

DETERMINANTS OF UNIVERSITY ALUMNI'S INTENTION TO CONTRIBUTE TO EDUCATION WAQF

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ABSTRACT

Financial resources are crucial for universities to sustain the operational and managerial costs encompassing academic and administrative aspects. The financial stability of a university is reinforced by the role and support of its alumni, who are perceived as potential contributors. Universities are increasingly focusing on financial sustainability through education waqf. Therefore, this study aims to explore the relationship between attitudes, subjective norms, perceived behaviour control, knowledge, and financial ability on the intention of university alumni to contribute to education waqf. Additionally, the study seeks to investigate how university alumni acquire information about these education waqf. A total of 175 respondents from Johor Bahru participated in the study. The results indicate that most university alumni become aware of education waqf through former university lecturers or administrators. Furthermore, the findings reveal that attitudes, subjective norms, knowledge, and financial ability influence university alumni's intention to contribute to education waqf. The findings of this study are valuable for universities in their efforts to increase the number of donors for education waqf and to ensure the sustainability of funds for the future.

Keywords: Education waqf, waqf, education, financing, intention

1.0 INTRODUCTION

Education is fundamental to society's growth, providing information and awareness that empower future generations. Financial restraints frequently hinder educational progress, serving as significant obstacles for many individuals (Al-Ghaswyneh, 2020). The concept of waqf, an ancient Islamic philanthropic tradition, gains relevance by directing resources toward educational sustenance in response to prior studies by Abdullah (2018) and Fikri & Andrean (2023). Understanding the motivations of university alumni to contribute to waqf for educational purposes is a crucial topic in current discussions, shedding light on methods to create a fairer and more empowered educational environment (Wan Musa, et al., 2021; Mo & Zhu, 2022). Universities, as centres for spreading knowledge and fostering intellectual growth, have a distinct role in society. They cultivate a feeling of belonging and dedication among graduates, creating a connection beyond time and distance outside academic endeavours (Wood, 2022). Education waqf contributions thrive at the intersection of academia and alumni participation. The waqf's altruistic beliefs align well with the values taught in education and

provide graduates with the means to continue their effect after graduation (Kasri & Chaerunnisa, 2022).

Understanding alumni intentions toward education waqf contributions requires exploring various aspects of waqf. Historically, waqf has been crucial in influencing educational environments by providing institutions with resources to spread knowledge effectively (Sani et al., 2022). In today's context, the revival of waqf emerges as a powerful force, showing its readiness to tackle the growing difficulties in educational accessibility and cost. Alumni aspirations to contribute to education waqf are influenced by personal views, socio-economic situations, and institutional affiliations (Francioni et al., 2021). Contributing to waqf combines personal generosity with communal obligation, embodying the spirit of giving back to society. University alumni who have experienced higher education feel a deep appreciation and responsibility to enhance the educational opportunities for future generations by giving to education waqf (Haidlir et al., 2021).

The education waqf has a significant impact beyond financial matters, influencing societal transformation and creating a long-lasting legacy. Alumni consistently contribute financial resources to academic institutions, thereby facilitating achieving academic objectives that transcend socioeconomic constraints (Aldeen, 2021). By participating in these endeavours, individuals are exerting an impact on a forthcoming era wherein education symbolizes optimism and agency for every person. The revolutionary potential of waqf is hindered by regulatory compliance challenges, limited management effectiveness, and a lack of complete understanding (Abas & Raji, 2018). To address these problems, examining the factors influencing university alumni's intention to contribute to education waqf is crucial.

2.0 LITERATURE REVIEW

2.1 Theory Planned Behavior

The Theory of Planned Behavior (TPB) is employed to analyze university alumni to contribute to education waqf. The theory, an expansion of Fishbein and Ajzen's Theory of Reasoned Action (1980), consists of three main elements: attitude, subjective norm, and perceived behaviour control. Attitude is an individual's assessment of the favourable or unfavourable consequences linked to behaviour (Nugroho et al., 2022). Positive attitudes increase the probability of adopting a behaviour (Van Deventer et al., 2017). Subjective norms represent the social pressures an individual perceives from influential sources, such as parents or friends to participate in a behaviour (Ajzen, 1991).

Perceived behaviour control is the ultimate factor in the Theory of Planned Behavior (TPB), indicating the level of control that an individual believes they have overperformed in a behaviour (Ajzen, 2001). This control includes both the extent of control and the certainty in carrying out the behaviour (Ajzen, 2002). According to Kim & Chung (2011), this viewpoint is influenced by various circumstances such as time, money, and talent.

According to TPB, the intention has a vital role in forecasting behaviour. It refers to a person's probability of participating in a specific behaviour (Ajzen & Fishbein, 1975). Armitage & Conner, 2000) define intention as the drive to carry out a particular behaviour. According to the Theory of Planned Behavior (Ajzen & Fishbein, 1975), this intention directly influences behaviour. The concept is shaped by attitude, subjective norms, and perceived behaviour control (Randall & Gibson, 1991).

In summary, The TPB clarifies the aspects that impact persons' intents and behaviours. Attitude, subjective norm, and perceived behaviour control influence behavioural intentions, impacting actual behaviour. This theoretical framework provides useful insights for

comprehending and forecasting behaviours, especially exploring the university alumni to contribute to education waqf.

2.2 An overview of education waqf

Waqf has been a fundamental practice in the development of Islamic civilization since the early days of Islam. Education waqf became significant throughout the Abbasid and Ottoman eras, leading to the establishment of mosques, madrasas, libraries, and schools through waqf (Iskandar, 2022; Kasri & Chaerunnisa, 2022). The main goal of education waqf is to enhance information accessibility and foster intellectual growth in communities (Saputra, 2021). Waqf provides educational resources including schools, scholarships, and research facilities to allow individuals, particularly those from disadvantaged families, access high-quality education regardless of their socio-economic situation. Education waqf aligns with the Islamic concept of Sadaqah Jariyah, as the educational advantages persist and accumulate over time (Abdullah, 2020).

Education waqf has a significant impact that reaches beyond benefiting individuals as it can include larger societal transformation (Kharomah et al., 2023). Waqf enhances human capital development, economic empowerment, and social cohesion through investments in education. Furthermore, education waqf promotes a culture of philanthropy and community involvement, where donors and recipients work together to respect the principles of sharing knowledge and providing mutual assistance (Slamet & Avedta, 2022). Effective education waqf efforts rely on sustainable management and governance, necessitating transparent administration, strategic planning, and adaptable leadership for long-term success (Zulkifli et al., 2022).

Education waqf signifies the long-term effect of Islamic charitable giving and the significant influence of education. Empowering communities with information can help them overcome the cycle of poverty, ignorance, and inequality, leading to a more inclusive and prosperous future. Education waqf provides a timeless answer based on compassion, solidarity, and knowledge in the challenges of the 21st century. By working together and showing strong dedication, we can utilize the power of education waqf to create a world where learning is limitless, and opportunities are accessible to everyone.

2.3 Past studies on intention to contribute to education waqf

Various research has investigated the several elements that impact individuals' intentions to give to education waqf (Yusoff et al., 2023 ; Md Nor et al., 2023). Ahmad and Abdullah (2018) and Wan Ismail & Abdul Rasool (2021) discovered that factors such as religious beliefs and trust had a beneficial impact on the intention to contribute to education waqf. The feeling of satisfaction gained from helping improve society was a major psychological motivator for people's willingness to donate through waqf (Nguyen et al., 2017). Furthermore, individuals' donation intentions are influenced by their attitudes towards waqf management and perceptions of transparency and trustworthiness in waqf institutions (Kasri & Chaerunnisa, 2022; Ismail & Maryanti, 2022; Z. A. Ahmad & Rusdianto, 2020).

Socio-cultural variables significantly influence individuals' willingness to contribute to education waqf (Abd Aziz & Noh, 2019). The giving behaviour in Islamic societies is substantially influenced by cultural norms, religious teachings, and communal values (Brown & Osman, 2017). A study by Filo et al. (2020) showed that social influence, including family and peer pressure, had a favourable impact on individuals' willingness to donate to waqf for educational reasons. Religiosity and adherence to Islamic values are significant indicators of donation intentions, highlighting the close relationship between religious convictions and charitable actions (Tuan Ibrahim et al., 2020).

Furthermore, economic factors also influence individuals' willingness to give to education waqf. Donation behaviour is significantly influenced by financial stability, income level, and perceptions of affordability (Wan Musa et al., 2021). Research indicates that people with higher incomes and improved financial situations are more inclined to contribute to educational causes through waqf (Saad et al., 2019). The perceived competence of waqf organisations in managing funds and impacting education outcomes can influence people's willingness to donate (Kassim et al., 2019).

The decision to contribute to education waqf is a complex phenomenon shaped by psychological, socio-cultural, and economic considerations. Altruistic reasons, sense of fulfilment, and trust in waqf organisations are important factors that influence donation intentions (Chen et al., 2021; Yang & Sun, 2022). Religious teachings, community ideals, and social influence are important socio-cultural factors that greatly influence persons' likelihood to donate. Economic factors including financial stability, income level, and perceived affordability also impact donating behaviour (Lee & Kim, 2023).

2.4 Financial Stability and Education Waqf Contributions

An alumni's ability to contribute to education waqf is significantly influenced by their financial stability. Alumni who have attained financial success are more inclined to feel obligated to contribute to their educational institutions. Research suggests a positive correlation between the economic success of alumni and their propensity to donate, as they frequently support initiatives consistent with their values and experiences during their education. (Dean & Graeme, 2021). Additionally, the financial capacity of alumni can improve their perception of the efficacy of waqf funds, as they are more inclined to believe that their contributions will be effectively allocated to educational initiatives. (Furstenberger et al., 2017).

Moreover, the concept of financial fairness also impacts donation intentions. Alumni who perceive their contributions will be used fairly and effectively will likely contribute to education waqf. This perception is especially pertinent in the context of waqf, where transparency and accountability in fund management are essential. (Li & Feng, 2021). Alumni are more likely to contribute to the future if they believe their financial contributions are effectively managed and have a tangible impact. This is corroborated by research that indicates a robust correlation between donors' perceptions of impartiality and their intention to donate.

Considering the emotive and psychological factors associated with alumni's intention to contribute to education is imperative. Alumni with a strong connection to their institution are more inclined to make financial contributions. This identification cultivates a sense of responsibility and belonging to the institution, which may result in financial support for waqf education initiatives. (Stephenson & Yerger, 2014). The desire to contribute is frequently bolstered by the affective connection to the institution, mainly when alumni believe their contributions will assist future students in obtaining comparable educational opportunities. (Meer & Rosen, 2012).

2.5 Knowledge and education waqf contributions

The intention of individuals to contribute to waqf initiatives is positively influenced by their level of comprehension regarding educational waqf (Abd Aziz & Noh, 2019). This statement is supported by Laila et al. (2023), who emphasize that attitudes, influenced by knowledge, play a significant role in determining the intention to participate in waqf activities. Additionally, Mokhtar's research underscores the importance of promoting contributions by raising awareness of waqf and its advantages, such as religious obligations and community ties. (Ahmad & Rusdianto, 2020).

Additionally, knowledge increases awareness and fosters trust in waqf institutions. Kasri and Chaerunnisa (2022) found that trust, which is frequently founded on knowledge of the operational transparency and accountability of waqf organizations, significantly impacts the intentions of potential donors. This is consistent with the findings of Ahmad and Rusdianto (2020), who argue that transparency and accountability are crucial for developing trust and increasing the intention to donate. Therefore, knowledge is a conduit that links alums' comprehension of waqf mechanisms with their confidence in these institutions, influencing their willingness to contribute.

Furthermore, it is imperative to consider the generational perspective. Examine how the behaviours and attitudes of various generational cohorts, particularly Millennials and Gen Z, towards waqf contributions are influenced by their knowledge and familiarity with waqf practices. (Jatmiko et al., 2024). This implies that educational institutions should customize their outreach and educational initiatives to improve alumni knowledge, particularly emphasizing younger generations who may be more receptive to innovative waqf models.

3.0 METHODOLOGY

This study is descriptive research that employs the survey approach by distributing questionnaires. Questionnaires were personally administered to guarantee a high response rate. 175 respondents, who are university alumni in Johor Bahru, participated in this survey using a Stratified random sample. In addition to descriptive statistics, Pearson Correlation was used to determine the link between the variables. The reliability and validity of the questionnaire were assessed using Cronbach's Alpha. The overall alpha value obtained was 0.880, which is considered satisfactory.

4.0 RESULT AND DISCUSSION

4.1 Profile of Respondents

Table 1. Profile of respondents

Demographic		Frequency	Percentage (%)
Gender	Male	39	22.3
	Female	136	77.7
Age	21-30 years old	143	81.7
	31 -40 years old	24	13.7
	41-50 years old	7	4.0
	50 and above	1	0.6
Occupation sector	Private Sector Employee	123	70.3
	Government Sector Employee	34	19.4
	Self-employed	10	5.7
	Unemployed	8	4.6
Household income range	Below RM1000	7	4.0
	RM1001-RM2000	39	22.3
	RM2001-RM3000	57	32.6
	RM3001-RM4000	34	19.4

Alumni level of study	RM5000 and above	38	21.7
	Diploma	5	2.9
	Bachelor's degree	161	92
	Master	9	5.1

The data presented in Table 1 provide information about the demographic of the university alumni participating in this study. The sample is predominantly female, making up 77.7% of the total, with males accounting for only 22.3%. The data shows that most respondents are between 21 and 30 years old, accounting for 81.7% of the total. Representation decreases as age increases, with a small fraction being 50 or older, suggesting a mostly young demographic.

The data shows that 70.3% of the respondents work in the private sector, while 19.4% work in the government sector. Self-employed individuals account for 5.7%, while the unemployed comprise 4.6%. The distribution indicates that most of the population is employed, with a considerable number working in the private sector. The data shows that 70.3% of the respondents work in the private sector, while 19.4% work in the government sector. Self-employed individuals account for 5.7%, while the unemployed comprise 4.6%. The distribution indicates that most of the population is employed, with a considerable number working in the private sector.

The data indicates a diverse distribution of household income, with the largest proportion falling between the RM2001-RM3000 range at 32.6%. Significant representation in the RM1001-RM2000 and RM3001-RM4000 ranges suggests a varied income distribution within the sample group. A lesser fraction earns less than RM1000, while a significant proportion earns RM5000 and beyond, indicating diverse socioeconomic backgrounds within the group.

4.2 Sources information on education waqf

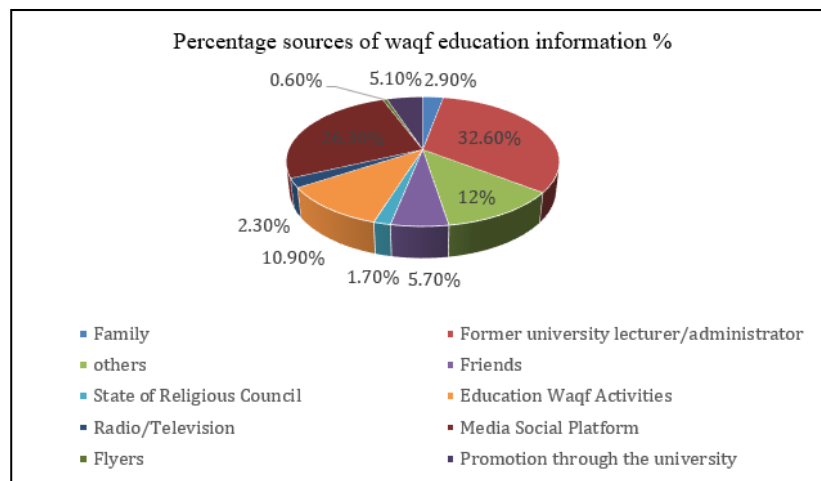


Fig. 1 Sources of waqf education information

Figure 1 illustrates how university alumni acquire knowledge about education waqf. Former university lecturers/administrators make up 32.6% of the total sources. These persons are important in disseminating educational knowledge and may use their influence and

trustworthiness in the academic world. Their significant presence highlights the need to use established networks in educational institutions to support and promote waqf initiatives.

Social media platforms represent 26.3% of the total. This underscores the growing impact of digital platforms on the distribution of knowledge, especially among younger age groups. Social media's widespread use highlights the importance of deliberate online involvement in reaching a broader audience and raising awareness about education waqf programs. Social media can efficiently enhance communication and interaction with alumni and other stakeholders.

Family and friends comprise 2.9% and 5.7%, respectively. Although these sources may appear less impactful than previous university instructors or social media, their significance rests in their ability to facilitate personal and direct communication. Family and friends can be reliable sources, helping spread information locally and encouraging community involvement in education waqf initiatives.

Education waqf activities solely represent 10.9% of the total sources. Direct participation in waqf projects is indicated to contribute to the dissemination of awareness and information. Participating in waqf activities supports the cause and offers firsthand experiences that can be shared with others, enhancing the reach and impact of education waqf initiatives. An integrated strategy utilizing different channels such as university connections, social media, personal networks, and active participation in waqf activities is crucial for effectively spreading information and encouraging involvement among university alumni and the wider community.

4.3 Correlation Analysis

Table 2. Correlation Analysis

Variables	1	2	3	4	5
1. Attitude	-				
2. Subjective norm	0.528**				
3. Perceived behavior control	0.720**	0.478**			
4. Financial ability	0.518**	0.454**	0.485**		
5. Knowledge	0.671**	0.479**	0.628**	0.401**	
6. Intention	0.669**	0.513**	0.692**	0.504**	0.611**

The outputs of six variables were statistically significant, as indicated in Table 2. The correlation between all variables varied from $r = 0.401$ ($p < 0.05$) to $r = 0.720$ ($p < 0.05$). The correlation between knowledge and financial ability ($r = 0.401$, $p < 0.05$) is moderately positive and statistically significant.

It was determined that there was a significant correlation between Attitude and Perceived Behavior Control ($r = 0.720$, $p < 0.05$), Subjective Norm and Attitude ($r = 0.528$, $p < 0.05$), Intention and Attitude ($r = 0.669$, $p < 0.01$), Intention and Subjective Norm ($r = 0.669$, $p < 0.05$), Intention and financial ability ($r = 0.504$, $p < 0.05$), and Intention and Knowledge ($r = 0.611$, $p < 0.05$). Therefore, it can be deduced that each variable is self-contained and exhibits a positive correlation.

Positive relationships were observed among all the variables that correlated statistically significantly. There are the following correlations: knowledge and attitude ($r = 0.671$, $p < 0.05$); knowledge and perceived behaviour control ($r = 0.628$, $p < 0.05$); knowledge and financial ability ($r = 0.401$, $p < 0.05$); and knowledge and subjective norm ($r = 0.479$, $p < 0.05$). The correlation between perceived behaviour and subjective norm is 0.478 , $p < 0.05$.

Although the correlations among most variables were significant, their strength was below 0.90, indicating no substantial multicollinearity issues among the variables (Hair et al., 1998). A correlation study was performed to investigate the association between Attitude, Subjective Norm, Perceived Behavior Control, financial ability, and Knowledge with alumni universities to contribute to education waqf. These results indicate that all variables exhibit positive and substantial connections.

4.4 Regression Analysis on Coefficient of Determination (R²)

The result of multiple regression analysis among independent variables and dependent variables can be illustrated in Table. R² is the coefficient of determination and represents the extent of changes in the dependent variable that can be explained by the independent variables. It determines how well all the regression line fits the data. It is a number ranging from 0 to 1 ($1 > R^2 > 0$) and represents the proportion of the total variation in the dependent variables explained by the regression equation.

Table 3. Analysis of Coefficient of Determination (R²)

Model	1
R	0.764
R Square	0.583
Adjusted R Square	0.571
Std. The error of the estimate	0.35954

a. Predictors: (Constant), knowledge, financial ability, Subjective Norm, Attitude, Perceived Behavior

b. Dependent Variable: Intention to participate

Table 3 indicates that the coefficient of determination (R-squared) for the regression model with five independent variables (Attitude, Subjective Norm, Perceived Behavior Control, financial ability, and Knowledge) is 0.764. The calculated inter-correlation coefficient R square (R²) is 0.583, indicating that about 57.1% of the variance in the dependent variable can be explained by the five independent variables. The regression analysis does not account for the remaining 42.9% as indicated by the rule of thumbs. Other variables, such as promotion from higher education institutions, may also influence the intention to contribute to education waqf.

4.5 Multiple Regression Analysis of Coefficient

Regression analysis assesses the coefficients between independent and dependent variables, as shown in Table 4. The result from the table shows that the Beta of perceived behaviour control is (0.334), followed by Attitude (0.191), knowledge (0.168), financial ability (0.124) and subjective norm (0.116). Based on the result, Perceived behaviour control has the highest impact on university alumni's intention to contribute to education waqf with a Beta value equal to 0.334.

Four variables significantly influence university alumni's intention to contribute to education waqf: knowledge ($p=0.019$), attitude ($p=0.021$), perceived behaviour control ($p=0.000$), and financial ability ($p=0.043$). Subjective Norm is not a significant predictor of intention to contribute to education waqf ($p = 0.061$).

Table 4: Regression Analysis of Coefficient

Coefficients Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	0.756	0.228		3.313	0.001
Attitude	0.177	0.076	0.191	2.331	0.021
Subjective Norm	0.099	0.052	0.116	1.887	0.061
Knowledge	0.160	0.067	0.168	2.372	0.019
Perceived behavior control	0.326	0.074	0.334	4.397	0.000
Financial ability	0.111	0.055	0.124	2.038	0.043

a. Dependent Variable: intention

Regression analysis explored the relationship among Attitude, Subjective Norm, Perceived Behavior Control, financial ability, and Knowledge that influence university alumni's intention to contribute to education waqf. The regression study indicates that Perceived behaviour control had the most significant influence on university alumni's intention to contribute to education waqf, with a t-value of 4.397 and the highest Beta value of 0.334 among all variables.

5.0 RESULT AND DISCUSSION

The results indicate that a comprehensive strategy is necessary to spread awareness of education waqf among university alumni and the wider community. Former university lecturers/administrators are important owing to their credibility and influence, while social media outlets are crucial for reaching younger audiences. Furthermore, including family and friends, even in lower proportions, highlights the significance of personal connections in nurturing local assistance. Actively engaging in waqf activities increases awareness and expands outreach. An all-encompassing approach utilizing academic affiliations, social media, personal relationships, and active engagement is essential for successfully marketing education waqf projects and fostering community engagement.

The correlation analysis reveals significant positive relationships among variables regarding alumni's willingness to contribute to education waqf. Notably, knowledge correlates moderately with financial competence. Key variables like attitude, subjective norm, and intention show positive connections, indicating their influence. Additionally, positive relationships exist between knowledge and attitude, perceived behaviour control, and financial ability. Multicollinearity issues are absent, affirming the findings' robustness. Overall, these results emphasize the interconnectedness of attitude, subjective norm, perceived behaviour control, financial ability, and knowledge in motivating alumni to engage to contribute to education waqf.

The multiple regression analysis reveals significant insights into the elements that impact university alumni's intention to contribute to education waqf. Perceived behaviour control is the most influential factor among the variables tested, with a Beta value of 0.334 and a significant t-value of 4.397. This highlights the importance of individuals' perceived control over their actions in influencing their intentions to make education waqf contributions. Furthermore, attitude and knowledge play significant roles, highlighting the relevance of positive attitudes and understanding in influencing such aspirations. Subjective norms and financial abilities have lesser connections in this situation. The results offer helpful information for individuals interested in encouraging education waqf among university alumni, indicating a

need to improve perceived behaviour control and cultivate favourable attitudes and awareness about this charitable initiative.

6.0 SUGGESTION FOR FUTURE RESEARCH

This study proposes many potential directions for future research to expand upon these findings and address the challenges surrounding university alumni's intentions about education waqf contributions. Future research should investigate the impact of demographic variables such as age, gender, income, and field of study on alumni education waqf contributions. Comprehend these variations in population characteristics to modify strategies for addressing alumni groups. Younger alumni may be more inclined towards using social media marketing, but older alumni may prefer traditional forms of communication and engagement. Research might also investigate the perspectives of graduates from various academic disciplines on education waqf, thereby providing insights for outreach and engagement initiatives.

Furthermore, a longitudinal approach would enable continuous monitoring of alumni attitudes and behaviors. This would expose enduring patterns and the viability of the engagement approach over time. To sustain and enhance engagement, institutions may monitor the aspirations of their former students. This approach might also assess the effectiveness of education waqf awareness campaigns and other initiatives. Subsequent research should investigate the impact of communication channels and marketing strategies on alumni engagement and contributions. Examine the differences between digital and traditional media and explore the importance of personalized advertising and storytelling in connecting individuals and the waqf cause. Gaining a comprehensive understanding of effective communication strategies may assist organizations in efficiently allocating resources and developing highly effective campaigns.

Qualitative research methods, such as in-depth interviews and focus groups, may uncover alumni's underlying reasons and difficulties when making donations. This will enhance quantitative data and provide a more comprehensive perspective on the motivations of alumni for education waqf contributions. These techniques may provide intricate viewpoints and personal anecdotes that reveal alumni support's emotional and psychological foundations. Furthermore, researching the impact of peer influence and social networks on alumni intentions might provide valuable insights. Universities may enhance their contributions by comprehending the influence of peers, family, and friends on alumni. Promoting the participation of graduates in education waqf networks or groups might enhance engagement via the demonstration of social proof and collective action.

CO-AUTHOR CONTRIBUTION

The authors confirm that there are no conflicts of interest in this article. All authors contributed to their respective roles in preparing this research paper, encompassing the writing of the literature review, methodology, data collection, data analysis, and the overall writing of the paper.

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