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**THE EFFECTS OF SOCIO-PERSONAL, JOB-RELATED, AND SCHOOL-
RELATED FACTORS ON THE LEVEL OF FINANCIAL SUPPORT BY
ALUMNI
OF HIGHER EDUCATION INSTITUTIONS**

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Education in the Graduate School
of Texas Southern University

By

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THE EFFECTS OF SOCIO-PERSONAL, JOB RELATED, AND SCHOOL-RELATED FACTORS ON THE LEVEL OF FINANCIAL SUPPORT BY ALUMNI OF HIGHER EDUCATION INSTITUTIONS

By

Bosede Ozavogu Airhia, Ed.D.

Texas Southern University, 2021

Professor Bernnell Peltier-Glaze, Advisor

This study presents an examination of the relationship and predictability of selected socio-personal, job-related, and school-related factors on the level of financial support by alumni at an historically black college and university (HBCU). In this study, the researcher specifically examined the predictive power of socio-personal, job-related, and school-related factors. These factors consisted of gender, ethnicity, marital status, age, income, occupation, years on the job since graduating, sense of belonging to university, engagement in student activities, and interaction with faculty and staff on the financial support of alumni of an historically black college and university by reviewing data from a modified version of the Alumni Perception Survey.

In this investigation, a correlational research design was used to collect data. Over 2,000 alumni of a historically black college and university in the southern region of the United States were surveyed for this study. Additionally, purposive sampling procedure was used to select participants.

Furthermore, the researcher developed the Modified Alumni Perception Survey to collect the data for this study. The multi-nominal logistic regression procedure was utilized to analyze the hypotheses formulated in this study. As a result of the findings, the school-related factors of belonging to the university and interaction with staff were statistically significant in predicting the level of financial support provided by alumni of historically black colleges and universities.

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VITA

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to thank my colleagues who helped me create and collect the survey instrument for my study—I deeply appreciate your efforts and time. Finally, I'd like to thank all of my siblings, friends, and in-laws for their prayers and support.

DEDICATION

This dissertation is dedicated to my heavenly father for his grace and spiritual guidance in Jesus' name. I also dedicate this dissertation to my late father, Pa James Aiyeku Ajayi, and my mother, Cecilia Ajayi, for inspiring my educational achievement.

CHAPTER 1

INTRODUCTION

Alumni are the invaluable source of financial support for most colleges and universities. According to Gaier (2005), financial contribution is the most recognized form of alumni involvement. Colleges and universities derive a greater revenue stream from the financial contributions of alumni and employees. It is no secret that over the past few decades, Higher Education institutions across the U.S have been experiencing a funding crisis (Council for Aid to Education, 1996). According to Trombley (2003), reduced state funding in education has had negative implication for program budgets and increase emoluments for staff and faculties as well as classrooms size and scholarships for sports.

In the same vein, Oliff, Palacios, Johnson, & Leachman (2013) note that reduced state funding has resulted in tuition hikes in higher education institutions in recent years. Because state funding is limited, university tuition has increased at four-year institutions and community colleges (Kim & Ko, 2015; Lee, 2017).

With an end goal to build income, university administrators have depended on fundraising, specifically fundraising among alumni. As a result, several researchers have taken up the task of investigating why individuals make financial contributions to higher education institutions. Prior studies have been conducted to support the theory that students' positive experience leads to higher levels of alumni engagement (Cabrera, Weerts, & Zulick, 2005; Clotfelter, 2001; Gaier, 2001, 2005; McDearmon & Shirley,

2009; Monks, 2003; Stutler & Calvario, 1996). Gaier (2005) researched alumni involvement in relationship to the undergraduate academic experience and concluded that students who are satisfied with academics are more likely to be involved with their university as alumni. In turn, there is much research which also supports that highly engaged alumni have a higher inclination to financially support their university (Feudo, 2010; Diehl, 2007, p. 89; Steeper, 2009). It is important to find out which undergraduate activities involvement are found to forge a relationship between alumni and their university to increase alumni giving.

Fundraising has always been an important aspect of the academic enterprise in the United States, especially during periods of economic downturn. As Hauptman (2001) noted, “the size of endowments and the strength of alumni and other private giving are among the most distinctive features of American higher education” (p. 119). According to the Voluntary Support of Education (VSE) survey by the Council for Aid to Education (2015), charitable contributions to U.S. higher education institutions increased 10.8% in 2014, the largest annual increase in donations since 2000.

Direct observation or experience studies identified numerous factors that influence alumni donations when tracing student involvement to professional success (Tsao & Coll, 2005; Gaier, 2005). Yet, there are questions that linger despite knowing what factors may contribute to an individual’s willingness to give back to his or her alma mater. Given the decline in state funding for higher education, U.S. colleges and universities are increasingly dependent on alumni contributions and outside donations to augment institutions’ expenses (Meer & Rosen, 2012).

Research suggests that students with higher educational attainment are more magnanimous in giving (Houston, 2006; Lyons & Nivison-Smith, 2006; Brown & Ferris, 2007; Wiepking & Maas, 2009b; Bekkers & Wiepking, 2011). Equally, alumni who have affectionate recollection of participation in university-sponsored student activities are more liable to donate to their alma mater.

Statement of the Problem

The degree of financial contribution from alumni of a higher education institution is the bedrock for support from other constituencies. The degree to which alumni support their alma mater determines support from corporations, foundations, organizations and friends. Due to the decrease in state funding for higher education in the United States, higher institutions have increased tuition to account for the shortfall (Oloff, Palacios, Johnson, & Leachman, 2013; Kim & Ko, 2015; Lee, 2017). Therefore, to help garner alumni support and to raise funds to supplement the shortfalls in governmental support, it is imperative for us to look at first, what motivates alumni to give, and second, setting in place and developing mechanisms and strategies to ensure alumni giving.

An examination of the relationship and predictability of selected socio-personal, job-related, and school-related factors of gender, ethnicity, marital status, age, income, occupation, years on the job since graduating, sense of belonging to the university, engagement in student activities, and interaction with faculty and staff on the level of financial support by alumni of higher education institutions, is necessary to help development officers strategize their fundraising efforts. Past researches have examined the relationship and predictability of selected socio-personal, job-related, and school-related factors. Still, there is insufficient data to compare the level of support in

historically black colleges and universities (HBCU) based on the socio-personal, job-related, and school-related factors enumerated above. In this study the researcher examined the relationship and predictability of the socio-personal, job-related, and school-related factors on the support of HBCU using a modified version of the Alumni Perception Survey.

Purpose of the Study

The purpose of this study was to investigate the relationship and predictability of selected socio-personal, job-related, and school-related factors on the level of financial support by alumni of higher education institutions. Specifically, for this study the researcher examined the predictive power of socio-personal, job-related, and school-related factors of gender, ethnicity, marital status, age, income, occupation, years on the job since graduating, sense of belonging to university, engagement in student activities, and interaction with faculty and staff, on the financial support of alumni of a higher education institution.

Theoretical Framework

Many theories are based on the motivations and catalysts that explain why individuals choose to support their alma mater (Radley & Kennedy, 1995; Spiegel, 1995). Scholarly literature revealed that most philanthropic research is based on sociology, economics, and psychology studies. For example, sociological theories posited that individuals surrender expectation of reciprocation or are influenced by modeling, social pressures and reinforcement, and the need for prestige (Hatfield, Walster, & Piliavin, 1978; Rosenhan, 1978; Wilmoth, 1990). Giving tendency is affected by one's cultural or religious background (Cohen, 1978; Wood & Hougland, 1990). Though helpful, these

perspectives fail to fully account for relevant factors that affect alumni giving in a higher education setting, including the unique person-environment interactions on a college campus.

Mann's (2007) research addressed three hypothetical theories to analyze higher education fundraising. These theories include: (a) resource dependency theory, (b) pure altruism model, and (c) social identification theory (see Figure 1). Mann's approach can help explain why alumni contemplate charitable giving to their alma mater.

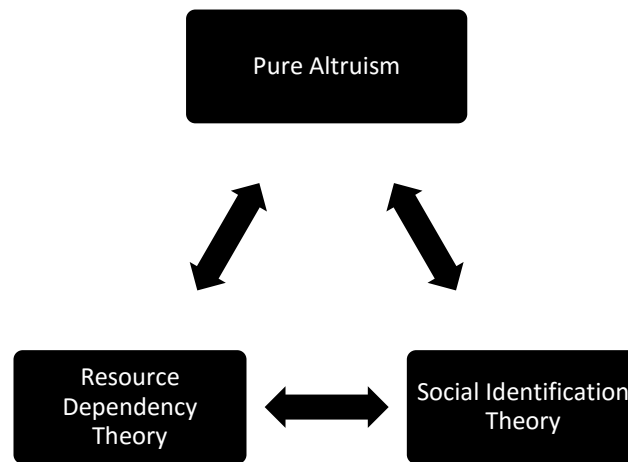


Figure 1: Theories of Theoretical Framework. Christian (2018)

All three theories assisted the researcher in understanding why alumni choose to give back to their alma mater. The theories presented in this study aids the researcher in explaining the phenomenon of alumni giving.

Resource Dependency Theory. Resource Dependence Theory (RDT) is primarily concerned with how the behavior of an organization is affected by the external resources that the organization uses (Pfeffer & Salancik,1978).The state and federal funding budget reductions for higher education have forced university leaders to consider different ways to obtain the needed financial resources. Institutional survival depends on

getting resources such as financial resources, human resources, and other intangible resources (Drezner & Huehls, 2014). The Resource Dependency Theory helps to explain how higher education fundraising is needed for acquiring resources through more increased education fundraising. Higher education institutions are interdependent and must cultivate relationships with alumni and other entities to obtain the necessary resources (5 Trends Driving University Fundraising, 2018). The structure and behavior of an organization are irrevocably linked to its context, and to survive, one organization must exchange of resources with another (Scott, 1981). Organizations structure themselves in order to create the ability to acquire and maintain the critical resources necessary for survival within their particular environment. However, those environments shift and change, creating challenges to the gaining of resources (Pfeffer & Salancik, 1978).

The changing nature of environments activates organizations and places a responsibility on them to engage in constant evaluation of their environments. Organizations must also maintain the adaptability to changes within that environment, to make sure resources desired to survive are available minus creating dependencies that threaten their ability to adapt (Scott, 1998). Pfeffer and Salancik (1978) summarized the dependency created by these factors as “the importance of a given input or output and the extent to which it is controlled by a relatively few organizations” (Pfeffer & Salancik, 1978, p. 51). Resource Dependency Theory combines the explanation of these power dynamics within organizations with how organizations adapt to their changing environments (Davis & Cobb, 2010). This theory reinforced the view that it is important for alumni development officers to have a clear understanding of alumni who are most

likely to become giving alumni. Drees and Heugens (2013) argued that organizations have a primary goal of maintaining autonomy over critical resources and that Resource Dependency Theory explains “how inter-organizational arrangements mitigate external resource dependencies” (p. 1670). Therefore, organizational structures and activities are designed to optimize control of critical resources and minimize dependency on other organizations that might control those resources.

Pure Altruism. Pure Altruism Model maintains that the only reason for charitable giving is without regard to reward or the benefits of recognition. According to Piliavin and Charng (1990), pure altruism is focused on charitable giving driven by the desire to want to help others. Duncan (2004) described the identification of charitable giving, which means the giver wants to make a difference. For example, the donor may decide to monetarily contribute based on motivating reasons such as the financial need of the institution, a feeling of attachment to their alma mater, satisfaction of college experience, or the financial needs of students. On the other hand, Drezner and Huehls (2014) stated that “altruism exists when the donor disregards his or her own self-interest in order to help others” (p. 2). They believed that charitable gifts are encouraged by a mutual benefit as both the donor and recipient receive recognition and self-satisfaction.

Social Identification Theory. The idea of Social Identification Theory is described as individuals wanting and needing to belong to the group that will provide and nurture their sense of social identity (Stets & Burke, 2000). This means that a person’s social identity can provide a framework for how definite groups can increase alumni giving and ultimately predict which alumni groups will most likely give back to their alma mater. Social Identification Theory, in regard to higher education, recognizes the

fact that individuals tend to classify themselves into social groups based on categorical groupings such as gender, age, college, and major (Mann, 2007). Alumni that have a positive identification with a group will allocate more resources to the in-group (Tajfel & Turner, 2004). Knowledge of alumni intergroup relationships is a predictor of alumni giving.

Resource Dependency Theory, Pure Altruism Model, and Social Identification Theory are three widely used theoretical frameworks in educational fundraising research. Together, these theories formed the theoretical framework by which the results of this study will be interpreted.

Significance of the Study

The significance of this study is threefold. First, this study provided relevant data to college administrators particularly those who work in the Office of Development on the level of financial support associated with alumni donations to the university. Being cognizant of factors associated with financial support on the part of the alumni will help administrators within the Office of Development to develop measures to identify those individuals who are more likely to be financial supporters of the University.

Secondly, an understanding of the impact of soci-personal, job-related, and school-related factors on the level of financial support provided to the university by alumni can assist Office of Development's administrators in their efforts to create financial models to predict the level of financial support on the part of alumni each year which will help college administrators in developing a more functional strategic plan for the university.

Finally, data generated from the current study provided important information on developing and implementing financial strategies to increase the financial giving among alumni not only to the Office of Development administrators but also to other top university officials. The use of sound financial strategies on the part of university's administrators in collaborating with alumni and other financial supporters of the university will go a long way in enhancing the level of financial support for the university.

Research Questions

The following questions were posed:

1. Do socio-personal factors (gender, ethnicity, marital status and age) have any predictive power regarding the level of financial support of alumni at an historically black college and university?
2. Do job-related factors (income, occupation, and years on the job since graduating) have any predictive power regarding the level of financial support of alumni at an historically black college and university?
3. Do school-related factors (sense of belonging to the university, engagement in student activities, and interaction with faculty and staff) have any predictive power regarding the level of financial support of alumni at an historically black college and university?

Hypotheses

In light of the above purpose and research questions, the following hypotheses were formulated:

- H₁: There is a statistically significant relationship between socio-personal factors (gender, ethnicity, marital status, and age) and the level of financial support by alumni at an historically black college and university.
- H₂: There is a statistically significant relationship between job-related factors (income, occupation, and years on the job since graduating) and the level of financial support by alumni at an historically black college and university.
- H₃: There is a statistically significant relationship between school-related factors (sense of belonging to the university, engagement in student activities, and interaction with faculty and staff) and the level of financial support by alumni at an historically black college and university.

Limitations/Delimitations

The study identified the following limitations:

1. The study was limited to alumni of one institution of higher learning located in South Texas.
2. The study was limited to alumni who graduated between 1989 and 1999.
3. The study was limited to alumni of one historically black college and university.
4. The study was limited because all the data for this study were obtained from the Modified Alumni Perception Survey.
5. Finally, the generalizations drawn from the findings of this study were limited to those alumni with similar experiences in an attempt to assess the

predictive validity of socio-personal, job-related, and school-related factors on the level of financial support.

Assumptions

This empirical study was premised on the following assumptions:

1. It was assumed that selected socio-personal, job-related and school-related factors do have some predictive power concerning the level of financial support among alumni.
2. It was assumed that the alumnus/a participating in the study were forthright in their response to the surveys because of their association with the institutions.
3. It was assumed that level of financial support is an important and vital issue associated with institutions of higher learning accomplishing their goals.
4. Finally, it was assumed that the instrument “Modified Version of the Alumni Perception Survey” accurately measured the level of financial support among alumni of higher education institutions.

Definition of Variables/Terms

These variables were operationally defined for this study in an effort to provide clarity.

1. Age – this indicates the age of an alumni at the time of the study. This variable will be measured using the following categories: (1) 25 and under; (2) 26 to 35; (3) 36 to 45; (4) 46 to 55; and (5) 56 and over.

2. Engaged in Student Activities – refers to the degree of perceived importance that an alumni placed on his or her opportunity to participate in a fraternity or sorority while attending the university.
3. Ethnicity – alumni were categorized into the following - White American, African American, Asian American, Hispanic American, Other American or International Students.
4. Gender – classification of an alumni as male or female.
5. Income – alumni income was measured in one of the following categories: (1) \$40,000 or less; (2) \$40,999 to \$61,999; (3) \$62,000 to 82,999; (4) \$83,000 to \$103,999; and (5) \$104,000 and above.
6. Interaction with Faculty and Staff – refers to the degree of perceived importance that an alumni placed on his or her relationship with the faculty and staff while attending the university.
7. Level of Financial Support – the researcher will measure this variable according to the following categories: (1) Monthly; (2) Quarterly; (3) Yearly; (4) One-time only; and (5) Never.
8. Marital Status – refers to whether an alumni is married, separated, cohabiting, divorced, civil committed, widowed, or never married.
9. Occupation – refers to an alumni being employed in one of the following major fields: (1) Education; (2) Engineering; (3) Liberal Arts; (4) Business; (5) Communication; (6) Science; (7) Mathematics; (8) Professional Degree or (9) Other.

10. Sense of Belonging to the University – refers to the degree of perceived importance that an alumni placed on his or her relationship with the overall university while attending the institution.
11. Years on the job since graduating – refers to the number of years an alumni has worked since graduating from the university.

Organization of the Study

This empirical study was organized into five chapters. Chapter 1 consists of the Introduction, Statement of the Problem, Significance of the Study, Theoretical Framework, Hypotheses, Assumptions, Limitations, and Definitions of Variables and Terms. Chapter 2 addresses a review of related literature pertaining to the influences of socio-personal, job-related, and school-related factors on the level of financial support among alumnus/a of institutions of higher learning. Chapter 3 discusses the research methodology for the study. The type of research design; population and research setting; sampling procedures; instrumentation, validity, and reliability of the instrument; data collection procedures; identification of variables; null hypotheses; statistical analysis; and evaluation of the statistical assumptions are included in this section.

Chapter 4 provides a detailed description of data in a tabular format with statistical interpretation. This chapter concludes with a summary of the hypotheses tested in the study. Finally, Chapter 5 concludes the study and presents an overview with findings and conclusions. Moreover, the findings are discussed in this chapter along with any resulting implications and recommendations.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter deals with literatures on alumni giving. There are diverse opinions by scholars on why alumni give to their alma mater. These opinions and assertions by scholars were reviewed in order to gain more insight into this research topic.

Overview

Colleges and universities are heavily dependent upon alumni financial contributions. Private charities are a vital resource for higher education financing because state and federal governments continue to decrease financial funding in higher education (Weerts, 2009). Alumni (both graduate and undergraduate combined) are the second largest contributors to colleges and universities behind foundations and donated nearly \$10,000,000,000 to colleges and universities in 2014 (Mulhere, 2015, para. 1).

To increase revenues, university administrators rely upon fundraising, specifically fundraising among alumni. Because of growing costs, universities risk “an erosion of public trust” if tuition and fee prices continue to increase at current rates and if federal action can change the landscape, including termination of research, programs, federal dollars, and scholarships because college and universities fail to be more fiscally responsible (National Commission on the Cost of Higher Education, 1998). For institutions to be competitive, alumni donations are needed to supplement their costs (Benjamin & Carroll, 1997). As a result, institutions have turned to their “community,” their alumni, and friends to help with their funding issues. It is crucial for institutions to

understand how to encourage these persons to donate. However, institutions need to know why people donate to nonprofits and institutions of higher education (Miller, Newman, & Seagren, 1994).

Donation Factors

Schools across America focus their fundraising utilizing annual giving, as it often represents a large percentage of their total individual gifts (Zunz, 2014). Annual giving is imperative to the institution to be able to provide all the programs and services to the students and the population (Zunz, 2014). For example, annual giving helps with capital improvements for the school, such as equipment, education, research, and other areas of financial need around the campus (Zunz, 2014).

People will “support philanthropic organizations because they fill a void or promise to solve a problem for an individual” (Miller, Newman, & Seagren, 1994, p. 7-8). Individual giving increases with social needs, and when there are poor economic conditions (Leslie & Ramey, 1988). Deficits in state funding support, may cause higher education institutions to use this knowledge to encourage alumni and non-alumni to donate (Leslie & Ramey, 1988). In contrast, corporations are more quick to give when economic conditions are more positive. “Giving is not always spurred solely by feelings of goodwill or altruism, but can be inspired by the availability of resources” (Miller, Newman, & Seagren, 1994, p. 8).

Public higher education is becoming more similar to private institutions when they depend on fundraising (Miles & Miller, 2000). Dependence on “fundraising gives rise to the institutional span of control consideration between alumni affairs and fundraising officers” (Miles & Miller, 2000, p. 4). Development offices depend on their

staff to raise these funds, while administrators in alumni affairs depend on attention to the management of volunteers to assist in raising these funds.

“Over the past decades, researchers have tested a wide array of variables to identify the most important factors predicting alumni giving to their alma maters” (Weerts & Ronca, 2007, p. 20). Alumni financial contribution is the most standard form of involvement; yet, it is not the only form “Alumni influence is critical to institutions because professional and personal connections held by graduates can open doors to the legislature, governor’s office, corporations, foundations, and major gift prospects” (Weerts & Ronca, 2007, p. 21).

Institutional leadership has come to realize that alumni relationship with the alma mater will influence future decision making regarding giving (Mosser, 1993). It was concluded that alumni giving is related to emotional attachment and quality of relationship with the university (Gaier, 2005). As a result, alumni develop their connection with their university through interactions with institutional representatives and learn that their participation is fundamental in developing a mutually beneficial relationship.

Socio-Personal Factors

A significant effect on alumni giving has been found to include numerous demographic variables (Lara & Johnson, 2014). According to Weerts (2007), one area of alumni giving can be sorted by donor characteristics. Factors such as age, gender, and socioeconomic status make up donor characteristics. Age, gender, and ethnicity of alumni are associated with higher levels of giving, according to Lara and Johnson (2014).

Age Factors

According to Newman and Petrosko (2011), age and level of degree completed at a university significantly impact alumni participation. In their study, the data indicated that as alumni age increases, the more likely they are to give to their alma mater, which suggests that the demographic variable age is a predictor of alumni giving. In essence, older alumni tend to provide significant amounts of money than younger alumni to their alma mater (Clotfelter, 2001; Le Blanc & Rucks, 2009; McDearmon & Shirley, 2009; Monks, 2003). Weerts and Ronca (2007) determined age to be the single most commanding indicator predicting when alumni will start giving back to their alma mater.

In their study, Sun et al. (2007) followed up on previous research, finding age to be a factor in alumni donations, with older alumni giving more. Various amounts of donations were given across age groups. Monks (2003) found that young alumni (ages 25-35) gave less than \$200 per year to their alma mater. On the other hand, millennial alumni were more likely to give to their alma mater than to any other nonprofit organization (Goldseker & Moody, 2013). Worth (2002) determined alumni are more likely to give as their age and income increases after graduation.

Williams (2007) investigated the differences between baby boomers and mature donors. Baby boomers were identified as individuals 53 to 71 years old in 2017. While, mature donors made up a group of individuals older than 59 years old. In his comparison, of baby boomers and mature donors to young donors (18 to 39 years old). Williams (2007) found that “young donors were 67% more likely to give to a charity if they had additional information on how the gift would be used. Only 49% of baby boomers and

45% of mature donors were likely to give to a charity based on the amount of information provided to them about the gift” (Williams, 2007, p. 184).

Key to future fundraising efforts by development officers is contingent upon finding alternative ways to communicate with young donors (Bhagat, Loeb, & Rovner, 2010). Establishing an early connection with young alumni is key keeping them involved and increasing their likelihood of giving back (Catlett, 2010). Engaging alumni at a young age in university events has increased alumni giving after graduation.

Gender Factors

Regarding the demographic variable gender, Sun et al. (2007) found mixed findings in predicting alumni giving. In previous research, women have been found to be more charitable than men regardless of their high wages (Dvorak & Taubman, 2013). Whereas recent studies have revealed no difference in giving based on gender (Dugan, Mullin, & Siegfried, 2000; Marr, Mullin, & Siegfried, 2005), Clotfelter (2003) found that gender was a factor in giving.

The effects of whether an individual became a contributing alumnus were not the same for females as it was for males. Lara and Johnson (2014) found gender has the predicted association with the size of donations. Males tend to donate in greater amounts than females but donate less frequently. Yörük’s (2010) study found differences between single households’ contributions when it came to females and males. It was determined that females were seemingly donors in different areas of charitable activities.

Mesch, Brown, Moore, and Hayat (2011), and Piper and Schnepf (2008) have noted there are significant gender differences between the ways men and women give. Andreoni et al. (2003) and Yörük (2010) concluded that women give to charities based

on personal influence, and are bound to broaden their contributions across different organizations. Conversely, men tend to give to specific charities and organizations, such as sports and recreational type charities (Andreoni et al., 2003; Mesch et al., 2011). There have been mixed results on gender giving in research; however, it is important to note that giving does not differ based on gender.

Ethnicity Factors

Few research studies exist to comprehensively examine the ethnicity of alumni giving from graduates of historically black colleges and universities (Gasman & Bowman, 2013; Roy-Rasheed, 2013). Because of the lack of research on fundraising across different ethnicities, development officers come up short on the range of abilities to engage the increasing population of minorities (Gasman & Bowman, 2013). However, Bekkers and Wiepking (2011) found differences between whites giving and other racial groups. It was suggested that the imbalance of giving was due to the long-standing request of white alumni from historically white colleges and universities as higher education institutions are no longer predominantly white. Therefore, it is imperative that alumni of color are engaged in efforts to increase fundraising at universities and colleges across the United States.

Drezner (2010) conducted a case study to explore the charitable behaviors of young black donors across 13 private institutions HBCUs. Drezner (2010) found that among black students and future alumni giving, undergraduate involvement, awareness of the importance of patronage, communication of the direct impact of giving, and intrinsic and extrinsic incentives influenced giving. Drezner (2010) also found that institutions that

combined racial and community uplift messages were successful in garnering financial support.

The study by Havens and Schervish (2007) found that black people give extra money to nonprofits than any other ethnicity group. Interestingly, black people give less to higher education institutions than any other ethnicity group (Drezner, 2011). Because black people are turning out to be richer, Havens and Schervish (2007) concluded their giving is expected to increase among black people under the age of 40.

In terms of Latino alumni, Gasman and Bowman (2013) provided a history of Latino charitable giving. In this study, Latino college and university alumni were evaluated on how they perceive their role with these institutions after graduation and how that perception relates to their behaviors. Research on Latinos stated that some Latinos are still becoming acquainted with the idea of giving back to majority of American organizations as opposed to exclusively helping family; however, Latinos are recognized as gift receivers rather than gift givers.

McDearmon's (2013) research study in the midwest focused on how Latino alumni giving are influenced by their view of the relationship with the university. Specifically, McDearmon (2013) showed how Latino graduates represent the role of an alumnus and how that identification moves them to act out that role and thereby provide financial support to their alma mater. McDearmon's (2013) research showed that Latino alumni identify more with the role of an alumnus, which is labeled to be someone who provides financial gifts to the university, and more consistent with their charitable gifts.

According to the survey results, the probability of support by making financial contributions to institutions depend on increased alumni role identity. In fact, O'Connor

(2007) found that Latino alumni at two private institutions are giving at a similar rate as white alumni. Latinos' charitable giving is restricted to support scholarships and programs rather than unrestricted gifts to athletics as white donors. O'Connor established that Latino alumni reasons for giving is their aspiration to help future generations. O'Connor (2007) also found that Latinos tend to respond to more mail solicitation rather than to personal solicitations, however, they favorably respond to telephone solicitations.

Gonzalez (2003) explored promotion or limitations of giving patterns of Latino graduates at a Southwestern university. She found that charitable giving is important in the personal lives of Latino graduates and their families. Though Gonzalez's (2003) study found that Latino alumni want to identify with the colleges and schools that they support, they do not necessarily need to see a representation of Latinos at the institution to connect with the institution.

The Pew Research Center (2012) "estimated a 134% increase in the Asian population in the next 40 years" (Gasman & Bowman, 2013, p. 29). Understanding the generous convictions of Asian Americans could demonstrate advantageous to higher education development offices, as the graduation rate of Asian Americans increases.

How Asian Americans give is related to cultural traditions, religion, and period of generation support (Gasman & Bowman, 2013). As noted by Gasman and Bowman, Asian American giving focuses on supporting family and their social circles. Nevertheless, the researchers found that when Asian American capital increases so will their social circle.

Besides family support and civil rights enterprises, education is the main area of support by Asian Americans. Education to Asian Americans is a way to raise their social

status (Lee, 1990). Asian Americans' gratitude for their education is exemplified in their charitable giving to their alma mater (Petthey, 2002). As per Tsunoda (2010), Asian American giving has the tendency to be private small donations with a personal relationship with the donor.

Job-Related Factors

Freeland, Spenner, and McCalmon (2015) stated "income and wealth, are among the most consistent predictors of alumni giving" (p. 758). Recent graduates and young alumni lack the financial means to give back to their university because of tuition loans and entry level job salaries. Clotfelter (2003) and Monks (2003) maintained that alumni giving increases as family income increases. According to Marr et al (2005), the higher income brackets of alumni the greater amounts of money given.

Monks (2003) found that young alumni (ages 25-35) gave less than \$300 per year back to their alma mater. On the other hand, millennial alumni in all probability would give back to their alma mater more often than to other nonprofit organizations (Goldseker & Moody, 2013). "The probability of giving increases nonlinearly with age, reaching a plateau at 14% increased probability of giving for alumni between the ages of 49-66; there is evidence this might be related to the late-career and or retirement perks" (Lara & Johnson, 2014, p. 301).

School-Related Factors

Okunade et al. (1994) expanded their research to include monetary amounts of contributions and which college graduates give larger donations. A later study by Okunade and Berl (1997) concentrated on the College of Business at Memphis State University (MSU). Using alumni giving data from Memphis State University (MSU),

(Okunade, Wunnava, & Walsh, 1994) found that graduates from the College of Business were more likely to give a higher amount, compared to College of Arts and Sciences graduates. Given that the business field of study is normally linked with higher incomes, Okunade et al (1994) concluded that academic majors related to profitable occupations produce increased alumni giving. They found that undergraduate alumni who received graduate degree from the same university were more likely to give higher amounts. Okunade et al. (1994) further assumed that students have a greater sense of attachment and belonging when they receive more than one degree from the same university and are motivated to give.

Loveday (2012) discovered that the College of Medicine at a mid-sized southeastern university “have an alumni giving rate of 7%” among donors and non-donors when college major was taken into consideration (p. 87). Blumenfeld and Sartain (1974), Grill (1988), and Okunade and Berl (1997) revealed college major to be a significant predictor variable for determining donor versus non-donor status of an alumni. They used alumni records from New Mexico State University (NMSU) to analyze donor giving. Hueston (1992) determined that the College of Engineering had the highest rate of alumni donors because engineering graduates are likely to earn a higher income. Hueston’s (1992) findings, like Okunade et al. (1997), are consistent with the assumption that academic disciplines play a role in alumni propensity to give.

Giving Since Graduation

Bristol (1990) perceived alumni giving is contingent upon the number of years out of school. Alumni that have been out of school 25 or more years were more inclined to support their university by giving. The study showed that recent graduates were

reluctant to give due to their recent giving to the university in the form of tuition. Graduates whose families were legacies gave larger gifts than those whose families were first-generation graduates. Gaier (2005) determined it is to be expected for recent graduates' reluctance to support universities through giving because they have not obtained the resources needed for giving compared to older graduation classes. Findings revealed a significant effect on the amount of contributions made by alumni was in light of the number of years between graduation. Alumni who graduated within the last 10 years were less likely to give than graduates from all other graduation years. Additional findings specifically revealed that alumni's giving for graduates after ten years was less than those from more lengthy periods.

Academic Satisfaction Factors

Dugan, Mullin, and Siegfried (2000) examined characteristics of alumni at Vanderbilt University who had received a bachelor's degree. Overall findings yielded that students with high grade point averages in college and higher income were more likely to give. Gaier's (2005) study investigated undergraduate academic satisfaction and experiences. Surveys were completed by 1,608 participants on portions of the Comprehensive Alumni Assessment Survey: : Institutions with a four-year curriculum (National Center for Higher Education Management Systems, 1992). The data indicated significant increases in alumni giving were based on undergraduate academic experience and the degree to which alumni were content with their experience. Gaier (2005) recommended that although most participants had made at least one financial gift, university officials must examine university practices in more detail to increase future alumni involvement.

Both Gaier (2005) and Monks (2003) survey results proved that increased alumni satisfaction also enhanced alumni giving. Gaier and Monks studies concluded alumni's giving was based on undergraduate satisfaction with the academics in spite of demographic variables. To that end, the greater the undergraduate experience, the more likely graduates will financially support the university.

Conner (2005) found alumni satisfaction to be the most significant factor in predicting a donor versus a non-donor with a path coefficient of .35 (p. 77). Through a qualitative analysis, Lawley (2008) examined factors such as academic experiences, and social experiences that influence alumni financial giving to their alma mater. The study found that academic experiences with class assignments have a relationship with giving, especially those assignments composed of "5-10 books assigned per year, writing papers of 5-19 pages, and assigned papers of fewer than 5 pages" (p. 69). This finding suggested the need to make adjustments to assignments. Lawley (2008) recommended that more research is needed to explore both the academic experiences that are associated with giving as well as the role that class assignments play in alumni decisions to give to their alma mater.

Similarly, Thomas (2005) identified satisfaction of undergraduate experience as a motivator to donate as an alumni. The study focused on how college experiences influence financial contributions to a religious liberal arts university. Differences were found between giving by social groups and academic groups. Findings revealed no relationship between alumni giving and participation in academic groups. Several researchers have found (after graduation) that there is a correlation between student

satisfaction with their academic experience, alumni satisfaction, and alumni giving (McDearmon & Shirley, 2009; Monks, 2003).

Sense of Belonging to the University Factors

To create a sense of belonging when students arrive on campus, a valuable tool to use is on-campus activities. Students' involvement in organizations and participation in campus programs can build relationships that later motivate alumni to give back to the university (Jorgenson, Farrell, Fudge, & Pritchard, 2018; Odio, Wells, & Kerwin, 2014). Jorgenson et al. (2018) multi-study explored student connections describing social identity theory and student involvement. The researchers recruited first-year undergraduate students from a midsized land-grant university. From the focus group responses, it was determined that a sense of belonging is developed through relationships with friends, other students, instructors, and campus personnel. The study provided an understanding of how college students' sense of belonging emerges, and how those perceptions relate to student satisfaction.

Johnson (2013) believed that a sense of belonging provided through participation in student activities enabled more social support that prompted significant engagement with an institution. Lawley (2008) determined that student participation in extracurricular activities encourage future alumni financial contributions. When undergraduate students develop meaningful connections, the connection has a long-lasting impact on alumni participation after graduation (Gaier, 2005; Hummel, 2001).

McAlexander's and Koenig's (2001) research demonstrated that sense of belonging experiences influenced the relationships students formed and maintained with faculty, staff, and peers; they develop loyalty which inspire financial benefit. Other

researchers such as Golz (2013), Hummel (2001), and Jorgenson et al. (2018) support the stance that alumni use their undergraduate relationships with faculty, staff, and peers to remain connected to the institution through financial support from alumni.

Engagement in Student Activities Factors

According to Feudo (2010), alumni who participated in student activities during undergraduate years was more likely to give than those alumni who did not participate in any student activities as undergraduates. Diehl (2007) found that as the number of undergraduate student participation in extracurricular activities increases, the likelihood of becoming an alumni donor increases by 11.3%. (p. 89).

Also, participation in campus organization leadership positions increases students' likelihood of giving back to the university financially and by volunteering than students who did not participate in leadership development activities as undergraduates (Conner, 2005; Monks, 2003).

Conversely, Gaier's (2005) study found no significant differences in alumni giving of undergraduate participation in Greek organizations and those who did not participate in Greek organizations; however, Greek organization participants were more likely to be involved in alumni activities than those students not involved in Greek organizations. Monks (2003) noted that alumni's giving was connected to participants in student government, athletics, and personal relationships formed outside the classroom with faculty.

Thompson's (2010) study involving predictor variables of alumni giving identified Greek fraternity and sorority involvement as a contributing factor to the likelihood of an alumni donating to their alma mater after graduation. Thomas and Smart

(2005), Dean (2007), and Durango-Cohen, Torres, & Durango-Cohen (2013) concurred that undergraduate participation in Greek organizations is a predictive variable of future alumni giving.

On the other hand, Thomas (2005) identified that undergraduate personal experiences in serving in a leadership position, career opportunities within their major, and the availability of alumni engagement opportunities had a significantly positive effect on alumni giving after graduation. Thomas (2005) also found that participation in Greek alumni associations, individual income, and whether the spouse was also a graduate supported alumni giving.

On the other hand, Holmes, Meditz, and Sommers (2008) used data on annual giving from a liberal arts college to test for different impacts gender, age, and undergraduate involvement for impact on sports participation. They found that alumni were more likely to donate to an alma mater if they had experiences in athletics versus non-athletes. Results indicated that “former football players were the least likely to give back to their alma mater, while former hockey players and non-football athletes were 23% more likely to donate” (p. 545). When considering the variable age, results suggested that age plays a role in the inclination of a former athlete to donate, where older former athletes give less than younger former athletes. Additional findings revealed that former academic campus leaders are also more generous than former athletes.

Meer and Rosen (2009) conducted a study to determine varsity sport participation on alumni giving. Using data from a selective university, Meer and Rosen found differences between female and male alumni giving after varsity sport participation.

Examining participation in all sports, it was found that college male alumni engaged in a varsity sport were more inclined to give based on their team's past and current success.

Male athletes made significant gifts to athletic programs that were successful teams. On the other hand, female athlete alumni's giving was not affected by team success. Except for the ongoing success of popular sports such as football and basketball, giving by alumni has a statistically insignificant effect. Although the researchers gathered data from one school, the findings are similar to Wunnava and Lauze (2001) that revealed a mixed impact on undergraduate athletics future giving.

Merolla, Serpe, Stryker, and Schultz (2012) believed students can be influenced by the clubs and organizations they were actively involved in because it instills social responsibility that carries with them after graduation. Furthermore, Schervish and Havens (1997) believed involvement with social clubs helps students identify an organization's needs.

Alumni who held leadership positions in an extracurricular activity while an undergraduate "gave more than those who did not" hold a leadership position in an extracurricular activity while an undergraduate student" (Clotfelter, 2001, p. 129). Similar to the findings of Bingham, Quigley, and Murray (2002), Clotfelter (2001) discovered that mentors who guided the careers of undergraduates had a great impact on alumni giving at a higher rate than those who did not have a mentor.

Interaction with Faculty Factors

Previous studies by Pascarella and Terenzini (1980) have already indicated that student/faculty relationships are important in higher education. Social relations during

one's time at university may even lead to improved school attachment (Li & Frieze, 2016).

Cotton's and Wilson's (2006) qualitative research suggested that the regular and quality interactions between students and their faculty/staff could stimulate positive relationships between each person concerned. Recent research by Xerri, Radford, and Shacklock (2018) pointed out that students' perceptions regarding relationships between students and their faculty/staff can have a positive influence on students' engagement and loyalty (Snijders, Wijnia, Rikers, & Loyens, 2018b).

Farrow and Yuan (2011) suggested that the power of former students and faculty/staff ties have a positive relationship of attitudes, behavior and loyalty. However, little is known about how student loyalty can be created after graduation. The study suggested a future study is warranted on influences of positive or negative undergraduate experiences upon the will to give. In addition, Farrow and Yuan (2011) recommended that future research include graduate alumni giving trends, what influences them, and their student experiences.

Gardner and Barnes (2007) posited that the experience of graduate students may lead to the formation of relationships with faculty in several ways. Faculty members can help integrate students into the culture of the academic program as teachers, advisors, mentors, and the profession as job supervisors and friends.

Graduate students' relationships with faculty, benefit from the relationships with their satisfaction. Bieber and Worley (2006), agreed that increasing the relationship with at least one faculty member might be perhaps the most significant factor in retaining graduate students in programs (Barnes & Austin, 2009; Noy & Ray, 2012). "Graduate

student relations with members of the faculty is regarded by most graduate students as the single most important aspect of the quality of their graduate experience. Unfortunately, many also report that it is the single most disappointing aspect of their graduate experience” (Katz & Harnett, 1976, p. 8).

Adler and Adler (2005) mentioned graduate students may feel misused by faculty members when faculty asks graduate students to conduct research for them or teach a class. Adler and Adler’s study proposed that faculty consider graduate students as a resource rather than as inexpensive labor force used to complete the basic work of faculty. A greater conclusion from their research is that graduate students should find faculty members interested in developing students’ emotional maturity, promoting their intellectual ability, and those that honestly care about them as individuals.

Graduate students’ relationships with faculty can be affected by the politics and relationships faculty have among each other. In their study of sociology graduate students, Adler and Adler (2005) found that students “soon found that they were excluded from some areas because professors did not get along,” that “the people they had come to work with were either unavailable or disinterested in them,” and that “the backroom politicking, divisiveness, and backstabbing was so insidious...that people could not even be in the same room together” (p. 16).

To help graduate students feel skillful in steering through faculty political landscape, students’ must develop a relationship with a mentor to help provide awareness into faculty politics, and enable faculty members to see that there is “more to faculty life than just the politics” (Bieber & Worley, 2006, p. 1026). The authors go further to say that graduate students feel capable of maneuvering through the political landscape as a

result of the relationship. They also have more enjoyable experiences within their program when they perceive healthy relationships with and among faculty.

Noy and Ray (2012) identified a particular faculty relationship between doctoral students and their advisor. For doctoral students, Noy and Ray (2012) maintained that the advisor is one of the most important individuals during their program that doctoral students will interact with. The researchers concluded that interaction with a faculty advisor enhances the likelihood of a positive graduate student experience, whereas a poor relationship with an advisor negatively impacts the graduate student experience. Barnes and Austin (2009) reported that advisors serve as the main agents of socialization for doctoral students into the department and program. In addition, advisors also serve as the channel to involvement in research projects, publications, graduate assistantships, and even professional and employment connections upon graduation.

Summary

There is a critical need for higher educational institutions to build a motivated donor base because of declining state funding and falling enrollment. Alumni are the second-largest source of revenue for institutions (5 Trends Driving University Fundraising, 2018). Individual alumni amounts of giving have declined through the years, and the decline is expected to continue.

There are a few reasons that identify with the pattern of diminishing alumni participation rates. These reasons include: socio-personal, job-related, and school-related factors of gender, ethnicity, marital status, age, income, occupation, years on the job since graduating, sense of belonging to university, engagement in student activities and

interaction with faculty. To overcome challenges, colleges, and universities must build a base of consistent donors to support their financial needs.

Furthermore, university advancement officers must be aware of current trends in alumni giving and younger alumni giving patterns. Being aware of alumni giving trends, university advancement officers can devise strategies to reach alumni. More importantly, communicating with alumni to keep them abreast of university needs improves the probability of graduates giving back to their alma mater. Finally, universities should consider investing in alumni experience outside of school reunions and events but to include student mentoring, career placement, governing and advisory board service.

CHAPTER 3

DESIGN OF THE STUDY

Methodology

This study was specifically aimed at examining the predictive power of socio-personal, job-related, and school-related factors of gender, ethnicity, marital status, age, income, occupation, years on the job since graduating, sense of belonging to university, engagement in student activities, and interaction with faculty and staff on the financial support of alumni of an historically black college and university. In particular, the study examined the predictive power of socio-personal, job-related, and school-related factors of gender, ethnicity, marital status, age, income, occupation, years on the job since graduating, sense of belonging to university, engagement in student activities, and interaction with faculty and staff on the financial support of alumni of an historically black college and university. The researcher organized the discussion in Chapter 3 into eleven sections: 1) Type of Research Design; 2) Population and Research Setting; 3) Sampling Procedures; 4) Instrumentation; 5) Validity; 6) Data Collection Procedures; 7) Field Study; 8) Independent and Dependent Variables; 9) Null Hypotheses; 10) Statistical Analysis; and 11) Statistical Assumptions.

Type of Research Design

For this empirical study, a Regression Correlational Research Design was used (see figure 1). As a research paradigm, this design allowed the researcher the opportunity

to determine the predictability of several predictors on a criterion variable. Also, this type of research design provided the researcher the opportunity to evaluate a set of hypothesized relationships between selected variables for the purpose of predicting specific outcomes (Gay, Mills, & Airasian, 2012).

Additionally, according to Mertler and Vannatta (2010), the regression correlational research design enables the researcher to; (1) explore causal relationships between variables and (2) predict scores on one variable based on the scores of other variables. Thus, the regression correlational research design provided the researcher with the opportunity to test the predictable relationship between selected socio-personal, job-related, and school-related factors and the level of financial support among alumni of an historically black college and university.

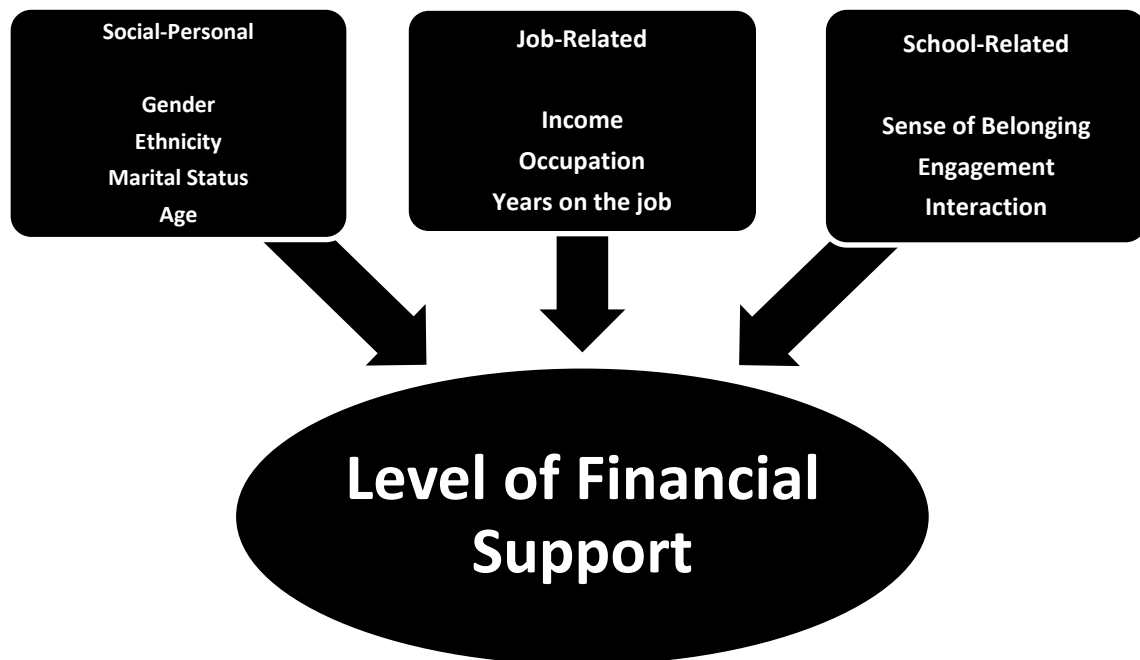


Figure 2: Regression Correlational Model

Population and Research Setting

The population for this study consisted of alumni from one university located in the southern region of the United States. The target institution factbook (1999 - 2003) indicates that the university was established formally in 1947 with the mission to establishing a credible college for black students. In 1973, the state designated the institution as “a special purpose institution of higher education for urban programming” (p. 1). The factbook states that ascribing to the global implications of its urban mission, the university focuses on high quality teaching, research, and public service as a means of preparing students for leadership roles in the urban communities of the state, nation and world.

Moreover, the target institution is one of the nation’s largest historically black college and university located in the southern region of the United States. This institution provides a first class educational experience, offering over 120 baccalaureate, masters and doctoral degree programs in nine schools and colleges. The University currently has over 6,648 students enrolled and has assets exceeding \$250 million (Target Institution FactBook, 1999-2003).

Sampling Procedures

The purposive sampling technique was employed for this study. This type of non-probability procedure provided the researcher with the opportunity to focus on specific characteristics of the target population associated with answering his or her research questions (Vogt, 2007). The researcher was able to use this sampling technique to choose

individuals based on a variety of criteria common to those who were selected to participate in a quantitative investigation.

The following criteria were used to select the sample for this study: 1) the participant must be an alumnus/a of the target institution; 2) the participant must have graduated from the target institution between 1989 to 1999; 3) the participant must have an e-mail address on file in the Office of Institutional Advancement; and 4) the participant must be a member of the Alumni Association of the target institution.

Instrumentation

A modified version of the Alumni Perception Survey was used to collect data for the investigation. The investigative instrument combined eighteen items. Items one through four consisted of four Socio-personal items. Item 1 was scored one to two (1 to 2). Items 2 and 3 were scored one to five (1 to 5), respectively. Item 4 was scored one to seven (1 to 7).

Moreover, Items 5 and 6 dealt with school-related items. Both of these items were in dichotomous format scored one to two (1 to 2). Items 7 through 10 were job-related items. Item 7 was scored one to five (1 to 5). Item 8 was scored one to nine (1 to 9), and Item 9 was scored one to seven (1 to 7). Item 10 was scored one to six (1 to 6).

Additionally, on the investigative instrument, Items 11 to 13 asked the participants to describe their experiences at the university where they attended. On Item 11, the participants were given nine components of the university along with a 4-point Likert scale to indicate how important each one of the components were while attending the university. The responses on this item were (1) Not Important; (2) Somewhat Important; (3) Very Important; and (4) Critically Important.

In addition, Items 12 and 13 asked the participants to describe their experiences as students and alumnus/a. Both of these items were on a five-point Likert scale. The responses for these items were (1) Poor; (2) Fair; (3) Good; (4) Excellent; and (5) No Opinion.

Furthermore, Items 14 to 17 were financial related items. Item 14 asked participants to respond to a statement that best described their financial support for the university. The responses for this statement ranged from have not financially supported the university to currently financially support the university. Item 15 consisted of nine (9) components regarding the alumnus/a overall financial support to the university. These items were measured on the following 4-point scale: (1) No Impact; (2) Some Impact; (3) Significant Impact; and (4) Critical Impact. Further, Item 16 solicited the participants to respond to the questions on how often they provided financial support to the university. This item was presented on the following six-point Likert scale: (1) Monthly; (2) Quarterly; (3) Yearly; (4) One-time only; (5) Never; and (6) Other.

Likewise, Item 17 asked participants to respond to which one of the following aspects provided them with the most financial support: (1) Scholarships for Students; (2) Athletic Events; (3) Special Events; (4) Campus Aesthetics; (5) Grants for Faculty; (6) Honor Society; (7) Newspaper, Radio, or Yearbook; (8) Music/Theater/Art; (9) Academic Programs; (10) Fraternity/Sorority; and (11) Other. Finally, Item 18 on the instrument was an open-ended item that posed the following question to the participants - what is the most important thing the university has done that inspired you to give?

The table below provides an overview of the Modified Version of the Alumni Perception Survey:

Table 1

Survey

Section 1 - Social Personal Information	
1. What is your gender?	<ul style="list-style-type: none"> ▪ Male ▪ Female
2. What is your ethnicity?	<ul style="list-style-type: none"> ▪ White American ▪ African American ▪ Asian American ▪ Hispanic American ▪ Other
3. What is your age?	<ul style="list-style-type: none"> ▪ 25 and under ▪ 26 to 35 ▪ 36 to 45 ▪ 46 to 55 ▪ 56 and over
4. What is your current marital status?	<ul style="list-style-type: none"> ▪ Married ▪ Separated ▪ Cohabiting ▪ Divorced ▪ Widowed ▪ Civil Commitment ▪ Never Married
5. Do you owe a student loan?	<ul style="list-style-type: none"> ▪ Yes ▪ No
6. Are you a first-generation student who attended the university?	<ul style="list-style-type: none"> ▪ Yes ▪ No
Section II - Job-Related Information	
7. What is your current household yearly income?	<ul style="list-style-type: none"> ▪ \$40,000 or less ▪ \$40,999 to \$61,999 ▪ \$62,000 to \$82,999 ▪ \$83,000 to \$103,999 ▪ \$104,000 and above
8. What is your occupation?	<ul style="list-style-type: none"> ▪ Education ▪ Business ▪ Science ▪ Engineering ▪ Communication ▪ Mathematics ▪ Liberal Arts ▪ Professional Degree ▪ Other (Please Specify)

	<ul style="list-style-type: none"> ▪ 5 or less ▪ 6 to 10 ▪ 11 to 15 ▪ 16 to 20 ▪ 21 to 25 ▪ 26 or more ▪ Unemployed
9. How many years have you been on the your job since graduating?	

	<ul style="list-style-type: none"> ▪ 5 or less ▪ 6 to 10 ▪ 11 to 15 ▪ 16 to 20 ▪ 21 to 25 ▪ 26 or more
10. How many years have you been employed?	

Section III - School-Related Information

Using the scale below to mark your answers
--

11. How Important was each of the following to your Experience as a Student while attending the university?

Activities	Scale
<ul style="list-style-type: none"> a. Relationship with other students b. Relationship with faculty c. Opportunity to participate in fraternity/sorority/organization d. Relationship with staff e. Access to administration f. Student leadership opportunity g. Attending athletic events h. Student employment opportunities i. Relationship with overall university 	<ul style="list-style-type: none"> ▪ Not important ▪ Somewhat Important ▪ Very Important ▪ Critically Important

12. Which of the following best describes your experience as a student?	<ul style="list-style-type: none"> ▪ Poor ▪ Fair ▪ Good ▪ Excellent ▪ No opinion
--	---

13. Which of the following best describes your experience as an alumnus/a?	<ul style="list-style-type: none"> ▪ Poor ▪ Fair ▪ Good ▪ Excellent ▪ No opinion
---	---

14. Which of the following best describes your support to your university?	<ul style="list-style-type: none"> ▪ Have not financially supported the university and do not plan to in the future
---	--

- Have financially supported the university but do not plan to continue
- Have not financially supported the university but plan to in the future
- Currently financially support the university and plan to continue
- Currently financially support the university and plan to increase in the future
- Other

15. Please indicate how much each of the following impact your overall financial support to your university.

Activities	Options
a. Value/respect for degree	
b. Accomplishments of alumni	
c. School ranking	
d. Accomplishments of faculty	▪ Not Important
e. Accomplishments of students	▪ Somewhat Important
f. Providing scholarships	▪ Very Important
g. Media visibility (e.g. newspaper, magazine articles, etc)	▪ Critically Important
h. Success of athletic team	
i. Experience as a student	

16. How Often do you provide financial support to your university?

- Monthly
- Quarterly
- Yearly
- One Time Only
- Never
- Other

17. Which of the following do you provide the most financial support?

- Scholarship for students
- Athletic events
- Special events
- Campus Aesthetics (e.g., buildings, grounds, etc.)
- Grants for faculty
- Honor Society
- Newspaper, radio or yearbook
- Music/theater/art
- Academic programs
- Fraternity/Sorority
- Other

18. What is the most important thing your university has done that inspired you to give?

Answers varied

A copy of the survey instrument used for the study that includes the variables in the above table is included in Appendix (A) along with this research paper.

Validity of the Instrument

For the purpose of validity, the modified version of the Alumni Perception Survey was given to a group of experts in finance, development, and higher education on an individual basis. They were asked to examine the items (content) of the instrument using the following three-point scale: (1) instrument does not measure the content area; (2) unsure that the instrument measures the content area; and (3) instrument does measure the content area. Once the experts agree that the instrument was measuring the intended areas, it was considered valid for the study.

Data Collection Procedures

In the spring semester of 2020, the researcher emailed the office of Institutional Advancement at the target university and requested a list of the alumni who graduated from the institution between 1989 and 1999. The email explained to the Assistant Vice President of Alumni Relations and the Vice President of the Office of Institutional Advancement the purpose of the study as well as outlined the methodological procedures employed in conducting the study. The email addresses of the alumni were also requested.

Once the list of alumni was received along with their emails, a letter was sent to the email of each member of the alumni association with the target institution requesting their participation in the study. A research packet was developed for each alumni selected to participate in the study.

Furthermore, the research packet was sent via email and consisted of the informed consent letter and the link to the modified version of the Alumni Perception Survey

(APS). Finally, the data was entered into a statistical software package by the researcher. For this purpose, the Statistical Package for the Social Sciences (SPSS) was used.

Field Study

In the spring of 2020, a field study was conducted to determine the validation of the investigative instrument. Twenty alumni (20) from an historically black college and university were selected from similar universities to participate in the field study. In addition, the field test surveys were examined for suggestions and criticisms. All necessary revisions and recommendations regarding the instrument were implemented. Gall, Gall and Borg (2007) reported that a sample population from 10 to 20 participants would be sufficient for field study for most educational studies.

Identification of Independent and Dependent Variables

For this empirical investigation, three sets of independent variables were used. The first set of predictors measured the socio-personal factors (gender, ethnicity, marital status, and age) associated with alumni. The second set of independent variables measured the job-related factors (income, occupation, and years on the job since graduating) pertaining to alumni. The third and final set of predictors examined school-related factors (sense of belonging to the university, engagement in student activities, and interaction with faculty and staff) associated with alumni. The aforementioned independent variables were assumed to have some predictive validity to the dependent variable and level of financial support among alumni of a Historically Black College and University.

Null Hypotheses

These were the null hypotheses derived from the research hypothesis:

- HO₁: There is no statistically significant relationship between socio-personal factors (gender, ethnicity, marital status, and age) and the level of financial support by alumni of an historically black college and university.
- HO₂: There is no statistically significant relationship between job-related factors (income, occupation, and years on the job since graduating) and the level of financial support by alumni of an historically black college and university.
- HO₃: There is no statistically significant relationship between school-related factors (sense of belonging to the university, engagement in student

activities, and interaction with faculty and staff) and the level of financial support by alumni of an historically black college and university.

Statistical Analysis

Multi-nominal logistic regression was used in the present investigation to examine the predictability of a mix of continuous and discrete predictors on a categorical dependent variable with more than two categories (Warner, 2008). This type of regression analysis did not require the researcher to adhere to any assumptions about the institutions of predictor variables (Tabachnick and Fidell, 2013).

Moreover, the calculation of R^2 and n^2 and the standardized logistic regression coefficients are done separately for each logistic function within the multi-nominal procedure. R^2 for the full model is calculated based on the predicted probabilities and observed classification of all four levels of financial support (Tabachnick and Fidell, 2013).

Statistical Assumptions

The following assumptions were associated with the Multi-nomial Logistic Regression procedure:

- (1) Independence – referred to the dependent variable only having mutually exhaustive categories that are mutually exclusive of each other.
- (2) Absence of Multicollinearity – referred to the statistical process where the independent variable is highly correlated with each other. This assumption was tested using the tolerance statistic or VIF factor in multiple regression analysis.

- (3) Linearity of Logit – referred to a linear relationship between the logit of the dependent variable and continuous predictors in the regression model. This assumption was tested using the Box-Tidwell approach.
- (4) Ratio of Cases to Variables – referred to when using discrete variables that enough responses exist in every given category. This assumption was tested using cross tabulation tables (Tabachnick and Fidell, 2013).

CHAPTER 4

ANALYSIS OF THE DATA

The purpose of this empirical investigation was to examine the relationship and predictability of selected socio-personal, job-related, and school-related factors on the the the level of financial support by alumni of an historically black college and university (HBCU). Specifically, the study examined the predictive power of socio-personal, job-related, and school-related factors of gender, ethnicity, marital status, age, income, occupation, years on the job, sense of belonging to the university, engagement in student activities, interaction with faculty, and interaction with staff on the level of financial support of alumni of an historically black college and university.

These were the major research questions addressed in this study:

1. Do socio-personal factors (gender, ethnicity, marital status and age) have any predictive power regarding the level of financial support of alumni of an historically black college and university?
2. Do job-related factors (income, occupation, and years on the job since graduating) have any predictive power regarding the level of financial support alumni of an historically black college and university?
3. Do socio-personal factor (gender, ethnicity, marital status and age) and school-related factors (Sense of belonging to the university, engagement in student activities, interaction with faculty and interaction with staff) have

any predictive power regarding the level of financial support of alumni of an historically black college and university?

A purposive sample of 410 alumni was selected to participate in this investigation. One instrument entitled the modified version of the Alumni Perception Survey was used to collect the data. Data analysis involved two major sections. The first section of the study addressed the demographic profile of the alumni participants, while the second examined the three null hypotheses that were formulated for the study. The multinomial logistic regression procedures was utilized to analyze the data. All three hypotheses were tested with a p-value of .05 or higher.

Demographic Characteristics of Alumni in the Study

Participants in this empirical study consisted of 410 alumni of an historically black college and university. The alumni participants were categorized according to their gender, age, ethnicity, marital status, income, and occupation.

Gender. There were 273 or 66.6% of the alumni who were females. In comparison, there were 137 or 33.4% of the students who were males. For these analyses, refer to Table 2.

Table 2
Frequency Distribution of Respondents by Gender

Variable	Number	Percent
Gender		
Female	273	66.6
Male	137	33.4
Total	410	100.0

Ethnicity. The ethnicity variable was categorized into two major groups in this study.

There were 223 or 54.4% of the alumni who identified their ethnic status as African see table two American. Likewise, there were 187 or 45.6% of the alumni who acknowledged their ethnic background as non-African American. Table 3 shows these findings.

Table 3

Frequency Distribution of Respondents by Ethnicity

Variable	Number	Percent
Ethnicity		
African American	223	54.4
Non-African American	187	45.6
Total	410	100.0

Age. The variable age for the present study was in a dichotomous format. There were 263 or 64.1% of alumni who reported their age as 55 years or below. By contrast, there were 147 or 35.9% of alumni who expressed their age 56 years or above. The results are presented in Table 4.

Table 4
Frequency Distribution of Respondents by Age

Variable	Number	Percent
Age		
55 and below	263	64.1
56 and above	147	35.9
Total	410	100.0

Marital Status. There were 176 or 42.9% of the alumni who indicated they were married and 91 or 22.2% of them revealed they were divorced. In addition, 5 or 1.2% of the alumni reported they were separated and 20 and 4.9% of them acknowledged they were widowed. On the other hand, 115 or 28% of the alumni said they were never married and 3 or .7% of them expressed cohabiting. Table 5 presents the result for these analyses.

Table 5
Frequency Distribution of Respondents by Marital Status

Variable	Number	Percent
Marital Status		
Married	176	42.9
Separated	5	1.2
Cohabiting	3	.7
Divorced	91	22.2
Widowed	20	4.9
Never Married	115	28.0
Total	410	100.0

Income. In this study, the variable income was classified into five categories. Sixty-one or 14.9% of the alumni reported their yearly income as \$40,000 or less and 39 or 9.5% of them indicated their yearly income as \$40,999 to \$61,999. Moreover, 100 or 24.4% of the alumni revealed their yearly income as \$62,00 to \$82,999 and 54 or 13.2% of them expressed their yearly income as \$83,00 to \$103,999. Finally, 156 or 38% of alumni said that their yearly income was \$104,000 and above. Table 6 summarizes the results.

Table 6
Frequency Distribution of Respondents by Yearly Income

Variable	Number	Percent
Income		
\$40,000 or less	61	14.9
\$40999 to \$61,999	39	9.5
\$62,000 to \$82,999	100	24.4
\$83,000 to \$103,999	54	13.2
\$104,000 and above	156	38.0
Total	410	100.0

Occupation. One hundred twenty-one or 29.5% of the alumni participants in this study revealed that their occupation was in Education and 69 or 16.8% of them reported their occupation was in Business. On the other hand, 67 or 16.3% of the participants indicated their occupation was in a professional area and 16 or 3.9% of them acknowledged their occupation was in a science area.

Moreover, 13 or 3.2% of the alumni expressed their occupation was in a liberal arts area and 3 or .7% of them reported their occupation was in a communication area. Finally, 121 or 29.5% of the alumni said that their occupation was in other areas. See Table 7 for these findings.

Table 7
Frequency Distribution of Respondents by Occupation

Variable	Number	Percent
Occupation		
Education	121	29.5
Business	69	16.8
Science	16	3.9
Communication	3	.7
Liberal Arts	13	3.2
Professional Degree	67	16.3
Other	121	29.5
Total	410	100.0

Examination of Hypotheses

Ho₁: There is no statistically significant relationship between socio-personal factors (gender, ethnicity, and age) and the level of financial support by alumni) of an historically black college and university.

Presented in Table 8 were the multinomial logistic regression findings pertaining to the predictable relationship between socio-personal factors (gender, ethnicity and age) and the level of financial support of alumni. The -2 Log likelihood for this model is 110.390 which indicated that the present regression model did not predict significantly better than the null model without predictor variables ($X^2(9) = 16.650, P > .05$). The

Nagelkerke R Square indicated that the variables gender, ethnicity and age were found to explain 4.3% of the variance in level of financial support.

Table 8

**Overall Multinomial Regression Model Fit Results Regarding the Relationship
Between Socio-Personal Factors and Level of Financial Support**

Model	Chi Square	df
P		
Final	16.650	9
	.054	

-2 Log Likelihood =110.390; Nagelkerke R Square =.043

Additionally, the likelihood ratio tests revealed that there were no significant change in the -2 Log Likelihood when gender was removed from the model ($X^2(3) = 6.578, P >.05$); and when ethnicity was removed ($X^2(3) = 4.961, P >.05$); and when age was removed ($X^2(3) = 4.267, P >.05$). All three socio-personal factors did not significantly contribute to predicting the level of financial support of alumni.

Table 9
Multinomial Regression Results Regarding the Likelihood Ratio Tests for
Predicting Levels of Financial Support from Socio-Personal Factors

	-2 Log Likelihood of Reduced Model	Chi Square	df	P
Intercept	110.390	.000	0	
Gender	116.968	6.578	3	.087
Ethnicity	115.351	4.961	3	.175
Age	114.657	4.267	3	.175

Furthermore, the regression coefficients (Table 10) revealed that the variables gender ($Z=1.581$, $P >.05$) and age ($Z=.351$, $P>.05$) were not significant predictors of level of financial support when comparing never giving with monthly /quarterly giving. In addition, the variables gender ($Z =.475$, $P >.05$) and age ($Z=.931$, $P > .05$) were not significant predictors of level of financial support when comparing never giving with yearly giving. Also, the variables gender ($Z=.158$, $P >.05$) and age ($Z = 3.573$, $P >.05$) were not significant predictors of level of financial support when comparing never giving with one-time only giving. However, the variable ethnicity is a significant predictor of level of financial support when comparing monthly quarterly giving with never giving ($Z =4.749$, $P <.05$).

Table 10
Regression Coefficients for the Multinomial Model Predicting Levels of Financial
Support from Socio-Personal Factors

Levels of Financial Support Category		B	SE	Wald	df	P	Exp (B)
Monthly/Quarterly	Intercept	.790	.411	3.694	1	.055	
	Gender.	.459	.363	1.581	1	.209	1.579
	Age=1	-.212	.359	.351	1	.554	.809
	Ethnicity=1	-.715	.328	4.74	1	.029*	.489
Yearly	Intercept	1.602	.375	18.260	1	.000	
	Gender=1	-.226	.327	.475	1	.491	.798
	Age=1	-.324	.336	.931	1	.335	.723
	Ethnicity=1	-.476	.308	2.377	1	.123	.622
1 Time Only	Intercept	1.150	.405	8.065	1	.005	
	Gender=1	-.146	.366	.158	1	.691	.865
	Ethnicity=1	-.562	.347	2.626	1	.105	.570

Reference Category is Never

*Significant at the .05 level

Ho₂: There is no statistically significant relationship between job-related factors (income, occupation, and years on the job since graduating) and the level of financial support by alumni of an historically black college and university.

A multinomial logistic regression (Table 11) was conducted regarding the predictable relationship between job-related factors (income, occupation, and years on the

job since graduating) and the level of financial support of alumni. The -2 Log Likelihood (376.389) results revealed that the regression model did predict significantly better than the null model with predictors pertaining to the level of financial support of alumni ($X^2(21) + 39.490, P < .01$). The Nagel Kerke R Square indicated that the job-related factors combined were found to explain 10% of the variance in level of financial support.

Table 11

Overall Multinomial Regression Model Fit Results Regarding the Relationship Between Job-Related Factors and Levels of Financial Support

Model	Chi Square	df	P
Final	39.490	21	.009**

-2 Log Likelihood=376.389; Nagel Kerke R Square=.099

**Significant at the .01 level

Furthermore, the likelihood ratio tests (Table 12) indicated that when the variable years on the job was removed ($X^2(6) = 21.987, P < .001$) from the model, the model fit was significantly lowered indicating that years on the job made a significant contribution in predicting the level of financial support. In addition, when the variables occupation ($X^2(9) = 8.986, P > .05$) and income ($X^2(9) = 9.831, P > .05$) were removed from the model, there were no significant change in the -2 Log Likelihood. The variables occupation and income did not contribute to predicting the level of financial support of alumni.

Table 12
Multinomial Regression Results Regarding the Likelihood Ratio Tests for
Predicting Levels of Financial Support from Job-Related Factors

	-2 Log Likelihood of			
	Reduced Model	Chi Square	df	P
Intercept				
Occupation	385.376	8.986	9	.439
Years on the job	398.376	21.987	6	.001***
Income	386.220	9.831	6	.132

***Significant at the .001 level

Furthermore, the regression coefficient (Table 13) utilizing the Wald test revealed that the variable years on the job since graduating was a significant predictor of level of financial support when comparing never given versus monthly/quarterly giving. In addition, the variable years on the job since graduating was an independent predictor of level of financial support when comparing never giving versus yearly giving. Finally, the variable income was a significant predictor of level of financial support when comparing never giving versus one-time only giving. It should be noted that those alumni who earned between \$62,000 to \$103,999 were three times more likely to give than those who never give.

Table 13

Regression Coefficients for the Multinomial Model Predicting Level of Financial Support from Job-Related Factors

Level of Financial Support Category		B	SE	Wald	df	P	Exp (B)
Monthly/Quarterly	Intercept	.448	.442	1.028	1	.311	
	Occupation=1	.704	.449	2.458	1	.117	2.022
	Occupation=2	.415	.443	.877	1	.349	1.514
	Occupation=3	.363	.494	.540	1	.462	1.438
	Occupation=4	0			0		
	Years on the job=1	-.999	.441	5.125	1	.024*	.368
	Years on the job =2	-.042	.396	.011	1	.915	.959
	Years on the job =3	0			0		
	Income=1	-.167	.384	.189	1	.663	.846
	Income =2	.0695	.477	2.125	1	.145	2.004
	Income =3	0			0		
Yearly	Intercept	1.429	.406	12.400	1	.000	
	Occupation=1	.285	.422	.454	1	.500	1.329
	Occupation =2	-.188	.421	.200	1	.655	.828
	Occupation=3	-.050	.467	.011	1	.915	.951
	Occupation=4	0			0		
	Years on the job=1	--1.544	.428	13.015	1	.000***	.214
	Years on the job=2	-.357	.376	-.875	1	.350	.704
Years on the job=3	0			0			

Table 13 continued

Level of Financial Support Category	B	SE	Wald	df	P	Exp (B)
Income=1	-.470	.372	1.600	1	.206	.625
Income=2	.735	.454	2.622	1	.105	2.085
Income=3	0			0		
1 Time Only Intercept	-.230	.482	.227	1	.634	
Occupation=1	.802	.476	2.830	1	.093	2.229
Occupation =2	.684	.462	2.294	1	.139	1.982
Occupation= 3	.132	.547	.058	1	.810	1.141
Occupation=4	0			0		
Years on the job=1	-.198	.439	.203	1	.653	.821
Years on the job =2	-.101	.433	.054	1	.816	.904
Years on the job =3	0			0		
Income=1	-.060	.411	.021	1	.884	.942
Income =2	1.155	.488	5.654	1	.017*	3.175
Income =3	0			0		

*Significant at the .05 level

***Significant at the .001 level

Ho₃: There is no statistically significant relationship between school-related factors (sense of belonging to university, engagement in student activities, interaction with faculty and interaction with staff) and the level of financial support by alumni of an historically black college and university.

A polytomous logistic regression (Table 14) was conducted to determine the predictable relationship between school-related factors of sense of belonging to the university, engagement in student activities, interaction with faculty, interaction with

staff, and the level of financial support of alumni. The -2 Log Likelihood (496.546) for the regression model reported that the model did predict significantly better than the null model with predictors regarding level of financial support of alumni. The school-related factors of sense of belonging to the university, engagement in student activities, interaction with faculty, and interaction with staff did contribute significantly in predicting the level of financial support of alumni. The Nagel Kerke R Square revealed that the school-related factors accounted for 12% of the variance in level of financial support.

Table 14

Overall Multinomial Model Fit Results Regarding the Relationship School-Related Factors and Levels of Financial Support

Model	Chi Square	df	P
Final	47.420	24	.003***

-2 Log Likelihood=496.546; NagelKerke R Square =.118

Moreover, the likelihood ratio tests (Table 15) indicated that when the variables sense of belonging to the university ($X^2(6) = 16.727$, $P < .01$) and interaction with staff ($X^2(6) = 20.943$) were removed from the model, the model fit was significantly lowered which indicated that sense of belonging to the university and interaction with staff made significant contributions in predicting the level of financial support. Furthermore, when the variables engagement in student activities ($X^2(6) = 10.752$, $P > .05$) were removed from the model there were no significant change in the -2 Log Likelihood. The variables engagement in student activities and interaction with faculty did not contribute to predicting the level of financial support of alumni.

Table 15
Multinomial Regression Results Regarding the Likelihood Ratio Tests for
Predicting Levels of Financial Support from School-Related Factors

-2 Log Likelihood of				
	Reduced Model	Chi Square	df	P
Intercept				
Sense of Belonging		16.727	6	.010**
Engagement in Student Activities		6.765	6	.343
Interaction with Faculty		10.752	6	.096
Interaction with Staff		20.943	6	.002**

**Significant at the .01 level

Furthermore, the regression coefficient (Table 16) revealed that the school-related factors sense of belonging to the university, interaction with faculty, and interaction with staff were significant predictors of level of financial support when comparing never donating versus donating. In addition, the variables sense of belong to the university and interaction with staff were significant predictors of level of financial support when comparing never giving versus yearly giving. Finally, the school-related factors of sense of belonging to the university and interaction with staff were significant predictors of level of financial support when comparing never giving versus one-time only giving.

Table 16

**Regression Coefficients for the Multinomial Model Predicting Level of Financial
Support from School-Related Factors**

Level of Financial Support Category		B	SE	Wald	df	P	Exp (B)
Monthly/Quarterly	Intercept	.085	.418	.042	1	.838	
	Belonging=1	-1.121	.439	6.506	1	.011*	.326
	Belonging=2	-.573	.436	1.722	1	.189	.564
	Belonging=3	0				0	
	Engagement=1	.711	.426	2.793	1	.095	2.037
	Engagement=2	.084	.431	.038	1	.845	1.088
	Engagement=3	0			0		
	Faculty=1	1.233	.603	4.173	1	.041*	3.430
	Faculty=2	.093	.415	.051	1	.822	1.098
	Faculty=3	0			0		
	Staff=1	.275	.446	.380	1	.537	1.317
	Staff=2	1.645	.467	12.423	1	.000*	5.179
	Staff=3	0					
Yearly	Intercept	.709	.388	3.342	1	.068	
	Belonging=1	-1.464	.419	12.183	1	.000***	.23
	Belonging=2	-.950	.414	5.261	1	.022*	.367
	Belonging=3	0			0		
	Engagement=1	.739	.409	3.267	1	.071	2.094
	Engagement=2	.217	.402	.291	1	.590	1.242
	Engagement=3	0				0	
	Faculty=1	1.123	.596	7.555	1	.009	3.074
	Faculty=2	.627	.383	2.673	1	.102	1.872

Table 16 continued

Level of Financial Support Category		B	SE	Wald	df	P	Exp (B)
	Faculty=3	0			0		
	Staff=1	-.540	.427	1.602	1	.206	.583
	Staff=2	1.178	.448	6.913	1	.009**	3.248
	Staff=3	0			0		
1 Time Only	Intercept	-.055	.436	.016	1	.899	
	Belonging=1	-.794	.445	3.177	1	.075	.452
	Belonging=2	-1.024	.476	4.633	1	.031*	.359
	Belonging=3	0			0		
	Engagement=1	.245	.456	.290	1	.590	1.278
	Engagement=2	.236	.436	.292	1	.589	1.266
	Engagement=3	0			0		
	Faculty=1	1.229	.638	3.708	1	.054	3.418
	Faculty=2	.698	.424	2.709	1	.100	2.009
	Faculty=3	0			0		
	Staff=1	-.325	.476	.467	1	.494	.722
	Staff=2	1.363	.481	8.017	1	.005**	3.908
	Staff=3	0			0		

Reference Category is Never

*Significant at the .05 level

**Significant at the .01 level

***Significant at the .001 level

Summary of Hypotheses Tested

The study analyzed three null hypotheses. All three hypotheses were tested to determine the predictable relationship between socio-personal factors, job-related factors, and school-related factors and level of financial support among alumni of an historically black college and university. The researcher found that hypotheses two and three were

significant.

Regarding hypothesis two, the job-related factors of income, occupation, and years on the job after graduating from university were found to be statistically related to the level of financial support among alumni. The variable years on the job after graduating was the independent predictor on the level of financial support among alumni.

Additionally, with regard to hypothesis three, the school-related factors sense of belonging to university, engagement in student activities, interaction with faculty, and interaction with staff were found to be statistically related to level of financial support of alumni. The variables sense of belonging to the university and interaction with staff were independent predictors of level of financial support by alumni associated with an historically black college and university (Refer to table 17).

Table 17

Summary of Hypotheses Tested

HYPOTHESES	CHI SQUARE	DF	P	CONCLUSION
HO1	16.650	9	.054	Non-Significant
HO2	47.420	24	.003**	Significant
HO3	39.490	21	.009**	Significant

**Significant at .05

CHAPTER 5
SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS, IMPLICATIONS, AND
RECOMMENDATIONS

Summary

This research examines the relationship and predictability of selected socio-personal, job-related, and school-related factors on the level of financial support by alumni of an historical black university. Its focus was more specifically on the predictive ability of socio-personal, job-related, and school-related factors of gender, ethnicity, marital status, age, income, occupation, years on the job since graduating, sense of belonging to the university, engagement in student activities, and interaction with faculty and interaction with staff on the level of financial support of alumni of an historically black university.

This study used a regression correlation research design. A purposive non-probability sample of 410 alumni participated in the study. An instrument entitled the Modified Version of Alumni Perception Survey was employed to collect the data. The Modified Version of Alumni Perception Survey was found to have excellent content validity. Finally, multinominal logistic regression was used to analyze the data. The following null hypotheses were tested:

Ho₁: There is no statistically significant relationship between socio-personal factors (gender, ethnicity, marital status, and age) and the level of financial support by alumni of an historically black college and university.

Ho₂: There is no statistically significant relationship between job-related factors (income, occupation, and years on the job since graduating) and the level of financial support by alumni of an historically black college and university.

Ho₃: There is no statistically significant relationship between school-related factors (sense of belonging to university, engagement in student activities, interaction with faculty, and interaction with staff) and the level of financial support by alumni of an historically black college and university.

Findings

The following findings emerged from the study:

1. Socio-personal factors of gender, ethnicity, marital status, and age were not independent predictors of the level of financial support by alumni of an historically black college and university.
2. The socio-personal factor of gender, age, and ethnicity were not significant in predicting the level of financial support of alumni when comparing never giving versus monthly/quarterly, yearly and one-time only giving.
3. The school-related factors of sense of belonging to the university and interaction with staff contributed significantly to the level of financial support of alumni associated with an historically black college and university.

4. The school-related factors of engagement in school activities and interaction with faculty did not contribute significantly to predicting level of financial support of alumni at an historically black college and university.
5. School-related factors of sense of belonging to the University and interaction with staff were significant in predicting the level of financial support of alumni when comparing never donating versus monthly/quarterly, yearly or one-time only donations.
6. The variable interaction with faculty was an independent predictor of the level of financial support when comparing never donating to monthly/quarterly donating of alumni.
7. A significant predictable relationship did exist between the level of financial support and job-related factors of alumni associated with an historically black college and university.
8. The variable years on the job since graduating was found to contribute significantly to the level of financial support by alumni associated with an historically black college and university.
9. The variable years on the job since graduating was a significant predictor of level of financial support when comparing never giving with monthly/quarterly giving as well as one-time only giving.
10. Finally, the variable income was a significant predictor of the level of financial support when comparing never giving with one-time only giving.

Discussion

The most significant finding of the current study was the lack of a predictable relationship between socio-personal factors such as gender, ethnicity, and age and the level of financial support of alumni associated with an historically black college or university. These three independent variables failed to predict the level of financial support among alumni.

The prevailing findings regarding the variable gender were consistent with those of Marr, Mullin and Siegfried (2005) and Dogan, Mullin, Siegfried (2000). These researchers found no difference for gender based on giving. However, these findings were less consistent with those from Sun et al. (2007); Holmes (2009); Yoruk (2010), Piper and Schnepf (2008), Einolf (2011), Mesch, et al (2011), Andreoni et al, (2003), and Belfield and Beney (2000). All of these researchers found differences in the giving behavior of male and female alumni.

Likewise, the findings pertaining to the variable age and financial support did not parallel those of LeBlanc and Rucks (2009), McDearmon and Shirley (2009), Weerts and Ronca (2007), Newman and Petrosko (2011), Goldseker and Moody (2013), Worth (2002), Monks (2003), and Sun et al. (2007). The above researchers found that age was a significant predictor of the level of financial support of alumni.

Finally, the findings concerning the variable ethnicity and level of financial support among alumni were not favorable to those of Gasman and Bowman (2013), Roy Rasheed (2013), Bekkers and WiepKing (2011), Haven and Scherrish (2007), Freeman and Cohan (2001), Monks (2003), and Freeman and Cohan (2001). The aforementioned researchers found that the variable ethnicity was not independently related to the level of

financial support of alumni. An explanation for the current findings regarding the relationship between the variables gender, age, and ethnicity and the level of financial support of alumni may be due to the influence of other socio-personal factors such as type of occupation and income have on financial support in conjunction with the above three factors. Findings in previous research studies have revealed that alumni, as a group, regardless of their gender, age, and ethnicity tend to donate more to their alma mater as their job outlooks improve and income increases.

Moreover, another notable finding of the current study pertained to the relationship between school-related factors and level of financial support among alumni. The school-related factors of sense of belonging to the university, engagement in student activities, and interaction with faculty and staff were significant predictors in distinguishing the level of financial support among alumni. Nonetheless, the variable sense of belonging to the university and interaction with staff were found to contribute significantly to the level of financial support of alumni associated with a Historically Black College and University. The findings pertaining to the impact of the variable sense of belonging to the university on financial support were supported in previous research by Johnson (2013), Lawley (2008), Gaier (2005), Jorgensen, Farrell, Fudge and Pritchard (2018), Odio, Wells and Koeing (2014), Hummel (2001) and McAlexander and Koeing (2001). All of the above researchers found that the variable sense of belonging to the university was an independent predictor of level of financial support among alumni.

Similarly, the finding regarding the influence of the variables interaction with staff on the level of financial support did corresponded to those of Xerri, Radford and Shacklock (2018), Snigiders, Wignia, Rikers (2018), Sung and Yang (2009), Bowden

(2011), and Cabrera, Weerts and Zulick (2005). A reasonable explanation for the findings pertaining to the impact that school-related factors of sense of belonging and interaction with staff have on the level of financial support may be that they are the ones most likely to generate the lifelong commitment that alumni seem to share with their institution. Because of this connection, they are probably the main impetus why alumni give back financially to their institutions.

Another interesting finding but somewhat surprising was the lack of the relationship between the school-related factor of engagement in school activities, interaction with faculty and the level of financial support among alumni. It was found that neither of the aforementioned variables significantly contributed to the level of alumni financial support.

The finding regarding the relationship between engagement in school activities and financial support was consistent with those by Gaier (2005). Gaier also found no significant relationship between financial giving and engagement in student activities. However, these findings were not consistent with those of Monks (2003), Connor (2005), and Steeper (2009). These researchers found that alumni who participated in student activities were more likely to give back to their institution. A substantial explanation for the prevailing findings may be that alumni sense of belonging to the university probably included some aspect of engagement in student activities . Because of this connection, engagement in school activities by itself does not have the impact that sense of belonging had on financial support.

Furthermore, another significant finding of the present study dealt with the relationship between financial support and alumni interaction with faculty. The variable

interaction with faculty was not independently related to financial support among alumni. These findings were not supported in works by Li and Frieze (2016), Snigder, Wignia, Rikers and Logens (2018), Bowden (2011), Golz (2013) Hummel (2001), and Jorgenson et al (2018).

The researcher found that interaction with faculty was a key factor in alumni staying connected to their institution and giving back to the university. A plausible explanation for the current findings may be that the academic experience that some alumni had with their interaction with faculty was not satisfactory. Because of this interaction, they do not have the same connection with the faculty that they have with the staff. Thus, their giving to the university has more to do with the relationships they formed with staff personnel than any other human capital entity at the institution.

Additionally, the predictable relationship between job-related factors and level of financial support of alumni was also interesting to note. The job-related factors of income, occupation and years on the job since graduating were found to be significant in distinguishing the level of financial support among alumni.

The present findings regarding income as an independent predictor when comparing never given with one-time only given probably can be supported by the research studies conducted by Yoruk (2000), Freeland, Spenner, and McCalmon (2015), Clotfelter (2003), Monk (2003), and Marr, Mullin, and Siegfried (2005). The above researchers found that the variable income was an independent predictor of level of financial support. An explanation for these findings may be that, as the income level of alumni increases, the more likely their level of giving increases.

Also, in the present study, years on the job since graduating was found to be an independent predictor of level of financial support among alumni. These findings were consistent with those of Gaier (2005), Lofton (2005), and Thomas (2005). All of these researchers found that years on the job was significantly related to the level of financial support by alumni. A reasonable explanation for these findings may be that those alumni who have been on jobs for longer periods of time have acquired the resources needed more so than those who do not have the length of time on jobs.

Finally, the lack of predictive power that the variable occupation had on the level of financial support among alumni was somewhat surprising. These findings were not consistent with those of Loveday (2012), Okunade and Berl (1997), and Hueston (1992). The above researchers found that the variable occupation was a significant predictor of the level of financial support among alumni. An explanation for these findings may be regardless of their occupation, alumni as a group seem to give back to their alma mater.

Conclusions

The researcher generated the following conclusions as a result of the study:

1. It appeared that the socio-personal factors of gender, ethnicity and age had no predictive power in distinguishing the level of financial support of alumni associated with an historically black college and university.
2. In general, school-related factors of sense of belonging to the university and interaction with faculty were found to be independent predictors of the level of financial support of alumni associated with an historically black college and university.

3. African American alumni were more likely to provide financial support than non-African American alumni when comparing monthly/quarterly giving versus never giving.
4. Alumni who had a high degree of interaction with staff were five times more likely to give when comparing monthly/quarterly donating with never donating.
5. Alumni who had a high degree of interaction with faculty were three times more likely to give when comparing monthly/quarterly donating with never donating.
6. Alumni who had a high degree of interaction with staff were three times more likely to give when comparing yearly donating with never donating.
7. Alumni who had a high degree of interaction with staff were four times more likely to give when comparing one-time only giving with never giving.
8. It appeared that job-related factors of income, occupation, and years on the job since graduating had predictive power in distinguishing the level of financial support of alumni associated with an historically black college and university.
9. The variable years on job since graduating was found to be an independent predictor of level of financial support.
10. Finally, alumni who had a high level of income were three times more likely to give comparing one-time only given with never giving.

Implications

The following implications were drawn from the findings of the study:

1. The significant impact of school-related factors on the level of financial support of alumni associated with an historically black college and university suggests that administrators, particularly those responsible for fundraising, should develop and implement strategies that provide all students with information about giving back to the institution. An awareness of the various types of giving apparatus that are use to donate to the institution will go a long way in strengthening the institutional advancement component of the university.
2. The socio-personal factors and their impact on the level of financial support of alumni suggest that institutional advancement administrators pay close attention to the demographic characteristics of those individuals who donate back to the institution. With an understanding of the demographic characteristics of these individuals, the university can develop marketing models to target this specific population of students for present and future giving purposes.
3. Finally, the significant predictable relationship between job-related factors and level of financial support among alumni associated with an historically black college and university suggests that administrators and staff alike should be cognizant of the influence that these variables have on providing financial support to their alma mater. Therefore, it is apparent that all human

capital associated with the university should participate in the decision-making process when it comes to the fundraising aspect of the institution.

Recommendations for Further Research

A list of future research recommendations is provided below.

1. A follow up study be conducted to examine the impact of selected socio-personal and school-related factors on the level of financial support of alumni from a more global perspective. Such a study, if conducted, would provide additional pertinent data on the influence of socio-personal and school-related factors on the level of financial support among alumni.
2. A study be conducted to investigate the level of financial support of alumni across type of institution.
3. A study be conducted to examine the financial marketing models of both public and private institutions of higher learning.
4. Finally, a study be conducted to investigate the amount of giving of alumni across type of institution with respect to private and public universities as well as predominantly white universities.

APPENDICES

APPENDIX A
MODIFIED VERSION OF THE ALUMNI PERCEPTION SURVEY

Modified Version of the Alumni Perception Survey

THE EFFECTS OF SOCIO-PERSONAL, JOB RELATED, AND SCHOOL RELATED FACTORS ON LEVEL OF FINANCIAL SUPPORT BY ALUMNI OF AN HISTORICALLY BLACK COLLEGE AND UNIVERSITY (HBCU)

Section 1

I. Socio-Personal Information

1. What is your gender?

- Female
- Male

2. What is your ethnicity?

- White American
- African American
- Asian American
- Hispanic American
- Other

3. What is your age?

- 25 and under
- 26 to 35
- 36 to 45
- 46 to 55
- 56 and over

4. What is your current marital status?

- Married
- Separated
- Cohabiting
- Divorced
- Widowed
- Civil Commitment
- Never Married

5. Do you owe a student loan?

- Yes
- No

6. Are you a first-generation student who attended the university?

- Yes
- No

Section 2

II. Job Related Information

7. What is your current household yearly income?

- \$40,000 or less
- \$40,999 to \$61,999
- \$62,000 to \$82,999
- \$83,000 to \$103,999
- \$104,000 and above

8. What is your occupation?

- Education
- Business
- Science
- Engineering
- Communication
- Mathematics
- Liberal Arts
- Professional Degree
- Other (Please specify)

9. How many years have you been on your job since graduating?

- 5 or less
- 6 to 10
- 11 to 15
- 16 to 20
- 21 to 25
- 26 or more
- Unemployed

10. How many years have you been employed?

- 5 or less
- 6 to 10
- 11 to 15
- 16 to 20
- 21 to 25
- 26 or more

Section 3

III. School Related Information

Using the scale below to mark your answers.

11. How important was each of the following to your experience as a student while attending the university?

	Not Important	Somewhat Important	Very Important	Critically Important
a. Relationship with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Relationship with faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Opportunity to participate in fraternity/sorority/organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Relationship with staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Access to administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Student leadership opportunity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Attending athletic events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Student employment opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Relationship with overall university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Which of the following best describes your experience as a student?

- Poor
- Fair
- Good
- Excellent

No opinion

13. Which of the following best describes your experience as an alumnus/a?

- Poor
- Fair
- Good
- Excellent
- No opinion

14. Which of the following best describes your financial support to your university?

- Have not financially supported the university and do not plan to in the future
- Have financially supported the university but do not plan to continue
- Have not financially supported the university but plan to in the future
- Currently financially support the university and plan to continue
- Currently financially support the university and plan to increase in the future.
- Other

15. Please indicate how much each of the following impact your overall financial support to your university.

	No Impact	Some Impact	Significant Impact	Critical Impact
a. Value/respect for degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Accomplishments of alumni	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	No Impact	Some Impact	Significant Impact	Critical Impact
c. School ranking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Accomplishments of faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Accomplishments of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Providing scholarships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Media visibility (e.g. newspaper, magazine articles, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Success of athletic team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Experience as a student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. How often do you provide financial support to your university?

Monthly

Quarterly

Yearly

One Time Only

Never

Other

17. Which of the following do you provide the most financial support?

Scholarships for students

Athletic events

- Special events
- Campus Aesthetics (e.g., buildings, grounds, etc.)
- Grants for faculty
- Honor Society
- Newspaper, radio, or yearbook
- Music/theater/art
- Academic programs
- Fraternity/Sorority
- Other

18. What is the most important thing your university has done that inspired you to give?

APPENDIX B
IRB APPROVAL LETTER



TEXAS SOUTHERN UNIVERSITY
Office of Research

February 10, 2021

Good day, Bosede Airhia!

This is to inform you that your amendment protocol #ES005, *"The Effects of Social-Personal and School-Related Factors on Level of Financial Support by Alumni of Higher Education Institutions"*, is exempt from Texas Southern University's Institutional Review Board (IRB) full committee review. Based on the information provided in the research summary and other information submitted, your research procedures meet the exemption category set forth by the federal regulation 45 CFR 46.104(d)(1):

Research, conducted in established or commonly accepted educational settings, that specifically involves normal educational practices that are not likely to adversely impact students' opportunity to learn required educational content or the assessment of educators who provide instruction.

The Federal Wide Assurance (FWA) number assigned to Texas Southern University is FWA00003570.

If you have questions, you may contact the Research Compliance Administrator for the Office of Research at 713-313-4301.

PLEASE NOTE: (1) All subjects must receive a copy of the informed consent document, if applicable. If you are using a consent document that requires participants' signatures, signed copies can be retained for a minimum of 3 years of 5 years for external supported projects. Signed consents from student projects will be retained by the faculty advisor. Faculty is responsible for retaining signed consents for their own projects, however, if the faculty leaves the university, access must be made available to TSU CPHS in the event of an agency audit. (2) Documents submitted to the Office of Research indicate that information obtained is recorded in such a manner that human subjects cannot be identified directly or through identifiers linked to the subject; and the identities of the subjects will not be obtained or published; and any disclosures of the human subjects' responses outside the research will not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation. The exempt status is based on this information. If any part of this understanding is incorrect, the PI is obligated to submit the protocol for review by the CPHS before beginning the respective research project. (3) Research investigators will promptly report to the CPHS any injuries or other unanticipated problems involving risks to subjects and others.

This protocol will expire April, 2023.

Sincerely,

Marion Smith, PhD, Interim Chair
Institutional Review Board (IRB)

APPENDIX C
ALUMNI DATA REQUEST LETTER

Bosede O. Airhia
Email: bosede.airhia@tsu.edu
Cell: 713-313-7578

June 15, 2020

Dear Ms. Spaulding:

Currently, I am pursuing a Doctor of Education in Higher Education Administration at Texas Southern University. My dissertation is entitled *The Effects of Social-Personal, Job-Related, and School-Related Factors on Financial Support by Alumni of Higher Education Institutions*.

The aim of this study is to identify the relationships and predictability of selected socio-personal, job-related, and school-related factors associated with alumni financial support. The results of my study will aid development officers and college administrators in developing financial models to predict the amount of financial support alumni give each year, assist in developing a more effective strategic plan for the university, and outline strategies for boosting financial giving among alumni, both to administrators and to top university officials.

This dissertation proposal has been approved by the IRB and members of my dissertation committee in the College of Education. This letter is intended to seek approval to use the existing alumni data in Texas Southern University's Office of Advancement. In accordance with TSU IRB guidelines, I assure you that the data I will use will not include any personally identifiable information and will only be used for academic purposes. Refer to the attached IRB approval letter for more details.

Thank you for considering this request. I can be contacted at 713-313-7578 and Bosede.airhia@tsu.edu for more information.

Sincerely,

Bosede Airhia

Bosede O. Airhia
Ed.D Candidate
Texas Southern University

APPENDIX D
OFFICE OF ADVANCEMENT APPROVAL LETTER

June 17, 2020

Bosede O. Airhia
Doctoral Candidate
College of Education
Texas Southern University
3100 Cleburne Street
Houston, TX 77004

Dear Bosede:

Your dissertation research project, The Effects of Social-Personal, Job-Related, and School-Related Factors on the Level of Financial Support by Alumni of Higher Education Institutions, at Texas Southern University has been approved for support by the University of Advancement Division.

The Assistant Vice President for Alumni can help you with your research data. Information provided by the Office of Advancement of Texas Southern University will not include identifying information such as names, mailing addresses, email addresses, or social security numbers. Any personal information will be removed from alumni records before sending them to you.

We are excited to be working with you on an exciting and useful project and look forward to learning more about your findings in the months to come. We wish you success with your dissertation.

Sincerely,



Melinda Spaulding
Vice President
University Advancement

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