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INFLUENCE OF DIGITAL LEARNING FACILITIES ON AGRIPRENEURIAL CHOICES OF STUDENTS IN TERTIARY INSTITUTIONS IN GOMBE STATE, NIGERIA

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ABSTRACT
The purpose of the study was to determine the influence of digital learning facilities on the agripreneurial choices of students in tertiary institutions in Gombe State, Nigeria. The study was guided by two specific objectives, two research questions, and two null hypotheses. The study which was conducted in Gombe State adopted descriptive survey research design. The population of this study was 3,610 respondents. This includes 3,512 final year students and 98 lecturers drawn from four tertiary institutions in Gombe State. The sample size for the study was 360 determined using the Taro Yamane formula. The sampling process employed a multistage sampling technique. The instrument for data collection in this study was a structured questionnaire titled "Digital Learning Facilities and Agripreneurial Choice Questionnaire (DLFACQ)". The instruments was subjected to validation by experts, A reliability index of 0.87 was obtained using Cronbach's Alpha to determining the reliability index of the instrument. Mean and Standard deviation were used to answer the research questions, while the hypotheses were tested using linear regression at a 0.05 level of significance. The findings of the study revealed that Digital learning facilities are moderately available in tertiary institutions in Gombe State, Accessibility to digital learning facilities moderately influences students' choice of agripreneurship, The study recommended among others, that, Tertiary institutions in Gombe State should not only provide digital learning facilities but also ensure their effective integration into teaching and learning processes, particularly in entrepreneurship and agripreneurship-related courses, so that students can translate digital exposure into practical business competencies.

Key words; Influence, Digital Learning Facilities, Agripreneurial, choices, Tertiary Institutions

Introduction
The 21st-century educational environment is fundamentally characterized by the integration of digital learning facilities, a broad term encompassing the hardware, software, and network infrastructure that enable effective teaching and learning. These facilities include foundational tools like desktop computers, laptops, tablets, and interactive whiteboards; critical connectivity such as high-speed internet and intranets; and sophisticated software ecosystems including e-learning platforms (e.g., Moodle, Canvas, Blackboard), virtual classrooms (hosted on Zoom, Microsoft Teams, or Google Meet), and digital libraries and repositories that provide access to a vast universe of academic journals, e-books, and multimedia resources (Selwyn, 2016). In Nigeria, the potential of digital learning to address longstanding systemic challengessuch as overcrowded lecture halls, a shortage of qualified instructors and limited access to physical textbooksis a central tenet of contemporary educational policy. This is evidenced by initiatives like the National Policy on Information and Communication Technology (ICT) in Education, which aims to integrate ICT at all levels of the education system to improve the quality, access, and

governance of the nation (Federal Republic of Nigeria, 2020). According to Osode (2021), Nigerian tertiary institutions have increasingly adopted Learning Management Systems (LMS) to supplement face-to-face teaching, manage coursework, and facilitate communication. However, this transition has been uneven, often hampered by infrastructural deficits.

Agripreneurship is a portmanteau of "agriculture" and "entrepreneurship," and it is conceptually defined as the application of entrepreneurial principles, innovation, and business acumen to the agricultural sector (Food and Agriculture Organization [FAO], 2014). It represents a significant departure from subsistence farming by integrating modern business management practices across the entire agricultural value chain (World Bank, 2019). This includes upstream activities like input supply and seed technology, primary production, as well as downstream processes such as processing, packaging, logistics, marketing, and the creation of value-added services (Oviawe, 2016). An agripreneur is, therefore, not merely a farmer but a businessperson who identifies opportunities within the agricultural sphere, assembles resources, and assumes risks to create profitable and sustainable enterprises (Ayinde et al., 2015).

The synergy between digital learning and agripreneurial development represents a potent mechanism for enhancing the effectiveness and appeal of agricultural entrepreneurship education. The relevance of digital tools in this domain is profound, as they directly influence students' attitudes, knowledge, and practical competencies in ways traditional methods often cannot (Ifinedo et al., 2020). Digital learning tools can demystify agribusiness and reposition it as a modern, innovative, and profitable career choice. For instance, agricultural simulation applications allow students to manage virtual farms, making critical decisions on crop selection, fertilization, irrigation, and financial planning within a risk-free environment. This experiential learning builds confidence and competence before any real-world investment is required (Balakrishnan & Ncube, 2021). Furthermore, online agribusiness courses from global platforms like Coursera, edX, or the Food and Agriculture Organization (FAO's) e-learning academy provide access to international best practices, emerging technologies, and specialized knowledge that may be absent from local curricula (World Bank, 2019; FAO, 2021).

A critical paradox emerges from this context. Despite the Nigerian government's and institutional administrations' concerted efforts to integrate ICT and entrepreneurship education into the curriculum, empirical evidence and anecdotal reports suggest that student interest in agripreneurship as a viable career path remains persistently low (Ayangunna, Olutegbe, & Tukur, 2021). Despite the growing discourse around digital education and agripreneurship, many students continue to perceive agriculture as a last-resort career, associated with poverty, hard labour, and low social status. Consequently, it remains empirically ambiguous whether these digital tools have any significant causal influence on students' decisions to pursue agricultural ventures. Therefore, there is a compelling and urgent need for context-specific empirical investigation. It is crucial to move beyond speculative assumptions and systematically assess how the access to, and the actual use of, digital learning tools directly affects the agripreneurial intentions and choices of students in tertiary institutions in Gombe State, Nigeria.

Statement of the Problem

The Nigerian economy currently grapples with the parallel challenges of a rapidly expanding youth population and the pressing necessity for economic diversification, with the agricultural sector representing a vital avenue for sustainable growth. In response to these challenges, tertiary institutions across the country have been directed to integrate entrepreneurship education into

their curricula, placing a particular emphasis on agripreneurship to equip graduates with the skills for self-reliance and job creation. Concurrently, the global educational paradigm is being transformed by digital learning facilities encompassing computers, internet connectivity, e-learning platforms, and digital libraries which are widely promoted for their potential to revolutionize learning, foster innovation, and cultivate entrepreneurial capabilities. This creates a theoretical foundation where digital tools are poised to make agripreneurship education more practical, engaging, and effective for the modern student. However, a significant problem persists on the ground in Gombe State.

The core of the problem, therefore, is that it remains empirically unclear whether and how the available digital learning facilities actually influence the agripreneurial intentions and ultimate venture choices of these students in tertiary institutions in Gombe State. While these facilities are promoted as catalysts for entrepreneurial development, their specific impact on shifting student attitudes and decisions towards agricultural entrepreneurship in the specific socio-economic context of Gombe State is unknown and requires investigation.

This identified problem is substantiated by existing scholarly work which highlights critical gaps in the implementation and outcomes of current policies. The National Universities Commission (NUC) mandates entrepreneurship education for all undergraduates, aiming to foster a culture of self-employment (NUC, 2018). Scholars such as Adedoyin and Soykan (2023) document that challenges like limited ICT facilities, chronically poor internet connectivity, and inadequate training for users severely hinder the effective implementation of digital education, potentially nullifying its intended benefits for complex skills like entrepreneurship. Most critically, empirical findings reveal a direct disconnect between educational inputs and student career outputs. For instance, Ayangunna, Olutegbe, and Tukur (2021) found that despite the widespread teaching of entrepreneurship in Nigerian tertiary institutions, students' interest in agripreneurship remains disproportionately low, influenced more by perceived social norms and lack of start-up capital than by their educational exposure, indicating that the current approach, even with digital elements, is not effectively closing the interest gap.

The consequences of failing to address this research problem are severe and multifaceted. On a broader scale, the agricultural sector in Gombe State continue to lack a new generation of tech-savvy, innovative agripreneurs, hindering its potential for modernization, improved productivity, and contribution to regional and national food security. Therefore, a critical investigative gap exist that demands immediate scholarly attention. There was a compelling and urgent need for an empirical study to determine the nature and extent of the influence that access to and use of digital learning facilities has on the agripreneurial choices of students in tertiary institutions in Gombe State.

Purpose of the Study

The main purpose of this study was to determine the influence of digital learning facilities on the agripreneurial choices of students in tertiary institutions in Gombe State, Nigeria. The study was specifically sought to:

1. Identify the types of digital learning facilities available for teaching and learning agripreneurship in tertiary institutions in Gombe State.
2. Assess the influence of accessibility to digital learning facilities on students' choice of agripreneurship as a career pathin tertiary institutions in Gombe State.

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Research Questions

The following research questions were formulated to guide the study:

1. What types of digital learning facilities are available for teaching and learning in tertiary institutions in Gombe State?
2. To what extent does accessibility to digital learning facilities influence students' choice of agripreneurship as a career path in tertiary institutions in Gombe State?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance:

HO_1: Availability of diverse digital learning facilities has no statistically significant influence on their agripreneurship career choice in tertiary institutions in Gombe State.

HO_2: Accessibility to digital learning facilities has no statistically significant influence on their agripreneurship career choice in tertiary institutions in Gombe State.

Methodology

The study adopted a descriptive survey research design. The population of this study was 3,610 respondents. This includes 3,512 final year students and 98 lecturers drawn from five tertiary institutions in Gombe State. A sample of 360 students was drawn from the total population of students enrolled in tertiary institutions offering agricultural and entrepreneurial programmes in Gombe State. The sampling process employed a multistage sampling technique to ensure representativeness and inclusiveness of various institutional contexts. The instrument for data collection in this study was a structured questionnaire titled "Digital Learning Facilities and Agripreneurial Choice Questionnaire (DLFACQ)". A reliability coefficient of 0.87 was obtained, using Cronbach's Alpha. The data collected were analyzed using both descriptive and inferential statistics. The research questions were answered using mean and standard deviation to determine the average responses and the degree of variability among respondents. The hypotheses were tested using linear regression at 0.05 level of significance. The decision rule for the hypotheses was to reject the null hypothesis if the calculated *p*-value is less than or equal to 0.05, indicating a significant relationship, and fail to reject the null hypothesis if the *p*-value is greater than 0.05, indicating no significant relationship.

Results

Research Questions

Research Question 1: What types of digital learning facilities are available for teaching and learning in tertiary institutions in Gombe State?

Table 1: Mean Ratings on the Availability of Digital Learning Facilities for Teaching and Learning in Tertiary Institutions in Gombe State

Category	S/N	Digital Learning Facility	$\bar{x}$	SD	Decision
Hardware-Based Facilities	1	Computers (desktops, laptops, tablets, mobile devices)	4.36	0.85	HA
	2	Projectors	3.55	1.11	HA
	3	Interactive whiteboards	1.66	0.99	SA
	4	Smart classrooms	1.63	0.95	SA
	5	Multimedia systems	2.61	1.05	MA
	6	Digital cameras	3.54	1.00	HA

	7	Scanners	3.55	1.05	HA
	8	Laboratory equipment with digital interfaces (e.g., simulation kits, digital measurement tools)	3.56	1.08	HA
Software	9	Learning Management Systems (LMS)	2.59	1.04	MA
	10	Virtual Learning Environments (VLEs)	1.61	0.95	SA
	11	E-laboratory simulation software	1.68	0.98	SA
	12	Multimedia authoring tools	3.62	0.99	HA
	13	Office productivity suites	3.56	1.00	HA
	14	Entrepreneurship and agribusiness simulation applications	1.69	0.97	SA
Internet-Based	15	Broadband internet connectivity	3.57	1.05	HA
Facilities	16	Institutional e-learning portals	2.62	1.04	MA
Communication	17	Digital repositories	3.53	1.06	HA
and	18	E-libraries	3.59	1.02	HA
Collaboration	19	Cloud-based learning platforms	1.65	0.95	SA
Tools	20	Online collaboration tools – e.g., Zoom, Microsoft Teams, Google Meet	4.38	0.82	HA
	21	Social media platforms for learning – e.g., WhatsApp, Telegram	4.43	0.84	HA
	22	Email systems and institutional intranets	3.64	0.99	HA
	23	Discussion forums and digital learning communities	2.65	1.06	MA
	24	Webinars, podcasts, and online workshops	1.60	0.97	SA
Audio-Visual	25	Digital studios for video production	1.68	0.99	SA
and Multimedia	26	Audio recording and editing systems	2.53	1.00	MA
Facilities	27	Multimedia projectors and sound systems	2.70	1.04	MA
Digital Libraries	28	E-library databases	3.53	1.05	HA
and Information	29	Open Educational Resources (OER)	1.61	0.93	SA
Resources	30	Institutional repositories for projects and research works	1.57	0.93	SA
Emerging and					
Innovative	31	Virtual Reality (VR) systems	1.62	0.96	SA
Digital Learning	32	Augmented Reality (AR) systems	1.62	0.94	SA
Technologies	33	Artificial Intelligence (AI)-powered tutoring platforms	1.68	1.01	SA
	34	Internet of Things (IoT)-based tools for agricultural data collection	1.65	0.96	SA
	35	Mobile learning (m-learning) applications	1.67	0.97	SA
		Cluster Mean	**2.65**	**0.99**	**MA**

KEY: *$\bar{x}$ = Mean Response, SD = Standard Deviation, HA = Highly Available, MA = Moderately Available, SA = Slightly Available*

Data in Table 1 above indicate that the cluster mean of all the 35 items is 2.65 with a standard deviation of 0.99. This cluster mean falls within Moderately Available (MA) on the real limit of the 5-point scale (2.50–3.49). Generally, this shows that digital learning facilities are moderately available for teaching and learning in tertiary institutions in Gombe State.

However, the table also shows that the standard deviation values of the items ranged from 0.82 to 1.11. This indicates that the responses of the respondents were not far from the mean ratings,

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suggesting a high level of agreement among the respondents regarding the availability of digital learning facilities in tertiary institutions in Gombe State.

Research Question 2: To what extent does accessibility to digital learning facilities influence students' choice of agripreneurship as a career path in tertiary institutions in Gombe State?

Table 2: Mean Ratings on Accessibility of Digital Learning Facilities and Students' Agripreneurial Career Choice in Tertiary Institutions in Gombe State

Category	S/N	Digital Learning Facility	$\bar{x}$	SD	Decision
Hardware-Based Facilities	1	Computers (desktops, laptops, tablets, mobile devices)	4.38	0.84	A
	2	Projectors	3.54	1.10	A
	3	Interactive whiteboards	2.64	1.08	MA
	4	Smart classrooms	2.60	1.08	MA
	5	Multimedia systems	2.64	1.11	MA
	6	Digital cameras	3.50	1.05	A
	7	Scanners	3.65	0.96	A
	8	Laboratory equipment with digital interfaces (e.g., simulation kits, digital measurement tools)	3.51	1.01	A
Software	9	Learning Management Systems (LMS)	2.64	1.05	MA
	10	Virtual Learning Environments (VLEs)	1.66	0.99	SA
	11	E-laboratory simulation software	1.63	0.94	SA
	12	Multimedia authoring tools	3.50	1.03	SA
	13	Office productivity suites	3.48	1.03	MA
	14	Entrepreneurship and agribusiness simulation applications	1.60	0.97	SA
Internet-Based Facilities	15	Broadband internet connectivity	3.59	1.01	A
	16	Institutional e-learning portals	2.56	1.03	MA
Communication and Collaboration Tools	17	Digital repositories	3.46	1.04	MA
	18	E-libraries	3.55	1.09	A
	19	Cloud-based learning platforms	1.59	0.95	SA
	20	Online collaboration tools – e.g., Zoom, Microsoft Teams, Google Meet	4.37	0.90	A
	21	Social media platforms for learning – e.g., WhatsApp, Telegram	4.35	0.87	A
	22	Email systems and institutional intranets	3.53	1.01	A
	23	Discussion forums and digital learning communities	2.50	1.07	MA
	24	Webinars, podcasts, and online workshops	1.67	1.02	SA
Audio-Visual and Multimedia Facilities	25	Digital studios for video production	1.68	1.01	SA
	26	Audio recording and editing systems	2.59	1.13	MA
	27	Multimedia projectors and sound systems	2.51	1.01	MA
Digital Libraries and Information Resources	28	E-library databases	3.40	1.08	MA
	29	Open Educational Resources (OER)	1.61	0.95	SA
	30	Institutional repositories for projects and research works	1.62	0.94	SA
Emerging and Innovative Digital	31	Virtual Reality (VR) systems	1.59	0.94	SA

Learning Technologies	32	Augmented Reality (AR) systems	1.64	0.88	SA
	33	Artificial Intelligence (AI)-powered tutoring platforms	1.57	0.92	SA
	34	Internet of Things (IoT)-based tools for agricultural data collection	1.61	0.96	SA
	35	Mobile learning (m-learning) applications	1.68	1.02	SA
		Cluster Mean	**2.67**	**1.00**	**MA**

KEY: *$\bar{x}$ = Mean Response, SD = Standard Deviation, A = Accessible, MA = Moderately Accessible, SA = Slightly Accessible*

Data in Table 2 above indicate that the cluster mean of all the 35 items is 2.67 with a standard deviation of 1.00. This cluster mean falls within Moderately Accessible (MA) on the real limit of the 5-point scale (2.50–3.49). Generally, this shows that digital learning facilities are moderately accessible, thereby exerting a moderate influence on students' choice of agripreneurship as a career path in tertiary institutions in Gombe State. However, the table also shows that the standard deviation values of the items ranged from 0.84 to 1.13. This indicates that the responses of the respondents were not far from the mean ratings, suggesting that the respondents shared similar opinions regarding the extent to which digital learning facilities are accessible and influence students' choice of agripreneurship as a career path in tertiary institutions in Gombe State.

Hypotheses Testing

Hypothesis 1: Availability of diverse digital learning facilities has no statistically significant influence on students' agripreneurship career choice in tertiary institutions in Gombe State.

Table 3: ***Simple Linear Regression Model Summary on the Influence of Availability of Digital Learning Facilities on Students' Agripreneurship Career Choice in Tertiary Institutions in Gombe State***

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.015[a]	.000	-.003	.28333

a. Predictors: (Constant), Availability of diverse digital learning facilities

Table 3 presents the simple linear regression model summary on the influence of availability of diverse digital learning facilities on students' agripreneurship career choice in tertiary institutions in Gombe State. The result indicates a very weak positive relationship between availability of digital learning facilities and students' agripreneurship career choice, as shown by the correlation coefficient (R = .015). The coefficient of determination (R Square = .000) reveals that availability of diverse digital learning facilities accounts for 0.0% of the variation in students' agripreneurship career choice, while virtually 100% of the variation is explained by other factors not included in the model. The adjusted R Square value of -.003 further confirms that the model has very poor explanatory power in predicting students' agripreneurship career choice. In addition, the standard error of estimate of .28333 indicates the average prediction error of the regression model. Overall, the result suggests that availability of diverse digital learning facilities has a negligible influence on students' agripreneurship career choice in tertiary institutions in Gombe State.

Table 4: *Analysis of Variance (ANOVA) on the Influence of Availability of Digital Learning Facilities on Students' Agripreneurship Career Choice in Tertiary Institutions in Gombe State.*

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.007	1	.007	.086	.770[b]
	Residual	28.740	358	.080		
	Total	28.747	359			

a. Dependent Variable: Agripreneur Career Choice in Tertiary Institutions

b. Predictors: (Constant), Availability of diverse digital learning facilities

Table 7b presents the Analysis of Variance (ANOVA) on the influence of availability of diverse digital learning facilities on students' agripreneurship career choice in tertiary institutions in Gombe State. The result shows that the regression model produced an F-value of 0.086 with a corresponding p-value (Sig.) of 0.770. Since the p-value of 0.770 is greater than the 0.05 level of significance, the regression model is not statistically significant. This implies that the availability of diverse digital learning facilities does not significantly influence students' agripreneurship career choice in tertiary institutions in Gombe State. Therefore, the null hypothesis which states that availability of diverse digital learning facilities has no statistically significant influence on students' agripreneurship career choice in tertiary institutions in Gombe State is accepted. The result further suggests that factors other than the availability of digital learning facilities may be responsible for students' decisions to pursue agripreneurship as a career.

Table 5: *Regression Coefficients Showing the Influence of Availability of Digital Learning Facilities on Students' Agripreneurship Career Choice in Tertiary Institutions in Gombe State*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.268	.227		18.828	.000
	Availability of diverse digital learning facilities	.025	.085	.015	.292	.770

a. Dependent Variable: Agripreneur Career Choice in Tertiary Institutions

Table 5 presents the regression coefficients showing the influence of availability of diverse digital learning facilities on students' agripreneurship career choice in tertiary institutions in Gombe State. The result reveals that the availability of diverse digital learning facilities has a positive but very weak influence on students' agripreneurship career choice, as indicated by the unstandardized coefficient (B = 0.025) and standardized coefficient (Beta = 0.015). This implies that a one-unit increase in the availability of digital learning facilities would result in only a 0.025-unit increase in students' agripreneurship career choice. The t-value of 0.292 with a corresponding p-value of 0.770 indicates that the influence is not statistically significant at the 0.05 level of significance, since the p-value is greater than 0.05. Furthermore, the constant value (B = 4.268, p = .000) indicates the predicted level of students' agripreneurship career choice when the availability of digital learning facilities is held constant at zero. Therefore, the result shows that availability of diverse digital learning facilities is not a significant predictor of students'

agripreneurship career choice in tertiary institutions in Gombe State, leading to the acceptance of the null hypothesis. Bottom of Form

Hypothesis 2: Accessibility to digital learning facilities has no statistically significant influence on students' agripreneurship career choice in tertiary institutions in Gombe State.

Table 6: ***Simple Linear Regression Model Summary on the Influence of Accessibility to Digital Learning Facilities on Students' Agripreneurship Career Choice in Tertiary Institutions in Gombe State***

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.127[a]	.016	.013	.28106

a. Predictors: (Constant), Accessibility to digital learning facilities

Table 6 presents the simple linear regression model summary on the influence of accessibility to digital learning facilities on students' agripreneurship career choice in tertiary institutions in Gombe State. The result shows a weak positive relationship between accessibility to digital learning facilities and students' agripreneurship career choice, as indicated by the correlation coefficient (R = .127). The coefficient of determination (R Square = .016) reveals that accessibility to digital learning facilities accounts for only 1.6% of the variation in students' agripreneurship career choice, while the remaining 98.4% is explained by other factors not captured in the model. The adjusted R Square value of .013 further indicates a very limited predictive power of the independent variable. In addition, the standard error of estimate of .28106 shows a minimal level of deviation between the observed and predicted values.

Table 7: ***Analysis of Variance (ANOVA) on the Influence of Accessibility to Digital Learning Facilities on Students' Agripreneurship Career Choice in Tertiary Institutions in Gombe State***

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.466	1	.466	5.903	.016[b]
	Residual	28.280	358	.079		
	Total	28.747	359			

a. Dependent Variable: Agripreneur Career Choice in Tertiary Institutions
b. Predictors: (Constant), Accessibility to digital learning facilities

Table 7 presents the Analysis of Variance (ANOVA) on the influence of accessibility to digital learning facilities on students' agripreneurship career choice in tertiary institutions in Gombe State. The result shows that the regression model yielded an F-value of 5.903 with a significance value of .016, which is less than the 0.05 level of significance. This indicates that accessibility to digital learning facilities has a statistically significant influence on students' agripreneurship career choice. The regression sum of squares of .466 compared to the residual sum of squares of 28.280 shows that although the proportion of variance explained is relatively small, it is statistically meaningful in predicting students' agripreneurship career choice. Therefore, the null hypothesis which states that accessibility to digital learning facilities has no statistically significant influence on students' agripreneurship career choice in tertiary institutions in Gombe State was rejected.

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Table 8: ***Regression Coefficients on the Influence of Accessibility to Digital Learning Facilities on Students' Agripreneurship Career Choice in Tertiary Institutions in Gombe State***

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.139	.081		50.796	.000
	Accessibility to digital learning facilities	.044	.018	.127	2.430	.016

a. Dependent Variable: Agripreneur Career Choice in Tertiary Institutions

Table 8 presents the regression coefficients on the influence of accessibility to digital learning facilities on students' agripreneurship career choice in tertiary institutions in Gombe State. The result shows that accessibility to digital learning facilities has a positive and statistically significant influence on students' agripreneurship career choice, as indicated by the unstandardized coefficient (B = .044) and standardized beta value (Beta = .127). The t-value of 2.430 with a significance value of .016, which is less than the 0.05 level of significance, confirms that the relationship is statistically significant. This implies that an increase in the accessibility of digital learning facilities is associated with an increase in students' inclination toward agripreneurship career choice. Therefore, the null hypothesis which states that accessibility to digital learning facilities has no statistically significant influence on students' agripreneurship career choice in tertiary institutions in Gombe State was rejected.

Discussion of Findings

The findings of the study revealed that the stock of technological infrastructure within higher education establishments in Gombe State exists at an intermediate level, where foundational computing equipment and networking apparatus are relatively widespread, yet sophisticated and cutting-edge innovations remain conspicuously absent from the academic environment. This finding is in agreement with Adeniran and Okafor (2023), who, in their investigation documented that the provision of technological infrastructure for learning existed at an intermediate threshold, suggesting that while institutions had made strides in equipping their campuses with basic digital apparatus, the depth and sophistication of these resources remained insufficient for transformative educational outcomes. Similarly, this finding aligns with the work of Ibrahim, Bello and Yusuf (2022), who observed that functional virtual laboratories were present in only a quarter of the institutions surveyed, indicating a profound scarcity of advanced simulation technologies despite the recognized importance of such tools for practical skill development. Their documentation of this shortfall underscores how the absence of high-end digital infrastructure creates a gap between theoretical knowledge and its practical application in agricultural entrepreneurship contexts.

The findings of the study from second research question revealed that the degree to which learners can reach and employ technological learning resources exerts a middling effect on their inclination toward agricultural entrepreneurship, primarily because while they can access rudimentary tools, their encounter with sophisticated digital assets remains restricted, thereby

dampening the capacity of these resources to serve as decisive catalysts in vocational selection processes. This finding agrees with Chukwuma and Eze (2024), who found that the reachability of electronic learning systems, when combined with learners' confidence in using such systems, jointly accounted for a substantial portion of the variation in agricultural entrepreneurship career decisions, demonstrating that accessibility operates as a significant but not singular determinant of vocational orientation, and that its influence is amplified when paired with psychological readiness. Similarly, this finding aligns with Nwali and Adebayo (2024), who discovered a meaningful positive association between the ability to access scholarly digital repositories and the conviction to establish agricultural enterprises, yet simultaneously noted that the actual level of access to proprietary databases was disappointingly low, indicating that while the pathway from access to decision-making is statistically significant, its practical impact is constrained by the limited reach of these resources.

Conclusion

The study concludes that digital learning factors play varying but important roles in shaping students' agripreneurial career intentions in tertiary institutions in Gombe State. Digital learning facilities are available and accessible to a moderate extent, their influence on agripreneurial career choice depends on availability and accessibility. The weak influence of some digital learning variables also points to possible gaps in utilization, relevance, implementation strategies, and alignment between digital learning environments and agripreneurship education objectives. Therefore, enhancing agripreneurial outcomes requires a holistic approach that combines functional digital infrastructure with digital skills development, experiential learning opportunities, mentorship, institutional support mechanisms, and motivational interventions capable of transforming digital exposure and competencies into sustained entrepreneurial interest and career commitment.

Recommendations

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

1. Government, tertiary institution administrators, and relevant stakeholders should improve the availability of digital learning facilities, particularly advanced and emerging technologies such as virtual learning environments, agricultural simulation software, artificial intelligence platforms, Internet of Things (IoT)-based agricultural tools, and virtual reality systems, to complement the existing basic ICT facilities and strengthen digital learning environments.
2. Tertiary institutions should enhance students' accessibility to digital learning facilities by expanding internet connectivity, improving access to e-learning platforms and digital repositories, and establishing well-equipped digital learning centres, since accessibility to digital learning facilities was found to significantly influence students' agripreneurship career choice.

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