Proper integration of digital work ethics into the curriculum would enhance students' professionalism, promote responsible digital behavior, and improve their employability in an increasingly competitive and technology-driven labour market. Embedding digital work ethics into the OTM curriculum would enable students to develop critical ethical decision-making skills required in modern office environments. As would-be OTM professionals, students must be adequately prepared to handle ethical dilemmas related to data privacy, information security, intellectual property, and professional online conduct (Oladipo, 2022). Exposure to structured ethical training during their academic programme would help students internalize acceptable digital work practices and reduce the likelihood of unethical behavior in the workplace (Onifade & Bello, 2021). Consequently, curriculum integration of digital work ethics serves as a proactive approach to bridging the gap between academic training and workplace expectations. Therefore, this study examines digital work ethics and its integration into OTM curriculum in Tai Solarin Federal University of Education.

Statement of the Problem

The increasing digitalization of office operations has placed greater ethical demands on OTM professionals who are required to handle sensitive information, manage electronic records, and communicate professionally through digital platforms. Despite the growing importance of digital work ethics in modern organizations, concerns have been raised about the ethical preparedness of many graduates of OTM. Evidence from workplaces suggests that some graduates lack adequate knowledge and practical understanding of digital work ethics required for responsible and professional conduct in digitally driven office environments. Ethical challenges such as misuse of organizational data, unauthorized access to confidential information, cyber irresponsibility, and poor digital professionalism have become common issues in contemporary workplaces.

These problems often arise from insufficient ethical training during formal education, particularly in relation to the use of digital technologies. When OTM fails to adhere to ethical standards in digital work practices, organizations may experience data breaches, loss of trust, reduced efficiency, and reputational damage. They appear to be inadequate or unclear inclusion of digital work ethics within the OTM curriculum in some higher institutions, including Tai Solarin Federal University of Education. While the curriculum emphasizes technical competencies and digital skills, limited attention seems to be given to ethical issues associated with digital office practices. This gap between technical training and ethical orientation may result in graduates who are skilled in the use of digital tools but insufficiently equipped to address ethical challenges in the workplace.

The consequences of these gaps are far-reaching, affecting workplace efficiency, professionalism, and organizational integrity. Without proper integration of digital work ethics into the OTM curriculum, graduates may struggle to meet the ethical expectations of modern employers. Therefore, this study seeks to critically examine digital work ethics and integration in OTM curriculum to determine and propose strategies for improvement.

Purpose of the Study

The overall aim of this study was to examine digital work ethics and integration into OTM curriculum in Tai Solarin Federal University of Education. The specific goals of the study were to examine:

1. the level of digital work ethics conceptualization in the context of modern organizational practices at Tai Solarin Federal University of Education.
2. the digital work ethics that are relevant to OTM in contemporary office environments.
3. the extent to which digital work ethics are integrated into OTM curriculum at Tai Solarin Federal University of Education.
4. the benefits of integrating digital work ethics into OTM curriculum at Tai Solarin Federal University of Education.
5. appropriate strategies for improving the integration of digital work ethics into OTM curriculum at Tai Solarin Federal University of Education.

Research Questions

The following research questions guided this study:

Research Question 1: What is the level of digital work ethics conceptualization in the context of modern organizational practices at Tai Solarin Federal University of Education?

Research Question 2: What is the extent to which digital work ethics are relevant to OTM in contemporary office environments?

Research Question 3: What is the extent to which digital work ethics are integrated into OTM curriculum at Tai Solarin Federal University of Education?

Research Question 4: What are the benefits of integrating digital work ethics into OTM curriculum at Tai Solarin Federal University of Education?

Research Question 5: What are the appropriate strategies for improving the integration of digital work ethics into OTM curriculum at Tai Solarin Federal University of Education?

Research Hypotheses

The following hypotheses were tested at a 0.05 level of significance:

***Research Hypothesis 1:* There is no significant relationship between digital work ethics and its integration into OTM education in Tai Solarin Federal University of Education.**

***Research Hypothesis 2:* There is no significant relationship between integration of digital work ethics and perceived benefits of OTM education at Tai Solarin Federal University of Education.**

Methods

Research Design

Descriptive and correlational survey research designs were adopted for this study. These designs were considered appropriate because they described and facilitates the existing phenomena without any manipulation or bias on individual respondents' views, opinions and samples on the subject matter.

Participants and Sample

The population for this study were one thousand three hundred and two (1,302) students (1,283), which are the direct recipients of curriculum content and lecturers (19), which are responsible for curriculum delivery and implementation. Simple random sampling technique was used to select the sample. This technique was considered appropriate because it gives every member of the population an equal and independent chance of being selected, thereby reducing bias and ensuring fairness in the selection process. A sample size of 156 respondents was selected from the total population of 1,302.

Data collection instrument

The study used researcher-developed instrument, titled “Digital Work Ethics and Curriculum Inclusion Questionnaire (DWECIQ)”. It is a self-structured questionnaire to obtain relevant information from respondents on digital work ethics and its inclusion in the OTM curriculum in Tai Solarin Federal University of Education. The questionnaire requested responses on a four-point Likert scale format.

Validation and Reliability of Instruments

To ensure the content validity, a copy of the instruments was made available to the experts in the related field for corrections. Reliability of the instruments were assessed using Cronbach’s alpha and to determine the reliability of the instrument a pilot study was conducted using a small sample of respondents who were not part of the main study but shared similar characteristics. The data retrieved were analyzed using Cronbach’s alpha of 0.82 was reported as the reliability coefficient of the instruments.

Method of Data Collection and Analysis

The IBM-SPSS version 23.0 were used as the statistical package. The statistics used for data analysis were mean, standard deviation, and Chi-square. Mean and standard deviation statistics were used to answer the research questions raised to guide the study. The hypotheses formed were tested using a Chi-square (χ^2) statistic at a 0.05 level of significance. The decision rule was to reject the null hypothesis (H_0) if a probability value was lesser than 0.05; otherwise, the null hypothesis was not rejected.

Results

Answering Research Questions

Research Question 1: What is the level of digital work ethics conceptualization in the context of modern organizational practices at Tai Solarin Federal University of Education?

Table 1: Mean and Standard Deviation on the Level of Digital Work Ethics Conceptualization in the Context of Modern Organizational Practices.

S/N	Items	Mean	SD	Remark
1	Maintaining confidentiality of digital information is essential in Office Technology work.	3.55	0.65	Accepted
2	Office Technologist should protect organizational data from unauthorized access.	3.60	0.60	Accepted
3	Professionalism should be maintained when using emails and digital communication platforms.	3.49	0.68	Accepted
4	Accountability is necessary when handling digital records.	3.51	0.67	Accepted
5	Respect for privacy is an important aspect of digital work ethics.	3.53	0.67	Accepted
6	Integrity should guide the use of digital office technologies.	3.50	0.67	Accepted
7	Unauthorized sharing of official information is unethical.	3.61	0.61	Accepted
8	Office Technologist should comply with organizational digital policies.	3.56	0.63	Accepted
	Grand Mean		3.54	

Note. SD = Standard Deviation.

Table 1 shows that all the identified digital work ethics items were accepted by the respondents. The highest mean score was recorded for the statement that unauthorized sharing of official information is unethical (Mean = 3.61), followed by OTM professionals should protect organizational data from unauthorized access (Mean = 3.60). The least rated item was professionalism should be maintained when using emails and digital communication platforms (Mean = 3.49), although it was still above the criterion mean of 2.50. The grand mean of 3.54 indicates that respondents strongly agreed that confidentiality, data protection, professionalism, accountability, privacy, integrity, responsible information sharing, and compliance with digital policies are essential digital work ethics required in OTM.

Research Question 2: What is the extent to which digital work ethics are relevant to OTM in contemporary office environments?

Table 2: Mean and Standard Deviation the Extent to which Digital Work Ethics Are Relevant to OTM in Contemporary Office Environments.

S/N	Items	Mean	SD	Remark
9	Digital work ethics are adequately taught in Office Technology and Management courses.	2.82	0.91	Accepted
10	The curriculum includes topics on data privacy and confidentiality.	2.83	0.94	Accepted
11	Students receive adequate training on ethical use of digital technologies.	2.76	0.92	Accepted
12	Lecturers emphasize ethical issues during practical ICT courses.	2.81	0.93	Accepted
13	The curriculum prepares students for ethical challenges in digital workplaces.	2.74	0.93	Accepted
14	Digital ethics is integrated into office technology courses.	2.75	0.94	Accepted
	Grand Mean		2.78	

Note. SD = Standard Deviation.

Table 2 indicates that respondents agreed that digital work ethics are included to some extent in the OTM curriculum. The highest-rated item was that the curriculum includes topics on data privacy and confidentiality (Mean = 2.83), while the lowest-rated item was that the curriculum prepares students for ethical challenges in digital workplaces (Mean = 2.74). The grand mean of 2.78 suggests that digital work ethics are present within the curriculum; however, the relatively moderate mean scores indicate that there is still room for improvement in terms of deeper integration and practical application.

Research Question 3: What is the extent to which digital work ethics are integrated into OTM curriculum at Tai Solarin Federal University of Education?

Table 3: Mean and Standard Deviation the Extent to which Digital Work Ethics Are Integrated into OTM Curriculum.

S/N	Items	Mean	SD	Remark
15	The current curriculum emphasizes technical skills more than ethical issues.	3.36	0.78	Accepted
16	There are inadequate teaching materials on digital work ethics.	3.40	0.75	Accepted
17	Insufficient lecturer training affects teaching of digital work ethics.	3.34	0.78	Accepted
18	Limited curriculum review affects inclusion of digital work ethics.	3.40	0.74	Accepted
19	Inadequate ICT facilities hinder teaching of digital work ethics.	3.43	0.76	Accepted
20	There is inadequate awareness of digital ethics among students.	3.31	0.79	Accepted
	Grand Mean		3.37	

Note. SD = Standard Deviation.

Table 3 reveals that all the identified factors were considered major challenges affecting the integration of digital work ethics in the OTM curriculum. The highest-rated challenges were inadequate ICT facilities hindering the teaching of digital work ethics (Mean = 3.43), followed by inadequate teaching materials on digital work ethics and limited curriculum review affecting inclusion of digital work ethics (Mean = 3.40 each). The least-rated challenge was inadequate awareness of digital ethics among students (Mean = 3.31), although it was still accepted as a significant challenge. The grand mean of 3.37 indicates that respondents agreed that curriculum structure, availability of instructional resources, lecturer preparedness, ICT facilities, and student awareness are important barriers limiting effective integration of digital work ethics into OTM education.

Research Question 4: What are the benefits of integrating digital work ethics into OTM curriculum at Tai Solarin Federal University of Education?

Table 4: Mean and Standard Deviation on the Benefits of Integrating Digital Work Ethics into OTM Curriculum.

S/N	Items	Mean	SD	Remark
21	Including digital work ethics will improve students' professionalism.	3.57	0.64	Accepted
22	Including digital work ethics will prepare graduates for ethical challenges in the workplace.	3.59	0.62	Accepted
23	Including digital work ethics will promote responsible use of digital technologies.	3.61	0.61	Accepted
24	Including digital work ethics will reduce unethical digital practices among graduates.	3.55	0.63	Accepted
25	Including digital work ethics will improve graduates' employability.	3.56	0.64	Accepted
26	Including digital work ethics will strengthen public trust in professionals.	3.54	0.64	Accepted
	Grand Mean		3.57	

Note. SD = Standard Deviation.

Table 4 shows that respondents strongly agreed that including digital work ethics in the OTM curriculum will produce several benefits. The highest-rated benefit was that digital work ethics will promote responsible use of digital technologies (Mean = 3.61), followed by preparing graduates for ethical challenges in the workplace (Mean = 3.59). The lowest-rated item was strengthening public trust in OTM professionals (Mean = 3.54), although it was still accepted by respondents. The grand mean of 3.57 indicates that respondents perceived digital work ethics as essential for improving professionalism, workplace readiness, ethical technology use, employability, and the reputation of OTM professionals. Although not stated as a separate research question, items 27–30 examined possible strategies for strengthening digital work ethics integration in OTM education.

Research Question 5: What are the appropriate strategies for improving the integration of digital work ethics into OTM curriculum at Tai Solarin Federal University of Education?

Table 5: Mean and Standard Deviation the Appropriate Strategies for Improving the Integration of Digital Work Ethics into OTM Curriculum.

S/N	Strategies for Improvement	Mean	SD	Remark
27	Digital work ethics contribute significantly to quality OTM education.	3.62	0.60	Accepted
28	Ethical digital practices improve students' workplace readiness.	3.61	0.61	Accepted
29	The inclusion of digital work ethics enhances the OTM curriculum effectiveness.	3.60	0.60	Accepted
30	Digital work ethics should be a compulsory component of the OTM curriculum.	3.64	0.59	Accepted
	Grand Mean		3.62	

Note. SD = Standard Deviation.

Table 5 indicates that respondents strongly agreed with all the proposed strategies for improving digital work ethics. The highest mean score was recorded for the statement that digital work ethics should be a compulsory component of the OTM curriculum (Mean = 3.64). The grand mean of 3.62 demonstrates that respondents believe digital work ethics should become an important and mandatory component of OTM education to improve students' professional competence and workplace preparedness.

Testing Research Hypotheses

Research Hypothesis 1: There is no significant relationship between digital work ethics and its integration into OTM education in Tai Solarin Federal University of Education.

Research Hypothesis 2: There is no significant relationship between integration of digital work ethics and perceived benefits of OTM education at Tai Solarin Federal University of Education.

Table 6: Chi-Square on the Relationship between Digital Work Ethics, Integration of Digital Work Ethics into OTM Curriculum, and Perceived Benefits of OTM Education.

χ^2	df	p	Decision
27.864	9	0.001	NS
22.537	9	0.007	NS

Note. df = Degree of Freedom, p = Probability, NS = Not Significant.

Table 6 shows that the calculated Chi-square value was 27.864 with 9 degrees of freedom and a p-value of 0.001. Since the p-value is less than the 0.05 level of significance, the null hypothesis was rejected. And indicates that the calculated Chi-square value was 22.537 with 9 degrees of freedom and a p-value of 0.007. Since the p-value is less than the 0.05 level of significance, the null hypothesis was rejected. By and large, there is a significant relationship between digital work ethics and quality of OTM education and there is a significant relationship between digital work ethics and inclusion of digital work ethics into OTM curriculum.

Discussions

The findings of the study revealed that confidentiality, data protection, professionalism in digital communication, accountability, respect for privacy, integrity, responsible information sharing, and compliance with organizational digital policies are essential digital work ethics required in OTM. This was indicated by the grand mean score of 3.54, which shows that respondents strongly agreed that these ethical practices are necessary for effective OTM practice in the digital workplace. The finding implies that modern OTM professionals require not only technical competence but also ethical awareness in managing digital information and communication systems. As OTM professionals often handle sensitive organizational documents, financial information, personnel records, and confidential correspondence, adherence to digital ethical principles is necessary to maintain organizational trust and security.

This finding agrees with the view that digital transformation has increased the need for professionals who can use technology responsibly while protecting information confidentiality and privacy. Digital competence in the workplace involves both technical skills and ethical behaviour, especially in areas relating to cybersecurity, data protection, and responsible use of digital resources. The finding also supports the argument that OTM education should prepare students to become responsible digital professionals capable of managing electronic records, online communication platforms, and office technologies ethically.

The findings showed that digital work ethics are included in the OTM curriculum to some extent, with a grand mean score of 2.78. Respondents agreed that topics relating to data privacy, confidentiality, ethical use of digital technologies, and digital ethics are incorporated into courses within the programme. However, the moderate mean scores suggest that although digital work ethics exist within the curriculum, the level of integration may not be sufficiently comprehensive. This implies that digital ethics may receive less emphasis compared with technical aspects of office technology and computer applications.

The finding reflects the changing demands of the modern workplace, where OTM professionals are expected to demonstrate responsible digital behaviour alongside technical competence. The curriculum should therefore move beyond teaching students how to operate digital tools and include structured learning activities that address ethical decision-making, cyber security awareness, information privacy, and professional online conduct. This finding supports the position that curriculum relevance depends on its ability to respond to technological changes and workplace expectations. As organizations increasingly depend on digital platforms, graduates must possess ethical competence to handle digital information responsibly.

The study found that several factors hinder the effective inclusion of digital work ethics into the OTM curriculum. These challenges include inadequate ICT facilities, insufficient teaching materials, inadequate lecturer training, limited curriculum review, excessive emphasis on technical skills, and inadequate awareness among students. This was supported by the grand mean score of 3.37. The finding suggests that successful integration of digital work ethics requires more than curriculum modification. It also depends on institutional support, availability of digital resources, lecturer preparedness, and continuous curriculum improvement. Inadequate ICT facilities emerged as the highest-rated challenge. This indicates that practical exposure to digital technologies is important in helping students understand ethical issues associated with technology use. Without adequate computer laboratories, internet access, and updated digital resources, students may have limited opportunities to develop appropriate digital behaviours. The finding also highlights the importance of lecturer training. Lecturers play a major role in curriculum implementation; therefore, their knowledge and awareness of emerging digital ethical issues influence how effectively these concepts are transferred to students.

The findings revealed that incorporating digital work ethics into OTM curriculum will provide significant benefits, including improved professionalism, preparation for workplace ethical challenges, responsible use of technology, reduction of unethical digital practices, improved employability, and increased public trust in professionals. The grand mean score of 3.57 indicates strong agreement among respondents regarding the importance of digital work ethics education. The finding implies that graduates equipped with digital ethical knowledge are more likely to demonstrate responsible behaviour in technology-driven workplaces. They will be better prepared to manage confidential information, comply with organizational policies, and avoid unethical practices such as unauthorized disclosure of electronic records. Furthermore, the finding shows that digital work ethics can enhance graduate employability. Employers increasingly seek workers who possess both technological competence and professional responsibility. Therefore, integrating digital ethics into OTM education can improve graduates' competitiveness in the labour market.

The findings revealed that respondents strongly supported strategies such as making digital work ethics a compulsory curriculum component, improving curriculum effectiveness, and promoting ethical digital practices among students. The grand mean score of 3.62 confirms that respondents considered these strategies necessary. The result suggests that digital work ethics should not be treated as an optional topic but should be deliberately integrated into relevant OTM courses. Courses such as office technology, information management, computer applications, and electronic records management provide suitable platforms for incorporating digital ethics. Regular curriculum review, lecturer capacity development, provision of ICT facilities, and practical exposure to ethical digital practices are necessary steps toward achieving effective integration.

Conclusion

Based on the findings of the study, it was concluded that digital work ethics are essential components of modern OTM Education. The increasing dependence on digital technologies in organizations has transformed the responsibilities of OTM professionals, making ethical competence in handling digital information a critical requirement. Although digital work ethics are currently reflected in some aspects of the OTM curriculum, the level of integration requires further strengthening. OTM programmes should move beyond focusing mainly on technical digital skills and provide students with adequate knowledge of ethical principles guiding technology use. The study concludes that effective integration of digital work ethics into the curriculum will produce graduates who are technologically competent, professionally responsible, and capable of managing digital information ethically in contemporary workplaces. Therefore, curriculum developers, lecturers, and educational institutions should prioritize digital ethics education as an important component of OTM education and training.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Digital work ethics should be incorporated as a compulsory component of the OTM curriculum. The curriculum should include specific topics such as data privacy, cybersecurity awareness, ethical digital communication, electronic records management, and responsible use of office technologies.
2. The curriculum should be regularly reviewed and updated. Educational authorities and curriculum planners should ensure that OTM programmes reflect current technological developments and emerging ethical issues in digital workplaces.
3. Lecturers should receive regular training on digital ethics and emerging technologies. Professional development programmes, workshops, and seminars should be organized to improve lecturers' ability to effectively teach digital work ethics.

4. Adequate ICT facilities and instructional resources should be provided. The institution should improve computer laboratories, internet facilities, digital learning resources, and other technological infrastructure required for effective teaching and learning.
5. Practical ethical digital activities should be introduced into OTM courses. Students should be exposed to real workplace scenarios involving confidentiality, data security, electronic communication, and ethical decision-making.

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