



Perception of Students on Ethical and Inclusive Practice in Office Technology and Management in the Polytechnics within Taraba State-Nigeria

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ABSTRACT

This study was conducted to determine the Perception of Students on Ethical and Inclusive Practice in Office Technology and Management in Polytechnics within Taraba State –Nigeria. The study adopted a survey research design while the population of the study comprised 240 Office Technology and Management students across two government-owned polytechnics within the State. Simple random sampling techniques was used which covered forty (40) students from the state Polytechnic Suntai and sixty (60) from the Federal Polytechnic Bali out of which ninety seven (97) were duly collected. A structured questionnaire was used as instrument for data collection. The instrument was validated by three (3) experts (two from Federal Polytechnic Bali) and (one from State Polytechnic Suntai). Copies of the instrument were administered to the respondent physically. The data gathered were analyzed using percentage. Findings revealed among others that respecting individual's privacy rights and safeguarding sensitive information is an indication of students are applying of instructive knowledge of ethical and inclusive practices in Office Technology and Management. This is in line with finding of (Beauchamp & Childress, 2019) in which ethical practices denotes observance to principles of equality, integrity, respect and accountability in all aspects of education which comprised upholding privacy, escaping conflict by ensuring equality in assessment and grading thereby acting with honesty and integrity in all professionalism. In addition, offices are increasingly moving towards technological processes, Artificial Intelligence tools are increasingly being used to optimize office. This also in line with finding of (Patel & Verma, 2021) found that digital transformation is reshaping how organizations operate, particularly in government offices thereby moving from paper-based systems to electronic systems through investment in

technology, training, and overcoming resistance to change. (Nguyen & Sun, 2023) also found that Artificial Intelligence and automation are transforming office management by streamlining administrative tasks, data analysis, and decision-making processes. Based on the findings it was recommended among others that Management should partner with industry in order to provide students with the opportunity to apply their learning in practical settings, where they can interact with professionals who are already utilizing advanced office technologies, ethical guidelines, and inclusive practices

KEYWORDS: Perception, Students, Ethical, Inclusive Practice, Office Technology and Management

I. INTRODUCTION

Ethical and Inclusive practices have gained important consideration over the past few years as technical institutions like polytechnics have progressively familiar the position of nurturing surroundings that are available, impartial, and helpful for all students, including those from diverse backgrounds and with variable skills. Office Technology and Management programme, obtainable by polytechnics, plays an important role in training students with applied skills for the contemporary office background. As the claim for dedicated managerial and administration professionals develops, the incorporation of ethical and inclusive practices within Office Technology and Management programmes becomes vital for safeguarding that all students, regardless of their educational requirements or trainings, are providing equivalent chances to thrive (Mitchell, 2014; Florian, 2014). Though, the application of ethical and inclusive methods in professional and technical fields, such as Office Technology and Management, presents unique challenges. This study



focuses on understanding the perceptions of students regarding the ethical and inclusive practices in OTM programmes in polytechnics within Taraba State. In the background the Office Technology and Management programme in polytechnics, ethical and inclusive practices are particularly important because they help to create learning atmospheres that address and recognize the various desires of students. These practices guarantee that all students, irrespective of their socio-economic status, gender, or incapacity, can completely contain in the curriculum and thrive in their trainings (Ainscow, 2005). Also, the area of Office Technology and Management is constantly developing due to improvements in technology, universal and shifting workstation changing aspects. Consequently, students must be bare to existing trends and challenges to continue competitive and employable in the ever-changing work marketplace (Mitchell, 2014; Kozleski & Waitoller, 2017). In numerous polytechnics, the incorporation of ethical and inclusive practices has not always been unified. Research indicates that while there is an cumulative awareness of ethical and inclusivity in teaching, the real application in practical programme like Office Technology and Management can be incomplete due to numerous restraints, such as insufficient instructor training, absence of resources, and recognized confrontation to change (Florian, 2014; Forlin, 2010). This study aims to address these gaps by determining how well Office Technology and Management Students in polytechnic within Taraba State perceive the ethical and inclusivity of their teaching and how prepared they feel to face the challenges and trends in their field.

According to Beauchamp & Childress (2019) ethical practice denotes observance to principles of equality, integrity, respect and accountability in all aspects of educator. This comprised upholding privacy, escaping conflict by ensuring equality in assessment and grading thereby acting with honesty and integrity in all professionalism. Banks (2020) posits that Lecturers must be careful of issues connected to social justice, confirming that all students have equal access to learning prospects. (Lynch & McNamara, 2018)

TYPES OF ETHICAL AND INCLUSIVE PRACTICE

- i. Distinguished Training: Separate training is a widely applied approach in inclusive OTM programs. This strategy includes adapting teaching methods, materials, and

upholds that the goals of ethical practice is to produce a supportive, safe and inclusive learning atmosphere that supports development for all students.

Ainscow (2005) highlights that inclusive practice involves identifying and responding to diversity in ways that benefit all learners. Booth & Ainscow (2002) labels inclusive education as the process of increasing the participation of students in, and reducing their exclusion from, the cultures, curricula, and communities of local schools. Florian (2014) defines inclusive training as the practice of teaching that promotes equality, emphasizing a shift from merely accommodating learners with disabilities to creating universally accessible learning experiences. Mitchell (2014) argues that inclusive training involves creating a learning environment that houses the diverse needs of all learners, including those with disabilities, ethnic minorities, and those from disadvantaged socio-economic backgrounds. Unesco (2017) describes inclusive teaching as a method of addressing and answering to the variety of desires of all learners through cumulative input in learning and decreasing exclusion in an out of learning environment. Kozleski & Waitoller (2017) outline inclusive practices as those plans and tactics that ensure that all students, regardless of their abilities or disabilities, are actively engaged and have meaningful learning opportunities within a diverse learning atmosphere. O'Connor (2017) expresses inclusive educational practices as those that involve a commitment to provide equitable opportunities for learning, regardless of individual student differences, ensuring all students are valued and can contribute to the learning community. Forlin (2010) terms inclusive teaching as the intentional and deliberate efforts to engage all students, including those with disabilities, by adjusting instructional practices, curriculum, and assessment to meet diverse learning needs. Therefore, inclusive training is a vibrant and complex approach that aims to eliminate obstacles to learning and upsurge the contribution of all students, irrespective of their educations, aptitudes, or other features. As teachers, applying inclusive practices includes making atmospheres that are open to diversity, guaranteeing equivalent chances for all learners

valuations to meet the various students need.

- ii. General Plan for Learning: Common Design for Learning is an inclusive approach that purposes to lodge all students provided that numerous means of symbol, rendezvous, and appearance.



- iii. **Combined Learning:** Combined learning, including group work and peer learning activities, fosters inclusivity by hopeful students to interrelate and learn alternatively.
- iv. **Aided Technology:** The use of aided technology is vital for students with debilities, ensuring that all beginners can contribute in OTM courses.
- v. **Open Training:** This method necessitates teachers to be cognizant of the individual knowledge needs of their students and adjust their training approaches accordingly.

McKenna (2013) describes Office Technology and Management as the integration of office systems, technologies, and management practices to support organizational operations. Bledsoe and Thomas (2014) designates Office Technology and Management as the practice of managing office processes by applying existing technological innovations. Johnson and Quick (2016) elucidates that Office Technology and Management is the approaches use of office tools and technologies in handling managerial tasks. Okafor&Egwu(2018) states that Office Technology and Management involves the systematic application of technology in managing office processes, communications, and data management. (D'Andrea& Bailey, 2020) posits that Office Technology and Management as a discipline focused on the application of digital tools, information technology systems, and efficient administrative practices to manage office operations and enhance productivity. Nguyen & Sun (2023) posits that Artificial Intelligence and computer are changing OTM by restructuring managerial everyday jobs, data analysis, and decision-making processes. McKingsey& Company (2022) reports that challenges behind office technology are becoming more unified and dependent on cloud systems, cyber-security risks have increased. Ensuring data privacy and implementing strong security measures in cloud storage, communications, and digital tools is a constant challenge for office managers.

SIGNIFICANCE OF ETHICAL AND INCLUSIVE PRACTICES TO OTM STUDENTS

- i. **Helps Different Access to Knowledge:** irrespective of skill, or learning style, have equal access to first-class teaching in OTM.

- ii. **Increases Student Commitment:** When students feel that their unique needs are being recognized and addressed, they are more likely to be motivated and engaged in their learning. Inclusive approaches such as differentiated instruction and collaborative learning can increase student engagement by providing opportunities for active participation
- iii. **Inadequate recourses and Training:** One of the important challenges in implementing inclusive practices is the lack of resources and adequate teacher training. OTM instructors may not have adequate information or tools to apply inclusive policies effectively, and institutions may not provide the essential technical resources to sustain different students
- iv. **Time Limits:** where practical skills and practical knowledge are central, there may be insufficient time to implement inclusive practices fully.
- v. **Technological Obstacles:** Not all students may have access to the necessary devices or software to fully contribute in technology, so this create a barrier to OTM

(Booth &Ainscow, 2002; Florian, 2014; &Mitchell, 2014).

CHALLENGES OF ETHICAL AND INCLUSIVE PRACTICE IN OTM

- i. **Cultural and Social Norms:** What is seen as inclusive in one cultural or social context may be perceived differently in another. For instance, practices that promote gender equality in one country might conflict with traditional gender roles in another.
- ii. **Resistance to Change:** Inclusivity efforts often require changing long-established practices and policies, which can meet with resistance. This resistance might come from people who feel that inclusivity undermines their status, privileges, or traditions.
- iii. **Lack of Inter-sectionality:** Many inclusivity efforts focus on one aspect of identity (e.g., gender or race), but fail to recognize how these categories intersect. This narrow focus can marginalize individuals who belong to multiple minority groups.



- iv. **Communication Barriers:** People from diverse backgrounds may have different ways of communicating, and those with disabilities may require additional support, such as sign language interpreters or captioning.
- v. **Measurement of Inclusivity:** While organizations may use surveys, feedback mechanisms, or other tools to assess inclusivity, these measures might not fully capture the depth of people's experiences.
- vi. **Control Dynamic forces:** In a surroundings where certain groups hold

more power, efforts to promote inclusivity can be undermined by those who feel their authority or privileges are being threatened.

In Office Technology and Management the practice of inclusivity is a vibrant component in ensuring that all students irrespective of their backgrounds, abilities, or requirements—have equal access to opportunities, learning experiences and educational resources. Conversely, as with any field, inclusive practices in office technology and management with ethical challenges that need careful consideration

Matters related to Ethical and Inclusive Practice in Office Technology and Management

Ethical Issues	Ethical Problem	Example
Access to technology and resources		
A main challenge in inclusive practice in office technology and management is safeguarding equitable access to technological resources. In today's learning background, technological tools like computers, software applications, and online learning platforms are fundamental for students' success. Though, students from ostracized groups (e.g., poor backgrounds, pastoral zones) may face challenges accessing these tools, which can create disparities in learning chances.	Professionals in office technology and management must ensure that all students, irrespective of socio-economic status or geographical location, have equal access to essential technology. Failing to provide equitable access could further ostracize these students, making it tough for them to succeed.	A student who cannot afford a personal laptop or reliable internet connection may struggle to complete assignments or participate in virtual classroom activities. How can OTM programme guarantee that all students have access to necessary technology?
Cultural sensitivity vs bias		
Office Technology and Management programme often attract a diverse student body. Instructors must be culturally sensitive and aware of how cultural differences can affect students' learning and engagement. Failure to recognize and accommodate cultural differences can lead to exclusion and misunderstandings, especially in a field that is heavily reliant on technological tools that may have cultural biases embedded within them.	The ethical challenge for Office Technology and Management educators is to ensure that their teaching methods, course content, and technological tools are inclusive and respectful of cultural differences. Ignoring these differences may inadvertently lead to discrimination or alienation.	Students from collectivist cultures may feel uncomfortable with Western-style individual assessments or presentations. How can OTM instructors adapt their teaching and assessment practices to honor these cultural differences?
Confidentiality and privacy in students data		
Office Technology and Management programme often require gathering and storing of	Educational institutions must balance the need for data-driven decision-making and	A student discloses a disability to receive accommodations, but how can institutions ensure that this



complex student data, including personal data, health records, and academic presentation. Safeguarding confidentiality and privacy while using this data to support students' academic success is a critical ethical concern.	student support with the ethical responsibility of protecting student privacy. Mismanagement of sensitive data can lead to breaches of trust and legal consequences.	information is shared only with those who need it, and is not used against the student in other contexts?
Up-to-date Arrangement for Students living with Disabilities		
In office technology and management programme, students with disabilities may require specific accommodations, including extended test time, specialized software, or modified course delivery methods. Ethical practice necessitates obtaining informed consent before providing such accommodations, ensuring that students fully understand their rights and options.	The ethical issue here lies in ensuring that students are fully informed and involved in the decision-making process regarding the accommodations they receive. It is essential to avoid paternalism while ensuring that students' needs are met	A student with a visual problem may need to be provided with screen-reading software. How can office technology and management educators ensure that the student fully understands how this software works and agrees to its use in their learning?

(Thomas & Harris, 2021)

IMPACT OF ETHICAL AND INCLUSIVE PRACTICES ON STUDENT PERCEPTION

- i. Increased Engagement and Motivation: where student engagement in both practical skills and theoretical knowledge is necessary for success in the workplace.
- ii. Improved Academic Results: Students who perceive inclusive practices as beneficial to their learning tend to achieve better academic outcomes.
- iii. Contribute Sense of Belonging and Social changes: Inclusive practices contribute to a sense of belonging among students, particularly those from relegated or underprivileged groups. (Florian, 2014; Forlin, 2010).

Understanding of Ethical Inclusive Practices, is a critical factor in determining students perceptions is their consciousness and thoughtful of what establishes inclusive practices. Many students may not wholly understand the breadth of inclusivity, which spreads beyond compliant students with debilities to also include social, socio-economic, and language multiplicity. Students who are well-informed about these practices incline to have a more positive perception of them (Forlin, 2010; Florian & Black-Hawkins,

2011). In another opinion, students' direct experiences with ethical and inclusive practices play a significant role in shaping their attitudes (Al-Azawei et al., 2016). On the other hand, when these practices are poorly implemented or inadequately supported, students may feel frustrated, marginalized, or disengaged (Mitchell, 2014). Well-trained instructors who understand how to use inclusive teaching strategies and who actively engage students from diverse backgrounds tend to foster a positive learning environment. Students are more likely to perceive inclusivity as a benefit when they feel that instructors are competent, patient, and responsive to their individual needs (Florian, 2014; Forlin, 2010). Where the use of software and technological tools is paramount, the availability of accessible tools can significantly enhance students' experiences. In similar manner, when resources are limited, students may feel that the inclusive practices being implemented are insufficient or ineffective (Al-Azawei et al.,2016).

Students perception on Ethical and inclusive practices, particularly in a professional fields like Office Technology and Management, plays a vibrant role in the success of inclusive stratagems and involvements. The way students view inclusivity directly affects their commitment, drive, and overall practical success. The perception of perception of students regarding ethical and



inclusive practices significantly impacts their engagement and overall learning experience. Generally, Students values ethical behavior from teachers, especially when it encompasses transparency, fairness, and respect for diverse perspectives (Parker & Smith, 2019).

Research indicates that when students perceive that their educators are dedicated to ethical and inclusive practices, they report higher levels of satisfaction, motivation and trust in their learning atmosphere (Hurtado et al., 2019). Moreover, students who experienced ethical and inclusivity and impartiality in their learning incline to prove better educational achievement, better self-esteem, and a robust sense of belonging (Johnson, 2020).

STATEMENT OF THE PROBLEM

The rapid development of technology and changes in the workplace have placed fresh stresses on Polytechnics institutions especially within Taraba State to prepare students for the realisms of the contemporary office. Equally, apart from this, the important role that Office Technology and Management programme provided students with the necessary skills, there remains a significant gap in how ethical and Inclusive Practices are implemented within these programme, predominantly in polytechnics institution. In the background of polytechnics, Ethical and inclusive teaching of Office Technology and Management programme should not only focus on assimilating students with learning differences but also address diverse cultural, gender, and socio-economic circumstances and privacy Ainscow (2005). This wider consideration of Ethical and inclusivity is indispensable for safeguarding that all students have equivalent entrance to better teaching and learning. Yet, it is indistinct whether students in these programmes are fully aware of the ethical and inclusive practices being applied in their courses.

Furthermore, as Office Technology and Management remains to grow due to technical revolutions and ever-changing office stresses, it is vital for students to be familiar with present trends and challenges in their field (Mitchell, 2014). Assumed that technical skills are at the heart of Office Technology and Management training, the consciousness of students regarding these challenges is critical for making them to thrive in a progressively digital and globalized job market place.

Therefore, the problems addressed in this study are; whether students in Office Technology

and Management programme at polytechnics are aware of the ethical and inclusive practices being applied within their instructive knowledge. In Addition, whether the students adequately familiar with the latest challenges and trends of ethical and inclusive practice in Office Technology and Management?

PURPOSE OF THE STUDY

The main purpose of the study is to examine the perception of students' in ethical and inclusive practice in OTM in the polytechnics within Taraba State. The following are the specific purposes:

- i. To determine whether students are applied instructive knowled of ethical and inclusive practices in Office Technology and Management in the Polytechnic within Taraba State.
- ii. To examine whether students familiarized with the current challenges and trends of ethical and inclusive practices in Office Technology and Management in the Polytechnics within Taraba State

RESEARCH QUESTIONS

- i. To what extent does students applied the instructive knowledge of ethical and inclusive practices in the OTM in Polytechnics within Taraba State?
- ii. To what extent does students familiarized with the current challenges and trends of Ethical and Inclusive Practices in Office Technology and Management in the Polytechnics within Taraba State?

II. METHODOLOGY

The research adopted the survey research design. 240 OTM students in the Polytechnics within Taraba State (Federal Polytechnic, Bali and State Polytechnic, Suntai) was drawn as the population of the study. Out of the total population, 100 students was randomly selected in which 97 number were successfully returned. Eight item questionnaire was developed to guide the investigation. The study's instrument was a four point rating scale questionnaire.

Research question one was structured on the response regarding whether students have whether students are applied instructive knowled of ethical and inclusive practices in Office Technology and Management in the Polytechnics within Taraba State on the 4-point rating scale of Very High Extent (VHE) 4 point, High Extent (HE) 3 point, Moderate (M) 2 point and Low (L) 1 point. Research question two was developed on the



responses regarding whether students familiarized with the current challenges and trends of ethical and inclusive practices in Office Technology and Management in the Polytechnics within Taraba State on the 4-point rating scale of Very High Extent (VHE) 4 point, High Extent(HE) 3 point, Moderate (M) 2 point and Low (L) 1 point. The survey questionnaire was distributed to 100 respondents(40 from sunset) and(60 from Bali)

totaling 97 were duly returned and used for data analysis. Percentage are used to answer the research questions in a tabular form. The decision rule was based on “Very High Extent and High Extent” was considered as positive perception while “Moderate and Low extent” was considered as negative perception.

III. RESULTS AND DISCUSSION

Research Question One: To what extent does students applied the instructive knowledge of ethical and inclusive practices in the OTM in Polytechnics within Taraba State?

Table 1:Percentage on the responses regarding students application of instructive knowledge of ethical and inclusive practices in the OTM in Polytechnics within Taraba State.

s/n	Item statement	Freq.	%	Valid %	Cum %	Decision
1	Understanding the importance of respecting individuals' privacy rights and safeguarding sensitive information.	56	57.7	57.7	57.7	Very High Extent
		39	40.2	40.2	97.9	High Extent
		2	2.1	2.1	100.0	Moderate
2	Using office technology in a fair and transparent manner, avoiding favoritism or bias in its deployment	30	30.9	30.9	30.9	Very High Extent
		60	61.9	61.9	92.8	High Extent
		6	6.2	6.2	99.0	Moderate
3	Familiarizing with principles of inclusive design, ensuring that office technology and systems are accessible to individuals with diverse abilities and needs	1	1.0	1.0	100.0	Low
		46	47.4	47.4	47.4	Very High Extent
		42	43.3	43.3	90.7	High Extent
4	Understanding the ethical implications of using technologies in office settings.	6	6.2	6.2	96.9	Moderate
		3	3.1	3.1	100.0	Low
		49	50.5	50.5	50.5	Very High Extent
		42	43.3	43.3	93.8	High Extent
		4	4.1	4.1	97.9	Moderate
		2	2.1	2.1	100.0	Low

Fieldsurvey, 2024

Table 1 above shows that out of 97 respondents, 56 (57.7%) and 39 (40.2%) Very High Extent and High Extent respectively agree that, understanding the importance of respecting individual’s privacy rights and safeguarding sensitive information applied instructive knowledge of ethical and inclusive practices in Office Technology and Management, while 2(2.1%) Moderately agree. Again, 30 (30.9%) and 60 (61.9%) Very High Extent and High Extent respectively agree that, using office technology in a fair and transparent manner, avoiding favourism or bias in its development, while 1 (1.0%) and 6 (6.2%) of the respondents Moderately and Low respectively. So also, 46 (47.4%) and 42 (43.3%) Very High Extent and High Extent respectively agree that, familiarizing

with principles of inclusive design, ensuring that office technology and systems are accessible to individuals with diverse abilities and needs, while 3 (3.1%) and 6 (6.2%) of the respondents Moderately and Low respectively. In addition, 49 (50.5%) and 42 (43.3%) Very High Extent and High Extent respectively agree that, understanding the ethical implications of using these technologies in office settings, while 2 (2.1%) and 4 (4.1%) of the respondents Moderately and Low respectively that understanding the ethical implications of using these technologies in office settings as an indication that the students applied instructive knowledge of ethical and inclusive practice in the field of office technology and management (OTM)



Research Question Two: To what extent does students familiarized with the current challenges and trends of Ethical and Inclusive Practices in Office Technology and Management in the Polytechnics within Taraba State?

Table 2: Percentage regarding the students familiarization with the current challenges and trends of Ethical and Inclusive Practices in Office Technology and Management in the Polytechnics within Taraba State.

s/n	Item statement	Freq.	%	Valid %	Cum %	Decision
1	Offices are increasingly moving towards digital processes	66	68.0	68.0	68.0	Very High Extent
		30	30.9	30.9	99.0	High Extent
		1	1.0	1.0	100.0	Moderate
2	Artificial intelligence tools are increasingly being used to optimize office processes, improve decision-making, and enhance customer experiences.	42	43.3	43.3	43.3	Very High Extent
		53	54.6	54.6	97.9	High Extent
		2	2.1	2.1	100.0	Moderate
3	Traditional office layouts are developing to accommodate flexible work arrangements	28	28.9	28.9	28.9	Very High Extent
		50	51.5	51.5	80.4	High Extent
		13	13.4	13.4	93.8	Moderate
4	Many organizations are prioritizing sustainability initiatives, including reducing paper usage, energy consumption, and waste generation	6	6.2	6.2	100.0	Low
		41	42.3	42.3	42.3	Very High Extent
		41	42.3	42.3	84.5	High Extent
		10	10.3	10.3	94.8	Moderate
		5	5.2	5.2	100.0	Low

Fieldsurvey,

2024

Table 2 above shows the analysis of the responses of the respondents on offices are increasingly moving towards digital processes show that, out of 97 respondents, 66 (68.0%) responded Very High Extent, 30 (30.9%) High Extent respectively and only 1.0% responded moderately. In a similar manner, 42 (43.3%) and 53 (54.6%) responded Very High Extent and High Extent respectively that Artificial Intelligence tools are increasingly being used to optimize office processes, improve decision-making, and enhance customer experience, while 2 (2.1%) responded moderately. So also, 28 (28.9%) and 50 (51.5%) respond Very High Extent and High Extent respectively that traditional office layouts are developing to accommodate flexible working arrangements as an indication that students are familiar with the current challenges of Ethical and Inclusive Practices in Office Technology and Management in the Polytechnics within Taraba State. In addition, 41 (42.3%) and 41 (42.3%) responded Very High Extent and High Extent respectively that many organizations are prioritizing sustainability initiatives, including reducing paper usage, energy

consumption, and waste generation, while (10.3%) and (5.2%) responded moderately and Low respectively as an indication that students are familiar with the current challenges of Ethical and Inclusive Practices in Office Technology and Management in the Polytechnics within Taraba State.

IV. DISCUSSION OF FINDINGS

Based on the major findings in research question one, regarding perception of students application of instructive knowledge of ethical and inclusive practices in OTM in Polytechnics within Taraba State, finding revealed that application of instructive knowledge of ethical and inclusive practice in office technology and management enables students understands the importance of respecting individual's privacy rights and safeguarding sensitive information. It also enable students apply office technologies in a fair and transparent manner by avoiding favoritism or bias in its development. In the same maner, application of instructive knowledge of ethical and inclusive practices in OTM enable students to utilize office



software and tools in ethical and inclusive manner by ensuring that office technology and systems are accessible to individuals with diverse abilities. This is in line with finding of (Beauchamp & Childress, 2019) where ethical practice denotes observance to principles of equality, integrity, respect and accountability in all aspects of educator. This comprised upholding privacy, escaping conflict by ensuring equality in assessment and grading thereby acting with honesty and integrity in all professionalism. Findings in research question two, regarding students familiarization with the current challenges and trends in Office Technology and Management revealed that offices are increasingly moving towards digital processes, Artificial Intelligence tools are increasingly being used to optimize office processes by improving decision-making and traditional office layouts are developing to accommodate flexible working arrangements is an indication that students are familiarized with the current challenges and trends in Office Technology and Management. This is inline with the finding of (Patel & Verma, 2021) which found that digital transformation is reshaping how organizations operate, particularly in government offices thereby moving from paper-based systems to electronic systems through investment in technology, training, and overcoming resistance to change. (McKinsey & Company, 2022) also supported that as office technology

becomes more interconnected and reliant on cloud systems, cyber-security risks have risen. Ensuring data privacy and implementing strong security measures in cloud storage, communications, and digital tools is a constant challenge for office managers. Finally, (Nguyen & Sun, 2023) posits that Artificial Intelligence and automation are transforming office management by streamlining administrative tasks, data analysis, and decision-making processes.

RECOMMENDATIONS

Based on the findings above, the following were recommended:

- i. Management should partner with industry in order to provide students with the opportunity to apply their learning in practical settings, where they can interact with professionals who are already utilizing advanced office technologies, ethical guidelines, and inclusive practices
- ii. Management should educate students on the importance of protecting individuals' privacy rights and the ethical implications of data misuse. This ensure fairness in technological tools and avoiding discrimination (whether intentional or unintentional) which is critical to fostering an inclusive work situation.

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