

**PHILANTHROPIC BEHAVIOUR OF UNIVERSITY TEKNOLOGI MARA ALUMNI:
ARE THEY COMMITTED TO CONTRIBUTE TO WAQF EDUCATION FUND?**

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Abstract	<p><i>Philanthropic behaviour requires individuals to contribute their time, or money. Some people philanthropically behave as they believe they must contribute, not because of worldly returns like profit or improved image. Philanthropic commitment to society is a way of realizing fund sustainability. Thus, alumni play a crucial role in sustaining HEIs through their commitment to philanthropic initiatives, such as waqf education funds. This study examines the philanthropic behaviour of UiTM alumni in contributing to the waqf education fund, which provides financial assistance to students. Using the Investment Model as a theoretical framework, this research investigates the impact of satisfaction, alternative quality, and investment on alumni commitment. A quantitative approach was adopted and data were collected through an online questionnaire. Partial Least Squares Structural Equation Modeling (PLS-SEM) was used to analyze the data, employing PLS Algorithm, Bootstrapping, and Blindfolding techniques. Findings indicate that alumni commitment to contributing to the waqf education fund is not significant, as the tested hypotheses were largely unsupported. These results highlight the need for HEIs to strengthen alumni engagement and develop strategies to enhance philanthropic commitment.</i></p> <p>Keywords: <i>Philanthropic Behaviour, waqf education fund, alumni commitment, PLS-SEM, Investment Model</i></p>
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INTRODUCTION

The word philanthropy can also be defined as the act of volunteering for the public good, such as voluntary service, voluntary association, and voluntary giving. Shariah-compliant philanthropy refers to acquiring money from zakat or waqf funds (Nafis Alam, 2010). Even though higher education institutions (HEIs) students are meant to obtain the zakat fund, other areas in education such as research and development to improve academic excellence that need financial assistance could not be fulfilled. Siti Khadijah Abd Manan, Muhammad Sabki, and Ismail (2017) in their study highlighted motivation, satisfaction, and social standing as the determinants for individuals to contribute.

Waqf is largely utilized by many HEIs in Malaysia and it is reported that 13 public universities had developed their waqf fund as of 2017 (Idris Jusoh, 2017). HEIs were suggested to have their education waqf fund to assist the sustainability of the university (Wan Kamal Mujani, Mohd Syakir Mohd Taib, and Mohamad Khairul Izwan Rifin, 2016). On 13 January 2017, the university launched its e-waqf (BERNAMA, 2017). The objective is to

strengthen the university's educational system and physical development. It is further reported that the university aimed at achieving RM1 billion in 10 years (BERNAMA, 2017). This research aims at studying the commitment of Universiti Teknologi MARA (UiTM) alumni to contribute to the education waqf fund.

This study aims to examine UiTM alumni's philanthropic behaviour in contributing to the waqf education fund and explore factors influencing their commitment. The increasing number of UiTM students and the need for financial assistance leads to the realization of this study. Specifically, this research was conducted to achieve the objective to investigate the commitment of alumni to contribute to the UiTM waqf education fund.

Definition and Legal Evidence of Waqf

Waqf or Islamic charitable endowment is one of the oldest forms of charity that exist in the world and was reported to be used since the era of Egypt's pharaohs (Habibollah Salarzahi et al., 2010). Legally, waqf means 'to protect something, by preventing it from becoming the property of a third person' (Abdul Hamid Mar Iman & Mohammad Tahir Sabit Mohammad, 2014).

Investment Model

The investment model is used in this research to measure the commitment of university alumni. This model originated from Thibaut and Kelley's (1959) interdependence theory (Allen et al., 2012). The investment model was developed by Rusbult in 1980 (Rusbult et al., 2011) to study the satisfaction and commitment relationship in romantic connections, and slowly the model was applied to studying commitment to interpersonal relationships and employees' behaviour of stay/leave (Li-Ting et al., 2007).

Figure 1: The Investment Model of Commitment Processes



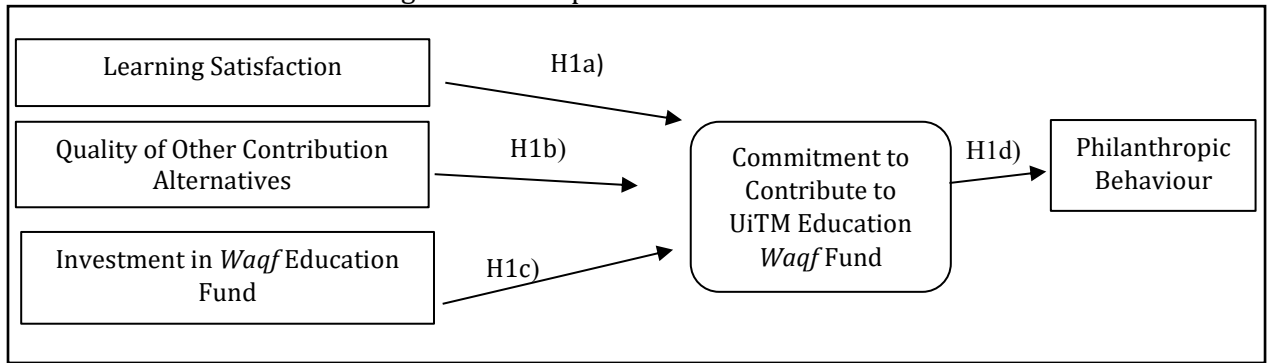
Source Rusbult, Martz, & Agnew (1998)

The investment model consists of three antecedents; satisfaction, alternative quality, and investment, and the antecedents are mediated by commitment (Allen et al., 2012). Allen et al. (2012) further discussed that an individual's high commitment is affected by a high level of satisfaction, low alternative quality, and high investment.

Conceptual Framework and Hypotheses

Figure 2 shows the conceptual framework for this study. The model had 3 independent variables, one mediating variable, and one dependent variable that were formulated after the hypotheses were designed. Based on previous studies, there was evidence that the variables are interconnected.

Figure 2: Conceptual Framework



- Hypothesis 1 a): There is a positive direct effect between learning satisfaction and the commitment of UiTM alumni to contribute to the waqf education fund.
- Hypothesis 1 b): There is a negative direct effect between the quality of other investment alternatives and the commitment of UiTM alumni to contribute to the waqf education fund.
- Hypothesis 1 c): There is a positive direct effect between investment in the waqf education fund and the commitment of UiTM alumni to contribute to a waqf education fund
- Hypothesis 1 d): UiTM alumni with a higher commitment to contribute to the waqf education fund will show better philanthropic behaviour.

METHODOLOGY

The study employs a quantitative method using a structured questionnaire distributed to a sample of UiTM alumni. Data collection follows a systematic approach, with questionnaires designed based on prior studies and validated by expert reviews and pilot testing to ensure reliability and accuracy. A total of 2002 questionnaires were distributed through online and face-to-face interviews. Face-to-face interview was done for alumni who were reachable, for example those who live in Peninsula Malaysia.

The sampling technique applied is non-probability sampling, specifically snowball sampling, due to the difficulty in reaching a large alumni population. The study uses Partial Least Squares Structural Equation Modeling (PLS-SEM) for data analysis, as it effectively handles complex relationships between variables. Additionally, reliability and validity tests are conducted to ensure the consistency and accuracy of the measurement constructs. Data analysis includes descriptive statistics and hypothesis testing to explore the relationship between factors such as satisfaction, quality of alternatives, and investment in the waqf education fund.

Reliability of Instruments

After the data were collected, the goodness of data was measured using a test of validity and reliability (Sekaran, 2003). Kumar et al. (2013) defined validity as the degree to which the instrument measures what it asserts to measure.

Table 1: Reliability Analysis Result for the Pilot Study

Constructs	No. of Items	Cronbach's Alpha
Learning Satisfaction	5	0.970
Quality of Other Investment Alternatives	3	0.964
Investment in <i>Waqf</i> Education Fund	4	0.939
Commitment to Contribute for <i>Waqf</i> Education Fund	5	0.955
Philanthropic Behaviour	2	0.867

Source: Researcher's Own (2019)

Table 1 above shows the result for reliability analysis for the pilot study. Considering Muhammad Ridhwan Ab. Aziz and Mohd Asyraf Yusof (2014) as well as Slavec and Drnovsek (2012) that suggested Cronbach alpha of 0.70 shows good result, there were no items to be deleted for the questionnaire.

Table 2: Summary of Hypotheses Testing

Objectives	Hypotheses	Test
Objective i; to examine the commitment of alumni to contribute for UiTM <i>waqf</i> education fund	Hypothesis 1 a): There is a positive direct effect between learning satisfaction and commitment of UiTM alumni to contribute to the <i>waqf</i> education fund.	PLS- SEM (PLS Algorithm, Bootstrapping, Blindfolding)
	Hypothesis 1 b): There is a negative direct effect between the quality of other investment alternatives and commitment of UiTM alumni to contribute to the <i>waqf</i> education fund.	
	Hypothesis 1 c): There is a positive direct effect between investment in <i>waqf</i> education fund and commitment of UiTM alumni to contribute to a <i>waqf</i> education fund.	
	Hypothesis 1 d): UiTM alumni with higher commitment to contribute to <i>waqf</i> education fund will show better philanthropic behaviour.	

Table 2 provides a summary of the hypotheses testing for this research. From the table, it shows that the data were analyzed using PLS-SEM. The method used under PLS-SEM software comprises PLS Algorithm, Bootstrapping and Blindfolding. These methods are the right tools to be applied in testing the hypotheses to answer the objectives of the study. Furthermore, the SPSS software was chosen to interpret the data as PLS-SEM software did not support this type of data analysis.

RESULTS

Demographic Profile of Respondents Learning Satisfaction (N = 193)

Table 3: Learning Satisfaction

Items	Loadings	CR	AVE
1. My overall learning experience with this university has improved from frustration to contention.	0.912	0.972	0.875
2. My overall learning experience with this university has improved from unpleasant to pleasant.	0.944		
3. My overall learning experience with this university has improved from unlighted to delightful.	0.942		
4. My overall learning experience with this university has improved from dissatisfaction to satisfaction.	0.950		
5. My overall learning experience with this university has improved from unwise to wisdom.	0.929		

Table 3 illustrates the result for 'Learning Satisfaction' items. All the loadings are higher than the suggested loading that is 0.50. It can be seen the lowest loading is for the

item 'my overall learning experience with this university has improved from frustration to contention' at 0.912. It is followed with item 'my overall learning experience with this university has improved from unwise to wisdom' at 0.929, item 'my overall learning experience with this university has improved from unlighted to delightful' at 0.942, item 'my overall learning experience with this university has improved from unpleasant to pleasant' at 0.944, and the highest loading is for item 'my overall learning experience with this university has improved from dissatisfaction to satisfaction' at 0.950. Meanwhile, the CR and AVE for the construct are 0.972 and 0.875 respectively, which are also higher than the suggested value. It can be concluded that this construct is highly loaded and statistically significant.

Quality of Other Contribution Alternatives (N = 193)

Table 4: Quality of Other Contribution Alternatives

Items	Loadings	CR	AVE
1. Other alternatives to <i>waqf</i> education fund are less attractive to me.	0.966	0.983	0.951
2. Other alternatives to <i>waqf</i> education fund are not that ideal.	0.982		
3. Other alternatives to <i>waqf</i> education fund are not that appealing.	0.977		

The 'Quality of Other Contribution Alternatives' construct uses three items to analyse the significant level, and the result of the analysis is displayed in Table 4. The results for the loadings and the value for CR and AVE show that the construct is highly loaded and statistically significant. It is evidenced by the loadings for each item which are higher than 0.5. For the loadings value, it is noted that Item 2 has the highest loading at 0.982, followed by Item 3 at 0.977, and the lowest loading is noted by Item 1 at 0.966. Moreover, the values for CR and AVE are reported as 0.983 and 0.951 respectively, which higher than 0.5 for CR and 0.70 for AVE.

Investment in *Waqf* Education Fund (N = 193)

Table 5: Investment in *Waqf* Education Fund

Items	Loadings	CR	AVE
1. I feel very involved if I contribute to <i>waqf</i> education fund	0.912	0.955	0.840
2. My past experience as student at the university make me excited to give.	0.934		
3. <i>Waqf</i> education fund would keep me maintain my relationship with the university.	0.927		
4. I will put my effort to assist in the development of <i>waqf</i> education fund as an alumnus of the university.	0.892		

Table 5 displays the result for 'Investment in *Waqf* Education Fund' items. Four items have been used for this construct comprising 'I feel very involved if I contribute to *waqf* education fund' for Item 1, 'my past experience as student at the university make me excited to give' for Item 2, '*waqf* education fund would keep me maintain my relationship with the university' for Item 3 and 'I will put my effort to assist in the development of *waqf* education fund as an alumni of the university' for Item 4. It is shown that Item 2 has the highest loading of 0.934 as compared to the others. While Item 3 is reported to have the

second highest loading of 0.927, followed with Item 1 with the loading of 0.912; Item 4 has the lowest loading at 0.892. All loadings are higher than the recommended value of 0.50 by Hair et al. (2010). Whilst the CR and AVE are 0.955 and 0.840 respectively, these are also higher than the suggested value by Hair et al. (2013). It can be concluded that this construct is highly loaded and statistically significant.

Commitment to Contribute to Waqf Education Fund (N = 193)

Table 6: Commitment to Contribute for Waqf Education Fund

Items	Loadings	CR	AVE
1. I want the <i>waqf</i> education fund of the university to sustain for a long time.	0.849	0.964	0.841
2. I am committed to the <i>waqf</i> education fund.	0.920		
3. I am willing to give more to the <i>waqf</i> education fund in the future.	0.928		
4. I am committed to continuously contribute to the <i>waqf</i> education fund.	0.946		
5. I am committed in keeping the <i>waqf</i> education fund to sustain at the university.	0.940		

Table 6 displays the result for ‘Commitment to Contribute for *Waqf* Education Fund’ items. 5 items have been used in this construct and the loadings are reported to be highly loaded. This is evidenced as the loadings for all items are higher than 0.50. The lowest loading is reported for Item 1 is 0.849, followed by Item 2 at 0.920, Item 3 at 0.928, Item 5 at 0.940 and the highest loading is Item 4 at 0.946. Meanwhile, the CR and AVE are reported at 0.964 and 0.841 respectively, which is statistically significant as the values are higher than the recommended value for both analyses.

Philanthropic Behaviour (N = 193)

Table 7: Philanthropic Behaviour

Items	Loadings	CR	AVE
1. How often during the past month have you made monetary donations to <i>waqf</i> education fund?	0.858	0.912	0.839
2. I donate money to <i>waqf</i> education fund.	0.970		

Table 7 depicts the result of ‘Philanthropic Behaviour’ two items. The construct comprises Item 1 - ‘how often during the past month have you made monetary donations to *waqf* education fund?’, and Item 2 - ‘I donate money to *waqf* education fund’. The loadings for both items are 0.858 and 0.970 for Item 1 and Item 2 respectively, which results in the construct being highly loaded as the value is higher than the suggested value by Hair et al. (2010). While the CR is reported at 0.912; AVE is at 0.839, which is also higher than the recommended value by Hair et al. (2013). This study shares the same findings with Ibrahim Sulaiman Alhidari (2013).

Discriminant Validity of Constructs (HTMT)

Table 8: Discriminant Validity of Constructs (HTMT)

Constructs	Commitment	Investment	Learning Satisfaction	Philanthropic Behaviour	Quality of Alternatives
Commitment	0.841^a 0.917 ^b				
Investment	0.889	0.840^a 0.917 ^b			

Learning Satisfaction	0.686	0.696	0.875^a 0.935 ^b		
Philanthropic Behaviour	0.087	0.090	0.114	0.839^a 0.916 ^b	
Quality of Alternatives	0.351	0.390	0.294	0.022	0.951^a 0.975 ^b

All correlation is significant at $p < 0.01$ (one-tailed).
a = AVE

In this study, discriminant validity was evaluated by three methods, which are: the correlation index among variables is less than 0.85 (Henseler et al., 2014), the value of the AVE of each construct is greater than 0.5 (Hair et al., 2013), and the square root of AVE of each construct is higher than inter-construct correlation. Table 8 depicts the discriminant validity of all constructs. It shows that all of the correlations between constructs were below the borderline of 0.85. Furthermore, the AVE values (numbers in bold) have been assessed for each construct and it was found that all AVE values were greater than the required level of 0.5. Hence, the square root of AVE (numbers between parentheses) of each construct exceeds the inter-construct correlations between the constructs. These results provide evidence that there is no discriminant validity problem or violation exists.

Hypotheses Testing

Table 9: Overall Hypotheses Testing Results

Hypothesis Relationship	Standardized Beta	Standard Error	t-value	Decision
H1a) Learning Satisfaction > Commitment	0.178	0.070	2.535**	Supported
H1b) Quality of Alternatives > Commitment	0.023	0.044	0.511 ^a	Not Supported
H1c) Investment > Commitment	0.715	0.071	10.071* *	Supported
H1d) Commitment > Philanthropic Behaviour	0.006	0.122	0.046 ^a	Not Supported

** Significant at $p < 0.10$ ($t > \pm 1.645$)

^a Not Significant

One-tailed statistical tests are used in examining the hypothesized paths of the proposed structural model. This comprises inspecting whether the path coefficients were significant or not and the direction of the coefficients. In testing the hypotheses of this research, the critical ratio (t-value) that is associated with each parameter was determined. If the estimated t-value is greater than the critical ratio value ($p < 0.10$, $t\text{-value} = \pm 1.645$), the null hypothesis that is equal to zero is rejected, which results in the hypothesized relationship is supported.

Table 10: Summarized Results for Hypotheses 1a, 1b, 1c and 1d

Hypotheses Tested		t-value	Decision
H1a):	There is positive direct effect between learning satisfaction and commitment of UiTM alumni to contribute to <i>waqf</i> education fund.	2.535**	Supported
H1b):	There is negative direct effect between quality of other investment alternatives and commitment of UiTM alumni to contribute to <i>waqf</i> education fund.	0.511^a	Not Supported
H1c):	There is positive direct effect between investment in <i>waqf</i> education fund and commitment of UiTM alumni to contribute to <i>waqf</i> education fund.	10.071**	Supported
H1d):	UiTM alumni with higher commitment to contribute to <i>waqf</i> education fund will show better philanthropic behaviour.	0.046^a	Not Supported

** Significant at $p < 0.10$ ($t > \pm 1.645$)

^a Not Significant

Table 10 summarizes the findings for 3a, 3b, 3c and 3d, in which two hypotheses are supported and highly significant while the other two are not supported and not significant. It is evidenced that learning satisfaction has a positive relationship to a commitment to contribute to *waqf* education fund (3a). This is evidenced that this study shares the same finding with studies conducted by Edwards et al. (2015), Dix et al. (2014), Boakye et al. (2012), and Impett et al. (2001). The findings show investment in *waqf* education fund has a positive relationship with a commitment to contribute (H3c), in which reveals the same finding as Edwards et al. (2015), Dix et al. (2014), and Impett et al. (2001). However, Rusbult et al. (1998) illustrated a different finding that indicates there is no significant relationship between investment and commitment.

While the quality of other investment alternatives shows non-significant value, in which the analysis is not supported. The hypothesis signifies a negative direct effect between the quality of other investment alternatives and the commitment of UiTM alumni to contribute to *waqf* education fund.

DISCUSSION

In evaluating the commitment of alumni to contribute for the *waqf* education fund four constructs were adapted, namely learning satisfaction, quality of other contribution alternatives, investment in *waqf* education fund and commitment to contribute for the *waqf* education fund.

Learning satisfaction construct is made up of five items which are significantly correlated with the commitment to contribute for UiTM *waqf* fund. The highest loading is denoted by the item 'my overall learning experience with this university has improved from dissatisfaction to satisfaction'. In this regard, it can be concluded that the majority of the alumni are satisfied with their learning experience at the university. While the second highest loading shows that the alumni have a pleasant learning experience. Moreover, the lowest loading items signified that the feeling of contention is rarely experienced by some of the alumni. The finding of positive direct effect between satisfaction and commitment were found in a research conducted by Edwards et al. (2015) and Impett et al. (2001) that suggested they had the same finding as this research.

The second construct to analyze the commitment of the alumni is the quality of other contribution alternatives. This construct examines the existence of other contribution alternatives as compared to the *waqf* education fund and whether the alumni found the alternatives more attractive. There are three items used to examine the construct and all

items indicate high loadings. The highest loading item suggests that another alternative to the *waqf* education fund is not ideal. While the alumni also found that the alternatives are not appealing and less attractive to them. However, the hypothesis testing indicates that the construct does not support the philanthropic behaviour of the university alumni as the result shows non-significant measure. Impett et al. (2001), Li-Ting et al. (2007) and Edwards et al. (2015) had a contradict result as this study. On the other hand, a study conducted by Davis, Le, and Coy (2011) shared the same finding as this research, whereby quality of alternatives did not support the commitment of individuals.

Other than that, investment in *waqf* education fund is another construct that has been analyzed. The highest loading item denotes that the alumni past experience as a student at the university affects their decision to contribute. Meanwhile the second determinant is the feeling that they need to maintain their relationship with the university that leads them to contribute. While some of the alumni do not agree that they will put their effort as alumni of the university in developing the *waqf* education fund. Studies conducted by Impett et al. (2001), Li-Ting et al. (2007) and Edwards et al. (2015) signified a positive direct effect between investment and commitment that shows similar result as this study.

Looking at the 'commitment to contribute for *waqf* education fund' construct, most of the alumni assure that they will continuously contribute to the *waqf* education fund. Other than that, the alumni also signified that they are committed with the fund by guaranteeing that they will keep the *waqf* education fund to sustain at the university. However, some of them were not certain that they will manage to ensure the fund will sustain for a long time. Hence, this construct also shows non-significant result from the hypothesis testing. Impett et al. (2001) and Edwards et al. (2015) in their study found a positive direct effect between commitment and behaviour that indicate dissimilar finding to this study. Meanwhile, Davis et al. (2011) in their study found that commitment partially affected general ecological behaviour of individuals.

CONCLUSION

This research found that the alumni did not show their commitment to contribute to the *waqf* education fund. This is evidenced as some of them do not agree that they have to put their effort in developing the *waqf* education fund. They also agree that other financial instruments that exist in the market are not ideal, not appealing and less attractive to them to contribute. This research has successfully been done and answered other research recommendations. Okunade and Berl (1997) suggested in their research that the aspect of volunteerism should be examined in the context of philanthropic behaviour.

This study concludes that UiTM alumni's commitment to *waqf* contributions remains low despite their awareness of its importance. HEIs must take proactive steps in fostering a stronger philanthropic culture among alumni. Future research should explore qualitative insights into alumni motivations and barriers to philanthropic giving. This study is limited to a quantitative approach, which may not fully capture the underlying motivations behind alumni contributions. Future research should incorporate qualitative methods to gain deeper insights into alumni attitudes towards *waqf* contributions.

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