

area of marketing education and marketing ethics would clearly benefits the public good but also serves to protect a new and growing industry from foreseeable risk of harm.

### **References available upon request**

**Title:** Factors Affecting the Students' Re-Use of an E Learning System

**Author(s):** *Luz T Suplico Jeong (De La Salle University)\* (luztsuplico@gmail.com); Reynaldo Bautista (De La Salle University); Carlo Saavedra (De La Salle University)*

### **Purpose of the Study**

This study aims to find out the factors that will influence the students to re- use the E Learning System in their future marketing classes. The theoretical framework is based on the Technology Acceptance Model (TAM) and Maslow's Motivation Theory. The study aims to find out the relationship of students' intent to re-use an E Learning System with constructs such as perceived usefulness, perceived ease of use, intrinsic motivation or extrinsic motivation. The TAM model was extended to use perceived convenience and user training.

### **Methodology**

Students in a private university in Metro Manila, Philippines were encouraged to use an E Learning System known as Connect in a basic marketing class. Connect is an internet-based learning platform by McGraw Hill which makes available course-work and assignments. Of the 170 Connect users, one hundred thirty six college students were surveyed to collect data on the students' intent to re-use the E Learning Systems. Of the 136 respondents, 87 females were females while 49 were males. The students were 18-20 years old. The survey was conducted from November 27-28, 2018. The Likert five point scale (1 – Strongly disagree, 2 – Disagree, 3 – Neutral, 4- Agree and 5- Strongly agree ) was used to measure students' intent to re-use the E Learning System.

Structural equation modeling (SMART/PLS) was used to analyze the respondents' data. Reliability tests were carried out to secure accuracy and consistency.

### **Results**

Except for User Training to Perceived Usefulness, all other hypotheses were supported. Since these students are post-millennials, it may be that they do not need user training compared to older groups. This does not support earlier findings that user-training can affect technology adoption (Marshal et al, 2008). Significant relationships exists with the following constructs: Perceived Convenience to Perceived Usefulness, Perceived Convenience to Perceived Ease of Use, User Training to Perceived Ease of Use, Perceived Usefulness to Satisfaction, Perceived Ease of Use to Satisfaction and Satisfaction to Intent to Reuse. This validates existing studies that show that cognitive beliefs of perceived ease of use and perceived usefulness of TAM can affect E Learning Systems (Park, 2007).

The results show that the Intrinsic Motivation or Extrinsic Motivation did not moderate the relationship between Satisfaction and Intent to Re-Use. The students' mean score for satisfaction was 3.10 (neutral) while intent to re-use was 3.13. This implies that students were indifferent to the use of the E Learning System. This does not validate existing studies that show that intrinsic or extrinsic motivation can affect intent to re-use (Park, 2007).

### **Value to Marketing Education**

The study's results showed that TAM constructs of perceived ease of use and perceived usefulness can indirectly affect the intent to re-use an E Learning System. This implies that there should be more efforts from marketing teachers to promote students' confidence in successfully handling E Learning Systems. It also implies that there is an opportunity to introduce E Learning Systems as long as students perceived it to be easy and useful.

Satisfaction is significant to behavioral intention. It is important to study the students' needs as consumers before an E Learning System can be introduced.

### **References available upon request**

**Title:** Nonprofit, Social, and Cause Marketing in the US: History, Insight, and Challenges for Higher Education

**Author(s):** *Theresa M Conley (University of Denver)\** ([tconley@du.edu](mailto:tconley@du.edu))

### **Purpose of the Study:**

The nonprofit sector continues to be a large, growing, and essential part of the United States' economy. There is an important history of influence and complexity that is critical for marketing educators and business school administrators to understand if they are to lead its continuing evolution and educate a new generation to embrace marketing for nonprofit, cause, and social marketing. Current and future trends, including the use of big data and the relentless need for community services and awareness make this topic relevant and timely. This manuscript includes a brief historical perspective, a selective review of literature from nonprofit marketing education, curriculum issues to consider based on research results, and fresh insights and challenges.

### **Method/Design and Sample:**

A mixed method approach was used to understand current nonprofit marketing curriculum and how it has changed over the years. An online survey was sent to hundreds of AACSB institutions in the United States for administrator and department-head response; qualitative interviews were done afterwards for detailed verbatims, depth, insight, and gap analysis.

### **Results:**

Research results from US institutions reveal four distinct themes that contribute new information: undergraduate and graduate students require different curricula so each is focused and delivered based on their respective experience and outlook while complimenting business school realities; the general tone of curricula elements and project work is often altruistic and