

ID015 - Knowledge Sharing Behavior in Institutions of Higher Learning: A Review on Literature and Its Relevancy on Digital Knowledge Management System (KMS)

*Wan Zuhaila Wan Abd. Rahman, Baharom Ab Rahman, Ahmad Suffian Mohd. Zahari
Faculty of Business Management, Universiti Teknologi MARA Cawangan Terengganu,
Malaysia

Abstract

Malaysia is moving towards Industrial Revolution 4.0 (4IR), which emphasizes on digital transformation. As connectors, creators and contructivists, academicians at institutions of higher learning need to share their knowledge through digital platforms. The presence of digital technology such as KMS will further enhance this sharing behavior. Therefore, this paper aims to review the literature on individual and organizational level sharing behavior factors and whether the presence of digital KMS facilitates such behaviors. Studies and surveys from some previous researchers were analyzed and discussed throughout the paper. Literature search reveal that there are not many studies about knowledge sharing behaviors, especially those that focuses on digital KMS, done in Malaysia. The review will also touch on challenges that might occur in order to implement knowledge sharing using digital KMS and suggesting ways to overcome it. The paper ends with recommendations on how to facilitate knowledge sharing behaviors at individual and organizational levels.

Keywords: *knowledge sharing; digital knowledge management system (KMS); knowledge sharing behavior; institutions of higher learning.*

1. INTRODUCTION

Higher learning institutions are places where intellectual capital reside. Acquiring through training and experimenting, sharing through publications and conferences, and finally using it to enrich and innovate a new kind of knowledge are means of enhancing the value of knowledge. Knowledge has become a weapon to fight and compete with competitors. Digital Knowledge Management System (KMS) allows users to share knowledge in a proper and systematic manner. Knowledge sharing behavior is not new to the readers but the combining knowledge sharing behavior through the use of digital KMS is becoming more pertinent. The term knowledge sharing behavior and digital KMS as revealed in the academic online journals can be viewed from the perspectives of individual and organizational viewpoints. Specifically, this study focused on the factors that lead to sharing behavior. It is assumed that every academician has the intention to share their knowledge because of the nature of their profession. However, despite the calls to share knowledge, most of these calls were abandoned at the "intention" level without them being actually shared. Hence, this study reviews the literature on knowledge sharing behavior in digital KMS perspective to identify what more could be contributed theoretically and practically.

*Corresponding author, e-mail: wanzu5126@tganu.uitm.edu.my

1.1 Problem statement of the study

Universities and institutions of higher learning are knowledge intensive environments, where academics reside. They play a central role in creating new knowledge through research, and in disseminating such knowledge through publications. This paper encourages academics to share their knowledge and avoid knowledge hoarding behavior. It is reasonable to expect that universities would adopt a proactive approach to the development of knowledge sharing strategies, and that they would have a well-honed understanding how to share and optimize the value of their knowledge assets. However, research by Donate and Canales (2012) found that the approaches adopted by universities are perhaps passive, or even inconsistent. In contrast, there is a strong body of research that indicate a growing interest in the private and public sector organizations on knowledge management and knowledge sharing. Therefore, a question that we should ask "is higher learning institutions seriously adopting knowledge sharing behaviors?" Throughout this study, there are combinations of individual and organizational level factors of knowledge sharing behaviors being analyzed. Challenges faced by organizations in their process of sharing knowledge were also discussed. Among the factors that have been analyzed previously were organizational culture, rewards and individual traits but very few have actually investigated knowledge sharing behavior from the digital knowledge management systems perspective. Many academics plan or have intention to share their knowledge or skills. However due to certain challenges, not all them are actually share their knowledge. Some might remain as "intention to share".

1.2 Literature review

Digital knowledge management system (KMS)

Alavi and Leidner (2001) define KMS as a KM system specifically uses Information System (IS) or Information Technology (IT) product, applied to managing organizational knowledge. It helps to capture explicit knowledge from databases, identify sources of tacit knowledge using extranet applications, and share tacit and explicit knowledge among users using groupware and transfer knowledge by preparing best practices documents for later use. Al-Busaidi, Olfman, Ryan, and Leroy, (2010) agreed that KMS is information systems that are developed to boost the effectiveness of the organization's knowledge management. However, the uses and effectiveness of a KMS depends on the types of knowledge contributed to the system. Technology tools for knowledge sharing include electronic bulletin boards, discussion forums, knowledge directories, groupware, databases, intranets, intelligent search engines, personal web pages, electronic mail, virtual conference rooms, libraries, corporate yellow pages, among many others (Alavi & Leidner, 2001; Bender & Fish, 2000; Chase, 1997).

Since KMS uses technology, it is appropriate to call KMS as "Digital KMS", which is viewed as an enabler of knowledge sharing. While institution of higher learning can put the tools in place, there is no guarantee that academics are going to use them, or use them effectively, so there is still a human aspect to the knowledge sharing tools. By having digital KMS, it is perhaps the best method for the improvement of business process performance.

Knowledge sharing behavior perspective

Barto & Srivasta (2002) defined knowledge sharing as an activity through which knowledge (namely, information, skills, or expertise) is exchanged among people, friends, families, communities or organizations. Foss, Husted, and Michailova, (2010) believed that knowledge sharing is designed to transform individual into organizational knowledge. Hooff and De Ridder's (2004) conceptualization of knowledge sharing portrays it as a "process where individuals mutually exchange their implicit (tacit) and explicit knowledge to create new knowledge". It is however important to be clear on the types of knowledge that are being shared. Throughout this paper, knowledge sharing behavior is analyzed according to individual and organizational factor. For individual factors, individual perception and individual personality were taken into account. Whereas, for organizational factors, organizational citizenship behavior, economic returns, and organizational support were given focused.

Employees have different perceptions towards sharing knowledge. Some regard it as important and intensively do it, while some prefer to keep it to themselves. Knowledge sharing not only requires effort on the part of the individual, but it also contains an element of reciprocity. This makes knowledge sharing different from information sharing. Whereas knowledge sharing contains elements of reciprocity, information sharing is about the management making information available to all members of the organization and it could be unidirectional and unrequested. Bartol and Srivastava (2002) defined knowledge sharing as, individuals sharing organizational relevant information, ideas, suggestions, and expertise with one another. Therefore, it can be seen that knowledge can be either explicit or tacit. To share such knowledge, academics have to trust and loyal both to the profession and to the organization. Rutten, Franken, and Martin (2016) found out that employees tend to share more for affect-based trust and for implicit knowledge. Thus, organizations should realize the importance of trust between their co-workers, and higher-level management.

Sharing knowledge also benefitted organization. It can also be compared to organizational citizenship behavior or prosocial organizational behavior. Brief and Motowildo (1986) defined prosocial organizational behavior as positive social acts carried out to produce and maintain the well-being and integrity of others. Examples of prosocial behaviors include acts like helping, sharing, donating, cooperating, and volunteering. Similar to knowledge sharing, these behaviors can be directed towards an individual or towards the organization as a whole. However, knowledge sharing is not synonymous to these constructs. For an action to be considered organizational citizenship behavior, it must be performed both spontaneously and voluntarily. Although knowledge sharing may be voluntary, it is not necessarily spontaneous (Barling & Kelloway, 2000). In fact, knowledge sharing is usually the subject of managerial exhortations and organizational reward structures, while organizational citizenship behavior is largely unrewarded extra behavior.

To add to this point, Hislop (2009, p.149) suggests that one issue for employees concerns the evaluation of the advantages and disadvantages of sharing their knowledge. Advantages can be intrinsic and extrinsic rewards, improved performance of the organization and increased status. A significant disadvantage is that sharing can “potentially give away a source of power and expertise to others”

Summarizing several authors (Davenport and Prusak, 1998; Nahapiet and Ghoshal, 1998; Ipe, 2003; Barachini, 2009; Jeon, Kim, and Koh, 2011), people feel motivated to share and enhance their knowledge for several reasons, which are contributing to organization's success, getting incentives and rewards, feeling empowered, getting knowledge in return, i.e. reciprocity; boosting own reputation, adding value to knowledge, and trusting that sharing is worthwhile. From that point of view, sharing knowledge is regarded as a pious action and at the same time getting external rewards both to themselves and to institutions. Those rewards could trigger their sharing behavior in future and perform it voluntarily some other time.

Ipe (2003) found that employees feel motivated to share knowledge based on the nature of knowledge, motivation to share, opportunities to share and organizational culture. This motivational factors can be divided into intrinsic and extrinsic (Ryan & Deci, 2000; Lin, 2007), that is, those internal and those external to an individual. Even if extrinsic motivation is more obvious, and easily comprehended, there are also some underlying intrinsic factors as well, such as wanting financial rewards for altruistic reasons. However, research by Kohn, 2001 and Bock et al. (2005) also show that rewards only work temporarily, as long as they are provided, but do not permanently change the attitude towards knowledge sharing. Caniëls, Neghina, and Schaetsaert (2017) found out that a perceived knowledge-sharing culture is having no effect on ambidexterity or intrinsic motivation.

According to Davenport and Prusak (1998), knowledge sharing occurs in organizations when members ask for knowledge from other members to solve their problems. Dixon (2000)

pointed out that the so-called 'common knowledge' is the knowledge employees learn from doing the organizational tasks. After identifying the relationships between actions and outcomes, a state of common knowledge is gained by sharing the interpretations among members. Furthermore, Dixon (2000) indicated that both explicit and tacit knowledge require different processes for sharing.

Knowledge can be shared in organization through several means. Based on the taxonomy of knowledge management systems proposed by Earl (2001), Bartol and Srivastava (2002), concluded that there are four major mechanisms for individuals to share their knowledge in organization. One of them is through contribution of knowledge to organizational databases.

Another organizational factor that gives impact of knowledge sharing is the importance of the attitudes, actions and behaviors of leaders and managers. Connolly, Corner, and Bowden (2005) suggest that leadership plays a pivotal role in promoting and cultivating knowledge sharing behavior, through contributing to employee's experiential learning, and through providing opportunities for and managing the processes whereby their staff share or transfer their knowledge. Managers also have a hand in the development of IT systems, reward systems, opportunities for interaction, and the availability of time for knowledge-sharing (Sandhu et al., 2011). Indeed, Wang and Noe (2010) point out that when management is supportive of knowledge sharing, employees perceive that a knowledge sharing culture is prevalent, and consequently the example provided by management can be highly significant. The role of the leader in Institutions of Higher Learning is rather different compared to other commercial organizations. Yielder and Codling (2004) suggest that there are two types of leadership in play within higher education. Academic leadership attributes accentuate knowledge, professional recognition and expertise, personal qualities and team acceptance, thus the power base is a personal one. In contrast, managerial leadership accentuates hierarchical position, job responsibilities, control and authority and power is vested in the position rather than the person. Academic leadership is broadly assigned to the traditional more collegial university whereas managerial leadership is associated with the corporate style model that many universities are moving towards, however significant tensions can exist when those promoted for managerial ability are called upon to judge academic.

Furthermore, different departments may have "opposing ideologies and values". On the other hand, there are already some examples of knowledge sharing in higher education through communities of practice, characterized by Wenger (2004) as groups of individuals linked together by their enthusiasm for sharing and expanding their knowledge and skills. Kidwell, Linde, and Johnson (2000) suggests that considerable benefits can accrue from managing tacit knowledge within higher education. Further, Lee (2007) asserts the importance of the academic department is due to its position as a meeting point for the influences of the university and discipline, and Cronin (2000) goes further in suggesting that many academic staff loyal to their discipline. This can affect the relative degree to which academics identify with their institution or their discipline.

Organizational structures are also seen as impacting significantly on knowledge sharing (Walczak, 2005). University structures invariably differ from those of most public and commercial institutions. Tippins (2003) points out that the functional organizational structure of higher education institutions could be a significant barrier to knowledge sharing, as could physical and psychological barriers. These could take the form of the individualism exemplified by the "star system" (Rowley, 2000 p.331) and the custom of academics working in isolation from each other (Collinson & Cook, 2003). This system reward employee based on their performance and achievement given by immediate supervisor, based on employees' physical activities. Lee (2007) also suggests that academics can also be looked at as individuals with loyalty to their discipline, their department, and to members of other subcultures. Fullwood, Rowley, and Delbridge, (2013) also agrees with this statement. He found out that academics are relatively neutral regarding the way in which they are led, and the role of organizational

structure and information technology in knowledge sharing. They have a relatively low level of affiliation to their university, perceptions of a high level of autonomy, coupled with a high level of affiliation to their discipline.

Knowledge sharing behavior and KMS

The information technology infrastructure encompasses the technology tools supporting the knowledge sharing effort (Bechina & Bommen, 2006). Smith (2003) draws a very clear relationship between technology and knowledge sharing. One must remember that information technology makes possible the connections that enable knowledge sharing, but still it does not motivate employees to share their knowledge.

Previous researchers propose re-conceptualizing organizations as digital knowledge systems emerged (Stenmark, 2000, Meso, Smith, 2000). It is suggested that all organizational activities are to be analyzed in terms of knowledge-based activities, which are knowledge creation, sharing, utilization, etc. Because of these developments, organizational knowledge management now has been concerned with finding efficient ways to facilitate knowledge sharing in organization. The first approaches towards enabling and fostering the sharing of knowledge have been largely dominated by IT-based solutions.

Hassandoust, Logeswaran and Kazerouni (2011) found out that lecturer's routine academic interactions depend upon computers and internet on a daily basis. More than 50% of their normal daily tasks are performed online or in other words "virtually". The numbers are increase every year. However, in recent years these IT-based approaches of knowledge management have been increasingly criticized for various reasons. Anasi, Akpan and Adedokun (2014) agreed that ignorance of existing Information Communication Technology (ICT) knowledge-sharing platforms, limited ICT skills and an unhealthy technology environment remain major challenges. Even though many previous studies showed that people sharing knowledge for various reasons, but knowledge sharing is still difficult to be implemented. It is because the objectives of sharing or not to share should be understood well, by considering the organizational image.

Many studies adopt the theory of planned behavior (TPB) as a basic theoretical framework to knowledge sharing behavior in the organizational context. Then, the studies were underpin by the knowledge sharing model which was developed by Cheng (Cheng et al., 2009). This model is hinged on three factors: organisational, individual and technology that influence knowledge sharing activities. The TPB model is presented in figure 1. Whereas, the knowledge sharing model by Cheng (Cheng et al., 2009) in figure 2 below:

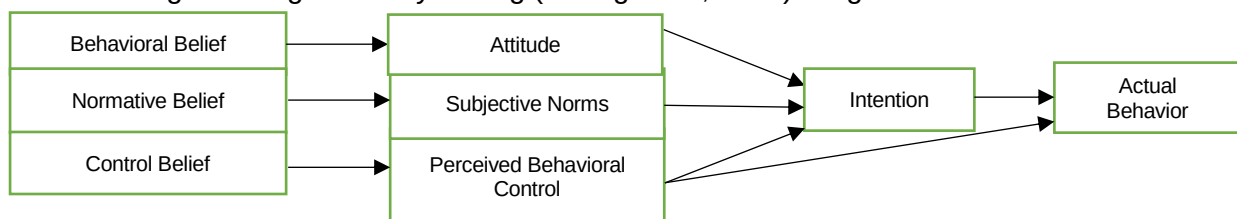


Figure 1: Theory of Planned Behavior (TPB) Model

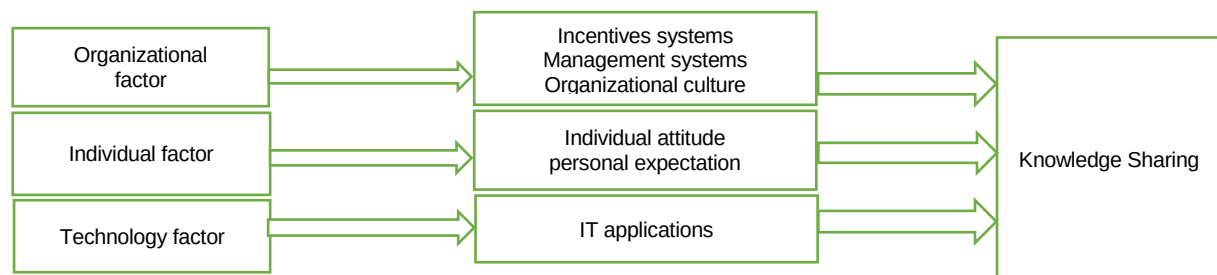


Figure 2: Knowledge sharing model (Source: Cheng et al., 2009)

Cheng, Ho and Lau (2009) applied Knowledge Sharing Model in their studies on knowledge sharing among academics in Malaysia. They found that incentive systems and personal expectation were the two key factors driving academics to engage in knowledge sharing activity. Lin (2007) used the same model to study the influence of individual, organizational and technology factors on knowledge sharing. The results showed that individual and organizational factors significantly influenced knowledge-sharing processes. In their study Ismail and Yusof (2008) investigated how individual, organization and technology factors, were used to leverage the knowledge of their staff, and noted that the organization, need to understand the factors that make their staff share knowledge. They premised their study on the fact that if academicians did not share their knowledge then the benefits of knowledge sharing would not be actualized in the universities (Kwakye & Nor, 2011). The strengths of this model is that it contains important elements needed in knowledge sharing such as organizational culture, structure, leadership, management support and commitment reward systems; individual attitude , personal expectations and IT applications that help knowledge sharing (Sawsan & Lyn, 2015).

2. DISCUSSION

Based on the review of the previous studies, it is found that almost all studies mentioned earlier discussed knowledge sharing behavior either directly or indirectly. However, there is no detailed study that discussed in depth involving both factors that affect knowledge sharing behavior together from digital KMS perspective. For individual factor, academics need to have clear picture about knowledge sharing using digital KMS, truly understand it and treat them as important. They need to perceive knowledge sharing as a good behavior for their own and organizational benefit. However, different people may interpret the same data or information differently. This may lead to differences and misunderstanding. Information derived by one group may need to be mapped or standardized in order to be meaningful to someone else in the organization. Furthermore, not many people are keeping up with technology. Determining how knowledge should be dispensed and transferring it quickly and effectively is a huge challenge. Constantly changing structures mean learning how to be smart, quick, agile and responsive, all things a digital KMS must be able to accomplish. Besides, previous researches prove that many people feel lack of motivation to share knowledge. Thus, to get people motivated is a tough job nowadays. Overcoming organizational culture challenges and developing a culture that embraces learning, sharing, changing, improving cannot be done with technology. There is no use in launching a tool if there is no drive to share the knowledge. Thus, utilizing digital KMS is assumed to enhance intra-organizational knowledge sharing. Nowadays, the technology enables more versatile ways of interacting compared to before. Knowledge is always person-bound. If the people possessing the knowledge are not motivated to use digital KMS to share their knowledge, the platform and technologies do not create any additional value and do not enhance knowledge sharing. Therefore, a depth study that uses digital KMS as a medium to determine knowledge sharing behavior is significantly needed to ensure academics really share their knowledge.

The review of literature on knowledge sharing behavior also revealed that although the need for KM system is significant to organization, there is no specific place where KM should reside. Generally, it is not easy to identify knowledge sharing in an organization. Some organizations fall under Human Resource, IT, and Communications. This decision will determine what drives your knowledge sharing initiative and who will be responsible for maintaining the community. Hence, it is clear that knowledge sharing behavior is vague, as it does not properly manage in one single unit or using one single platform. In addition, leadership styles vary in organizations as it depends on the nature of organizations and the leaders themselves. In reality, not many leaders really support knowledge sharing. Digital KMS allow others to emerge as voices of power within an organization. Employees are given a “voice”, which can sometimes cause internal conflict. It is believed that all the above knowledge sharing behavior experience by

organization because of inconsistency between individual and organizational factors, unreadiness about knowledge sharing and being unfamiliar with digital KMS. Digital KMS is a technology that moving forward fast, where academics need to think and act faster. If this condition is unequal, it may open to various interpretations, which sometimes loose competitive advantages more. Probably, that is why there are some people who are know more and some are not. In order so close the gap, proper knowledge sharing is needed and needs to be cultivated among academics, with the help of digital KMS so that knowledge can be nourished and institute of higher learning become stronger.

3. CONCLUSIONS AND RECOMMENDATIONS

This conceptual study is the first step of an endeavour to embark on a comprehensive study on knowledge sharing behaviour among academics from a digital KMS perspective. The main objectives are to see the factors that stimulate knowledge sharing behaviour in higher learning institutions and the roles of digital KMS in facilitating the knowledge sharing among academics. It is hoped that the output of this paper will be beneficial to all parties concerned while at the same time contribute to the knowledge enhancement in the academic world. It is also hoped that those who are reluctant or not accustomed would give a new dimension and start to share their knowledge for their own and organizational benefits. Digital KMS would be seen as a tool or platform that could be trusted and simplify knowledge sharing process. To put it simply, knowledge sharing behaviour by using digital KMS cannot be forced but be based on voluntarism and understanding the mutual benefit for both employees and the organization. When this happened, all the employees who have intention to share will really share their knowledge. This will enable the institution of higher learning to become a hub or centre for knowledge and expertise for students and societies.

References

- Alavi, M. & Leidner: D.,(2001), Knowledge Management and Knowledge Management Systems: Conceptual Foundations and Research Issues, *MIS Quarterly*, 25, (1).
- Al-Busaidi , K.A., Olfman , L, Ryan, T. , & Leroy, G., (2010), Sharing Knowledge to A Knowledge Management System: Examining the motivators and the benefits in an Omani organization, *Journal of Organizational Knowledge Management* <http://www.ibimapublishing.com/journals/JOKM/jokm.html> Article ID 325835, 12 pages
- Anasi,S.N.I., Akpan, I.J., & Adedokun, T.,(2014) Information and Communication Technologies and Knowledge Sharing among Academic Librarians in South-SWest Nigeria: Implications for Professional Development, *Library Review*, 63(4/5), 352-369, <https://doi.org/10.1108/LR-10-2013-0124>
- Barachini, F. (2009), Cultural and Social Issues for Knowledge Sharing, *Journal of Knowledge Management*, 13(1), 98-110, <https://doi.org/10.1108/13673270910931198>
- Barling, J., Slater, F., & Kelloway, E.K., (2000), Transformational Leadership and Emotional Intelligence: an Exploratory Study, *Leadership & Organization Development Journal*,. 21(3), 157-161, <https://doi.org/10.1108/01437730010325040>
- Bartol, K. & Srivastava, A. (2002) Encouraging Knowledge Sharing: The Role of Organisational Rewards, *Journal of Leadership and Organisation Studies*, 9(1), 64-76.

Bechina A. A. & Bommen, T. (2006) Knowledge Sharing Practices: Analysis of a Global Scandinavian Consulting Company, *The Electronic Journal of Knowledge Management*, 4(2), 109 – 116.

Bender, S. & Fish, A., (2000), The Transfer of Knowledge and the Retention of Expertise: the Continuing Need for Global Assignments, *Journal of Knowledge Management*, 4(2), 125-137, <https://doi.org/10.1108/13673270010372251>

Bock, et al. (2005). Behavioral Intention Formation in Knowledge Sharing: Examining the Roles of Extrinsic Motivators, Social-Psychological Forces, and Organizational Climate, *MIS Quarterly*, 29(1), 87–111.

Brief, A.P. & Motowidlo, S. J. (1986). Prosocial Organizational Behaviors. *Academy of Management Review* 11 (4), 710-725.

Caniëls, M.C.J., Neghina, C & Schaetsaert, N., (2017), Ambidexterity of Employees: the Role of Empowerment and Knowledge Sharing, *Journal of Knowledge Management*, 21(5), 1098-1119, <https://doi.org/10.1108/JKM-10-2016-0440>

Chase, R.L., (1997), The Knowledge-Based Organization: An International Survey, *Journal of Knowledge Management*, 1(1), 38-49, <https://doi.org/10.1108/EUM00000000004578>

Cheng, M., Ho, J. S., & Lau, P. M. (2009). Knowledge sharing in academic institutions: a study of multimedia university of Malaysia. *Electronic Journal of Knowledge Management*, 7(3), 313–324.

Collinson, T.F.V., & Cook, (2003), Learning to Share, Sharing to Learn, *Journal of Educational Administration*, 42 (3), 312-331

Connolly, B.H., Corner, J., & Bowden, S. (2005), An Empirical Study of the Impact of Question Structure on Recipient Attitude During Knowledge Sharing, *Electronic Journal of Knowledge Management*, 32(10).

Cronin, J. J., Jr., Brady, M. K., & Hult, G.T. M. (2000) Assessing the Effects of Quality, Value, and Customer Satisfaction on Consumer Behavioral Intentions in Service Environments. *Journal of Retailing*, 76, 193–218.

Davenport, H.T. & Prusak L., (1998), *Working Knowledge: How Organizations Manage What They Know*, Harvard Business School Press, Boston, MA.

Dixon, N. M., (2000), *Common Knowledge: How Companies Thrive by Sharing What They Know*, Harvard Business School Press, Boston, Massachusetts

Donate, M.J., Canales, I., (2012), A New Approach to the Concept of Knowledge Strategy, *Journal of Knowledge Management*, 16(1), 22-44, <https://doi.org/10.1108/13673271211198927>

Earl, M., (Summer 2001), Knowledge Management Strategies: Toward a Taxonomy, Michael Earl, *Journal of Management Information Systems*, 18(1), Number 1/, Pages 215-233

Foss, N.J., Husted, K. & Michailova, S. (2010), Governing Knowledge Sharing in Organizations: Levels of Analysis, Governance Mechanisms, and Research Directions, *Journal of Management Studies*, 47(3), 455-82.

Fullwood, R., Rowley, J., Delbridge, R. (2013) Knowledge sharing amongst academics in UK universities, *Journal of Knowledge Management*, 17(1), 123-136, <https://doi.org/10.1108/13673271311300831>

Hassandous, F., Logeswaran, R., & Kazerouni, M.F. (2011) Behavioral Factors Influencing Virtual Knowledge Sharing: Theory of Reasoned Action, *Journal of Applied Research in Higher Education*, 3(2), 116-134, <https://doi.org/10.1108/17581181111198665>

Hislop, D. (2009). *Organizational Culture and Knowledge Management*, (3rd ed.). Oxford University Press, USA.

Hooff, B., V.d. & Ridder, J. A. d. (2004), Knowledge Sharing in Context: The Influence of Organizational Commitment, Communication Climate and CMC Use on Knowledge Sharing. *Journal of Knowledge Management*, 8(6), 117–130.

Ipe, M., (2003), Knowledge Sharing in Organizations: A Conceptual Framework, *Human Resource Development Review*, 2(4) 337-359

Ismail, M. B., & Yusof, Z. M. (2008). Knowledge sharing models: Do they really fit public organizations? *Information Technology*, 2, 1–9.

Jeon, S., Kim, Y.G. & Koh, J. (2011), An Integrative Model for Knowledge Sharing in Communities-of-Practice, *Journal of Knowledge Management*, 15(2), 251-69.

Kidwell, J., Linde K.V., & Johnson, S., (2000), Applying Corporate Knowledge Management Practices in Higher Education, *Educause Quarterly*, 4, 28-33

Kohn, A. (2001, September). Five Reasons to Stop Saying “good job!”. *Young Children*. Retrieved from <http://www.alfiekohn.org//.htm>

Kwakye, E. O., & Nor, K. M. (2011). Individual factors and knowledge sharing. *American Journal of Economics and Business Administration*, 3(1), 66–72.

Lee, M.S., Chang, S.C., (2007), A study on Relationship among Leadership, Organizational Culture, the Operation of Learning Organization and Employees' Job Satisfaction, *The Learning Organization*, 14(2), 155-185, <https://doi.org/10.1108/09696470710727014>

Lin, H.F., (2007), Effects of Extrinsic and Intrinsic Motivation on Employee Knowledge Sharing Intentions, *Journal of Information Science*, 33 (2), 135-149

Lin, H. F. (2007). Knowledge sharing and firm innovation capability: an empirical study. *International Journal of Manpower*, 28(3/4), 315–332.

Meso, P., Smith, R., (2000), A Resource-Based View of Organizational Knowledge Management Systems, *Journal of Knowledge Management*, 4(3), 224-234, <https://doi.org/10.1108/13673270010350020>

Nahapiet J. & Ghoshal, S., (Apr. 1998), Social Capital, Intellectual Capital, and the Organizational Advantage, *The Academy of Management Review*, 23(2), 242-266

Rowley, J. (2000), Knowledge Organisation for a New Millennium: Principles and Processes, *Journal of Knowledge Management*. 4 (3), 217-223.

Rutten, W., Franken, J.B., & Martin, H., (2016), The Impact of (Low) Trust on Knowledge Sharing, *Journal of Knowledge Management*, 20(2), 199-214, <https://doi.org/10.1108/JKM-10-2015-0391>

Ryan, R.M., & Deci, E.L., (2000), Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions, *Contemporary Educational Psychology*, 25, 54–67, doi:10.1006/ceps.1999.1020, retrieved from <http://www.idealibrary.com>

Sandhu, M. S., Jain, K. K. & Ahmad, U. K. (2011), Knowledge Sharing Among Public Sector Employees: Evidence from Malaysia, *International Journal of Public Sector Management Decision*, 24,(3), 206-226.

Sawsan, T. H. D., & Lyn, R. (2015). The individual and the collective: Factors affecting knowledge sharing in Saudi Arabian companies. *Journal of Documentation*, 71(1), 198–209.

Seba, I., Rowley, J., & Lambert, S. (2012). Factors Affecting Attitudes and Intentions Towards Knowledge Sharing in the Dubai Police Force. *International Journal of Information Management*, 32(4), 372–380. doi:10.1016/j.ijinfomgt.2011.12.003

Smith, H. (2003), Instilling a Knowledge-Sharing Culture, *Queen's Centre for Knowledge-Based Enterprises*, 1-17, www.business.queens.ca/kbe

Stenmark, D. (2000), Leveraging Tacit Organizational Knowledge, *Journal of Management Information Systems* 17(3) 9-24, retrieved from <https://doi.org/10.1080/07421222.2000.11045655>

Tippins, M.J. (2003). Implementing knowledge management in academia: teaching the teachers. *The International Journal of Educational Management*, 17(7), 339-345.

Walczak, S., (2005), Organizational Knowledge Management Structure, *The Learning Organization*, 12(4), 330-339, <https://doi.org/10.1108/09696470510599118>

Wang, S., & Noe, R. A. (2010, June). Knowledge Sharing: A Review and Directions for Future Research. *Human Resource Management Review*, 20(2), 115-131.

Wenger, E. (2004). Knowledge Management as a Doughnut: Shaping your Knowledge Strategy Through Communities of Practice. *Ivey Business Journal*, 1–8.

Yielder, J, & Codling, A., (2004), Management and Leadership in the Contemporary University, *Journal of Higher Education Policy and Management* 26(3): 315–328

ID034 - Participation in AIUA Alliance: Moving towards Smart Internationalization Partnership

^{1*}Samsudin Wahab, ²Mohd Fozi Ali, ³Anas Tajudin, ⁴Nordin Kardi

¹ Faculty of Business and Management, Universiti Teknologi MARA Cawangan Pulau Pinang
Malaysia

² Assistant Vice Chanselor Office Universiti Teknologi MARA Cawangan Selangor
Malaysia

^{3,4} Faculty of Management & Information Technology, Universiti Sultan Azlan Shah, Perak,
Malaysia

⁴ Chancellery Office, Universiti Sultan Azlan Shah, Perak, Malaysia

Abstract

The international aspect of higher education is becoming increasingly important, composite, and confusing. The higher education has an effect on the society through policy-making, funding, and planning. Internationalization is part of the universities' efforts to fulfill their primary functions, namely, the teaching and learning process, research and scholarly activities, and service to society. As an effort to this responsibility, the Asian Islamic Universities Association (AIUA) was founded in April 2015, during the 1st Roundtable Conference of Rectors of Islamic Higher Institutions of Malaysia in Riau Indonesia. The purpose of this association is to assist member institutions to strengthen themselves through mutual cooperation and to achieve international distinction in education, research and public service; using holistic Islamic approaches. The purpose of this paper is to clarify the elements of internationalization of higher education in general and then to explore the strategic plan of AIUA association regarding to their internationalization agenda. This qualitative research applies text analysis method whereby all recent five meeting minutes of AIUA are reviewed qualitatively. A finding shows that AIUA strategic plan are very positive towards internationalization and complying with the literatures. Therefore this article recommends that by participating AIUA, local universities such can grab more collaboration partners, academic network, and student exchange and variety cooperation as highlighted by the literature. Final recommendation and conclusion are presented at the end of paper.

Keywords: *internalization; collaboration; cooperation; quality framework; association; higher education.*

1. INTRODUCTION

Internationalization in higher education have been closely linked to a quality principle that allowing higher education institutions from different countries to promote cooperation and mobility for both students and scholars (Bordeana and Borza, 2013). In order to achieve high level of internationalization the universities or higher education institution have to develop better strategies that will support the internationalization process within their institutions (Bordeana and Borza, 2013). Approaches of the internationalization implementation are based on the standing and adoption of the institutional leader. Universities around the world are taking advantage of this phenomenon, as they are competing with each other to attract international students. At the same time, some of the most famous universities are setting up

* Corresponding author, e-mail: samsudinphd@yahoo.com

campuses in other countries, contributing in this way to the globalization of higher education system. Recently, internationalization effort being a key criterion in the majority of university world rankings and beside becoming more entrepreneurial and income generation focus. Those universities with a low budget can set a collaboration program or being any membership that present variety region of institution to achieve internationalization. It is argued that effectiveness of internationalization depend on the rise of internationalization at home activities, student/staff exchange programs, expanding ventures and institutional networks and alliances (Khalid.J et al., 2017). There is still marginal focus on considering internationalization as investment. HEIs from developing and under developing countries are not actively participating to develop a global knowledge economy and due to this they are not able to attract international students and less competitive. Current study is an effort to fill that gap by highlighting the significance of investing in internationalization activities by indicating its dynamic outputs. Despite there is profuse attention in the internationalization higher education literature (Khalid J. et al, 2017; Altbach and Knight 2007; de Wit 2015; Knight 2014).

The restructuring of higher education in various countries involved the privatization of higher education, the corporatization of public universities, the implementation of student fees and the formation of strategic partnership between public and private sector in the provision of higher education (Lee, Sirat and Wan 2017). However, resent data not only shows the strategic partnership between public and private university but also shows the arising trend of collaboration among countries. One of the consequences of internationalization is the creation of university institution rankings (Marquez, Torres and Bondar, 2012).

1.1 Structure of AIUA and membership initiatives of UiTM Penang

The memberships of AIUA are open to universities and higher institution especially in Asian region. Universiti Teknologi MARA is a well-known university as stated in the constitution is founded for the reason of upgrading Malays in term of economic and social status in the country. Hence, constitution has defined Malay as the people of Malaysia (Tanah Melayu), who's practiced Malay culture by the guidance of Islamic thought in their way of life. By considering this justification UiTM automatically represent Malay institution whereas Islam are the main practices of community which indirectly inline to AIUA philosophy of founding

AIUA is founded by the declaration of Roundtable Conference of Rectors of Islamic Higher Institutions of Malaysia in Riau Indonesia as on April 2015. A quiet campaign of membership by Secretary General Tan Sri Prof Dr. Nordin Kardi make AIUA received a positive response by most of university Rector in Malaysia. A good character and leadership of Tan Sri Nordin contribute to more colorful and good image of AIUA. There are around 58 institutions being members of AIUA whereby 16 of them are from Malaysia, 40s from Indonesia and 1 each from Brunei and Thailand. This numbers are increasing from year to year.

Nobody can deny that the popularity of AIUA being a reason the increasing number of members from public national university and public state university. In 2015 the membership of AIUA is about 30 than in 2016 this number arising up to 50 members. In the third meeting Universiti Utara Malaysia has been announce as a members of AIUA. Together with Universitas Islam Negeri (UIN) Walisongo, Semarang, Universitas Islam Negeri (UIN) Central Sulawesi and Universitas Islam Negeri (UIN), Yogyakarta, Indonesia.

1.2 Definition and dimension of internationalization

Internationalization of higher education is the process of integrating an international/intercultural dimension into the teaching, research and service elements of an institution (Jane Knight & International Association of Universities, 2006). In his previous definition, internationalization are referred to the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education (Jane Knight, 2004, p. 11). In term of moving towards internationalization, there are so many reason might contribute to the practices. The reasons for internationalization can be

categorized into four groups: political, economic, academic, and social-cultural (Knight & de Wit, 1999). The political reason is often considered more important at the national than at the institutional level. The economic reason has increasing importance and relevance in developed countries around the world. An effective way to improve and maintain a competitive edge is to develop a highly skilled and knowledgeable work force and to invest in applied research. The academic reason is linked directly with enhancing the teaching and learning process and achieving excellence in research and scholarly activities. The social-cultural reason for internationalization is changing in light of the potential impact of globalization. Since there are so many categorize of internationalization reason, the study on the element of internationalization look interesting.

The international aspect of higher education is becoming increasingly important, composite, and confusing. The higher education has an effect on the society through policy-making, funding, and planning (Zolfaghari, Sabran & Zolfaghari, 2009). Therefore, the purpose of this paper is to clarify the elements of internationalization of higher education. By understanding the important element of internationalization, higher institution can easily measure their current level of internationalization for the purpose of upgrading and improving their achievement to maintain their place in world ranking. Bordeana and Borza, 2013 has stress that the main element in internationalization are the quality assurance and international networking, cooperation and mobility of student and scholars that support by proper strategic planning by internal administration. In comparing economic development inequality among the countries, internationalization concept must represent innovation and research networks creation, free flows between research and production and linking public and private institutions (Vessuri, 2003). The authors also stress the role of university in knowledge generation or production through research work that end with the contribution towards economic problem solution and customer satisfaction. Internationalization also involved networking, which is made possible by the existence of standard role by producing an "international professional". This international professional can come either from the graduates or professors and recognized by local and international universities whereby than provide a good structure for collaboration and entrepreneurial base institution. The dimension of internationalization also can be determine by clarifying the main duties and roles of universities such as the presence at the regional and international arena to internationalize the higher education; the development of higher education through a number of volunteers; quality improvement of higher education by effective inter-university cooperation (exchange of student researcher, professor, information, educational reforms programs and cooperation in the common research projects, use of the informatics bases, planning of assessment models, the improvement of experiences for measuring the capability, and effectiveness of university education); the economization of higher education institutions and universities' scientific cooperation; the emphasis on community participation for using and generating science and knowledge; the realization of serious vulnerabilities of the economic approaches in higher education, and attention to the humanistic values especially on the internationalization of universities; an change in the attitude of the scientific boards in using new technologies (Fielden & Karen, 2001). Hence, a cultural practices exhibit the consequence influence on the internationalization of higher education institution. Another popular effort of higher institution towards internationalization is their incentive to participate in international and regional cooperation to promote the quality of educational programs (Ginkel & Seddoh, 2002; International Association of Universities, 2002). Therefore the incentive and investment of universities to open for collaboration and cooperation effort with any academic association is important strategies in internationalization. The interwar internationalization underwent more a shift towards more international cooperation and exchange in higher education (Alemu, 2014).

1.3 Objectives of paper

There are two main objectives of this paper, first to determine the dimension of internationalization for higher institution in Malaysia perspective and also to investigate the element of internationalization that UiTM Penang can capture from the strategic planning and

activities that offered by AIUA platform as part of association initiatives towards internationalization.

2. METHODOLOGY

2.1 Content analysis

These analyses categorize the idea based on the theme captured from the paragraph or text. The text from meeting minutes are explored paragraph by paragraph. The document are analyze due to the objectives of this paper which are; the benefit of AIUA for the members that covers the academic development program (quality movement), collaboration incentives (conference organizing), and other tangible and intangible value that offered by the documented agreement.

3. FINDINGS AND RESULT

From the conceptual review of internationalization, the dimensions of internationalization can be described as follows:

Dimensions	Details	AIUA Strategic Planning Framework	Evident of practices
Including • Activity, • competency, • ethos and • process (Knight, 1997)	Integrating international education into curriculum (Harari, 1992; Mastenhauser & Ellingboe, 1998)	Qualification framework setting	Qualification Frameworks for AIUA members are chaired by: Universiti Sultan Azlan Shah (USAS), Perak, Malaysia (Minutes Of Meeting The 1 st Meeting, 13 th June 2015) First meeting of AIUA Q-A committee is conducted in Jakarta Selatan, hosted by UIN Indonesia Date on 9 th July – 11 th July 2017. This committee is chaired by USAS.
	Increasing international cooperation, national security (Powell, 2004; Ginkel & Seddoh, 2002)	Joint Research Activities, Publication and Conference	Journal of Asian
	Improvement in institution capabilities in teaching and research (Elkin et al. 2008)		Joint Research/Conference Activities prepared by: Institut Agama Islam Negeri (IAIN) Palopo, South Sulawesi, Indonesia (Minutes Of Meeting The 1 st Meeting, 13 th June 2015) AIUA Website And Journal Of Asian Islamic Higher Institutions Launching Association's website is http://www.aiua.asia
	Benchmark it courses against international norm (Ayoubi and Masoud 2007)	Dissemination of Knowledge	Dissemination of Knowledge is chaired by: Institut Agama Islam Negeri (IAN) Antasari, Banjarmasin, Indonesia. (Minutes Of Meeting The 1 st Meeting, 13 th June 2015)
	Strengthening the international character by support of leading institution (Hansen, Mayerson, 1995)	Joint Awards	Joint Degree chaired by: Universitas Islam Negeri (UIN) Sunan Ampel, Surabaya, Indonesia. (Minutes Of Meeting The 1 st Meeting, 13 th June 2015)
Interest of International Community Policy	Jeptoo and Razia, 2012; Bordeana and	Quality enhancement effort	Appointment of Asian Islamic Universities Association Quality Assurance (AIUA-QA) Council. (1 st Meeting, 13 th June 2015)

	Borza, 2013; Ginkel & Seddoh, 200		The meeting agreed that a special committee is consisting of following members: Chairman Prof. Dr. Dede Rosyada (UIN Syarif Hidayatullah Jakarta, Indonesia) Vice-Chairman Committee Members: a. Prof. Dr. Haji Munzir Hitami Prof. Dr. Haji Akh. Fauzi Aseri Assoc. Prof. Dr. Shukree Langputeh Dr. Mohammed Hussain Ahmadi, Dr. Samsudin Wahab (The 4th Meeting: 17 October 2016)
Improving economic competitiveness	Jeptoo and Razia, 2012; Vessuri, 2003; Powell, 2004; Scott 1992	Building Economic Partnership	Strategic Plan Guidelines: Building Economic Partnership By Universiti Islam Sultan Sharif Ali (Unissa), Brunei Darussalam (The 4th Meeting: 17 October 2016)
Student mobility through MOU's and collaboration Process of integrating an international intercultural into teaching, service and research function into institution	Jeptoo and Razia, 2012; Wit 1995; Bozeman & Corley 2002; Bordeana and Borza, 2013; Knight, 1997	Joint Degree Academic Programs Student Exchange	The Credit Transfer, Student Mobility, and Access to University Education chaired by: Universitas Islam Negeri Sultan Syarif Kasim Riau, Indonesia. (Minutes Of Meeting The 1 st Meeting, 13 th June 2015)

The table shows AIUA strategic planning are inline to the principle of internationalization as proposed Paris International Association of Universities 2005 and Elements of a Conceptual Framework for Latin America: UNESCO Forum Occasional Paper Series 2003. As evident, the resolution in minutes 1 clearly established the direction of association and the entire element in internationalization is professionally mentioned in AIUA the strategic plan. Head of AIUA monitored the progress and the chairman for every dimension must update the report simultaneously. The effort taken to AIUA members in internationalization are qualification framework setting, joint research activities, publication and conference, dissemination of knowledge, joint awards, quality enhancement effort, building economic partnership, joint degree (Academic Programs) and student exchange.

4. CONCLUSION

A finding shows that AIUA declaration is very positive towards internationalization as defined by the literatures. Therefore this article recommends that by participating AIUA, UiTM Pulau Pinang can grab more collaboration partners, academic network, and student exchange and variety cooperation as highlighted by the literature. The geographical location of UiTM pulau Pinang in the northern region of Malaysia which are located in the Northern Corridor Economic Region (NCER) area has provide a strategic location for AIUA members to enhance their network. Beside UiTM Penang also located in very strategic location for growth triangle, formally endorsed by Indonesia's President, Malaysia's Prime Minister and Thailand's Prime Minister in 1993. There is an industrial link that still actively operating in this economic growth triangle. The incentive and investment of universities to open for collaboration and cooperation effort with any academic association is important strategies in internationalization (Alemu, 2014).

5. RECOMMENDATION

As been mentioned in the abstract, instead of highlighting the element of internationalization this article also end with the recommendation to the management of UiTM Penang and

Corporate Communication Department UiTM Shah Alam about the possibility of UiTM Penang associated with AIUA as part of collaboration partners in their way to internationalization.

References

- Alemu S. (2014) An appraisal of internationalization of higher education in Sub-Saharan Africa. *CEPS Journal* Vol 4 No 2
- Altbach, P. G. & Knight, J. (2007). The internationalization of higher education: motivation and realities. *Journal of Studies in International Education*, 11(3/4), 290 - 305.
- Ayoubi R. & Masoud S. (2007). The strategy of internationalization in universities. *International Journal of Educational Management* 21(4), 339-349.
- Bordean O.N. & Borza A. (2013) Internationalization of higher education institutions: The case of Romania. *Procedia - Social and Behavioral Sciences*, 92 (2013) 98 – 103
- Bozeman B., & Corley E. (2004). Scientists' collaboration strategies: implications for scientific and technical human capita. *Research Policy* 33: 569-616.
- De Wit, H. (2015). Is the international university the future for higher education? *International Higher Education*, 80, 7
- Delgado-Marquez D.L, Hurtado-Torres N.E and Bondar Y. , 2012 Internationalization of Higher Education in University Institution Ranking: In Influence of International Culture Jurnal of International Education and Leadership Vol 2 Issue 2
- Elkin, G., Farnsworth, J., & Templer, A. (2008). Strategy and the internationalization of universities. *International Journal of Educational Management*, 22, 239–250.
- Fielden, J. & Karen, A. (2001). *Accountability and international co-operation in the renewal of higher education*. Retrieved on September 27, 2008, from <http://unesdoc.unesco.org/images/0012/001206/120630e.pdf>.
- Ginkel H, Seddoh K (2002). Challenges, perceptions and priorities: Internationalisation of higher education. *Int. Assoc. Univ. News Lett.*, 8(2-3): 1-4.
- Hanson, K., & Meyerson, J. (1995). International challenges to American colleges and universities: Looking ahead. *American Council on Education* The Oryx Press, Phoenix, AZ.
- Harari, M. (1992). The internationalization of the curriculum. In C. B. Klasek (Ed.), *Bridges to the future: Strategies for internationalizing higher education*, Washington State University's Center for International Development. Headquarters of the Association of International Education Administrators
- Jane Knight & International Association of Universities (2006) *Internationalization of Higher Education: New Direction, New challenges*, 2005 IAU Global Survey Report Paris International Association of Universities
- Jane Knight (2004) *Internationalization Remodeled: Definition, Approaches and Rationals*, Studies on International Education, 5-31.

Jeptoo, M.L. and Razia M., (2012). Internationalization of Higher Education: Rationale, Collaborations and its implications *International Journal of Academic Research in Progressive Education and Development* October 2012, Vol. 1, No. 4

Khalid J., Ali A.J., Islam M.S., Khaleel M., Shu Q.F. (2017) Internationalization as Investment for Higher Education Institutions: Introducing a Framework to Enhance Investment in Internalization practices *Review of Social Sciences*, 02(02), 01-11

Knight J. & Wit H.D, (1999) Organization for Economic Cooperation and Development, Secretary General and Program on Institutional Development in Higher Education 1999 Quality and Internationalization in Higher Education. Paris: Organization for Economic Cooperation and Development

Knight, J. (2014). What is an international university? In OECD (Ed.), *The state of Higher Education 2014*. Paris: OECD.

Knight, J. (1997) A Shared Vision? Stakeholders' Perspectives on the Internationalization of Higher Education in Canada, *Journal of Studies in International Education*, 1, Spring, pp. 27-44.

Lee M., Sirat M., Wan C.D., The development of Malaysian universities: Exploring characteristics emerging from interaction between Western academic models and traditional and local cultures *Higher Education Evaluation and Development* Vol. 11 Issue: 1, pp.25-37

Mestenhauser, J., & Ellingboe, B. (1998). Reforming the higher education curriculum. Internationalizing the campus. Washington, D.C.: American Council on Education

Minutes Of Meeting: The 1st Meeting Of Asian Islamic Universities Association (AIUA); 13th June 2015 (Saturday); Mahakam Meeting Room, Aria Barito Hotel Banjarmasin, Indonesia

Minutes Of Meeting: The 2nd Meeting Of Asian Islamic Universities Association (AIUA), 18th October 2015 (Sunday), Centre Point Hotel, Abdul Razak Complex, Bandar Seri Begawan BE3519 Brunei Darussalam

Minutes Of Meeting: The 3th Meeting Of Asian Islamic Universities Association (AIUA), 18th May 2016 (Wednesday): Fatoni University Council, Fatoni University Thailand

Minutes of Meeting: The 4th Meeting Of Asian Islamic Universities Association (AIUA), 17th October 2016 (Monday): Hotel Casuarina @ Meru, Bandar Meru Raya Ipoh, Perak Darul Ridzuan Malaysia

Minutes of Meeting: The 5th Meeting Of Asian Islamic Universities Association (AIUA), 13th July 2017 (Thursday): Universitas Islam Negeri (UIN) Sunan Ampel Surabaya, East Java Indonesia

Powell, C. (2004). Statement for international education week. U.S. State Department. Retrieved from <http://state.gov/iew/statements/powell.htm>

Scott, R. A. (1992) Campus Developments in Response to the Challenges of Internationalization: the case of Ramapo College of New Jersey (USA). Springfield: CBIS Federal.

Vessuri (2003) Paper 3: Science and Higher Education in the process of Internationalization, Elements of a Conceptual Framework for Latin America: *UNESCO Forum Occasional Paper Series*

Wit D. H. (1995). Rationales for Internationalization of Higher Education, Universiteit. Van Amsterdam, The Netherlands.

Zolfaghari, A., Sabran, M. S., & Zolfaghari, A. (2009). Internationalization of higher education: Challenges, strategies, policies and programs. *U.S.- China Education Review*, 6(5), 1-9.

**ID064 – Linking University Brand Personality and Alumni Donor Behavior to their Alma
Maters: An Exploratory Study**

^{1*}Hasnizam Shaari, ¹Selvan Perumal, ¹Salniza Md. Salleh, ²Fakhrul Anwar Zainol, ³Phoon
Lee Yong

¹School of Business Management, Universiti Utara Malaysia, Sintok, Kedah, Malaysia

²Faculty of Economics, Accounting and Management Science, Universiti Sultan Zainal
Abidin, Terengganu, Malaysia

³Thong Guan Industries Berhad, Kedah, Malaysia

Abstract

Marketing and branding is recognized as effective tools for marketers in sustaining brand competitive advantage and ensuring relationship marketing success. Many scholars had attempted to understand on how consumer perceived the 'brand as a person' through brand personality conception and how later brand personality further enhanced overall brand performance. However, in the context of higher education institution, traditional conception of brand personality that is more on business-oriented perspectives, may not precisely explain on how students and alumni form their brand personality towards the university. It is claimed that brand personality is developed from past experiences; hence, university brand personality is crucial for potential and existing students as well as alumni. Positive perceived brand personality gained from past experience during the study could leverage their supportive behaviors (such as donor and giving) towards their alma maters. Hence, this study attempts to extend the boundary of knowledge by linking the context-specific university brand personality dimensions (namely prestige, sincerity, appeal, lively, conscientiousness and cosmopolitan) on alumni intention to donate to their alma maters. A quantitative survey among 311 millennials alumni from one of renowned management university found that only two out of six dimensions of university brand personality namely; appeal and cosmopolitan significantly influenced alumni willingness to donate to their alma maters. Theoretical implication and recommendation for university management is discussed in this article.

Keywords: brand management; relationship marketing; brand personality; alumni donors; industrial revolution 4.0

1. INTRODUCTION

Today's challenging and controversial industrial revolution 4.0 (IR 4.0) era had forced both profit and non-profit oriented institutions to remain relevant and contribute to future development of nation. Amongst others, university had identified as a critical industry that may significantly shape the overall landscape of industrial revolution 4.0. University is known as job supplier in meeting the job-demand market. In higher education 4.0, universities need to rapidly transform their approaches and strategies to fulfill the future job trends. In Malaysia, Ministry of Education (MOE) had taken serious action plan to chart a clearer strategic direction of higher education towards IR 4.0. For instance, Malaysia Education Blueprint (2015-2020) is a holistic blueprint and commitment to prepare university's graduates that meet the future job trends. Among the initiatives are to strengthen a quality technology and vocational education and training (TVET) and prepare graduates with holistic entrepreneurial skills with a balanced 'akhlak', knowledge and soft skills (Malaysia Education Blueprint, 2015-2020). Besides, MOE

*Corresponding author, e-mail: zamree@uum.edu.my

also outlined a financial sustainability as an agenda to strengthen the higher education transformation plan towards IR 4.0. The two most relevant initiatives as highlighted were 1) improving the funding formulae for public university and 2) incentivizing creation of endowment and *waqf* funds (Malaysia Education Blueprint, 2015-2020). Funding, endowment and *waqf* are crucial for overall university's success especially among public universities because a huge budget were allocated by the Malaysia government for university's operation. Reducing yearly budget allocation will directly affect university's overall service delivery especially in establishing reputable brand name in the global arena (university ranking initiative). Hence, public universities in Malaysia need a strong support from the public especially from their own alumni. Contrary to western countries, Malaysian university's fund from public is still lacking. Abdul Rejab (2014) stated, gift and donor culture especially among alumni of Malaysian universities is still debatable.

1.1 Problem statement of the study

More and more universities throughout the globe had recognized the importance of branding in higher education. Rauschnabel, Krey, Babin and Ivens (2016) attempted to observe on how university is seen as the brand and how it's associated with personality of one-self. Brand and personality plays a significant impact on marketing performance such as brand loyalty (Mabkhot, Shaari & Salleh, 2017), brand referral, positive word of mouth and loyalty (Rauschnabel et al., 2016; Venable, Rose, Bush & Gilbert, 2005; Sargeant, Ford & Hudson, 2007). In marketing context, academic literature outline that brand personality plays a significant role in the consumer's mind in stimulating brand perceptions and brand behavior such as purchasing behaviors. For instance, product attributes provide a utilitarian function to consumer, brand personality aids in a symbolic function of self-expression (Aaker, 1997). In short, attractive brand personality may 1) strengthen the consumer-brand self-expression, 2) fostering the relationship between brand and consumer and 3) can communicate the functional features of that brand. Arnett, German and Hunt (2003) indicate that people with several identities (especially identity salience) could lead to long term relationship marketing success thus could enhance several positive behaviors such as donating and promoting the university. However, study that link the relationship between brand personality and willingness to donate among alumni rather limited especially in Malaysia context. Hence, the objective of this study is to examine how alumni brand personality could influence their donor behavioral intention towards their alma maters.

Over the past decades, many researchers had directed their focus on understanding donor behavior among alumni. However, the findings remain unclear. Previous studies identified several predictors of alumni donor behavior (Baruch & Sang, 2012; Shaker, Borden & Kienker, 2016; Sura, Ahn, & Lee, 2016; Shaari, Md Salleh, Perumal, Zainol, & Benazir, 2017). Based on the literature, the predictors could derive from individual factors, interpersonal factors and organizational factors. This study attempts to extend the boundary of knowledge on how university brand personality (UBP) affects intention to donate among alumni. Despite of several attempts to examine the effect of brand personality and donor intention, Rauschnabel et al. (2016) claimed that traditional brand personality scales may not precisely measure university personality. The authors further added that more universities had integrated their brand personality in marketing campaign recently. Hence, a context-specific brand personality measure that is termed as university brand personality is more appropriate in understanding university as a brand. University brand personality is proposed to consist of six dimensions namely 1) prestige, 2) sincerity, 3) appeal, 4) lively, 5) conscientiousness and 6) cosmopolitan. The study of Rauschnabel et al. (2016) linked the relationship between UBP and alumni support among the undergraduate students. Rauschnabel et al.'s findings could be arguable in precisely explaining the relationship of UBP and alumni support (such as donor behavior) as the sample used were among undergraduate students' whose may limited in term of access and financial strength. This is because, studies indicated that financial burden is among denial factor of donor behaviors among alumni (such as Weerts & Ronca, 2007). Hence, this study

attempts to extend the boundary of knowledge on how perceived university brand personality affect donor's behavioral intention among alumni.

2. LITERATURE REVIEW

2.1 Donor behavior

In general, donor behavior could be grouped into three major classifications which are blood, time and money (Sura et al. 2016). However, donor behavior is subject and context specific (Pentecost & Andrews, 2010; Johnson & Grimm, 2010). Prior researchers found that donor behavior can be influenced based on their values, understanding and attitudes (Johnson & Grimm, 2010; Kasri, 2013). Mathew et al., (2007) stated that the intention of donate could influence by an individual perception towards charitable organization, importance of the donation activity and the level of involvement behavior. Donor behavioral intention among alumni had gained attention from scholars due to several reasons. The main reasons is due to funding crisis facing by higher education institutions, rising college cost to students, and decreasing financial support by the government.

2.2 Linking university brand personality and alumni donor behavioral intention

Aaker (1997) first introduced brand personality conceptions that assume human characteristics could relate to brands (brands-as-person). Aaker's personality scales consist of five main dimensions namely sincerity, excitement, competence, sophistication and ruggedness. Numerous studies have been conducted to understand antecedents and consequences of brand personality. Most scholars consistently highlighted brand personality could lead to brand attitudes, brand relationships strength and purchase intention (Rauschnabel et al., 2016). However, brand personality dimensions thus so far developed based on profit-oriented institution. As a result, Rauschnabel et al. (2016) conceptualized brand personality for the university which is context specific and relevant to education context that is termed as "university brand personality". University brand personality refers to *"human-like mental association stakeholders have with and about a particular university"* (Rauschnabel et al., 2016:3). Based on the Rauschnabel et al.'s work, university brand personality is made up by six dimensions.

The first dimension of university brand personality is prestige. Prestige could be related to several traits such as university's brands are accepted, leading, reputable, successful, and considerable. Prestige is defining as reputation and successfulness of the university perceived by the students of the university. The second dimension of the university brand personality is sincerity. It is similar to the Aaker's personality scale. However, there are some differences. Items such as fairness and helpfulness appear in this dimension while Aaker does not focus much in these. Traits under sincerity are related to humane, helpful, friendly, trustworthy, and fair.

The appeal is the third university brand personality's dimension. The traits associates with university's appeal are attractive, productive, and special. Appeal measure how alumni perceived that their alma maters have the element of attraction and uniqueness. The fourth dimension for university brand personality is lively. Lively is refers to as the creative and athletic of the university. The traits that could explain lively are athletic, dynamic, lively, and creative. Lively dimension is similar as proposed by Aaker's brand personality scale (Aaker, 1997; Bosnjak, Bochmann, & Hufschmidt, 2007).

Conscientiousness refers to as how organized and structured the university as perceived by the alumni (Costa & McCrae, 1992). In other words, it means that the conscientiousness of a person react from their alma mater will be influenced by the quality of teaching and the behavior of university staffs (Plummer, 1985). The traits that fall under conscientiousness are organized, competent, structured, and efficient. Cosmopolitan is the last dimension of the

university brand personality. It refers to as how an individual observe the university either it is the close or open institution. This aspect covers three traits which are networked, international and cosmopolitan. This proposition plays an important role because students in higher education will evaluate their alma mater according to the university's initiatives to collaborate and have good networking with renowned institutions being local and at the international level (Hemsley-Brown, 2012). Hence, based on the preceding discussion, the following hypotheses were proposed for this study:

- H1: There is a significant relationship between prestige and alumni donor behavioral intention.
- H2: There is a significant relationship between sincerity and alumni donor behavioral intention.
- H3: There is a significant relationship between appeal and alumni donor behavioral intention.
- H4: There is a significant relationship between lively and alumni donor behavioral intention.
- H5: There is a significant relationship between conscientiousness and alumni donor behavioral intention.
- H6: There is a significant relationship between cosmopolitan and alumni donor behavioral intention.

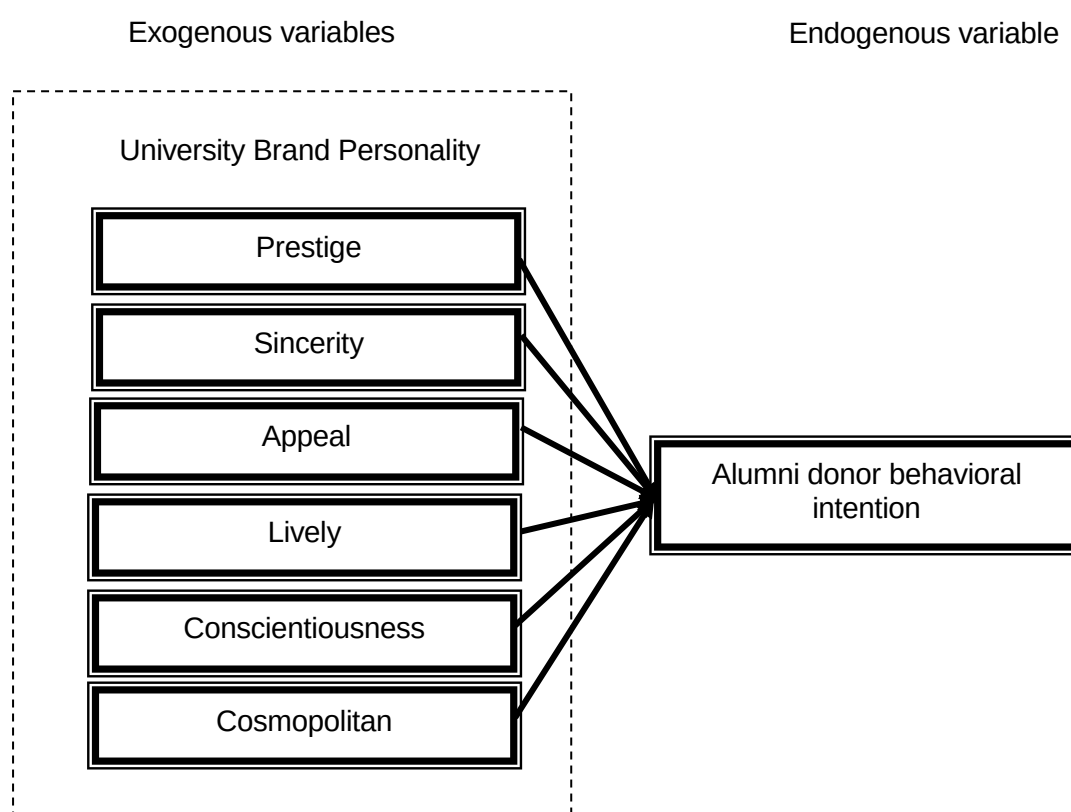


Figure 1: Conceptual framework

3. METHOD

3.1 Research design, population & sample

This study is based on quantitative approach and cross-sectional study. Population of this study consists of millennials alumni graduated between 2010 and 2015 from one of the eminent management university in Malaysia. Study among millennials alumni is important because millennials are recognized as the least category of alumni who willing to donate to their alma maters (Lwin, Phau & Lim, 2014). Based on the statistics provided by Academic Affairs Department (2016), about 45,622 alumni fall into the criteria set by the researchers. Following Krejcie and Morgan (1970)'s rules of thumbs, the adequate sample size will be 381.

3.2 Data collection method

This study employed proportionate sampling procedures. Firstly, alumni were divided into year of graduation. Next, a proportionate (percentage) sampling where employed. A systematic sampling then employed whereby which is every 50th name in the list provided by the Academic Affairs Department were selected and questionnaire were emailed to the identified respondents.

3.3 Measurement and scaling design

The questionnaire consist of several sections. Section A detailing the demographic information of the respondents. Most questions in section A were dichotomous questions. Section B is pertaining donor behavioral intention. The measurement is adapted from Sura et al. (2016) with 6 items. The last section consists of university brand personality measure which was adapted from Rauschnabel et al., (2016) with 24 items. Most of the questions were in 7-point Likert scales ranging from 1-strongly disagree and 7-strongly agree.

4. ANALYSIS AND RESULTS

4.1 Respond rate and respondent's profile

Table 1 detailing the number of questionnaires distributed, accepted as well as usable for the data analysis.

Table 1: Summary of participation and response

Year	Total Alumni	Distributed Questionnaire	Returned Questionnaire	Usable questionnaire
2010	8735	73	49	48
2011	8538	71	53	49
2012	7653	64	56	51
2013	7449	62	52	52
2014	6578	55	55	55
2015	6709	56	56	56
Total	45662	381	321	311

Based on Table 1, the response rate for this study is 84.2% which is considered as high. Due to some technical problems, such as incomplete answer or easy answer trend detected in the respondents answer, only 311 questionnaires were used for further analysis. Table 2 summarized the respondent's profile. Majority of the respondents were female (61.4%) and dominated by Malays (44.4%). About 55% of the respondents were single, and majority (34.4%) of the alumni earned between RM3501 to RM4500 monthly for household income.

Table 2: Respondent's profile

Category	N	Percentage
Gender		
Male	120	38.59%
Female	191	61.41%
Race		
Malay	138	44.37%
Chinese	124	39.87%
Indian	46	14.79%
Others	3	0.97%
Marital Status		
Single	169	54.34%
Married	139	44.69%
Divorced	2	0.64%
Widowed	1	0.33%
Household Income		
Less than RM1500	25	8.04%
RM1501-RM2500	27	8.68%
RM2501-RM3500	94	30.22%
RM3501-RM4500	107	34.41%
More than RM4500	58	18.65%

4.2 Assessment of measurement model

This study employed a two stages model approach as suggested by Chin (2010) which includes; measurement model and structural model, using PLS-SEM 3. Measurement model assess the relationships among indicators and the latent variables. Structural model assess the relationship among latent variables (Hair, Ringle, & Sarstedt, 2011; Henseler & Fassott, 2010).

Measurement model is assessed through composite reliability, convergent validity and discriminant validity. Internal consistency reliability assesses whether measures consistently represent the same construct and the loadings should be greater than 0.70 to be retained (Hair et al., 2011). Based on Table 3, reliability is observed through composite reliability. All items ranging from 0.783 to 0.920 thus higher than 0.70 and were retained. Convergent validity was evaluated using Average Variance Extracted (AVE) as suggested by Fornell and Larcker, (1981). Following Chin (2010)'s recommendation, all latent constructs were above 0.50 (see Table 3).

Table 3: Internal consistency and convergent validity assessment

Construct/ Dimensions	Item	Loading	Cronbach's Alpha	Composite Reliability (CR)	Average Variance Extracted (AVE)	Convergent Validity (AVE>0.5)
Donor Behavioural Intention	Intention 1	0.903	0.955	0.964	0.815	Yes
	Intention 2	0.905				
	Intention 3	0.889				
	Intention 4	0.899				
	Intention 5	0.907				
	Intention 6	0.912				
Prestige	Accepted	0.840	0.909	0.932	0.734	Yes
	Leading	0.872				
	Reputable	0.847				
	Successful	0.854				
	Considerable	0.871				
Sincerity	Humane	0.859	0.902	0.927	0.719	Yes
	Helpful	0.868				
	Friendly	0.872				
	Trustworthy	0.783				
	Fair	0.855				
Appeal	Attractive	0.897	0.859	0.914	0.78	Yes
	Productive	0.896				
	Special	0.856				
Lively	Athletic	0.896	0.92	0.943	0.806	Yes
	Dynamic	0.903				
	Lively	0.896				
	Creative	0.896				
Conscientiousness	Organized	0.898	0.915	0.94	0.797	Yes
	Competent	0.909				
	Structured	0.886				
	Efficient	0.878				
Cosmopolitan	Networked	0.899	0.881	0.927	0.808	Yes
	International	0.920				
	Cosmopolitan	0.878				

Discriminant validity also follows suggestion from Fornell and Larcker (1981). This was accomplished by comparing squared correlation of the paired construct with the AVEs of each construct. To achieve adequate discriminant validity, the square root of the AVE should be greater than the correlation among the latent constructs (Fornell & Larcker, 1981). Based on Table 4, all values of square root of AVE were greater than the value of correlation of latent constructed and thus suggest adequate discriminant validity.

Table 4: Fornell-Larcker criterion

	Appeal	Conscientiousness	Cosmopolitan	Lively	Sincerity	donor behavioral intention	prestige
Appeal	0.883						
Conscientiousness	0.731	0.893					
Cosmopolitan	0.781	0.866	0.899				
Lively	0.786	0.71	0.72	0.898			
Sincerity	0.808	0.822	0.776	0.876	0.848		
Donor behavioral intention	0.709	0.716	0.787	0.645	0.675	0.903	
Prestige	0.804	0.773	0.802	0.819	0.851	0.701	0.857

4.3 Assessment of structural model

Before assessing the structural model, it is important to ensure that there is no collinearity issue in the inner model of the study. Table 5 report the collinearity test of the model. The VIF values for all the constructs are below 10 (Sarstedt & Mooi, 2014). Hence it is indicating that there is no violation on multicollinearity.

Table 5: Collinearity assessment

Variable/dimensions	Donor behavioral intention
Prestige	4.94
Sincerity	7.444
Appeal	3.85
Lively	4.964
Conscientiousness	5.315
Cosmopolitan	5.305

In order to answer the all the hypotheses in the study, bootstrapping procedure was employed. Table 6 shows the path coefficient assessment of the study. Based on Table 6, only two dimensions of university brand personality namely; appeal ($\beta = 0.193$, $p < 0.05$) and cosmopolitan ($\beta = 0.502$, $p < 0.01$) have a significant positive relationship on alumni donor behavioral intention.

Table 6: Path coefficient assessment

Hypothesis	Path Coefficient	STDE V	T-Statistics	P Values	Results
H1: Prestige -> donor behavioral intention	0.081	0.101	0.803	0.422	Not supported
H2: Sincerity -> donor behavioral intention	-0.064	0.127	0.506	0.613	Not supported
H3: Appeal -> donor behavioral intention	0.193	0.085	2.272	0.023	Supported
H4: Lively -> donor behavioral intention	0.058	0.096	0.607	0.544	Not supported
H5: Conscientiousness -> donor behavioral intention	0.089	0.096	0.924	0.356	Not supported
H6: Cosmopolitan -> donor behavioral intention	0.502	0.088	5.699	0.000	Supported

** $p < 0.01$ (2.33), * $p < 0.05$ (1.645)

The following Table 7 summarized the value for co-efficient of determination (R^2), predictive relevant (Q^2) and effect size (f^2) for the structural model.

Table 7: Summary of determination of co-efficient, predictive relevant and effect size

	Co-efficient of Determination	Predictive Relevance	Effect Size f^2	
	R^2	Q^2	value	Effect Size
Donor Behavioral Intention	0.785	0.489		
Prestige			0.004	none
Sincerity			0.002	none
Appeal			0.028	small

Lively	0.002	none
Conscientiousness	0.004	none
Cosmopolitan	0.134	small

Note: i) For interpretation of effect size, 0.02 and above- small effect size, 0.15 and above-medium effect size. 0.35 and above large effect size (Hair et al., 2014).

ii) For interpretation of R^2 , 0.75 is substantial, 0.50 is moderate, and 0.25 is weak.

iii) For interpretation Q^2 , value which is larger than 0 will indicate the exogenous construct has predictive relevance over endogenous constructs

5. DISCUSSION

This study extends the literature on university brand personality by examining the effect of university brand personality on alumni donor behavioral intention. Using the alumni sample from one of the matured university in Malaysia which is position as an eminent management university, few dimensions of university brand personality could explain alumni donor behavioral intention. In this study, the extent to which alumni perceived that their alma maters had an appealing brand (attractive, productive & special) and being cosmopolitan (networked, international & cosmopolitan), the more their willingness to donate to their alma maters. The findings are consistent with Rauschnabel et al. (2016) study among Germany's undergraduate students that indicate all the six dimensions significantly affect alumni support. However, prestige, sincerity, lively and conscientiousness found to be statistically insignificant in this study. Aaker (1997) delineated that brand personality is developed based on individual's direct and indirect experiences with the brand such as non-product related (past experience, word-of-mouth, marketing communication) and product related performance (product attributes, price, etc). Hence, alumni during their study may encountered several difficulties and/or unfavorable experience thus may distort the university brand personality formation and influencing donor behavioral intention (Sung & Yang, 2008; Rauschnabel et al., 2016).

6. CONCLUSIONS AND RECOMMENDATIONS

This study was conducted among millennials alumni. The findings suggest several theoretical and practical contributions. Firstly, consistent with past study, this study confirmed that university brand personality consists of six major dimensions namely; prestige, sincerity, appeal, lively, conscientiousness and cosmopolitan. However, only two dimensions namely; appeal and cosmopolitan have a significantly relationship with alumni willingness to donate to their alma maters. Hence, future research should be conducted to confirm the influence of other dimensions on alumni donor behavioral intention. Secondly, this study involved millennials alumni which is commonly associate with brand and socially-conscious. Millennials are claimed to give their all and pragmatic in supporting causes. Thus, other dimensions of brand personality that goes beyond the proposed dimensions might be relevant in explaining alumni donor behavioral intention.

Lastly, university management should integrate their element of appeal and cosmopolitan in their marketing campaign especially in maintaining long term relationship with their alumni. Periodical bulletin (including traditional and social media) must be made available for alumni as a medium of communication between alma maters and alumni in strengthening their formation of university brand personality thus arousing their willingness to support to their alma maters. More importantly, as brand personality is formed based on past experiences, university management should ensure their graduates experience a first class education services during their study as this could stimulate the university brand personality among the alumni. The main limitation of this study is based on the alumni from one university. Future research should consider alumni from numerous universities thus comparison study could be made in understanding how university brand personality is build and explain alumni supportive behavior.

Acknowledgement

This article is based on the research grant funded by Ministry of Higher Education under Fundamental Research Grant Scheme (S/O code: 13242-FRGS 2015) managed by Universiti Utara Malaysia.

References

- Aaker, J. L. (1997). Dimensions of brand personality. *Journal of Marketing Research*, 34(3), 347–356.
- Abdul Rejab, M.R. (2014, August, 31). Budaya mengenang budi belum jadi darah daging. *Berita Harian*. Retrieved from <http://www.bharian.com.my/node/3480>.
- Arnett, D.B., German, S.D., & Hunt, S.D. (2003). The identity salience model of relationship marketing success: the case of non-profit marketing. *Journal of Marketing*, 67(April), 89-105.
- Baruch, Y., & Sang, K. J. C. (2012). Predicting MBA graduates' donation behaviour to their alma mater. *Journal of Management Development*, 31(8), 808–825.
- Bosnjak, M., Bochmann, V., & Hufschmidt, T. (2007). Dimensions of brand personality attributions: A person-centric approach in the German cultural context. *Social Behavior and Personality: An International Journal*, 35(3), 303–316.
- Chin, W. W. (2010). How to write up and report PLS analyses. *Springer-Verlag*, pp. 655-690.
- Costa, P. T., & McCrae, R. R. (1992). *Revised NEO Personality Inventory (NEO-PI-R) and NEO Five-Factor Inventory (NEO-FFI) Professional Manual*. Odessa, FL: Psychological Assessment Resources.
- Fornell, C., & Larcker, D. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, 18 (1), 39-50.
- Hair, J.F., Ringle, C.M., & Sarstedt, M. (2011). PLS-SEM: Indeed a silver bullet. *The Journal of Marketing Theory and Practice*, 19(2), 139-152.
- Hemsley-Brown, J. (2012). The best education in the world': Reality, repetition or cliché? International students' reasons for choosing an English university. *Studies in Higher Education*, 37(8), 1005–1022.
- Henseler, J., & Fassott, G. (2010). Testing moderating effects in PLS path models: an illustration of available procedures, In: Esposito Vinzi, V., Chin, W.W., Henseler, J., Wang, H. (Eds.), *Handbook of Partial Least Squares: Concepts, Methods and Applications* (Springer Handbooks of Computational Statistics Series, vol. II). London, New York: Springer.
- Johnson, J.W., & Grimm, P.E. (2010). Communal and exchange relationship perceptions as separate constructs and their role in motivation to donate. *J. Consum. Psychol.* 20, 282–294.
- Kasri, R. A. (2013). Giving behaviors in Indonesia: motives and marketing implications for Islamic charities. *Journal of Islamic Marketing*, 4, 306–324.

- Krejcie, R. V, & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 38(1), 607–610.
- Lwin, M., Phau, I., & Lim, A. (2014). An investigation of the characteristics of Australian charitable donors. *Journal of Non-profit & Public Sector Marketing*, 26, 372-389.
- Mabkhot, H.A., Shaari, H., & Md Salleh, S. (2017). The influence of brand image and brand personality on brand loyalty, mediating by brand trust: an empirical study. *Jurnal Pengurusan*, 50, 71-82.
- Mathew, S., M., King M., R., Glynn S., A., Dietz S., Caswell S., & Schreiber G. (2007). Opinions about donating blood among those who never gave and those who stopped: a focus group assessment. *Transfusion*, 47 (April), 729-735.
- Pentecost, R., & Andrews, L. (2010). Differences between students and non-student's willingness to donate to a charitable organization. *Int. J. Nonprofit Voluntary Sect. Marketing* 15 (2), 122–136.
- Plummer, J. T. (1985). Brand personality: A strategic concept for multinational advertising. *Marketing Educators' Conference*. New York: Young & Rubicam.
- Rauschnabel, P. A., Krey, N., Babin, B. J., & Ivens, B. S. (2016). Brand management in higher education: The University Brand Personality Scale. *Journal of Business Research*, 69(8), 3077–3086. <http://doi.org/10.1016/j.jbusres.2016.01.023>
- Sargeant, A., Ford, J.B. and Hudson, J. (2008). Charity brand personality: the relationship with giving behavior. *Nonprofit and Voluntary Sector Quarterly*, 37(3), 468-491.
- Sarstedt, M. and Mooi, E.A. (2014). *A Concise Guide to Market Research: The Process, Data, and Methods Using IBM SPSS Statistics*. Berlin: Springer.
- Shaari, H., Md Salleh, S., Perumal, S., Zainol, F.A., Shaari, H., & Benazir, A.S. (2017). Alumni perception and attitude towards donation: Where are we now towards university success? *International Journal of Economic Research*, 14(19), 33-41.
- Shaker, G. G., Borden, V. M. H., & Kienker, B. L. (2016). Workplace giving in universities: a U.S. case study at Indiana University. *Nonprofit and Voluntary Sector Quarterly*, 45(1), 87–111.
- Sung, M., & Yang, S. (2008). Towards the model of university image: the influence of brand personality, external prestige, and reputation. *Journal of Public Relations*, 20(4), 357-376.
- Sura, S., Ahn, J., & Lee, O. (2016). Factors influencing intention to donate via social network site (SNS): From Asian's perspective. *Telematics and Informatics*, 34(1), 164–176. <http://doi.org/10.1016/j.tele.2016.04.007>
- Weerts, D.J. & Ronca, J.M. (2007). Profiles of supportive alumni: donors, volunteers and those who 'do it al'. *International Journal of Education Advancement*, 7(1), 20-34.
- Venable, B.T., Rose, G.M., Bush, V.D., & Gilbert, F.W. (2005). The role of brand personality in charitable giving: an assessment and validation. *Journal of Academy of Marketing Science*, 33(3), 295-312.