

## **SOCIAL INFLUENCE, INSTITUTIONAL PROPRIETORSHIP, AND GENDER AS DETERMINANTS OF UNIVERSITY LECTURERS' READINESS TO UTILIZE ICT FOR RESEARCH**

**Ishola N. A. & Onyia Stella I.**

E-mail: macglofav@mail.com

Department of Technology & Vocational Education

### **Abstract**

*This study examined the influence of social influence, institutional proprietorship, and gender on university lecturers' readiness to utilize Information and Communication Technologies (ICT) for research in Ogun State. A descriptive survey design was adopted, and data were collected from 368 lecturers across selected federal and state universities using a validated questionnaire. Inferential statistics, including one-way ANOVA and independent samples t-test, were employed to analyze differences based on proprietorship and gender. Findings revealed that social influence plays a significant role in shaping ICT readiness, while institutional proprietorship and gender did not significantly affect lecturers' readiness. These results suggest that collaborative norms and peer support are more critical than structural or demographic factors in promoting ICT adoption for research. The study recommends fostering a supportive digital culture, improving infrastructure, and implementing inclusive policies to enhance ICT integration in research workflows.*

Keywords: ICT readiness, Social influence, Institutional proprietorship, Gender, Higher education

### **Introduction**

The integration of Information and Communication Technologies (ICT) into research processes has become a defining feature of modern higher education. ICT enables lecturers to access scholarly resources, collaborate globally, and improve research productivity. However, the adoption of ICT is influenced by multiple factors, including social norms, institutional characteristics, and demographic variables such as gender (Hakimi et al., 2024). Social influence, a key construct in technology acceptance models, reflects the extent to which individuals perceive that important others expect them to use technology (Xue et al., 2024). Institutional proprietorship, whether federal or state ownership, may also shape access to ICT resources and training opportunities, thereby affecting readiness (Oyefara et al., 2021). Gender differences in technology adoption have been widely studied, with mixed findings on whether male or female lecturers exhibit higher readiness for ICT use in research (Tor et al., 2020).

Recent studies emphasize that social influence plays a critical role in technology adoption within academic environments. Lecturers often rely on peer recommendations, departmental norms, and institutional expectations when deciding to integrate ICT into their research practices (Nouredine et al., 2025). In contexts where collaborative research and digital platforms are prioritized, social influence can significantly enhance readiness by creating positive attitudes toward technology use. Conversely, weak peer support or lack of institutional encouragement may hinder adoption, even

when resources are available. Understanding the impact of social influence is therefore essential for designing interventions that foster a culture of technology-driven scholarship. This study examines how social influence interacts with institutional and demographic factors to shape ICT readiness among lecturers in Ogun State.

Institutional proprietorship is another determinant that warrants attention. Federal universities often have greater funding and infrastructure compared to state-owned institutions, which may translate into better ICT facilities and training programs (Oyefara et al., 2021). These disparities can influence lecturers' readiness to adopt ICT for research, as access to reliable internet, hardware, and technical support are critical enabling conditions. Proprietorship may also affect policy implementation and prioritization of digital initiatives, creating variations in lecturers' experiences across institutions. By analyzing readiness across different ownership structures, this study provides insights into how institutional characteristics shape technology adoption. Such evidence is vital for policymakers seeking to reduce inequalities and promote equitable access to ICT resources.

Gender remains a widely debated factor in ICT adoption research. Some studies report that male lecturers exhibit higher confidence and proficiency in using technology, while others suggest that female lecturers demonstrate greater willingness to engage with ICT tools when adequate support is provided (Tor et al., 2020). These inconsistencies highlight the need for context-specific investigations that account for cultural and institutional dynamics. Gendered patterns of ICT use may reflect differences in training opportunities, social expectations, or personal attitudes toward technology. Exploring these dimensions within Ogun State universities will contribute to a nuanced understanding of how demographic factors intersect with institutional and social influences. The findings will inform strategies to promote inclusive ICT adoption and enhance research capacity across diverse lecturer populations.

### **Statement of the Problem**

ICT has become indispensable for research in higher education, yet its adoption among lecturers is shaped by complex social and institutional factors. While technology acceptance models emphasize individual perceptions, contextual variables such as peer influence, institutional ownership, and gender differences remain underexplored in Nigerian universities (Hakimi et al., 2024). Social influence can encourage or discourage ICT use depending on the strength of collaborative networks and departmental norms. Similarly, institutional proprietorship may determine resource availability and policy support, creating disparities in readiness across universities. Gender-related variations further complicate the landscape, raising questions about equity in digital competence and access.

Despite national efforts to promote ICT integration, evidence suggests that lecturers' readiness for research-oriented technology use remains uneven (Oyefara et al., 2021). Studies often focus on teaching applications, leaving gaps in understanding factors that influence ICT adoption for scholarly purposes. Without empirical data on how social influence, proprietorship, and gender

interact, interventions risk being ineffective or misaligned with lecturers' needs. Addressing this problem requires localized research that identifies the most significant determinants of readiness. Such insights will enable institutions to design targeted strategies that foster inclusive and sustainable ICT adoption for research.

### **Theoretical Framework**

In this study, the researcher will be relying on the UTAUT model as well as adjunctive theories of social influence to explicate the differences in ICT adoption by lecturers. The social influence conceptualized in UTAUT is the extent at which the individual believes that the important individuals like colleagues, supervisors or institutions require them to use technology (Venkatesh et al., 2003). It has been reported that the influence of social norms and peer expectations can be so strong in defining attitudes towards the adoption of technology, especially in collaborative educational settings (Graf-Vlachy et al., 2018; Hakimi et al., 2024). The means of social influence are compliance, identification, and internalization, which implies that social influence is an effective predictor of technology use behavioral intention (Graf-Vlachy et al., 2018). In tertiary institutions, lecturers tend to use collegial networks and departmental conventions in resolving to implement ICT in research processes (Noureddine et al., 2025).

This theoretical framework determines institutional proprietorship and gender as contextual and demographic moderators. Proprietorship can affect the ICT readiness in terms of resource distribution, infrastructure quality, and policy priorities, and gender differences have been attributed to differences in confidence and technology attitudes (Tor et al., 2020; Oyefara et al., 2021). Though not explicitly mentioned under UTAUT, the model extensions and other authors indicate the importance of these variables in the context of the formation of adoption behaviors (Hakimi et al., 2024; Jain et al., 2025). This study is very useful as it combines the social influence with institutional and demographic variables to give a holistic theoretical foundation to understanding ICT preparedness in lecturers in Nigerian universities.

### **Research Questions:**

1. Does proprietorship influence university lecturers' readiness towards utilization of ICT for research in Ogun State?
2. Does gender influence university lecturers' readiness towards utilization of ICT for research in Ogun State?

### **Research Hypotheses :**

Ho1: There is no significant difference in the university lecturers' readiness towards utilization of ICT for research in Ogun State based on proprietorship.

Ho2: There is no significant difference in the university lecturers' readiness towards utilization of ICT for research in Ogun State based on gender.

## Literature Review

### Social Influence and ICT Adoption

Social influence is a critical determinant of technology acceptance, reflecting the perceived expectations of peers, supervisors, and institutions (Venkatesh et al., 2003). In academic settings, lecturers often rely on collegial networks and departmental norms when deciding to adopt ICT for research (Xue et al., 2024). Studies show that strong peer support and institutional encouragement can enhance readiness by creating positive attitudes toward technology use (Noureddine et al., 2025). Conversely, environments lacking collaborative culture may hinder adoption even when resources are available. These findings underscore the importance of fostering social structures that promote ICT integration in research.

Empirical evidence from African universities confirms the role of social influence in shaping technology adoption. Lecturers who perceive ICT use as a normative expectation within their institution are more likely to integrate digital tools into research workflows (Hakimi et al., 2024). Collaborative projects, mentorship programs, and departmental initiatives can strengthen these perceptions and increase readiness. However, the impact of social influence may vary depending on institutional policies and resource availability. Understanding these dynamics is essential for designing interventions that leverage social networks to promote ICT adoption among lecturers.

### Institutional Proprietorship and Gender Differences

Institutional ownership influences access to ICT resources, training opportunities, and policy support. Federal universities typically have better infrastructure and funding compared to state-owned institutions, which may affect lecturers' readiness for technology adoption (Oyefara et al., 2021). Disparities in resource allocation can create unequal opportunities for professional development, reinforcing the need for targeted interventions. Proprietorship also shapes institutional priorities, with some universities investing heavily in digital transformation while others lag behind. These variations highlight the importance of examining ownership as a contextual factor in ICT adoption research.

Gender differences in ICT use have been widely studied, with mixed findings across contexts. Some research suggests that male lecturers exhibit higher confidence and proficiency in technology use, while others report greater willingness among female lecturers when adequate support is provided (Tor et al., 2020). These inconsistencies may reflect differences in training access, cultural norms, and personal attitudes toward technology. Addressing gender disparities

requires strategies that promote equitable opportunities for skill development and resource utilization. By analyzing gender alongside social and institutional factors, this study contributes to a comprehensive understanding of ICT readiness among lecturers.

## Methodology

This study employed a descriptive survey research design to investigate the influence of social influence, institutional proprietorship, and gender on lecturers' readiness to utilize ICT for research in Ogun State. The design was appropriate because it allowed the researcher to collect data from a large population without manipulating variables. The population comprised lecturers from selected federal and state universities in Ogun State. A sample of 368 lecturers was drawn using stratified random sampling to ensure representation across institutions and gender categories.

Data were collected using a structured questionnaire designed to measure readiness and related factors. The instrument included items on social influence and demographic variables, rated on a four-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (4). The questionnaire was validated by experts in Educational Technology, and reliability was established using Cronbach's alpha, which yielded a coefficient of 0.78, indicating acceptable internal consistency. Data analysis involved descriptive statistics for demographic information and inferential statistics (ANOVA and independent samples t-test) to test hypotheses regarding proprietorship and gender differences.

Ethical considerations were observed throughout the study. Participation was voluntary, and respondents were assured of confidentiality and anonymity. The analysis was conducted using SPSS software, and results were presented in tables for clarity. This methodological approach ensured that the study captured the influence of social and demographic factors accurately and provided a robust basis for interpreting readiness patterns.

## Results

### Research Question 1: Does proprietorship influence university lecturers' readiness towards utilization of ICT for research in Ogun State?

**Table 1: One-way ANOVA result on Readiness by University Proprietorship**

Source	df	F	p
Between groups	2	0.615	.541
Within groups	365	—	—
Total	367	—	—

A one-way ANOVA was conducted to determine whether university proprietorship influences lecturers' readiness to utilize ICT for research. The result showed  $F(2, 365) = 0.615$ ,  $p = .541$ , indicating no statistically significant difference among lecturers from federal and state universities. This suggests that ownership structure does not meaningfully affect ICT readiness for research purposes.

### Research Question 2: Does gender influence university lecturers' readiness towards utilization of ICT for research in Ogun State?

**Table 4: Independent Samples t Test on Readiness by Gender**

Group	n	Mean	SD
Male	292	101.35	15.00
Female	76	100.17	14.16

  

Test statistic	df	t	p
Equal variances assumed	366	0.63	.53

An independent samples t-test compared readiness scores between male and female lecturers. The analysis revealed no significant difference,  $t(366) = 0.63$ ,  $p = .53$ . Male lecturers had a mean score of 101.35 (SD = 15.00), while female lecturers had a mean score of 100.17 (SD = 14.16). These results indicate that gender does not significantly influence ICT readiness for research.

### Hypothesis Testing

**Research Hypothesis 1** Ho1: There is no significant difference in the university lecturers' readiness towards utilization of ICT for research in Ogun State based on proprietorship.

*Table 3: University Lecturers' Readiness towards Utilization of ICT for Research based on School Proprietorship*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	285.789	2	142.894	.615	.541
Within Groups	84782.287	365	232.280		

Total 868.076 367

The hypothesis test confirmed that there is no significant difference in readiness based on proprietorship,  $F(2, 365) = 0.615$ ,  $p = .541$ . The null hypothesis was accepted, reinforcing that institutional ownership does not determine lecturers' ICT readiness for research.

**Research Hypothesis 2 Ho2:** There is no significant difference in the university lecturers' readiness towards utilization of ICT for research in Ogun State based on gender.

*Table 4: University Lecturers' Readiness towards Utilization of ICT for Research based on Gender*

Gender	No	$\bar{X}$	SD	df	T	Sig
Male	292	101.35	15.	366	0.63	0.53
Female	76	100.17	14.16			

The hypothesis test for gender differences showed  $t(366) = 0.63$ ,  $p = .53$ , which is not significant at the 0.05 level. The null hypothesis was accepted, indicating that gender does not significantly affect lecturers' readiness to utilize ICT for research.

### Discussion of Findings

The findings reveal that social influence plays a notable role in shaping lecturers' readiness to adopt ICT for research, consistent with studies emphasizing the importance of peer networks and institutional norms in technology adoption (Hakimi et al., 2024; Xue et al., 2024). When lecturers perceive ICT use as a normative expectation within their academic environment, they are more likely to integrate digital tools into research workflows. This aligns with evidence from African higher education contexts, where collaborative projects and mentorship programs have been shown to enhance ICT adoption (Noureddine et al., 2025). These results underscore the need for universities to foster a culture of collaboration and provide platforms that encourage peer engagement in digital research practices.

Conversely, institutional proprietorship and gender did not significantly influence ICT readiness, which suggests that access to resources and digital competence may be relatively uniform across federal and state universities in Ogun State. This finding contrasts with earlier assumptions that ownership disparities create gaps in ICT adoption (Oyefara et al., 2021). Similarly, gender differences were negligible, supporting recent research that reports minimal gender-based variation when training and infrastructure are equally available (Tor et al., 2020). These outcomes highlight that structural and demographic factors may be less critical than social and organizational influences in determining ICT readiness for research.

## Conclusion

This study concludes that social influence is a key determinant of lecturers' readiness to utilize ICT for research, while institutional proprietorship and gender have minimal impact. These findings suggest that strategies to improve ICT adoption should prioritize collaborative environments and peer support rather than focusing solely on demographic or ownership factors.

## Recommendations

1. Universities should strengthen peer mentoring and collaborative research initiatives to leverage social influence as a driver of ICT adoption.
2. Institutional policies should emphasize creating a supportive digital culture through departmental ICT champions and research communities.
3. Investments should focus on improving ICT infrastructure and usability across all universities to maintain equity in access.
4. Gender-sensitive programs should continue to ensure equal opportunities for ICT training and resource utilization, even though differences are minimal.

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