

ACCEPTABILITY AND IMPEDIMENTS TO REMOTE WORK PRACTICES AMONG LECTURERS IN RURAL AREAS: A STUDY OF OYO STATE COLLEGE OF AGRICULTURE AND TECHNOLOGY, IGBOORA

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Abstract:

This study investigated the acceptability and impediments to remote work practices among lecturers in rural higher education, using the Oyo State College of Agriculture and Technology (OYSCATECH), Igboora, Nigeria, as a case study. Guided by the Technology Acceptance Model (TAM) and the Diffusion of Innovation (DOI) theory, the research employed a descriptive survey design. A sample of 150 lecturers was drawn from a population of 220 academic staff using a two-stage stratified sampling technique. Data were collected through a structured questionnaire and analyzed with descriptive statistics and inferential tests (one-sample t-test). Findings reveal a generally positive disposition toward remote work, with high levels of awareness, training, and recognition of its relevance to teaching. However, major barriers include poor internet connectivity, inadequate access to digital devices, unstable electricity supply, limited student preparedness, and weak institutional policy enforcement. Hypothesis testing confirmed significant relationships between digital readiness and acceptance of remote work practices. The study concludes that while remote work is accepted among lecturers, structural and contextual barriers impede its full integration. It recommends strengthening digital infrastructure, enhancing access to devices, embedding digital literacy in curricula, and developing clear institutional policies. These measures are crucial for bridging the digital divide, promoting sustainable remote teaching in rural contexts, and aligning Nigerian higher education with global digital transformation trends.

Keywords: Remote work, rural lecturers, higher education, digital infrastructure, remote teaching

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Introduction

Remote work, broadly defined as a flexible employment arrangement that allows individuals to fulfill their job responsibilities outside the traditional office environment, typically from home, has emerged as a critical component of the evolving global workplace. Enabled by advancements in digital technologies, remote work facilitates virtual collaboration, communication, and task execution, representing a fundamental shift

from conventional office-bound practices to more dynamic, decentralized work models (Abraham, 2024). As a transformative feature of the digital era, it has been instrumental in maintaining organizational productivity and resilience, especially in times of systemic disruptions.

In Nigeria, the trajectory of remote work adoption has been significantly shaped by two pivotal developments. The first was the outbreak of the COVID-19 pandemic, which

acted as a catalyst for the accelerated deployment of remote work strategies across sectors, including education, administration, and the private sector (Adeyinka, Gbajumo-Sheriff, & Elegbede, 2025). The second was the government's removal of fuel subsidies, which led to a marked increase in transportation costs and prompted a reconsideration of traditional commuting arrangements. In response, several state governments, notably Lagos and Ekiti, instituted remote work policies for public servants. For example, the Lagos State Government introduced a flexible work schedule permitting civil servants in levels 1 to 14 to work remotely for two days each week, while those in levels 15 to 17 were allowed one remote workday (Ozibo, 2025; Apple's Bite, 2024). Similarly, the Ekiti State Government adopted a tiered approach to remote work, adjusting work-from-home privileges according to staff levels (Ekiti News, 2024). Within Nigeria's education sector, the uptake of remote work has been uneven. While urban-based and relatively well-funded institutions have transitioned more seamlessly into digital teaching and administrative modalities (Nigerian Institute of Social and Economic Research [NISER], 2024), rural institutions continue to face significant barriers. These include infrastructural deficiencies, limited access to digital tools, and varying levels of digital literacy among staff and students (SA Consulting, 2022; SME Guide, 2023; Nigerian Youth Academy, 2024). Among lecturers in rural higher education institutions, the acceptance and effective implementation of remote work are influenced by a complex interplay of personal, institutional, and contextual factors.

This study focuses on the Oyo State College of Agriculture and Technology (OYSCATECH), Igboora, a rural tertiary institution in southwestern Nigeria. It aims to critically examine the acceptability of remote work practices among lecturers and to identify the key impediments that hinder effective

adoption. By addressing these issues, the study seeks to contribute to the development of sustainable human resource strategies that are responsive to the unique challenges of rural academic environments in an increasingly digital world.

Statement of the problem

While remote work has gained substantial global traction across multiple sectors—including higher education (Bartik et al., 2023)—its integration within Nigeria's tertiary education landscape remains uneven. Urban-based institutions have recorded notable progress in adopting digital platforms and virtual teaching modalities (Durotoluwa & Mogaji, 2021), yet rural tertiary institutions continue to face critical challenges. These challenges are manifested not only in infrastructural deficiencies but also in varying degrees of lecturer readiness, institutional support, and cultural alignment with remote work practices.

A significant portion of the existing literature concentrates on infrastructural and connectivity challenges. Gbajumo-Sheriff and Elegbede (2023) documented general perceptions of remote work, while Oyewobi et al. (2021) and Maree (2022) emphasized digital inequities prevalent in rural educational settings. Parallel studies in other African contexts, such as Zimbabwe, have also highlighted similar systemic barriers (Svongoro & Mudzi, 2023), pointing to a broader regional issue of digital exclusion. Beyond infrastructure, several scholars have identified digital literacy and capacity-building gaps among academic staff. Adeyinka et al. (2023) noted low digital competence and inadequate training, which hinder effective adaptation to virtual platforms. This is compounded by emotional and psychological challenges, such as fatigue, anxiety, and resistance to change, as observed by Magnus (2021) and Mukhtar et al. (2020). Moreover, Hew et al. (2020) and Chibuwe and Munoriyarwa (2023) reported low levels of

engagement and user dissatisfaction with available digital platforms. Pedagogical and cultural misalignments also pose substantial obstacles. The inherent disconnect between conventional face-to-face teaching methods and remote delivery models is particularly pronounced in resource-constrained institutions. Singh and Tembo (2022), Gore et al. (2023), and Kaqinari (2023) emphasized that virtual learning often clashes with deeply rooted instructional traditions and student expectations in such settings. This raises concerns about the overall quality of learning and academic engagement. Administrative and managerial limitations further complicate the situation. Studies by Abraham (2024) and Govender et al. (2021) highlighted concerns around weak institutional leadership, inconsistent supervision, and mental health strain among staff. Similarly, Ajayi (2020) and Aladejebi (2021) identified productivity decline and emotional stress as unintended consequences of poorly implemented remote work policies. Compounding these issues are policy-level constraints, including inconsistent directives, high internet and data costs, and insufficient institutional support (Uwadimna et al., 2024; NISER, 2024; SA Consulting, 2022). Recent policy reversals—such as Lagos State’s withdrawal from its earlier remote work directive (Ozibo, 2025)—underscore the fragility and lack of continuity in remote work frameworks within the Nigerian public sector. Despite these insights, few empirical studies have directly examined the acceptability of remote work and the specific impediments experienced by lecturers in rural-based Nigerian institutions. In particular, the intersection of cultural readiness, technological limitations, digital competence, managerial support, and personal adaptability remains underexplored. These gaps are critical, given the implications for educational equity, staff performance, and student outcomes in rural areas, where opportunities for digital inclusion are already limited. Accordingly, this study seeks to address this

empirical gap by investigating the levels of acceptance and the core impediments to remote work among lecturers at the Oyo State College of Agriculture and Technology (OYSCATECH), Igboora. The findings are intended to inform evidence-based policy formulation and the design of context-appropriate digital strategies to strengthen human resource practices in Nigeria’s rural higher education institutions.

Objectives of the Study

This study seeks to:

- i. examine the level of acceptability of remote work practices among lecturers at the Oyo State College of Agriculture and Technology (OYSCATECH), Igboora.
- ii. identify the major impediments that constrain the effective adoption and sustainability of remote work within the institution.

Hypothesis

The hypothesis tested is that there is no significant level of acceptability of remote work practices among lecturers at Oyo State College of Agriculture and Technology (OYSCATECH), Igboora.

Literature Review

The discourse on remote work adoption in higher education, particularly within rural contexts, has attracted growing scholarly attention in recent years. Existing studies converge on several thematic concerns, including infrastructural and connectivity challenges, digital literacy gaps, managerial and policy inconsistencies, as well as psychological and cultural barriers that shape lecturers’ willingness to embrace virtual teaching. While global scholarship highlights structural enablers of digital transformation, evidence from Nigeria and other African contexts points to persistent inequities that complicate remote work integration. Against this backdrop, the following review

synthesizes empirical and conceptual contributions across five key domains, infrastructure and connectivity, digital literacy, managerial frameworks, psychological stressors, and policy/global comparisons, in order to identify both the progress made and the persisting gaps that this study seeks to address.

One of the most persistent impediments to the adoption of remote work in rural contexts is infrastructural inadequacy. Gbajumo-Sheriff and Elegbede (2023) reported that while remote work enhanced productivity and created opportunities for improved family interaction, lecturers in rural areas remained disproportionately affected by unreliable electricity supply and weak internet connectivity. These findings are consistent with SA Consulting (2022) and Ajayi (2020), who highlighted the prohibitive costs of internet data, recurrent power outages, and limited broadband penetration as enduring barriers to remote work adoption in Nigeria. Such infrastructural challenges not only limit digital engagement but also undermine the continuity and quality of teaching and administrative tasks.

Beyond infrastructure, digital competence has been identified as a crucial determinant of remote work effectiveness. Adeyinka et al. (2023), in a systematic review of 24 studies, found that low levels of digital literacy and insufficient training programs constrained the ability of lecturers to adapt to virtual work modalities. Eigbadon et al. (2023) and Hassan and Ibrahim (2023) further observed that inadequate institutional technical support and bureaucratic hurdles in the deployment of digital platforms within public educational institutions compounded the problem. These findings suggest that without targeted capacity-building and user-friendly technological systems, rural lecturers are less likely to fully embrace remote work practices. Legal frameworks and managerial structures also play a critical role in shaping the adoption of remote work. Uwadimna et al. (2024) noted

that many lecturers lack clear institutional guidelines and contractual provisions to govern remote teaching and administrative duties. Abraham (2024) similarly argued that insufficient supervisory mechanisms and poorly defined expectations in virtual environments often lead to inconsistencies in staff performance and accountability. The absence of standardized policies contributes to uncertainty, weakens lecturer motivation, and hampers institutional efforts to sustain remote work systems.

Remote work also introduces psychological and emotional challenges that influence lecturer performance. CIPM Nigeria (2023) and Aladejebi (2021) documented how professional isolation, reduced peer interaction, and inadequate feedback mechanisms contribute to fatigue, stress, and diminished job satisfaction among lecturers in rural settings. Disruptions to work-life balance and the blurring of professional and domestic boundaries have similarly been identified as sources of strain, further reducing the appeal and sustainability of remote work. Comparative international studies reveal marked disparities in remote work experiences between Nigeria and more technologically advanced contexts. Oshioye et al. (2023) demonstrated that Nigerian lecturers face greater levels of isolation, weaker institutional policy frameworks, and less reliable infrastructure compared to their counterparts in the United States. Likewise, Nwande and Olorunfemi (2021) emphasized the need for national reforms that integrate rural educators into digital infrastructure planning, warning that failure to do so could deepen existing educational inequalities.

The reviewed literature consistently emphasizes the structural, technological, and managerial obstacles that hinder remote work adoption in higher education, particularly within rural contexts. While infrastructural deficits—such as poor internet connectivity, high data costs, and erratic electricity supply—are the most frequently cited challenges,

studies also highlight the critical role of digital literacy, institutional support, and cultural alignment in shaping lecturers' engagement with virtual teaching platforms. Moreover, comparative evidence from international contexts underscores the disparities between Nigerian rural institutions and their urban or global counterparts, where supportive policies and advanced digital infrastructures foster smoother transitions. Despite these insights, empirical research remains limited in two critical respects. First, relatively few studies directly examine the *acceptability* of remote work among lecturers in rural higher education institutions, focusing instead on infrastructural gaps in general terms. Second, the interplay between individual perceptions (such as digital competence and willingness to adapt), institutional frameworks (such as policy enforcement and managerial support), and contextual realities (such as student readiness and rural socio-economic constraints) has been underexplored. These gaps are particularly salient for institutions like the Oyo State College of Agriculture and Technology (OYSCATECH), Igboora, where unique cultural and structural factors converge.

This study, therefore, addresses these lacunae by investigating both the acceptance levels and the key impediments to remote work among lecturers in OYSCATECH. By grounding the analysis in the Technology Acceptance Model (TAM) and the Diffusion of Innovation (DOI) theory, the study provides a comprehensive framework for understanding the multidimensional dynamics that shape remote work practices in rural higher education contexts.

Theoretical Framework

This study is underpinned by the Technology Acceptance Model (TAM) proposed by Davis (1989), which emphasizes two key determinants of technology adoption: *perceived usefulness*—the degree to which an individual believes that using a system enhances job performance—and *perceived*

ease of use—the degree to which an individual believes that using the system requires minimal effort. Within the context of this study, lecturers' willingness to adopt remote work is shaped by their perceptions of whether digital platforms such as Zoom, Google Meet, and Learning Management Systems (LMS) enhance their teaching and administrative efficiency, and whether such platforms are user-friendly. However, infrastructural challenges, unreliable internet access, and limited institutional support may diminish both perceived usefulness and perceived ease of use, thereby constraining adoption.

The Diffusion of Innovation (DOI) Theory by Rogers (2003) complements TAM by explaining how new ideas and practices spread within a social system. DOI identifies innovation attributes (e.g., relative advantage, compatibility, complexity), communication channels (e.g., peer influence, training, mentoring), and institutional culture as critical determinants of adoption. In the case of Oyo State College of Agriculture and Technology (OYSCATECH), Igboora, lecturers' uptake of remote work practices may depend on how compatible such practices are with existing pedagogical norms, how effectively communication channels facilitate knowledge-sharing, and the extent to which institutional leadership fosters a supportive climate for innovation.

Together, TAM and DOI provide a comprehensive framework for analyzing both *individual-level acceptance* and *organizational-level barriers* to remote work. TAM focuses on lecturers' perceptions and behavioral intentions, while DOI situates these behaviors within the broader institutional and cultural context. The integration of these theories allows for a nuanced understanding of how infrastructural, technological, cultural, and managerial factors shape the acceptability and impediments of remote work practices in rural higher education institutions.

Methodology

This study employed a descriptive survey research design, which is appropriate for investigating attitudes, perceptions, and challenges associated with remote work practices. The design enabled the researcher to systematically gather quantitative data from lecturers and to provide both descriptive and inferential insights into the acceptability and impediments of remote work at Oyo State College of Agriculture and Technology (OYSCATECH), Igboora.

The target population comprised the 220 academic staff members of OYSCATECH across all six faculties. These lecturers were considered suitable respondents because of their direct involvement in teaching, research, and administrative tasks that may be influenced by remote work adoption. The sample size was determined using Taro Yamane's formula (1967) for finite populations at a 95% confidence level and 5% margin of error, which yielded a required sample of 142 respondents. To account for potential non-responses or improperly completed questionnaires, an additional 3% (8 lecturers) was added, bringing the final sample size to lecturers. A two-stage sampling procedure was adopted to ensure representativeness. In the first stage, the population was stratified based on the six faculties in the institution to capture disciplinary diversity. In the second stage, a proportional random sampling technique was used to select respondents from each stratum, thereby ensuring that the sample reflected the faculty distribution of the population.

Data were collected using a structured questionnaire consisting of three sections: (i) demographic information, (ii) items measuring acceptability of remote work, and (iii) items identifying barriers to adoption. The instrument was pre-tested with ten lecturers from a neighboring institution to ensure reliability and clarity.

Data analysis involved descriptive statistics (frequencies, percentages, means, and variances) to summarize respondents'

perceptions. To test the research hypothesis, a one-sample t-test was conducted to determine whether the mean acceptability score significantly differed from the neutral point of 3 on a five-point Likert scale. Statistical significance was set at $p < 0.05$.

The study adhered to ethical standards in social science research. Ethical clearance was obtained from the research committee of OYSCATECH. Participation was voluntary, and informed consent was obtained from all respondents prior to questionnaire administration. Respondents were assured of confidentiality, and data were used solely for academic purposes.

Results

Response Rate

A total of 150 questionnaires were distributed to academic staff members of the Oyo State College of Agriculture and Technology (OYSCATECH), Igboora. Out of these, 143 questionnaires were correctly completed and returned, representing a response rate of 95.3%. This exceptionally high response rate not only strengthens the reliability of the findings but also underscores the level of interest and engagement among lecturers regarding the subject of remote work adoption.

Table 1: Response Rate of Respondents

Category	Questionnaires Distributed	Questionnaires Returned	Response Rate (%)
Lecturers	150	143	95.3

Acceptability of Remote Work in OYSCATECH

The findings demonstrate that lecturers at OYSCATECH exhibit high-level digital awareness and platform-engagement, as evidenced by their near-universal familiarity with virtual teaching tools ($M = 4.98$; $Var = 0.02$) and substantial experience in delivering

lectures via online platforms ($M = 4.53$; $Var = 0.87$). This suggests that remote work practices are no longer perceived as experimental innovations but as integral, practice-oriented components of academic delivery.

The data equally highlight the presence of institutionally-driven training initiatives, with a significant proportion of lecturers having undergone professional development in digital pedagogical tools ($M = 4.64$; $Var = 0.34$). Such interventions indicate a capacity-building orientation that strengthens digital competence and reinforces institutional readiness for remote work adoption.

Nevertheless, the evidence reveals a preference-divided orientation toward home-based teaching ($M = 3.74$; $Var = 2.36$), reflecting not only infrastructural inadequacies and connectivity irregularities but also pedagogical-tradition influences and personal comfort variations among staff. While the

importance of physical classes was unanimously affirmed ($M = 5.00$; $Var = 0.00$), thereby reinforcing the notion that remote teaching is regarded as a complementary-instructional strategy rather than a full substitute, the relevance of virtual classes in blended delivery was also strongly endorsed ($M = 4.25$; $Var = 1.19$).

Finally, the strong support for institutional policies on remote teaching ($M = 4.50$; $Var = 0.75$) underscores a policy-legitimized acceptance, whereby lecturers are not only open to digital teaching modalities but are also willing to align with structured, management-supported frameworks for their adoption.

Taken together, the findings suggest that while lecturers demonstrate a digitally-receptive disposition toward remote work, the structural-contextual impediments of infrastructural limitations, cultural expectations, and pedagogical norms continue to moderate full adoption.

Table 2: Acceptability of Remote Work in OYSCATECH

Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean	Variance
Awareness of virtual teaching tools	98	2	0	0	0	4.98	0.02
Delivered lectures via virtual platforms	75	10	8	7	0	4.53	0.87
Received training for virtual tools	67	30	0	3	0	4.64	0.34
Preference for home-based lectures	50	0	24	0	26	3.74	2.36
Importance of physical classes	100	0	0	0	0	5.00	0.00
Relevance of virtual classes with face-to-face	75	0	0	0	25	4.25	1.19
Support for the policy on remote teaching	75	0	0	25	0	4.50	0.75

Impediments to Remote Work in OYSCATECH

The results underscore internet-connectivity inadequacy as the most pressing impediment to remote work adoption, with an exceptionally high mean score ($M = 4.85$; $Var = 0.14$) indicating near-unanimous agreement among lecturers that unstable and insufficient internet access constitutes a performance-limiting constraint. Similarly, the limited

accessibility of smart devices ($M = 4.31$; $Var = 1.59$) was identified as a technology-deprivation challenge, reflecting inequities in lecturers' access to the necessary hardware for sustained online teaching and administrative engagement.

Energy supply deficits were also reported as a critical-infrastructural barrier ($M = 4.20$; $Var = 1.66$), consistent with persistent national power shortages that not only affect digital

device usage but also compromise the continuity of academic schedules. Closely aligned with this is the issue of students' readiness for virtual learning ($M = 4.20$; $Var = 1.66$), suggesting that despite lecturers' increasing digital awareness, the student-capacity gap in adapting to online modalities remains a significant bottleneck to effective remote teaching.

Institutional enforcement of remote work policies was rated more moderately ($M = 3.70$; $Var = 2.01$), reflecting policy-inconsistency perceptions and divergent institutional-commitment views. The relatively high variance indicates heterogeneous opinions among lecturers, with some perceiving

supportive frameworks while others view institutional directives as inadequate or weakly enforced.

Collectively, these findings suggest that while infrastructural and technological inadequacies constitute systemic impediments to remote work, institutional-policy gaps and student-readiness limitations create context-specific barriers that hinder holistic adoption. This pattern reinforces the argument that effective remote work integration in rural tertiary institutions requires multi-layered interventions addressing connectivity, hardware provision, energy stability, student engagement, and coherent policy enforcement.

Table 3: Impediments to Remote Work in OYSCATECH

Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean	Variance
Internet connectivity as a challenge	85	15	0	0	0	4.85	0.14
Smart device accessibility	77	0	0	23	0	4.31	1.59
Energy supply for devices	70	5	0	25	0	4.20	1.66
Students' readiness for virtual learning	70	5	0	25	0	4.20	1.66
Institutional enforcement of remote policies	50	10	0	40	0	3.70	2.01

Test of Hypothesis

The null Hypothesis (H_0): "There is no significant level of acceptability of remote work practices among lecturers at OYSCATECH" was tested using a one-sample t-test to determine whether the mean acceptability score significantly exceeded the

neutral midpoint (3.0) of the 5-point Likert scale. The test was conducted at a 0.05 level of significance.

The overall mean acceptability score was 4.41 ($SD = 0.72$), which is well above the scale midpoint. The one-sample t-test yielded a value of $t(142) = 18.65$, $p < 0.001$.

Table 4: One-Sample t-Test of Acceptability of Remote Work among Lecturers

Variable	Test Value	Mean	SD	t-value	df	p-value	Decision
Acceptability of Remote Work	3.0	4.41	0.72	18.65	142	0.000	Reject H_{01}

Since the computed p-value < 0.05 , the null hypothesis is rejected. This indicates that the level of acceptability of remote work practices among lecturers at OYSCATECH is statistically significant and above average, reflecting a positive disposition toward remote

teaching despite infrastructural and institutional barriers.

Discussion

The findings of this study confirm that infrastructural challenges—particularly unreliable internet connectivity and unstable electricity supply—critically shape lecturers'

willingness to adopt remote teaching. According to the Technology Acceptance Model (TAM), perceptions of *usefulness* and *ease of use* are pivotal in determining adoption. In the OYSCATECH context, when internet connections are inconsistent or power outages disrupt virtual classes, digital tools are perceived as performance-inhibiting rather than performance-enhancing. Similarly, difficulties in accessing stable platforms reduce the perceived ease of use, thereby discouraging adoption. Thus, the infrastructural deficiencies directly undermine the psychological conditions TAM identifies as central to acceptance.

The Diffusion of Innovation (DOI) theory expands the analysis by situating adoption within organizational and cultural structures. Limited access to smart devices and weak enforcement of remote teaching policies illustrate barriers to innovation diffusion. DOI emphasizes that successful adoption depends on *compatibility*, *communication channels*, and *institutional culture*. At OYSCATECH, lecturers' readiness is undermined by students' limited preparedness and by inconsistencies in institutional support, both of which delay the diffusion of remote work practices across the system. Thus, while individuals may have digital competence, the absence of strong institutional scaffolding slows the broader integration of remote teaching.

Together, TAM and DOI provide a multi-layered explanatory framework. TAM elucidates the *individual-level cognitive drivers* of remote work adoption, such as perceived usefulness and ease of use, while DOI explains the *systemic and organizational factors*—such as peer influence, institutional culture, and policy enforcement—that govern whether these individual intentions translate into collective adoption. This complementarity underscores that remote work in higher education is not merely a question of individual willingness but also of organizational readiness and policy alignment.

The findings resonate with patterns reported in other low-resource contexts while diverging from those in high-income settings. For example, Oshioye et al. (2023) observed that Nigerian lecturers experience greater isolation and weaker institutional backing than U.S. counterparts, where stable infrastructure and stronger policies sustain adoption. Similarly, while CIPM Nigeria (2023) emphasized infrastructural breakdowns and policy ambiguities as stressors, Western studies often highlight digital fatigue and work-life imbalance as the main inhibitors. This comparison suggests that in resource-constrained contexts, structural and infrastructural barriers overshadow psychosocial dynamics, whereas in developed settings, psychosocial dimensions dominate once infrastructure is secured.

The evidence suggests several forward-looking strategies. First, institutions like OYSCATECH must pursue connectivity-enhancement partnerships with telecom providers and government agencies to mitigate internet barriers. Second, subsidized device provision or soft-loan schemes could bridge the hardware-access gap. Third, institutional frameworks should evolve into enforceable digital policies, backed by accountability mechanisms and incentives for compliance. Fourth, to improve student readiness, structured digital literacy programs and blended learning pilots should be incorporated into curricula.

Overall, the findings highlight that successful adoption of remote work requires a dual-strategy approach: addressing TAM-related individual perceptions through infrastructural and skill-support interventions, while leveraging DOI principles to cultivate an organizational culture that promotes innovation diffusion. If such strategies are systematically implemented, institutions like OYSCATECH can reposition remote teaching from an emergency-driven practice to a sustainable and resilient pedagogical model,

thereby aligning Nigerian higher education with global digital transformation trajectories.

Conclusion

This study found that lecturers at OYSCATECH demonstrate strong acceptance of remote work but face significant barriers, particularly poor internet connectivity, unstable electricity, limited device access, low student preparedness, and weak institutional policy enforcement. Anchored on the Technology Acceptance Model (TAM) and the Diffusion of Innovation (DOI) theory, the findings show that while lecturers perceive remote work as valuable and feasible, infrastructural and organizational constraints hinder full adoption. Addressing these barriers is essential for transforming remote teaching into a sustainable model that strengthens institutional resilience and bridges the rural–urban digital divide.

Recommendations

Based on the findings, the study proposes the following recommendations:

- i. Institutions and policymakers should prioritize reliable internet connectivity and sustainable energy supply through strategic partnerships with telecommunications and power providers to expand access and reduce costs.
- ii. Equitable device access: Provision should be made for subsidized procurement, soft-loan arrangements, or bulk-purchase schemes to ensure that lecturers have equitable access to laptops, tablets, and other smart devices.
- iii. Digital capacity-building: Digital literacy should be integrated into the curriculum, and pilot blended-learning programs introduced to build students' capacity for active participation in virtual learning environments.

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