

E-Learning Resources and Students' Attitudes to Marketing Education at the University of Calabar, Nigeria

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Abstract

This study examined the influence of e-books, e-journals, and YouTube as underpinnings of e-learning resources on students' attitudes to marketing education in the Department of Marketing, University of Calabar. The methodology followed was descriptive in nature. A stratified random sampling method was adopted to draw 200 students from the four academic levels (100 to 400) of the department. A questionnaire was used for data collection. The obtained data were analysed using simple linear regression statistics. The results revealed that e-books ($\beta = 0.423$, $t = 6.968$, $p < 0.001$, $R^2 = 0.154$), e-journals ($\beta = 0.463$, $t = 9.751$, $p < 0.001$, $R^2 = 0.263$), and YouTube resources ($\beta = 0.327$, $t = 8.024$, $p < 0.001$, $R^2 = 0.194$) all had statistically significant positive relationships with students' attitudes to marketing. These findings indicate that the underpinnings of e-resources significantly impact student behaviour by acting as catalysts for positive attitudes. The study concluded that the dimensions of e-learning resources shape students' attitudes to marketing studies. Based on the findings, it was recommended that the Department of Marketing encourage all students in the department to adopt e-learning practices to enhance their academic performance and self-development.

Keywords: E-learning Resource, Digital Learning Adoption, E-books, E-journals, YouTube, Students' Attitudes, Marketing Education.

Introduction

Electronic learning resources, also known as E-resources, have become popular and relevant in transforming the teaching and learning process in schools around the world (Kecksela, 2016). Researchers have observed that higher institutions, particularly in Nigeria, are constantly adopting e-learning resources to enhance students' performance academically (Abed, 2019; Ololo *et al.*, 2020). Adopting e-learning resources solves the problem of high-class enrolment and limited access to physical textbooks in university libraries. E-learning resources encompass various dimensions, such as e-books, e-journals, and YouTube videos, which benefits both teaching delivery and learning performance. E-books provide students and researchers with 24/7 access to online materials or textbooks that are downloadable and frequently interactive. The advent of this platform reduces reliance on traditional textbooks. E-journals are magazines, articles, and theses that are published in an online format. YouTube serves as a video resource that enables students to access a diverse range of materials on various marketing topics (Alshaiekh and Singh, 2018).

These dimensions are widely accessible, relatively cost-effective, and have become integral to how students interact with academic content. To this end, the researchers adopted these dimensions to measure student attitudes to marketing education at the University of Calabar.

Students' attitudes toward marketing education vary widely based on a variety of factors, such as teaching methodologies, perceived relevance to career goals, and personal interest in the subject matter. E-learning resources have become a significant tool in shaping students' attitudes toward marketing education in universities. As technology continues to evolve, the way students engage with marketing content has transformed, with online learning platforms offering a wealth of resources that complement traditional classroom instruction (Etuk *et al.*, 2025). These e-learning resources can include online education, webinars, videos, digital textbooks, discussion forums, and virtual simulations, all of which allow students to learn at their own pace and access a diverse range of marketing topics, from fundamental principles to advanced digital marketing management strategies.

Marketing is frequently seen as a discipline that combines creative abilities with analytical reasoning and encompasses several subjects, such as consumer behaviour, market research, digital marketing, branding, and advertising tactics (Ololo, *et al.*, 2022). The dynamic and multidimensional nature of e-learning resources benefits the marketing discipline owing to marketing's requirement for both theoretical knowledge and practical understanding. Marketing which is considered an eclectic discipline borrows conceptual and practical knowledge from disciplines like sociology, economics, management anthropology, psychology and consumer behaviour (Etuk *et al.*, 2022; Kotler & Armstrong, 2017) making it highly compatible with e-learning tools that support visual learning, real-life examples, and self-paced study.

Statement of the Problem

Electronic learning resources have become widely adopted in the educational sector for their potential to enhance teaching and learning. However, at the University of Calabar, many students are accustomed to traditional methods such as printed copies and some even perceive e-learning as a threat to their academic aspirations of graduating in marketing. Despite the increasing use of e-learning resources, there is limited empirical evidence, particularly on the role of e-books, e-journals, and YouTube in shaping students' attitudes toward studying marketing at the University of Calabar. To the best of the researcher's knowledge, no study has examined this relationship within the institution. This study, therefore, investigates the effect of e-learning resources, focusing on e-books, e-journals, and YouTube, on students' attitudes to marketing studies at the University of Calabar, Nigeria.

Hypotheses of the Study

The following hypotheses were formulated to guide the conduct of this study:

H₀₁: There is no significant relationship between e-books and students' attitudes to marketing studies.

H₀₂: E-journals do not have any link with students' attitudes towards studying marketing at the University of Calabar.

H₀₃: YouTube does not have any significant association with students' attitudes towards studying marketing at the University of Calabar.

Literature Review

Conceptual Framework

This study was centred on e-learning resources and students' attitudes towards marketing education at the University of Calabar. To this end, e-learning resources were decomposed into e-books, e-journals and YouTube, while students' attitudes to marketing represent students' perceptions, feelings, and dispositions towards the subject of marketing. Additionally, in the context of this study, it is presumed that these dimensions of e-learning resources could have a direct influence on academic performance and engagement, bypassing students' attitudes. Therefore, this presumption has been incorporated into a conceptual model in Figure 1 showing the hypothesised relationship between the independent and dependent variables.

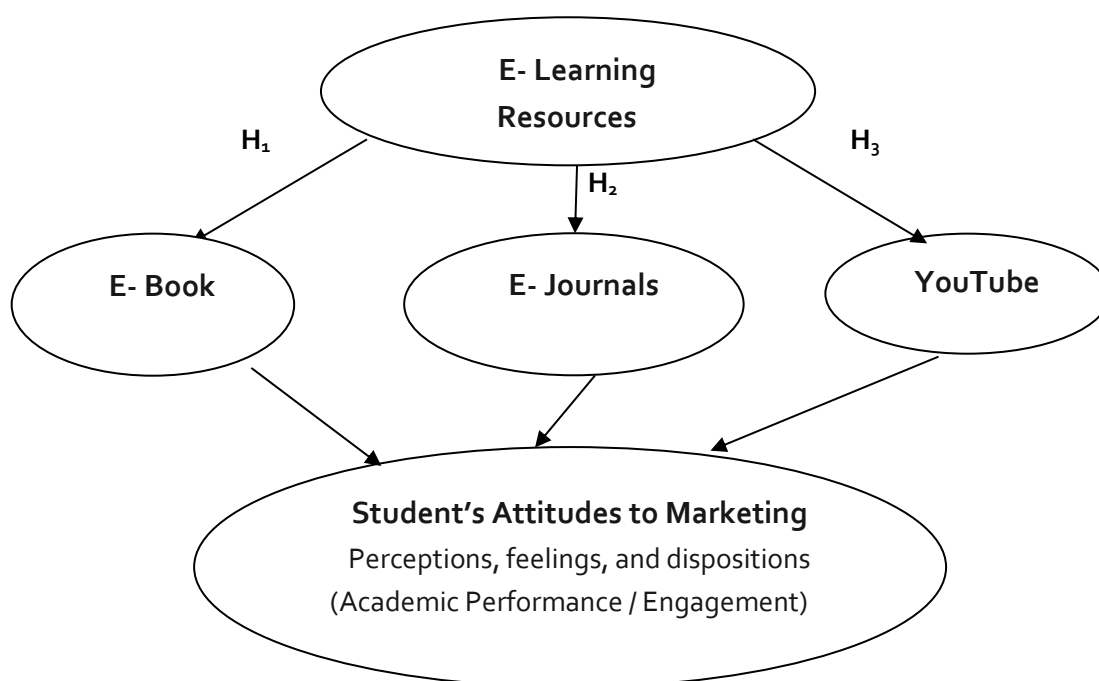


Figure 1: Showing the Conceptual Model of E-learning and Student's Attitudes to Marketing.

Source: Researcher's Model (2025).

E-learning Resources

E-learning has rapidly emerged as a hallmark of higher education, allowing educators to provide instruction using online platforms. Edwards (2018) characterises the concept as education facilitated by a virtual interface employing digital databases, social networks, and internet-enabled technologies, in contrast to conventional in-person instruction. Aleke & Ohimekpen (2015) emphasise the pedagogical aspect of e-learning resources by describing them as structured, interactive, and learner-centred, with access regardless of time or location. This learner-centred focus correlates with Odili *et al.* (2020) claim that e-learning enhances classroom instruction and enables remote education, which necessitates a reevaluation of pedagogical and research methodologies in higher education institutions. Collectively, these concepts indicate that e-learning transcends being a simple digital replacement for conventional methods; it is a transformative approach necessitating both a strong technology framework and flexible pedagogical strategies. Nevertheless, the literature tends to emphasise benefits without sufficiently addressing institutional challenges such as faculty readiness, digital inequality, and resource sustainability.

Dimensions of e-learning resources

E-book resource

E-books, which are digital reproductions of printed texts, are highly regarded due to qualities such as the ability to access them anytime and anywhere they are needed, the capability to search for content, and the incorporation of multimedia content. According to Aleke & Ohimekpen (2015), these advantages alleviate the inconvenience of limited storage space and lessen the likelihood of damage or loss. Furthermore, in comparison to print, their annotation and keyword search functions improve the effectiveness of learning. On the other hand, while the majority of authors concentrate on these benefits, a smaller number of them investigate the disadvantages, which include digital eye strain, dependence on electronic devices, and the steep learning curve for students who are not familiar with the platform for electronic reading (Etuk *et al.*, 2024). The evidence indicates that e-books' efficiency depends on both accessibility and the user's ability to adapt to the online format.

E-journal resource

Like e-books, e-journals extend accessibility but are distinguished by their scholarly nature and up-to-date content. Rani (2018) notes that they often include supplemental materials, such as datasets and videos, to enrich the research process. This immediacy supports academic engagement and reduces reliance on outdated printed sources. Similarly, Apurba *et al.* (2010) highlight the peer review process as a quality assurance measure, ensuring credibility. Nevertheless, Shionkar (2014) distinction between offline CD-ROM and internet-based journals points to a technological divide: while some institutions enjoy seamless online access, others rely on offline formats, limiting the interactive potential of

e-journals. Moreover, easy access to a vast amount of information demands strong critical evaluation skills, a factor underexplored in current literature.

YouTube

YouTube is a free video-sharing website that allows users to create, share, and watch videos online. Users can create channels to promote their videos, follow other users' channels, comment, and share them. It ranks as the second most visited website globally, following Google (Alexa, 2018). YouTube, one of the most visited websites, is a formidable online resource for educational, marketing, and business endeavours. Over its decade-long existence, YouTube has evolved into a cultural phenomenon, propelling many to fame and fostering community (Mady & Baadel 2020). YouTube, through its creative approach to visual learning, has rendered teaching straightforward and conceptual. Classrooms utilise YouTube's potential educational advantages. YouTube offers a range of content, from preschool children's poems, rhymes, and drawings to high school subjects like digestive systems, political science, and geometry (Sharma & Sharma, 2021).

Student's Attitudes

Learning experiences shape people's attitudes. An individual's attitude can be defined as their propensity to react favourably or negatively to a given set of circumstances, as well as their belief in the validity of their own thoughts, feelings, and perspectives (Bashyal, 2013). Researchers have demonstrated the causality between a student's attitude and performance in marketing (Moussa & Saali, 2022). Marketing is perceived as a practical discipline, and its strategies are perceived as difficult in persuading potential and actual consumers to purchase products; hence, most students develop negative attitudes (Martin *et al.*, 2020). Students who show a positive attitude toward marketing tend to like it and view it as a valuable subject (Mullis *et al.*, 2020). Research indicates that when students cultivate a positive attitude to a subject, their engagement in learning increases, leading to improved performance. Ogbeta *et al.* (2024) define attitude to marketing as the students' preparedness to perceive, think, and apply sensory stimuli to engage with marketing activities and learning.

Empirical review

Richard & Jura (2021) examined Marondera District high school teachers' views on using e-resources to teach and learn numerous topics. Quantitative descriptive surveys used closed-ended questions to collect data. This study examined public high school teachers' viewpoints. From 132 teachers, 50 were selected. It was 37.8% of the population. Simple random selection using two gender strata yielded the sample. Teachers saw e-resources as ubiquitous technology tools for teaching and learning. Teachers thought electronic resources were the best way to get materials for teaching and learning different subjects. Ndim (ND) undertook a study to examine the impact of students' interest in marketing on their academic performance. The research employed a census sampling method. A

research questionnaire was employed to gather data from 110 secondary school marketing students in the Ikom Local Government Area of Cross River State, the location of the study. The gathered data were evaluated using the independent T-test at a significance threshold of 0.05. The findings indicated that students' interest in marketing substantially impacted their performance in the subject.

Alkhanak & Azmi (2010) carried out research to evaluate the characteristics of information technology (IT) used to gauge the preferences and attitudes of Malaysian university students to online learning materials. The study used a survey research design as its methodology. The researchers used a questionnaire to survey the study population. Findings from their study indicate that students had a generally positive outlook on e-learning tools and ranked the availability of educational information as the most influential factor in shaping their views on the topic.

Ogbeta *et al.* (2024) examine student attitudes to mathematics as a predictor of performance in the subject area. The correlational research design was employed. The questionnaire was used to collect data from 126 students who made the sample size. Finding showed that there was a significant link between students' attitude to mathematics.

Kar *et al.* (2014) carried out an investigation to assess the perceptions of university students regarding e-learning in West Bengal. A total of 308 university students participated in the study, representing four distinct universities. The team employed the survey method and utilised a stratified random sampling technique to choose the samples. A meticulously crafted questionnaire was created to gather primary data. The findings indicated that students exhibit a strong positive attitude to e-learning, and their attitude scores showed no significant variation based on personal variables like gender, field of study, and place of residence.

A study by Khanal (2021) examined students' attitudes to virtual learning materials during COVID-19 in Chitwan. The study specifically indicated the potential for pupils to use visual learning aids. An online questionnaire (Google Forms) was used to gather data from 224 respondents. The collected data were analysed utilising frequency tables, cross-tabulations, and graphical representations. The study's findings indicated that students are interested in virtual learning resources, suggesting that these visual tools are essential for expanding knowledge and facilitating social change, despite existing obstacles.

Theoretical framework

The anchor theory for this study is the "Technology Acceptance Model (TAM)" propounded by Davis, D. Fred, in 1989. This theory explains that the characteristics of a new technological system directly affect the motivation levels of prospective users. Vainny *et al.* (2008) maintained that the theory is one of the simplest, easiest to use, and most powerful computer usage models that have been adopted in the fields of information research, psychology, and consumer behaviour (Persson & Thorslund, 2019). Researchers widely use

TAM to forecast user acceptance and usage, relying on perceived usefulness (PU) and ease of use (PEOU) as two main constructs (Etuk *et al.*, 2021).

Perceived usefulness of e-learning resources refers to the extent to which an individual (student) believes that using a specific application such as e-books, e-journals, and YouTube will improve their academic performance. In this context, e-books are perceived as useful when they provide accessible and comprehensive marketing content, while e-journals are considered useful when they offer relevant and up-to-date scholarly information. YouTube is perceived as useful when it delivers effective multimedia learning materials, such as tutorials and lectures that clarify complex marketing concepts and theories (Etuk *et al.*, 2021; Persson & Thorslund, 2019).

Perceived ease of use of e-learning resources alludes to the extent to which students consider certain resources simple to explore and utilise. E-books featuring user-friendly interfaces and quick search functionalities, e-journals offering seamless navigation and rapid download options, and YouTube's intuitive video accessibility and interactive elements all enhance usability. The judgments of utility and user-friendliness affect students' intentions to adopt and regularly utilise e-learning materials, therefore influencing their academic achievement in marketing courses (Davis, 1989; Sampson *et al.*, 2025).

Methodology

Research design

The researchers in this study used a descriptive survey research design, which allows the use of a survey instrument to collect data from marketing department students using a structured questionnaire.

Population of the study

The target population of this study comprised both male and female undergraduates in the Department of Marketing at the University of Calabar, from year one (100-level) to the final year (400-level), who are actively participating in academic activities and have used e-learning resources to enhance their knowledge of marketing courses. The population of undergraduate students distributed across the academic levels was approximated to be 389 students.

Sample technique and sample size determination

A stratified random sampling procedure was employed to ensure equal representation across all academic levels from 100 to 400. The stratification was predicated on academic level; thus, the sample was obtained by an equal distribution method. The researchers selected equal sampling rather than proportional allocation to ensure uniform representation at each level. A total of 200 students were randomly selected, with 50 students chosen from each academic level.

Table 1: Shows Stratified Sampling with Equal Allocation Method

Academic level	Estimated Number of Students	Number Selected (Sample)
100	86	50
200	80	50
300	58	50
400	165	50
Total	389	200

Source: Researchers Compilation (2025).

Instrumentation and Data collection Method

The primary tool employed for data collection was a structured questionnaire. The instrument consists of two distinct sections. Section A contains demographic data pertaining to the respondents such as gender, age, academic level, and program of study. Whereas Section B encompasses the primary variables utilised in the study. The instrument was evaluated using a 5-point Likert scale, which includes the following response options: strongly agree, agree, undecided, disagree, and strongly disagree, corresponding to the values of 5, 4, 3, 2, and 1, respectively. To ensure reliable measurement of the study variables, the measurement parameters were derived from recent studies (see to TABLE 2).

Table 2: Variable measures and empirical sources

S/n	Variables	Sample Items	Empirical Sources
1	E-Book	E-books are easy to download from the university portal	Etuk <i>et al.</i> (2025)
		E-books help me understand marketing concepts and theory	
		E-books are an excellence resource for off-campus students	
2	E-Journals	I have access to relevant e-journals materials for my coursework	Alasa and Quadri (2022)
		E-journals contain up-to-date marketing research materials	
		I prefer using e-journals over printed materials for marketing research	
3	YouTube	YouTube tutorials help me learn marketing topics effectively	Dogan (2023); Hatzios (1996)
		I can easily find relevant marketing lessons on YouTube	
		I often use YouTube to find explanations for marketing topics I do not understand in class	
4	Student's attitudes to marketing education	I enjoy studying marketing as a subject	Usani <i>et al.</i> 2024; Adams <i>et al.</i> (2015).
		Marketing education will be beneficial to my career	
		I believe marketing knowledge is essential for success in the business world.	

Source: Authors' compilation through literature reviews

Validity and reliability of the instrument

To ascertain the validity of the items, the questionnaire was subjected to content validity, where experts in marketing and educational research reviewed it. After the experts made further modifications and improvements, the questionnaire was accepted as relevant. To test the reliability of the items, a pretest was conducted on 20 respondents who were not included in the final investigation. The responses gathered were used to test for the reliability of the instrument using the Cronbach Alpha coefficient to ascertain the internal consistency of the items on the survey instrument. The obtained coefficients fell within the threshold of 0.7 to 0.8, signifying the reliability of all the items on the research instrument. Hence, they were adopted for the study.

Procedure for data analysis technique

The respondents' personal information was subjected to a descriptive analysis, which included the utilisation of simple frequencies and percentages. Hence, to establish the extent of relationship that exists between e-learning resources (X_1, X_2, X_3) and students' attitude to marketing education (Y), the simple linear regression analysis was then used to test the three formulated hypotheses at the 0.05 level of significance. This choice of simple linear regression was aimed at evaluating the unique contribution of each e-learning resource independently, avoiding multicollinearity issues that could arise in a multiple regression model and ensuring clearer interpretation of each relationship. The decision rule was stated thus: the null hypothesis will be rejected if the probability value is less than 0.05 ($P < 0.05$).

Result and Discussions

Test of hypotheses

Each hypothesis was reiterated in its null form before the outcomes of this investigation were presented. At the 0.05 level of significance, the following steps were taken to identify the major variables, select the test analytical procedure, and finally, interpret the results.

Hypothesis 1

H_{01} : There is no significant relationship between e-books and students attitude to the study of marketing.

Table 3: Summary of Simple Regression Showing Relationship between e-book and students attitude to the study of marketing

	B_1	SE	B_2	t-value	Significant (2 tailed)
Constant	10.277	0.939		10.943	0.000
E-book resource	0.423	0.61	0.392	6.968*	0.000
Dependent variable: students attitude to the study of marketing					
$R = 0.392^a$					

$R^2 = 0.154$
Adjusted R-square = 0.154
Std. Error of estimate = 2.47068
F = 48.560
Significance = 0.000
*significantly related at 5% ($p < 0.05$). B_1 = unstandardized beta, B_2 = standardized beta, SE = standard error.
$Y = a_0 + \beta_1 X_1 + \dots + e$
$Satm = a_0 + \beta_1 E - b + \dots + e$
Source: Researcher's data analysis (2025).

Table 3 shows a coefficient of determination (R^2) of 0.154. This value means that the independent variable (e-book) accounted for 15.4% of the variation in a student's attitude to the study of marketing. In addition, the significant F-ratio at $F = 48.560$, $p < 0.000$, suggests that the results of the regression model could not have occurred by chance and that the independent variables significantly predicted the dependent variable. To assess the importance of the independent variable in determining the degree of change in the dependent variable, the beta coefficient for e-book X_1 (E-b) was found to be statistically significant, with a standardised coefficient of $\beta = 0.423$, S.E. = 0.61, $t\text{-calc} = 6.968$, $p = 0.000$, and $p < 0.05$, indicating a significant effect on student attitude. This finding can be interpreted that every 1-unit change in e-book resources will lead to a 0.423 change in the attitude of students to learning marketing. The effect size ($f^2 = 0.182$) signifies a medium effect using Cohen's criteria, suggesting that e-books significantly impact students' attitudes. In practical terms, enhanced accessibility to quality e-books could significantly increase students' interest and involvement in marketing studies. Since the p-value is less than 5% ($p = 0.000 < 0.05$), the null hypothesis is rejected. Therefore, there is a significant relationship between e-books and students' attitudes to the study of marketing.

Hypothesis 2

H_{02} : E-journal does not have any link with student attitude to the studying of marketing in University of Calabar.

Table 4: Summary of Simple Regression Showing Relationship between E-Journal and Student Attitude to the Studying of Marketing in University of Calabar

	B_1	SE	B_2	t-value	Significant (2 tailed)
Constant	9.774	0.728	-	13.433	0.000
e-journals	0.463	0.048	0.512	9.751*	0.000
Dependent variable: student attitude to the studying of marketing					
$R = 0.512^a$					
$R^2 = 0.263$					
Adjusted R-square = 0.260					

Std. Error of estimate = 2.30648
F = 95.090
Significance = 0.000
*significantly related at 5% ($p < 0.05$). B_1 = unstandardized beta, B_2 = standardized beta, SE= standard error.
$Y = a_0 + \beta_2 X_2 + e$
$Sath = a_0 + \beta_2 E-J + e$
Hence, to justify the simple linear regression model the resulting equation is;
$Sath = 9.774 + 0.463C$
Source: Researcher's data analysis (2025).

Table 4 reveals that $R^2 = 0.263$, which means that the independent variable (e-journals) accounted for 26.3% of the variation in student attitude to the studying of marketing at the University of Calabar. In addition, the significant F-ratio at $F = 95.090$, $p < 0.000$ suggests that the results of the simple regression analysis could not have occurred by chance and that the independent variables significantly predicted the dependent variable. To ascertain the essentiality of the independent variable in determining the degree of change in the dependent variable, the beta coefficients for the variable E-journal X_2 (E-j) had a statistically significant standardised coefficient of $\beta = 0.463$, S.E. = 0.048, $t = 9.751$, $p = 0.000$, $p < 0.05$, showing significant influence on student attitude to the studying of marketing at the University of Calabar. This finding suggests that a 1-unit change in E-journal corresponds to a 0.463 change in students' attitudes to marketing. The effect size ($f^2 = 0.357$) is classified as large, signifying that e-journals exert a significant real-world influence. This underscores that enhancing students' access to pertinent e-journals could significantly elevate their perception and excitement for marketing. Since the p-value is less than 0.05 ($p = 0.000 < 0.05$), the null hypothesis is rejected. Therefore, e-journals have links with student attitudes to studying marketing at the University of Calabar.

Hypothesis 3

H_{03} : YouTube does not have any significant association with student attitude to the studying of marketing in University of Calabar.

Table 5: Summary of Simple Regression Showing Relationship between YouTube and Student Attitude to the Studying of Marketing in University of Calabar

	B_1	SE	B_2	t-value	Significant (2 tailed)
Constant	12.344	0.567		21.782	0.000
YouTube.	0.327	0.041	0.441	8.024*	0.000
Dependent variable: student attitude to the studying of marketing					
$R = 0.441^a$					
$R^2 = 0.194$					
Adjusted R-square = 0.191					

Std. Error of estimate = 2.41099
F = 64.378
Significance = 0.000

**significantly related at 5% ($p < 0.05$). B_1 = unstandardized beta, B_2 = standardized beta, SE = standard error.*

$$Y = a_0 + \beta_3 X_3 + e$$

$$\text{Sath} = a_0 + \beta_3 P + e$$

Hence, to justify the simple linear regression equation the resulting equation is;

$$\text{Sath} = 12.344 + 0.327P$$

Source: Researcher's Data Analysis (2025).

Table 5 reveals the coefficient of determination of $R^2 = 0.194$, which indicates that 19.4% of the variation in a student's attitude to marketing was explained by YouTube. The F-calculated (64.378) is greater than the critical F-value, which means there is a significant relationship between the dependent variable and the independent variable. The beta coefficient of 0.327 was obtained for an e-mobile app. ($\beta = 0.327$, S.E. = 0.041, $t = 8.024$, $p = 0.000$, $p < 0.05$). The effect size ($f^2 = 0.241$) is deemed as medium to large, indicating a significant impact. This implies that using YouTube as an additional educational resource could significantly enhance students' interest with marketing subjects. Since the P-value is less than 0.05 ($p < 0.05$), the null hypothesis is rejected. Therefore, YouTube has a significant association with student attitude to the studying of marketing at the University of Calabar.

Discussion of Findings

The findings indicated a notable positive correlation among the three dimensions of e-learning resources (e-books, e-journals, and YouTube) and student attitudes to marketing education at the University of Calabar. Although all three resources had a beneficial impact, their effectiveness differed, indicating variations in the degree to which each medium fosters academic engagement. The findings from the initial hypothesis test indicate a notable positive correlation between e-book resources and student attitudes to marketing at the University of Calabar, evidenced by a regression coefficient of $\beta = 0.423$. This suggests that the attitudes of students are shaped by their engagement with e-book resources. A potential rationale is that these resources are portable, available without internet connectivity, and immediately pertinent to course material, rendering them convenient and academically beneficial. This finding aligns with the studies conducted by Kar, Saha, & Mondal (2014); Khanal (2021); and Bosman (2012), who assert that e-book resources facilitate students in reaching their academic objectives via distance learning.

The results of the second hypothesis demonstrate that e-journal resources significantly influence students' attitudes to studying marketing, with a regression coefficient of $\beta = 0.463$. This stronger influence compared to other resources could be because e-journals provide up-to-date, peer-reviewed, and credible academic information that directly

supports coursework, assignments, and research projects. Students may perceive e-journals as more authoritative and academically aligned compared to other resources. This result aligns with previous studies conducted by Alkhanak & Azmi (2011), Ogbeta *et al.* (2024), and Bashyal (2013), which indicate that attitudes to e-learning resources, such as e-journals, are influenced by their perceived advantages.

The third hypothesis posits a significant relationship between the use of YouTube and students' attitudes to marketing at the University of Calabar with a regression coefficient, $\beta = 0.327$. This result is an indication that YouTube influences students' attitudes. However, its comparatively weaker influence may stem from the fact that, while video-based learning offers visual and auditory engagement, much of the content is informal, potentially distracting, or not tailored specifically to marketing courses. The result is in line with the works of Kar, Saha & Mondal (2014); Mady & Baadel (2017); and Richard & Jura (2021), who found that digital platforms enhance learning experiences. They further assert that their effectiveness largely depends on the quality and relevance of the content presented.

It is essential to recognise that specific confounding variables may have impacted these outcomes. For instance, internet accessibility may facilitate students' ability to download PDFs of e-books and e-journals more readily than to stream YouTube videos, particularly in regions with slow or expensive internet connections. Likewise, previous digital literacy may confer certain students an advantage in navigating academic databases, thereby enhancing their utilisation of e-journals. Additional potential factors encompass study habits, previous exposure to online learning platforms, and the accessibility of institutional subscriptions. In summary, although all three e-learning resources significantly impacted students' attitudes, the pronounced effect of e-journals indicates that students highly appreciate academically legitimate, research-focused information.

Conclusion

This study was carried out to investigate the influence of e-learning resources and students' attitudes to marketing education at the University of Calabar, Nigeria. The study adopted a structured questionnaire to obtain primary data from students of the department of marketing at the University of Calabar. Through descriptive and inferential statistics, the data obtained from respondents were analysed and the hypotheses of the study were tested. The findings emerging from this analytical procedure revealed that all three dimensions of e-learning resources (e-book, e-journals, and YouTube) significantly influence students' attitudes toward studying marketing at the University of Calabar. While the regression results show varying strengths of association, e-journals recorded the highest coefficient of determination (R^2), indicating that they explain the largest proportion of variance in students' attitudes. These findings underscore that institutions, lecturers, and students who leverage these resources effectively are more likely to foster improved academic performance in marketing. On the basis of the study's findings, the following recommendations were made:

- i. The Department of Marketing should encourage all students in the department at all levels to adopt e-learning practices to enhance their academic performance and self-development.
- ii. Accordingly, students should be encouraged to regularly use e-books and e-journals to complement traditional learning methods since our university libraries lack contemporary textbooks in marketing and other disciplines.
- iii. Finally, the university authorities should ensure students get access to all e-learning resources through their student portal for ease of use. This will enhance the student's attitude to learning.

Study Limitations

This study has offered significant insights into the impact of e-learning materials on students' perceptions of marketing education at the University of Calabar; however, specific limitations must be recognised. The study concentrated solely on three aspects of e-learning resources: e-books, e-journals, and YouTube, hence omitting other potentially pertinent platforms such as webinars, discussion forums, and virtual simulations. The research was restricted to students in the Department of Marketing at a university in Calabar, perhaps constraining the generalisability of the findings to other departments and institutions. Third, employing a self-administered questionnaire raises the potential for response bias, as students may have offered socially desired answers instead of an actual representation of their usage and attitudes. Fourth, the study did not directly assess discrepancies in internet connectivity and access, which may affect students' uptake and perception of e-learning materials. Finally, the cross-sectional design of the study constrains causal inferences; although relationships were identified, the direction of influence cannot be conclusively proven.

Suggestion for Further Research

The study did not cover all dimensions of e-learning resources. Therefore, we offer some recommendations to other researchers seeking to expand their knowledge in this field. Similarly, studies should be replicated in other departments, both within and outside the university community, to enable generalisation. In addition, longitudinal designs could be employed to track changes in student attitudes over time, enabling researchers to establish causal links between the use of specific e-learning resources and academic performance. Future studies are encouraged to incorporate other proxies of e-learning resources (as independent variables) and student attitudes towards marketing (as dependent variables) either jointly or separately to determine if the results differ from those of the current study.

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