

Alumni relationship marketing: A case study at Saxion IBMS

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ABSTRACT

Educational institutions all over the world are more and more focusing on improving relationships with customers and stakeholders. An important group for Higher Educational Institutions (HEI) are their alumni. These alumni can help the educational institutions to improve their processes. In the United States there are already universities that benefit from their alumni by philanthropic giving, better known as alumni giving. That is maybe too ambitious for Dutch HEI at this moment, but no one knows what the future can bring. This research focuses on a case study at Saxion IBMS, where it explores the relationship between the alumni and the alma mater. This research consists of a survey with 119 respondents, all alumni of the IBMS course of Saxion, in order to find the strength of the relationship between them and their alma mater and to look at possible alumni engagement. This paper makes use of the alumni relationship model of Kelleher (2011). A few modifications have been done to make it applicable to the case study. It results into a few insights into the dyadic relationship and the motivation of alumni on participating in alumni activities.

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Keywords

Alumni, relationship marketing, alumni relations, motivation, commitment and loyalty, trust in organisations

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1 INTRODUCTION

This chapter introduces the subject of the paper in order to understand the content of the research.

1.1 Alumni policy

Benefitting from alumni by receiving philanthropic donations is the ultimate dream of every educational institution. However, especially for Dutch Higher Educational Institutions (HEI), that is a premature dream. Nonetheless, other ways in which a HEI can gain advantage from the alumni database are present. Before philanthropy, a HEI should build strategic relationships through institutional advancement processes (Gallo, 2012). For Dutch educational institutions, this implies that alumni fund-raising will not be a realistic prospect in the near future, but focusing on strategic relationships is a key issue in gaining any advantage from alumni relations. The purpose of this research is finding out whether alumni policy help HEI's to gain advantage from alumni. Indispensable for this research is the method of finding the wishes and needs of alumni via a case study. Recognising wishes and needs is an essential step in the process of establishing a professional alumni relations policy.

1.2 Case company

The research is requested by a case company. The case company this paper focuses on is Saxion University of Applied Sciences. Saxion is a widely-recognised Higher Educational Institution that started off in 1998 by a merger between Hogeschool Enschede and Rijkshogeschool IJsselland. Saxion has his main campuses in Enschede and Deventer. Besides that, there is also a small campus in Apeldoorn where two academic courses are settled. Before 2015 there was another campus in Hengelo, but that location is closed with the schools moving to a new building in Enschede next to the existing campus in Enschede. Saxion consists of 11 different schools that each represent a different field of specialisation and study courses. Those 11 schools roughly offer 100 academic courses altogether. This paper specifically focuses on the course International Business & Management Studies (IBMS) offered at the school of Marketing & International Management (MIM). IBMS is a course that is being taught on the two main campuses, Enschede and Deventer. The courses are interconnected in terms of educational programme but do not follow the exact same curriculum. IBMS offers a four-year study that consists of a wide variety of subjects, ranging from the areas of business and finance to human behaviour and personal development. Students learn how to analyse markets, manage people and develop and execute policies at a strategic level (Brochure IBMS, 2016).

1.3 Problem statement

Roughly said, the management of IBMS is interested in the question in what way alumni are able to help to develop the educational program? Potential activities, or better called services, are offering internships, giving guest lectures, or help with graduate projects. Each separate school within Saxion University of Applied Sciences is responsible for alumni relations. This means that an alumni policy can be set up independently. In the current situation, the course of IBMS applies a transactional approach while treating alumni. This means that students and alumni are seen in a traditional way. The transactional marketing approach focuses on economic transactions between a firm and the market. The contact between the parties is at arm's length, which implies that contact is rather impersonal. The time frame in which a product is sold is short-

term, with managerial intent on customer attraction to satisfy the customer at a profit (Brodie, Coviello, Brookes, & Little, 1997). For the case company, the transactional approach holds the vision that students are customers who get education and, after the four-year study is finished, leave and do not get in touch with the programme anymore. However, the management of IBMS has changed the focus to a relational way of treating students. In a relationship approach, obtaining customers and creating transactions are important, but, more crucially, marketers must engage in *"maintaining and enhancing ongoing relationships" that are both close and enduring* (Gronroos, 1996). This consists of interaction with the intent to establish, develop and facilitate a co-operative relationship for mutual benefit. This implies that alumni are getting more and more involved in various processes within the case company. Involvement might consist of curriculum improvement, providing feedback, participating in commissions, or giving guest lectures. Besides that, making use of alumni can be helpful in terms of work experience: students can be provided an internship by creating workspaces in the company an alumnus works for. In short, this implies that the IBMS course focuses on long-term relationships with their alumni.

In order to stimulate the effects of these involvement processes, it is important to recognise the wishes and needs of alumni. Without recognising potential wishes and needs, it will not be clear what alumni want and that can restrict involvement in alumni activities. Questions that arise are: What do alumni want from the institution? What do they value? Most important part of this research is to recognise probable wishes and needs as a basis for a close relationship between alumni and educational institutions.

1.4 Research question

This paper tries to give insight in the wishes and needs of alumni and how IBMS management can accomplish those wishes and needs. This investigation will be done in order to come to a conclusion which can help the management team to see in which way alumni relations can be beneficial for the programme.

The main research question is as follows:

How strong is the relationship between Saxion IBMS on the one hand and the alumni on the other hand and in which manner are they motivated to engage in alumni activities?

The research question will be answered by making use of various sub-questions. Questions that arise in the light of this research question are:

1. What is the current vision of Saxion IBMS on alumni policy?
2. How strong is the relationship between Saxion IBMS and their alumni?
3. What are the wishes and needs of IBMS alumni?
4. How are alumni motivated to engage in alumni activities?

The different sub-questions will be answered in order to find a solution to the problem statement. The first question regarding the current vision of IBMS on alumni policy is already answered in the problem statement (chapter 1.3).

1.5 Research approach

The first part of this research consists of literature research on wishes and needs of alumni. This will include theories and previous research in the field of interest. The second part will contain empirical research. A questionnaire will be distributed under alumni of the IBMS course. This questionnaire consists of a list of questions which are helpful to find the wishes and needs.

2 LITERATURE RESEARCH

The purpose of the literature research is to give an insight into existing theories on alumni and relationship marketing to lay the foundation for the alumni relationship marketing model. It gives insight into how alumni is to find out in what ways relationship marketing can influence the relationship between alumni and the alma mater. This chapter discusses the concepts of institutional advancement, alumni relations and relationship marketing.

2.1 Institutional advancement

In order to find a solution to institutional problems, the Council for Advancement and support of Education (CASE) defined the Institutional Advancement (IA) model. Institutional Advancement is a strategic, integrated method of managing relationships with stakeholders, including alumni, to increase support for an institution (Advancement, 2016). Institutional advancement is defined by Rowland as “all activities and programs undertaken by an institution to develop understanding and support from all its constituencies in order to achieve its goals in securing such resources as student, faculty and dollars” (Buchanan, 2000, p. 7). The key aspects that IA consists of are alumni relations, communications, marketing, and fundraising. Since the earliest beginnings of higher education in United States fundraising takes place. For HEI's in other countries, fundraising is rather unattainable due to the lack of social binding between universities and their alumni. Lin (2011) made an assumption on this. Lin (2011) thinks this is due to the fact that the general public shares the opinion that the state is responsible for education. This makes it difficult for domestic universities to scale up fundraising. This paper will not take into account this aspect of institutional advancement.

What Buchanan (2000) also appoints is that the concept of institutional advancement can change and evolve into a concept of marketing, being part of a total organisational approach. This means that alumni relations become part of the marketing structure of a higher educational institution. Next to that, the IA model explicitly excludes the vision of treating students as customers. Seeing students as customers implies a short-term student-institution relationship. This short-term student-institution relationship mismatches with the vision of IA. The IA model focuses on building long-term relationships between alumni and HEI's (Gallo, 2012, p. 43).

2.2 Alumni relations

The aspect of Institutional Advancement that is important in the light of this paper are the alumni relations. Alumni relations professionals try to maximise resource decisions regarding alumni engagement by working together with colleagues in development, communications and advancement services. Alumni relations officers are responsible for developing relationships with graduates and encouraging commitment to the educational institution. According to Worth (2002), the alumni

relations office creates opportunities for alumni engagement in a lifetime of service to the higher educational institution. As reported by the CASE website (2016), alumni relations are responsible for increasingly strategic and complex roles in serving the institutions and alumni. Examples of these responsibilities are encouraging and fostering alumni involvement and building long-term relationships with alumni.

2.3 Alumni as customers

In the Dutch higher education system, students pay a fee to follow education and this results in education. Inevitably students paying significant fees, whether deferred or not, begin to think of themselves as customer (Cuthbert, 2010). Reversibly, educational institutions also think of students as customers.

The Institutional Advancement model, presented in chapter 2.1, explicitly holds the vision that students are not customers. However, this research follows the vision of D'eon and Harris (2000): *“If we think of customers as people who need our help to accomplish a task then students are already our customers. If we believe that students are full partners in their education and can help us teach better by their thoughtful comments, then students must be considered one of our primary customers”*.¹ This means that this research considers students and alumni as primary customers of a HEI.

2.4 Relationship marketing

In the last decades, changes in the environment put a greater emphasis on collaboration and partnership between organisations as a means of enabling all to benefit from the independent strategies which they were pursuing. This has fostered the need for relationship marketing. Shani and Chalasani (1992) define relationship marketing as *“an integrated effort to identify, maintain, and build up a network with individual customers and to continuously strengthen the network for the mutual benefit of both sides, through interactive, individualized and value-added contacts over a long period of time”*.² In the last decades, a new marketing principle began to take shape as companies focused more on relationships with customers. This new principle, called customer-needs-first principle, emerged from the relationship marketing. According to Arndt (1979), firms put more effort in developing long-lasting relationships with key customers by providing impetus to relationship marketing thinking. The old-fashioned marketing model is replaced by a new one where the focus is no longer on markets and products but on customers and relationships. This new focus is also stressed by Gordon (1998). According to Gordon (1998), relationship marketing focuses on customers and relationships. The value received over time, which is referred to as relationship life-cycle, is important in the concept of relationship marketing. Next to the vision of Gordon, the definition of Berry (1983) is another view on the concept of relationship marketing. *“The process of attracting, maintaining, and, in multi-service organizations, enhancing customer relationships”* is the definition that Berry (1983, p.25) provides on the concept. Berry (1983) views the relationship from the perspective of the customer due to the fact that these relationships are critical in a well working buyer-seller collaboration.

¹ See D'eon and Harris (2000), p. 1174

² See Shani and Chalasani (1992), p. 44

3 THEORETICAL FRAMEWORK

This chapter provides the underlying theoretical framework that consists of literature on alumni relationship marketing to make it possible to create the conceptual model with which analysis can be formed.

3.1 Alumni relationship marketing

In order to make relationship marketing specific for alumni, the model of Proctor (2000) is a helpful tool. Proctor (2000) defines four different concepts in the field of relationship marketing that are necessary in healthy relationships. The four different concepts Proctor (2000) defined are concern, trust, commitment, and service. These four concepts can lead to customer relationship profitability under the condition that the organisation provides high quality service which is reliable, empathic and responsive³. Kelleher (2011) worked upon the work of Proctor (2000). To make this applicable for alumni relations, Kelleher (2011) defined four similar, but slightly different concepts. The concepts that Kelleher used are quality of service, value, commitment and loyalty and trust. This paper does acknowledge the existence of the concept 'quality of service' but does not take it into account in this research. The concept, that is intended to evaluate different alumni facilities such as easy-access to goods and services, is excluded because it is only applicable to universities that are located in North America where philanthropy and private fund-raising is widely accepted and alumni are dedicated to the university where he or she graduated. In the Netherlands, philanthropy is seen as a premature option and dedication from alumni to educational institutions is lacking. Next to that, the concept of value has been replaced by motivation. In this research, motivation can better describe why students value alumni services. The concepts, motivation, commitment and loyalty, and trust will be defined with the help of existing literature. The concept commitment & loyalty will be split up into two different concepts, the concept of commitment and the concept of loyalty. These concepts are useful in defining alumni wishes and needs in order to gain alumni relationship profitability.

3.2 Quality of service

Proctor (2008) argues there must be an organisation-wide commitment to providing high quality service which is reliable, empathetic, and responsive. Watching from an alumnus perspective, quality of service is the perception of the effort to secure participation at university-wide functions by providing easy-access to goods and services, such as concert and athletic tickets, and parking privileges. It can be assumed, therefore, that in alumni relations, alumni perception of how good the service is, may affect alumni satisfaction. The value an alumnus has of alumni activity programs determines the degree to which service meets expectations. In terms of engagement within a program, satisfaction from alumni can be derived from services alumni receive or provide.

3.3 Motivation

Kelleher (2011) defines value with a reference to Zeithaml et al. (1990) and Kotler et al. (1999). According to Zeithaml et al. (1990), value is seen as a customer's overall assessment of the utility of a product based on perception of what is received and what is given. In terms of alumni, Kotler et al. (1999) provided literature on the value-laden relationships. Value-laden

relationships emerge when alumni perceive and believe in partnerships and collaborations with the higher educational institutions. Value can consist of the intrinsic and extrinsic rewards in alumni relations. These rewards can be derived from alumni participation in alumni programs. If these alumni programs match the perception of worth an alumnus has, value is considered to be high. After an alumnus perceives value, the buyer, or alumnus, begins to formulate a trusting relationship. Nonetheless, the way this paper replaces the concept of value with the concept of motivation. The way motivation is used is why people value the alumni-alma mater relationship and what is the motivation of alumni to engage in alumni participation. The concept has been replaced due to the fact that motivation to alumni activities will give a better insight into wishes and needs of alumni. Hung et al. (2011) defined a model of motivation on information sharing in which a distinction between intrinsic and extrinsic motivation is made. As reported by Deci and Ryan (1980), in information sharing people can be motivated either extrinsically or intrinsically. If a person is intrinsically motivated, he or she will engage in an action because it is enjoyable and he/she finds it inherently interesting (Deci and Ryan, 1980). On the other hand, an extrinsically motivated individual's actions are driven by a goal (Deci and Ryan, 1980). That can be, a monetary reward for knowledge sharing, or reputation feedback that can lead to active participation and reciprocity. The last factor is reciprocity, which has been defined as the degree to which a person believes that he or she keeps good reciprocity by sharing knowledge. This ensures ongoing sharing (Wasko and Faraj, 2005).

Altruism is the intrinsic motivational factor (Hung et al., 2011). Altruism is derived from the intrinsic enjoyment of helping others (Kankanhalli et al., 2005). Altruism can be seen as a form of unconditional kindness without the expectation of a return where an individual provides help and achieves a sense of satisfaction from the action. To make the model of Hung et al. (2011), see figure 1, applicable for alumni relations, the distinction between extrinsic and intrinsic motivation is held in position. Intrinsic motivation consists of the factor altruism. Altruism can take place in the relationship between alumni and the alma-mater in providing feedback or taking part in other participation activities because the alumnus likes to do it and has no significant other reason for the taken action. Extrinsic motivation will be split up in three different categories, being either interested in a monetary reward (1), willing to gain reputation feedback (2) or focusing on reciprocity (3). An alumnus can provide feedback or offering internship opportunities to current students with the intent to earn money. Another underlying idea the alumnus can have is aiming at establishing and improving their individual reputation by providing help to the alma mater or current students. Future job possibilities can be a purpose of reputation feedback. The last possibility is that the alumnus is focusing on reciprocity. Reciprocity consists of the trust that the alma mater would help the alumnus if he would need knowledge. This can consist of the alma mater providing work spaces or creating alumni networks with advantages for the alumnus.

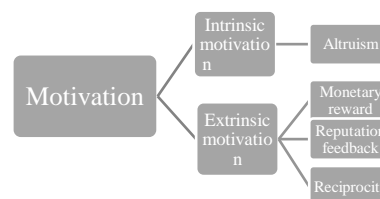


Figure 1. Motivation

³ See Proctor (2008), p.288

3.4 Commitment and loyalty

Commitment is a concept that Proctor (2000) used to explain the strength of relationships. Commitment is seen as a lasting desire to maintain a relationship (Proctor, 2000). Next to commitment, loyalty is another important concept to elaborate on relationships. Loyalty is the customer's attitude to the product manifested by rebuying. What is important in terms of commitment and loyalty is getting customers to commit funds, time or other resources to the alma mater. Mentoring students and assist them with career placement opportunities are examples of other resources through which an alumnus shows commitment and loyalty. In the higher-education sector, it is important that institutions foster positive attitudes toward their brand in order to encourage positive word-of-mouth recommendations as well as potential repeat purchase through continuing education to enhance customer loyalty (Mavondo, Tsarenko, & Gabbott, 2004). Concerning commitment and loyalty, this paper accepts the vision of Hennig-Thurau et al. (2001). Hennig-Thurau et al. (2001) define both commitment and loyalty.

Various marketing scholars have defined commitment as a desire to maintain a relationship (Morgan and Hunt, 1994). This creates a stickiness that keeps customers loyal to a brand or company even when satisfaction may be low. Commitment to the educational institution is, as stated by Hennig-Thurau et al. (2001), divided into three different indicators: Emotional commitment (1), cognitive commitment (2), and goal commitment (3). Geyskens et al. (1996) define emotional commitment as the desire to continue the relationship because the person likes the partner and enjoys the partnership. It experiences a sense of loyalty and belongingness. This commitment develops through the degree of reciprocity or personal involvement that a customer has with a company, which results in a higher level of trust and commitment (Gustafsson et al., 2005). To make this applicable to alumni commitment, the emotional commitment consists of the feeling of attachment to the institution or the identification with a certain institution. Cognitive commitment is the extent to which channel members perceive the need to maintain a relationship given the significant anticipated termination or switching costs associated with leaving (Geyskens et al., 1996). To make this applicable for alumni relations, this implies the reason why a student chose to study at a certain institution. Reasons to join a certain educational institution can be practical and educational. Examples of practical reasons to study at an educational institution are distance, friends that study the same course, or social pressure. Educational reasons can be the outstanding quality or the job prospects of a certain course. The third dimension of commitment is the extent to which a student is committed to achieve goals. It represents the degree to which the student is committed to earn a higher education degree. This consists of the desire to meet a target (Tinto, 1993).

Hennig-Thurau et al. (2001) use the concept of student loyalty to refer to the loyalty of the student during the student period but also afterwards, being an alumnus. This paper follows the approach of Hennig-Thurau et al. (2001) on student loyalty. In accordance with Hennig-Thurau et al. (2001), student loyalty contains an attitudinal and a behavioural component, both of which are closely related to each other (Jacoby and Chestnut, 1978). The behavioural part of student loyalty is crucial when it comes to the distinction between loyalty, retention and repurchasing. Thus, the behavioural part includes the alumni repurchase behaviour. The attitudinal dimension of loyalty refers to the alumnus using his institution's offerings on a regular basis that must also have a positive cognitive-emotive attitude toward

the institution, providing the underlying motivation for his or her behaviour. In relation to international education services, attitudinal loyalty will be expressed by positive words of mouth and recommending the country/institution to potential students (Oliver, 1999).

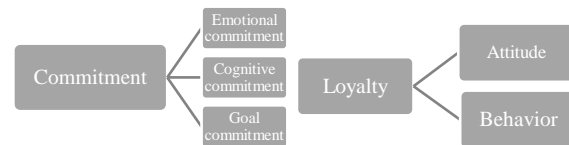


Figure 2. Commitment and loyalty

3.5 Trust

Trust is the last concept used to describe and build relationships. Trust is defined as the level of confidence in an exchange partner's reliability and integrity and is demonstrated through relational qualities such as consistency, competency, honesty, and benevolence (Morgan & Hunt, 1994). According to Proctor (2000), trust refers to the confidence that the customer has in the business' reliability and integrity to deliver goods and services. Peltier et al. (2006) define trust as the belief that a customer has in an honest investment and engagement with the service provider. The model of Sirdeshmukh et al. (2002) explaining the development of consumers' trust in service providers is used to describe the trust construct. This model consists of behavioural components of trustworthiness in terms of two key issues: the behaviour of lecturers and management policies and practices. The dimensions used to describe trust are operational competence, operational benevolence, and problem-solving orientation. Operational competence is defined as 'the competent execution of visible behaviours as an indication of service in action'. It is the nature of being observable that gives operational competence the power to influence the development of trust in many service encounters. When making this applicable to alumni relations, operational benevolence is the perception that an organisation is placing the interest of the consumer before their own (Carvalho & Mota, 2010). Operational benevolence must be observable in behaviours that go towards consumer's interest, even when facing higher costs. To make this applicable for the relation between the alumni and the alma mater, operational benevolence will be assumed if the institution performs at the cost of the educational institution that are not linked to reciprocal benefits for the institution (Carvalho & Mota, 2010). An example of operational benevolence can be a HEI providing career counselling to students or alumni. Another possibility is that an educational institution makes use of guest speakers to share professional experiences as an extra to the alumnus. The third dimension explaining trust is problem-solving orientation. Sirdeshmukh et al. (2002) define problem-solving orientation as a proactive attitude toward foreseeing and satisfactorily addressing problems that might arise during the course of the relational exchange. The perception of consumers of service providers engaging in a problem-solving situation is easily done. This perception is involved in the evaluation of trust in the educational institution. An example of problem-solving orientation can be an instructor postponing deadlines on basis of it being clear that students required extra time to completing assignments during the study period (Carvalho & Mota, 2010).

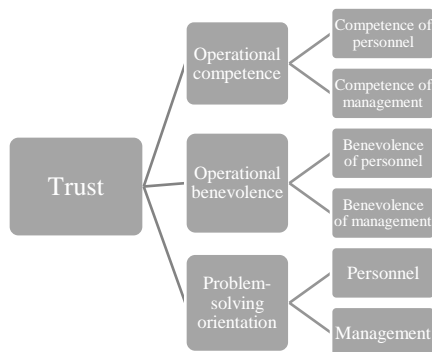


Figure 3. Trust

3.6 Conceptual model

In this section the conceptual model used in this research will be presented along with the hypotheses underlying this conceptual model.

The question that arises is: How do the concepts relate to each other? The conceptual model, see figure 4, is split up into two different parts. The first part of the model consists of the independent variable “trust” and the intermediary variables “commitment” and “loyalty”. It refers to the first part of the research question, the relationship between the alma mater and the alumni. The second part of the model consists of the intermediary concepts “Commitment” and “Loyalty” and of the dependent concept “Motivation” to explore the motivation from alumni to take place in alumni activities. The conceptual model is subject to a few hypotheses, which are presented below.

Hypothesis 1: The trust that an alumnus/alumna has in the educational institution will have a significant impact on the level of commitment

Sirdeshmukh et al. (2002) define the construct of trust as the development of faith in the service provider. This consists of the opinion alumni have of the quality of the lecturers and the organisation behind IBMS Saxion. The level of commitment is, when following Morgan and Hunt (1994), the desire to maintain a relationship. This desire will be positively influenced when the alumnus is convinced about the quality of the educational institution.

Hypothesis 2: The trust that an alumnus/alumna has in the educational institution will have a positive impact on the loyalty of the alumnus/alumna

As defined before, trust is the development of faith in the service provider (Sirdeshmukh et al., 2002), consisting of the quality assessment of the lecturers and organisation of IBMS Saxion. The concept of loyalty consists of a student being loyal during, but also after his study. This consists of repurchasing something at the service provider and recommending a certain service. When the quality is already assessed as high, the assumption is that the level of loyalty will also be high. Satisfaction will in case lead to recommending and rebuying of the service, in this case the IBMS course.

Hypothesis 3: The level of commitment will influence the motivation level

The level of commitment is, when following Morgan and Hunt (1994), the desire to maintain a relationship. This includes the feeling of attachment to Saxion IBMS. When a person feels attached to the educational institution, the assumption is that this person will be motivated intrinsically to participate in alumni activities.

Hypothesis 4: The loyalty an alumnus shows will influence the level of motivation

The concept of loyalty consists of a student being loyal during, but also after his study. This consists of repurchasing something at the service provider and recommending a certain service. The level of motivation includes the motivation to engage in alumni activities. The assumption is that loyalty will positively influence motivation, meaning that alumni will be intrinsic rather than extrinsic motivated.

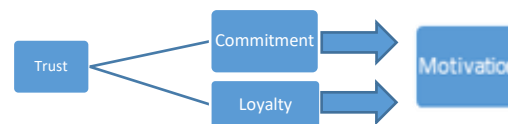


Figure 4. Conceptual model

4 OPERATIONALISATION AND METHODOLOGY

This chapter lies the connection between the theoretical framework and the results, by explaining how data is collected and how the survey is constructed.

4.1 Data collection

To find the wishes and needs of alumni with help of the theoretical model, the appropriate instrument is a survey. “Survey research is probably the best method available to the social researcher who is interested in collecting original data for describing a population too large to directly observe”.⁴ This method of data collection makes it possible to collect information fast and with the least possible effort for alumni. That is why other methods of data collection are dropped. Qualitative data collection methods, such as interviews, would take more time to get the same result. There was the possibility to interview only a limited group, but this could influence the results due to the small amount of respondents. The interviewees that can fill out this questionnaire are 574 alumni from various nationalities that studied and graduated at the course of International Business & Management Studies from Saxion University of Applied Sciences. There are 455 alumni that graduated at the location in Enschede and 119 alumni that graduated in Deventer. The questionnaire is created via Google Forms, an online technique to gather data. The data collected via Google Forms can be easily transferred to IBM SPSS Statistics. SPSS is software providing solutions to statistical issues. The survey is shared among the alumni via e-mail and LinkedIn. The survey consists out of 5 different questions on the concept of motivation, 6 on the concept of commitment, 7 on the concept of loyalty and 15 on the concept of trust. The concept of commitment originally consists of 6

⁴ See Babbie, E. (2007), p. 244.

items, but the item COMM6 “When I set targets for myself, I always reach them” is deleted from the statistical procedures because it does not intend to measure the concept of commitment as it is used in this research. It does not say anything about the feeling of attachment and the feeling of pride that an alumnus has towards the alma mater. The questions on the concepts of commitment and loyalty and trust are asked on an ordinal Likert scale including “Strongly disagree”, “Disagree”, “Neither agree nor disagree”, “agree” and “strongly agree”.

The different answer categories have been awarded a number, ranging from 1 (strongly disagree) to 5 (strongly agree). The questions on the concept of motivation are asked on a nominal scale. They are on a nominal scale because this would give 25 items (5 different questions * 5 different answer categories) and that would make the questionnaire too long. The answer categories for each of the 5 questions are “No”, “Yes, without the expectation of a return”, “Yes, upon a payment”, “Yes, with the intent to gain reciprocal help at any time” and “Yes, to enhance my reputation” (e.g. for future job prospects).

The first confirmatory option (without return) is an intrinsic factor, and the other three confirmatory options are extrinsic factors. In the statistical processing, each answer option is rewarded a number. “No” is given the number 0, the extrinsic factors are rewarded the number 1 and the intrinsic option is given a 2. The number 0 is given to “No”, because this answer possibility was the least desired for the course. This is because the HEI would like to see active alumni that want to put effort into the relation with their alma mater. The intrinsic motivational part is the most desired because the course does not have to put effort into rewarding people. For each of the 5 different questions on the concept of motivation, the numbers will be summed up to see if an alumnus is intrinsically or extrinsically motivated. If an alumnus scores near to 0, motivation lacks. If the score is near to 5, the alumnus is extrinsically motivated. A score near to 10 indicates intrinsic motivation.

Next to the aforementioned questions, a few demographical questions were asked. These variables, seen as control variables, were age, gender and nationality, academic and professional status and year of enrolment and graduation at Saxion IBMS. The survey was conducted anonymously to collect reliable, valid data.

In the survey, different alumni activities are contained, including offering scholarships, helping to improve the educational curriculum, providing feedback, participating in commissions and giving guest lectures to measure the intrinsic motivation. these activities are derived from the Holland Alumni Barometer. This document also provides the different means of staying in touch and the desired services that have to be offered by the educational institution (Holland Alumni Barometer, 2016). A format of all survey questions is shown in the appendix. An operationalisation scheme is given in chapter 9.1 from the appendix.

4.2 Sample statistics

The survey was open for 15 days, lasting from 13 October until 28 October. It was filled out by 119 (n=119) respondents. In total, 574 alumni were subject to this survey. That implies a 20.73% response rate. The number of alumni (574) does need some reflection, because of the fact that the first alumnus graduated in 2007. The e-mail address the alumni provided at the moment of graduation can be out of use. The ratio between male and female is unequally divided: 57.1% of the respondents was female, 42.9% was male. It was filled out by alumni out of 15 different

countries, with the largest groups born in Germany (42.9%, 51 alumni) and the Netherlands (28.6%, 34 alumni). There is a large difference between response rate from students that graduated in Deventer and in Enschede: the response rate from students out of IBMS Deventer is 33.6% and for IBMS Enschede this is only 17.4%.

4.3 Reliability

Reliability is that quality of measurement method that suggests that the same data would have been collected each time in repeated observations of the same phenomenon (Babbie, 2007). To assess the reliability in this survey, calculating the Cronbach’s Alpha is a helpful tool. Cronbach’s Alpha has a value between 0 and 1. This value shows the internal consistency. If the value is near 1, this implies a higher internal consistency and thus reliability. The following rule of thumb is provided by George & Mallery (2003): $\alpha > .9$ – Excellent, $\alpha > .8$ – Good, $\alpha > .7$ – Acceptable, $\alpha > .6$ – Questionable, $\alpha > .5$ – Poor, and $\alpha < .5$ – Unacceptable.

In table 1 the Cronbach’s Alpha of the different variables are given. The concept of commitment originally consisted of 6 items in the survey. Item “Comm5” is deleted because it is measured on a nominal scale in contrast to the other items of this concept. Next to that, item “Comm6” is also deleted, as explained in chapter 4.1. By deleting this item the Cronbach’s Alpha will change from 0,814 to 0,856, increasing the reliability of this concept. According to George & Mallery (2003) the reliability from commitment lies between excellent and good. Loyalty consists of 7 items in the survey. Based on an item-total statistics table no item will be deleted resulting in a Cronbach’s Alpha of 0,868. George & Mallery (2003) classify this as nearly excellent. The reliability of trust is divided into two subgroups, trust in the lecturers and trust in the organisation. Trust in the lecturers consists of 8 items in the survey resulting in a Cronbach’s Alpha of 0.859. No items will be deleted. Trust in the organisation results in a Cronbach’s Alpha of 0.896 on 7 items without items being deleted. Both groups give a reliability between good and excellent. The Cronbach’s Alpha of the concept of Motivation results in 0.652. It is influenced by item MOT4 (I am willing to participate in any alumni committee), because by deleting this item the Cronbach’s Alpha will enhance to 0.705. This results in an acceptable reliability.

Table 1: Cronbach’s Alpha

Concept	Cronbach’s Alpha	N of items
Loyalty	0,868	7
Commitment	0,856	4
Trust lecturers	0,859	8
Trust organisation	0,896	7
Motivation	0,652	5

4.4 Validity

Validity is the term describing a measure that accurately reflects the concept it is intended to measure (Babbie, 2007). Internal validity will be measured by a factor analysis.

A factor analysis is done on the concepts of loyalty and commitment, as being the independent variables of motivation. A factor analysis assigns the items of a variable to predetermined factors. They should represent the number of dimensions existing in the underlying theoretical framework.

Originally, commitment consisted of 3 dimension. The measure on the factor analysis on commitment results into one dimension

(see figure 16 from the appendix). This is due to the fact that item COMM5 cannot be taken into the factor analysis because of the nominal scale. This item is the only item for the dimension of cognitive commitment. This means that this factor does not come back in the factor analysis. Next to that, the third dimension is also a dimension that is measured with one item. This item does not result into a new dimension, probably because the dimension does only exist out of 1 item. Therefore, I decided, as also presented in chapter 4.3, to measure commitment with only 4 items on the dimension of emotional commitment.

Table 2: Factor analysis commitment

Item	Component 1
COMM1	,842
COMM2	,821
COMM3	,885
COMM4	,768

In the conceptual model, loyalty consisted out of 2 dimensions, which were the attitudinal and the behavioural dimension of loyalty. In figure 15 from the appendix, the factor analysis of loyalty is presented. This factor analysis also measures 2 different dimensions. In the original model, items LOY1 to LOY4 was 1 dimension and items LOY5-LOY7 were the other dimension. What is striking is that item LOY4 scores higher on the second component than on the first component, though this item scores relatively high on both components. Next to that, the items LOY5-LOY7 do not measure a separate component, but do measure the same component as the first 3 items do. Due to the fact that all items give a high score on component 1, I decided to make 1 dimension out of loyalty, consisting from each item (LOY1 to LOY7).

Table 3: Factor analysis loyalty

Item	Component 1	Component 2
LOY1	,798	-,277
LOY2	,862	-,112
LOY3	,724	,531
LOY4	,596	,708
LOY5	,834	-,204
LOY6	,720	-,365
LOY7	,721	-0,077

5 RESULTS

This chapter reflects the findings of the survey distributed among the alumni.

5.1 Descriptive statistics

The survey gives good insights into the thoughts of alumni on Saxion IBMS. The most important part of the survey are the results that are presented in table 4. These are the outcomes of the questions on the dependent variable; the concept of motivation. This concept provides some striking results. What stands out is that 55.5% of the respondents is intrinsically motivated to provide feedback to IBMS. Next to that, 41.2% of the respondents is also intrinsically motivated to help IBMS Saxion to improve their curriculum. These 2 alumni activities have the highest number of alumni that are intrinsically motivated to take place into them. Giving guest lectures is relatively divided into groups, with alumni not willing to do so leading with 31.1%, followed by the most extrinsic motivational factor ‘‘Yes, upon a payment’’. What is striking is that most

alumni are extrinsically motivated (53.8%). Most alumni (42.9%) are not willing to participate in alumni committees, followed by a group that is intrinsically motivated to do so. The last alumni activity, providing internships for current students, is not an appreciated activity by most alumni; the largest group is ‘‘No’’ with 57.1%.

Table 4: Motivation

Item	No	Extrinsic motivation			Intrinsic motivation
		Yes, upon a payment	Yes, with the intent to enhance my reputation	Yes, with the intent to gain reciprocal help at any time	Yes, without the expectation of any return
Give feedback	16 (13.4%)	7 (5.9%)	12 (10.1%)	18 (15.1%)	66 (55.5%)
Improve curriculum	20 (16.8%)	20 (16.8%)	15 (12.6%)	15 (12.6%)	49 (41.2%)
Giving guest lectures	37 (31.1%)	31 (26.1%)	23 (19.3%)	10 (8.4%)	18 (15.1%)
Participate in alumni committee	51 (42.9%)	8 (6.7%)	18 (15.1%)	16 (13.4%)	25 (21%)
Providing internships	68 (57.1%)	6 (5.0%)	7 (5.9%)	12 (10.1%)	26 (21.8%)

The independent variables trust, loyalty and commitment are measured on a 5-point Likert scale. Trust, divided into two different constructs being trust in the organisation and trust in the lecturers, provides roughly the same results. The mean of trust in the lecturers lies on 3.66 with a standard deviation of 0.591 (n=119) and on the other side trust in the organisation is rewarded a mean of 3.31 with a standard deviation of 0.702 (n=119). Loyalty has a mean of 3.51 and a standard deviation of 0.811 (n=119) and commitment has a mean of 3.50 with a standard deviation of 0.852 (n=119). The concept of commitment originally consisted of 5 items, with 1 item on a nominal scale. This last item is not taken into account in the statistical procedures. Next to that, item COMM6 was deleted because of a mistake in the formulation of items for the survey. This item measured the goal commitment, which is the extent to which a student is committed to achieve goals. The mean of this item was 4.09 with a standard deviation of 0.725 (n=119). The last item of commitment was ‘‘What was the reason that you chose IBMS at Saxion?’’. A respondent could choose out of more answer possibilities. The most chosen possibility was ‘‘the career prospects following from studying this course’’ (60, 49.2%). Next to that, a large group chose for Saxion IBMS because of the distance between home and Saxion (48, 39.3%). The quality of the course was important for 23% of the respondents. Moreover, friends that recommended the course were also an important factor (22.1%).

In chapter 4.2 (sample statistics) the distribution of gender and study location have been revealed. To look at the difference in study location (see figure 17) for the different concepts, an independent samples t-test has been used. The p-values all have high values so we do not have statistical evidence that there are significant differences between the two groups. For the distribution in gender there are also no significant differences between the groups (figure 18). The distribution in age also does not give significant differences (figure 19).

5.2 Hypotheses

Hypothesis 1: The trust that an alumnus/alumna has in the educational institution will have a significant impact on the level of commitment

In the statistical procedures, trust has been separated into trust in the organisation and trust in the lecturers. In the correlations table (table 5) we see that trust in the lecturers positively correlates with commitment on 0,572 (Pearson, n=119) with a p-value of 0,000. The same goes for trust in the organisation, which gives a correlation of 0,537 (Pearson, n=119) with a p-value of 0,000. This indicates that trust has a significant impact on commitment.

Hypothesis 2: The trust that an alumnus/alumna has in the educational institution will have a positive impact on the loyalty of the alumnus/alumna

As mentioned before, trust is divided into two subgroups: trust in the organisation and trust in the lecturers. Trust in the lecturers result in a correlation of 0,552 with a p-value of 0,000 (Pearson, n=119) and trust in the organisation results in a correlation of 0,578 with a p-value of 0,000 (Pearson, n=119). This also indicates that trust has a positive impact on loyalty.

Hypothesis 3: The level of commitment will positively influence the motivation level

According to table 5, commitment correlates with motivation for 0,314 (Pearson, p-value is 0,000). This shows a positive influence of commitment on motivation. However, these results are due to the difference in scale hard to generalise.

Hypothesis 4: The loyalty an alumnus shows will positively influence the level of motivation

Loyalty influences motivation positively on a correlation level of 0,384 (Pearson, p-value is 0,000). Due to differences in scale level and the low level of motivation (nominal), it is difficult to accept the hypothesis fully.

Table 5: Correlations table (Pearson Correlation)

	COMM	LOY	TRL	TRO	MOT
Commitment	1	0,756	0,572	0,537	0,314
Loyalty	0,756	1	0,552	0,578	0,384
Trust lecturers	0,572	0,552	1	0,719	0,125
Trust organisation	0,537	0,578	0,719	1	0,120
Motivation	0,314	0,384	0,125	0,120	1

For a detailed version of this correlations table, see figure 14 in the appendix.

5.3 Regressions

For the regression analysis, the model is divided into two separate models. Model 1 is the first part of the model consisting of the influence of trust on commitment and the influence on loyalty. Model 2 is the second part of the model, consisting of the influence that commitment and loyalty have on motivation.

Trust is divided into two subgroups, namely trust in the lecturers and trust in the organisation. The variance in loyalty can be predicted from trust in the lecturers by 34.7% (Adjusted R² = 0,347). The influence of trust in the lecturers on loyalty gives a remarkable point. The operational competence negatively

influences loyalty (B=-0.35 and p=.768). However, due to the high p-value, this measure is not significant (p (0.768) > 0.05). Operational benevolence (B=0,586, p=0,000) and problem-solving orientation from lecturers' side (B=0,188, p =0,025) both positively influence alumni loyalty. Trust in the organisation explains the variance in loyalty for 33,6% (Adjusted R²= 0,336), which is a good measure. Operational competence gives again a low B (0,100), with a P-value of 0.316. This again gives a not-significant result due to the high p-value (p (0.316) > 0.05). Operational benevolence (B=0,389, P=0,001) and problem-solving orientation (B=0,200, P=0,089) from organisational side positively influence loyalty.

Table 6: Regression table trust (independent) on loyalty (dependent)

Dimension	B	p-value
Operational competence lecturers	-0.35	0.768
Operational benevolence lecturers	0.586	0,000
Problem-solving orientation lecturers	0,188	0,025
Operational competence organisation	0,100	0.316
Operational benevolence organisation	0,389	0,001
Problem-solving orientation organisation	0,200	0,089

The other dependent variable from the first model, commitment, is affected positively by the trust in the lecturers. Each of the three dimensions give a positive influence on this concept. Operational competence (B=0,234, P=0,070), operational benevolence (B=0,485, P=0,000) and problem-solving orientation (B=0,113, P=0,210) all have a positive influence on commitment, with problem-solving orientation suffering from a non-significant P-value (P (0,210 > 0,05). This subgroup explains 32.5% of the variance in commitment (Adjusted R² = 0,325). Trust in the organisation also gives a positive influence on commitment. The subgroup explains 31,8% of the variance in commitment (Adjusted R² = 0,318). What is remarkable is that the problem-solving orientation gives a negative influence on commitment (B=-0,042, P=0,734). This problem-solving orientation has a non-significant p-value (0,734 > 0,05). Operational competence (B=0,411, P=0,000) and operational benevolence (B=0,257, P=0,031) give a positive influence on commitment. The outcome of the regression analysis on the first part of the model is that trust in the organisation and trust in the lecturers both are predictors on the dependent variables commitment and loyalty.

Table 7: Regression table trust (independent) on commitment (dependent)

Dimension	B	p-value
Operational competence lecturers	0,234	0,070
Operational benevolence lecturers	0,485	0,000
Problem-solving orientation lecturers	0,113	0,210
Operational competence organisation	-0,042	0,734
Operational benevolence organisation	0,411	0,000
Problem-solving orientation organisation	0,257	0,031

The second part of the regression analysis wants to explain the influence of commitment and loyalty on the concept of motivation. The difficulty of this part of the regression analysis is that motivation is measured on a nominal scale in comparison to the other, independent factors that are measured on an ordinal scale (Likert). Loyalty, divided into two dimensions being attitudinal and behavioural loyalty, explain 14% of the variance in motivation (Adjusted R²= 0,140). Attitudinal loyalty has a

positive influence on motivation ($B=0,835$ and $p=0,007$). Behavioural loyalty also has a positive influence on motivation ($B=0,195$), however the p-value is not significant ($p=0,441$). Commitment, the other independent variable in the second model, only explains 9.1% of the variance in motivation (Adjusted $R^2= 0,091$). It positively influences motivation ($B=0,768$) on a significant basis ($p=0,001$). The conclusion of the second regression analysis is that motivation is positively influenced by loyalty and commitment, but the variance is quite low. This analysis is, given the difference in scale, not fully reliable.

Table 8: Regression table loyalty and commitment (independent variables) and motivation (dependent variable)

Dimension	B	p-value
Attitudinal loyalty	0,835	0,007
Behavioural loyalty	0,195	0,441
Commitment	0,768	0,001

6 CONCLUSION

This chapter provides the insights into alumni relationship marketing constructed from the research.

6.1 Discussion and conclusion

This research was subject to 4 sub questions and 1 central research question. Each of these questions will be discussed in this chapter.

SQ1: What is the current vision of Saxion IBMS on alumni policy?

The current vision of Saxion IBMS on alumni policy is limited to a transactional vision. Students receive education, graduate and leave the HEI. A few alumni participate within providing internships or guest lectures, but this happens without structure and by coincidence.

SQ2: How strong is the relationship between Saxion IBMS and their alumni?

The influence of trust on commitment and loyalty had to be searched out to come up to the binding between alumni and their alma mater. In the case study, alumni of the course of International Business & Management Studies from Saxion University of Applied Sciences were subject to a survey to find this binding between them and their alma mater. In the results, we saw that trust in the organisation and trust in the lecturers – together just the concept of trust – had a positive influence on the concepts of commitment and loyalty. The concepts of commitment and loyalty both give a relatively high mean, commitment resulting in 3.50 and loyalty in 3.51. Trust resulted in a mean of 3.66. All these measures were based on a 1-5 scale. This indicates a relatively strong binding between the alumni and the alma mater.

SQ3: What are the wishes and needs of IBMS alumni?

The items in the survey that were not subject to a measure of a concept also indicated some remarkable points. When Saxion IBMS starts with alumni activities, alumni are subject to a few important wishes and needs. At first, most of the respondents would like to see news and information about alumni of IBMS, they are interested in news and information relating to your career, next to that they are interested in information about the

course itself, but also about professional development courses. They would like Saxion to offer career development programs, an online alumni directory but they are also interested in Saxion offering career opportunities in the Netherlands. What is also interesting to know, is that alumni are interested in social interactions and networking with other Saxion IBMS alumni and with current Saxion staff. This shows that Saxion staff gave them trust in their educational career.

Most alumni are interested in information providing via LinkedIn, by an alumni magazine or via e-mail. Recommended for the course is that they set up an alumni directory online and via LinkedIn, to get the alumni attached to them. When this feeling of attachment increases, the level of intrinsic motivation for taking part in alumni activities will also increase.

SQ4: How are alumni motivated to engage in alumni activities?

This question consists of how alumni are willing to participate in various activities. The willingness of alumni to cooperate with IBMS in alumni activities is the most important factor for the management of the course. Due to the current financial situation, the most desired outcome of the survey on the concept of motivation is that alumni are intrinsically motivated to engage into activities. A part of the activities perfectly fit to the aforementioned situation. 56.9% of the respondents indicate that they would like to give feedback on the course of IBMS without the expectation of any return. Next to that, more than 40% of the respondents indicate that they would like to help to improve the curriculum for free. These are activities that the management of IBMS should focus on when engaging alumni within their course reflection. However, when looking at the group of alumni that would like to give a guest lecture, payment is a pre for the effort they want to make (26.1% of all respondents).

RQ: How strong is the relationship between Saxion IBMS on the one hand and the alumni on the other hand and in which manner are they motivated to engage in alumni activities?

In the discussion of the sub questions, it came up that the relationship between Saxion IBMS and the alumni is relatively strong, with the concepts of commitment, loyalty and trust resulting in a high mean score. This means that there is a binding between alumni and their alma mater, in this case Saxion IBMS.

Alumni are intrinsically motivated to participate into feedback sessions and into improvement sessions for the current course. Next to that, the alumni that do want to participate in alumni committees and that do want to provide internships, are intrinsically motivated to do so. However, the group that would like to do this is rather small, with alumni not interested in alumni committees (42.9%) and providing internships (57.1%) as the largest group. When looking at alumni that want to give guest lectures, most of the students are extrinsically motivated. They would like to see a payment for the effort they provide.

6.2 Implications

The research works upon the framework of Kelleher (2011) on alumni relationship marketing that consists of the concepts quality of service, value, commitment and loyalty, and trust. This research left out the concept of quality of service due to the relevance of this concept. The concept of quality of services rates the satisfaction of alumni with some original alumni activities. Quality of service is only relevant for universities considered as part of the Ivy League that run on alumni philanthropic giving. Beyond the Ivy League there are more universities that can rely on alumni philanthropy but in the Netherlands fundraising is unimaginable. The concept of value is replaced by the motivation that alumni have to engage with the educational institution. This strengthens the outcome of the model that is relevant for the case company, Saxion IBMS.

This research and the outcomes of the research are mainly based on the alumni of Saxion IBMS. When assessing alumni of different Applied Universities that offer IBMS, the results are assumed to be different due to the fact that the survey consists of questions related to this specific Applied University. In the survey there are questions that assess for instance quality and the items on that concept will have other scores at another HEI, which has different lecturers and other procedures. However, the model itself can be used by other Applied Universities that also do not rely on alumni philanthropy.

7 LIMITATIONS

This research suffers a few limitations. Due to lacking literature on wishes and needs of alumni, it was very difficult to find an appropriate theoretical framework on this research question. Although, an appropriate framework was found that made it possible to create a conceptual model after a few adjustments. Next to that, literature on alumni policies is only applicable to universities that rely on philanthropic alumni giving. Philanthropic alumni giving is only relevant for a few universities located mainly in the United States of America. These are top-ranked universities that bring forth excellent students.

Furthermore, due to the presence of many invalid mail addresses the survey was limited to 119 units of analysis. A higher response rate would have led to more reliable and specific results, improving the quality of this research.

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9 APPENDIX

This chapter provides the appendix that supports the text in the main body of the paper.

9.1 Operationalisation scheme

Construct	Definition	Items	Scale of measure	Source
Emotional commitment	Desire to continue the relationship because the person likes the partner and enjoys the partner	COMM1: I felt very attached to Saxion COMM2: I felt very attached to the school of MIM COMM3: I was proud to be able to study at Saxion COMM4: I was proud to be able to take the IBMS course	Ordinal Ordinal Ordinal Ordinal	Geyskens et al (1996)
Cognitive commitment	The extent to which channel members perceive the need to maintain a relationship given the switching costs	COMM5: What was the reason that you chose IBMS at Saxion?	Nominal	Geyskens et al (1996)
Goal commitment	Extent to which a student is committed to achieve goals	COMM6: When I set targets for myself, I always reach them	Ordinal	Tinto (1993)
Attitudinal loyalty	A positive cognitive-emotive attitude toward the institution, providing the underlying motivation for any behaviour	LOY1: I'd recommend IBMS to someone else LOY2: I'd recommend Saxion to someone else LOY3: I'm very interested in keeping in touch with the school of MIM LOY4: I'd become a member of any alumni organisation at Saxion or MIM	Ordinal Ordinal Ordinal Ordinal	Hennig-Thurau et al (2001)
Behavioural loyalty	Crucial when it comes to retention and repurchasing	LOY5: If I was faced with the same choice again, I'd still choose Saxion LOY6: If I was faced with the same choice again, I'd still choose IBMS LOY7: When following a new educational program, I would prefer to go back to Saxion	Ordinal Ordinal Ordinal	Hennig-Thurau et al (2001)
Intrinsic motivation	Engagement in an action because it is enjoyable and he/she finds it interesting	MOT1: I am willing to give feedback on lectures and the management of IBMS MOT2: I am willing to help to improve the educational curriculum of IBMS MOT3: I am willing to give guest lectures at the IBMS course of Saxion MOT4: I am willing to participate in any alumni committee MOT5: I am willing to provide internships for students from IBMS Saxion	Nominal Nominal Nominal Nominal Nominal	Deci and Ryan (1980)
Extrinsic motivation	An individuals' actions are driven by a goal			Deci and Ryan (1980)
Operational competence	The competent execution of visible behaviours as an indication of service in action	TRU1: The lecturers worked quickly and efficiently TRU2: The lecturers were able to competently handle most student requests TRU3: The lecturers could be relied on the information they provided TRU9: The organisation of IBMS had fast and efficient solutions and procedures TRU10: The organisation of IBMS had a fast and efficient support service for its students	Ordinal Ordinal Ordinal Ordinal Ordinal	Sirdeshmukh et al (2002)
Operational benevolence	The perception that an organisation is placing the interest of the consumer before their own	TRU4: The lecturers acted if as they valued you as a student TRU5: The lecturers could be relied on for honest advices on school problems TRU6: The lecturers treated you with respect TRU11: The organisation of IBMS had practices that indicated respect for the students TRU12: The organisation of IBMS had policies that favoured the student's best interest	Ordinal Ordinal Ordinal Ordinal Ordinal	Sirdeshmukh et al (2002)
Problem-solving orientation	A proactive attitude toward foreseeing and satisfactorily addressing problems that might arise during the course of the relational exchange	TRU7: The lecturers were willing to bend MIM/Saxion policies to help address student needs TRU8: The lecturers go out their way to solve student problems TRU13: The organisation of IBMS made every effort to rapidly solve any kind of problem TRU14: The organisation of IBMS went out their way to solve student problems TRU15: The organisation of IBMS demonstrated to be more worried in solving student problems than in performing routine activities	Ordinal Ordinal Ordinal Ordinal Ordinal	Sirdeshmukh et al (2002)

9.2 Survey questions

SAXION IBMS SURVEY

This is a survey of alumni from the International Business & Management Studies (IBMS, also known as HIB4/HIB4-M) course of Saxion Applied University of Sciences. It will take approximately 10 minutes of your time and can help both you as an alumnus and the IBMS course. At the end of the questionnaire there is a possibility to comment on the survey.

Please give your opinion upon different alumni activities. At each question there are 5 possible options. A reason to choose for the last option, The intent to enhance my reputation, can be enhancing reputation for possible future job prospects

MOT1: I am willing to give feedback on lecturers and/or on management of IBMS

- No
- Yes, without the expectation of any return
- Yes, upon a payment
- Yes, with the intent to gain reciprocal help at any time
- Yes, with the intent to enhance my reputation

MOT2: I am willing to help to improve the educational curriculum of IBMS

- No
- Yes, without the expectation of any return
- Yes, upon a payment
- Yes, with the intent to gain reciprocal help at any time
- Yes, with the intent to enhance my reputation

MOT3: I am willing to give guest lectures at the IBMS course of Saxion

- No
- Yes, without the expectation of any return
- Yes, upon a payment
- Yes, with the intent to gain reciprocal help at any time
- Yes, with the intent to enhance my reputation

MOT4: I am willing to participate in any alumni committee (e.g. to start up an alumni network)

- No
- Yes, without the expectation of any return
- Yes, upon a payment
- Yes, with the intent to gain reciprocal help at any time
- Yes, with the intent to enhance my reputation

MOT5: I am willing to provide internships for students from IBMS

- No
- Yes, without the expectation of any return
- Yes, upon a payment
- Yes, with the intent to gain reciprocal help at any time
- Yes, with the intent to enhance my reputation

This section consists of a range of questions which have to be answered on a 5-point likert scale, ranging from strongly disagree (1) to strongly agree (5). Point 3 is neither agree nor disagree

COMM1: I felt very attached to Saxion during my study

COMM2: I felt very attached to the school of MIM during my study

COMM3: I am proud that I studied at Saxion

COMM4: I am proud that I was able to take the IBMS course

COMM6: When I set targets for myself, I always reach them

COMM5: What was the reason that you chose IBMS at Saxion? Multiple answers possible

- A friend recommended it to me
- The distance between home and Saxion was attractive
- The tuition fee was attractive
- The quality of the course
- The career prospects following from studying this course
- I was admitted at Saxion IBMS

This section consists of a range of questions which have to be answered on a 5-point likert scale, ranging from strongly disagree (1) to strongly agree (5). Point 3 is neither agree nor disagree

LOY1: I would recommend IBMS to someone else

LOY2: I would recommend Saxion to someone else

LOY3: I am very interested in keeping in touch with the school of MIM

LOY4: I'd become a member of any alumni organization at Saxion or MIM

LOY5: If I was faced with the same choice again, I would still choose Saxion

LOY6: If I was faced with the same choice again, I'd still choose IBMS

LOY7: When following a new educational program, I would prefer to go back to Saxion

A set of questions regarding your opinion about the lecturers of IBMS on a 1-5 scale

TRU1: The lecturers worked quickly and efficiently

TRU2: The lecturers were able to competently handle most students requests

TRU3: The lecturers could be relied on to know what they are doing

TRU4: The lecturers acted as if they valued you as a student

TRU5: The lecturers could be relied on honest advice on school problems

TRU6: The lecturers treated you with respect

TRU7: The lecturers were willing to bend MIM/Saxion policies to help address student needs

TRU8: The lecturers go out of their way to solve student problems

A set of questions regarding your opinion about IBMS organisation on a 1-5 scale

TRU9: The organisation of IBMS had fast and efficient solutions and procedures

TRU10: The organisation of IBMS had a fast and efficient support service for its students

TRU11: The organisation of IBMS had practices that indicated respect for the students

TRU12: The organisation of IBMS had policies that favoured the student's best interests.

TRU13: The organisation of IBMS made every effort to rapidly solve any kind of problems

TRU14: The organisation of IBMS went out their way to solve student problems

TRU15: The organisation of IBMS demonstrated to be more worried in solving student problems than in performing routine activities

General questions

What is your age?

- 20-25
- 26-30
- 31-35
- 36+

What is your gender?

- Male
- Female

What is your nationality?

At which location did you study IBMS?

- Saxion Enschede
- Saxion Deventer

In which year did you enrol at IBMS Saxion?

In which year did you graduate at IBMS Saxion?

Are you currently enrolled in another educational course?

- Yes, I am following a pre-master/master degree
- Yes, I am following a course at an University of Applied Sciences (HBO)
- Yes, I am following a course outside the Netherlands similar to a course on an HBO
- Other
- No

What is the highest degree you have reached?

- Bachelor IBMS (Saxion)
- Another bachelor at an University of Applied Sciences in the Netherlands
- Master degree
- Another study at an foreign UAS
- Other

Which of the following items best describes your current academic or professional career status?

- Working in private sector or business
- Working in public sector (government)
- Self-employed
- Unemployed
- Working for a non-profit organisation / NGO
- Still attending a full-time educational course
- Other

How long did it take to find a job after graduation?

- Less than 1 year
- 1-2 years
- 2-3 years
- 3-5 years
- More than 5 years
- Not applicable (no job or self employed)

Alumni expertise

If you are interested to stay in touch with IBMS Saxion, in which ways would you like to be in connection? (mark all that apply)

- Alumni magazine
- Class notes and newsletters
- Saxion Website
- Blogs
- Facebook
- LinkedIn
- Other social networking sites
- By e-mail
- Other

If you are interested in news and information from Saxion, what kind of news and/or information would you like to see from IBMS Saxion

- News and information relating to your career
- General news about Saxion
- News and information about IBMS
- News and information about alumni of IBMS
- News and information about professional development courses at IBMS Saxion
- News and information about events hosted by IBMS Saxion
- Other

What would you, as an alumnus, like to see from IBMS Saxion?

- Offer career opportunities in the Netherlands
- Offer career development programs
- Online alumni directory
- Other

Considering what you would like to see from IBMS Saxion, please let us know what is important to you

- Social interactions and networking with other Saxion IBMS alumni
- Social interactions and networking with current students
- Social interactions and networking with Saxion staff
- Attending or providing continuing education courses

9.3 SPSS output

RELIABILITY

```

/VARIABLES=RecommendIBMS RecommendSaxion Keepingintouch Alumniorg ChooseSaxion
ChooseIBMS
    Prefergoback
/SCALE('Loyalty') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE CORR
/SUMMARY=TOTAL.

```

Reliability Statistics			
	Cronbach	Cronbach's Alpha Based on	
Name	's Alpha	Standardized Items	N of Items
Loyalty	.868	.872	7

RELIABILITY

```

/VARIABLES=Lectquick Lecthandle Lectrelied Lectvalued Lecthonest Lectrespect
Lectbendpol Lectsolve
/SCALE('Trust lecturers') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE CORR
/SUMMARY=TOTAL.

```

Reliability Statistics			
	Cronbach's	Cronbach's	
	Alpha	Alpha Based on	
		Standardized	
		Items	N of Items
	.859	.864	8

RELIABILITY

```

/VARIABLES=Lectquick Lecthandle Lectrelied Lectvalued Lecthonest Lectrespect
Lectbendpol
    Lectsolve Yearenrol Orgsol Orgsuppserv Orgrespect Orgpolicies Orgeffortsolve
Orgoutway Orgworried
/SCALE('Trust') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE CORR
/SUMMARY=TOTAL.

```

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,846	,911	16

RELIABILITY

```

/VARIABLES=Lectquick Lecthandle Lectrelied Lectvalued Lecthonest Lectrespect
Lectbendpol
Lectsolve Orgsol Orgsuppserv Orgrespect Orgpolicies Orgeffortsolve Orgoutway
Orgworried
/SCALE('Trust') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE CORR
/SUMMARY=TOTAL.

```

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,922	,922	15

RELIABILITY

```

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Orgworried
/SCALE('Trust organisation') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE CORR
/SUMMARY=TOTAL.

```

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,896	,896	7

GET

```

FILE='C:\Users\Gebruiker\Desktop\Bachelor thesis Saxion\Data file goede.sav'.

```

```

DATASET NAME DataSet1 WINDOW=FRONT.
FREQUENCIES VARIABLES=Age Gender Nationality Locationstudy
/ORDER=ANALYSIS.

```

Figure 5: Study location IBMS

LocationIBMS					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Saxion Deventer	40	33,6	33,6	33,6
	Saxion Enschede	79	66,4	66,4	100,0
	Total	119	100,0	100,0	

Figure 6: Nationality survey

Nationality					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	,8	,8	,8
	Chinese	4	3,4	3,4	4,2
	Czech	1	,8	,8	5,0
	Dutch	34	28,6	28,6	33,6
	Dutch/Australian	1	,8	,8	34,5
	Dutch/Brazilian	1	,8	,8	35,3
	Dutch/Turkish	2	1,7	1,7	37,0
	German	51	42,9	42,9	79,8
	German/Polish	1	,8	,8	80,7
	Indonesian	9	7,6	7,6	88,2
	Latvian	4	3,4	3,4	91,6
	Nigerian/Dutch	1	,8	,8	92,4
	Romanian	1	,8	,8	93,3
	Russian	5	4,2	4,2	97,5
	Thai	1	,8	,8	98,3
	Vietnamese	2	1,7	1,7	100,0
	Total	119	100,0	100,0	

DATASET ACTIVATE DataSet1.

CORRELATIONS

```
/VARIABLES=Comm_4 Loy_7 Trulec_8 Truorg_7 MOT_5
```

```
/PRINT=ONETAIL NOSIG
```

```
/MISSING=PAIRWISE.
```

NONPAR CORR

```
/VARIABLES=Comm_4 Loy_7 Trulec_8 Truorg_7 MOT_5
```

```

/PRINT=SPEARMAN ONETAIL NOSIG
/MISSING=PAIRWISE.

```

Figure 7: Distribution age and gender

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-25	32	26,9	26,9	26,9
	26-30	62	52,1	52,1	79,0
	31-35	19	16,0	16,0	95,0
	36+	6	5,0	5,0	100,0
	Total	119	100,0	100,0	

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	68	57,1	57,1	57,1
	Male	51	42,9	42,9	100,0
	Total	119	100,0	100,0	

Figure 8: Linear regression trust lecturers on loyalty

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,603 ^a	,364	,347	,65239
a. Predictors: (Constant), LPSOtru_2, Loctr_u_3, Lobtru_3				

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27,714	3	9,238	21,705	,000 ^b
	Residual	48,521	114	,426		
	Total	76,235	117			

a. Dependent Variable: Loy_7

b. Predictors: (Constant), LPSOtru_2, Loctr_u_3, Lobtru_3

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
→ 1	(Constant)	,695	,384		1,808	,073
	Loctr_u_3	-,035	,119	-,029	-,296	,768
	Lobtru_3	,586	,118	,495	4,966	,000
	LPSOtru_2	,188	,083	,200	2,269	,025

a. Dependent Variable: Loy_7

Figure 9: Linear regression trust organisation on loyalty

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,594 ^a	,353	,336	,66106
a. Predictors: (Constant), OPSOtru_3, OOBtru_2, OOCtru_2				

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27,442	3	9,147	20,933	,000 ^b
	Residual	50,255	115	,437		
	Total	77,697	118			

a. Dependent Variable: Loy_7

b. Predictors: (Constant), OPSOtru_3, OOBtru_2, OOCtru_2

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,165	,302		3,851	,000
	OOCtru_2	,100	,099	,110	1,007	,316
	OOBtru_2	,389	,111	,371	3,515	,001
	OPSOtru_3	,200	,117	,187	1,713	,089

a. Dependent Variable: Loy_7

Figure 10: Regression analysis trust in lecturers on commitment

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,585 ^a	,342	,325	,70201

a. Predictors: (Constant), LPSOtru_2, Loctrtru_3, Lobtru_3

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	29,251	3	9,750	19,784	,000 ^b
	Residual	56,182	114	,493		
	Total	85,433	117			

a. Dependent Variable: Comm_4

b. Predictors: (Constant), LPSOtru_2, Loctrtru_3, Lobtru_3

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	,374	,414		,903	,368
	Loctrtru_3	,234	,128	,180	1,827	,070
	Lobtru_3	,485	,127	,387	3,816	,000
	LPSOtru_2	,113	,089	,113	1,262	,210

a. Dependent Variable: Comm_4

Figure 11 : regression analysis organisational trust on commitment

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,579 ^a	,335	,318	,70388
a. Predictors: (Constant), OPSOtru_3, OOBtru_2, OOCtru_2				

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28,710	3	9,570	19,316	,000 ^b
	Residual	56,977	115	,495		
	Total	85,687	118			

a. Dependent Variable: Comm_4

b. Predictors: (Constant), OPSOtru_3, OOBtru_2, OOCtru_2

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,340	,322		4,162	,000
	OOCtru_2	,411	,106	,429	3,888	,000
	OOBtru_2	,257	,118	,233	2,179	,031
	OPSOtru_3	-,042	,125	-,038	-,341	,734

a. Dependent Variable: Comm_4

Figure 12: Regression analysis loyalty on motivation

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,393 ^a	,155	,140	1,93428
a. Predictors: (Constant), Bloy_3, Aloy_4				

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	79,454	2	39,727	10,618	,000 ^b
	Residual	434,008	116	3,741		
	Total	513,462	118			

a. Dependent Variable: MOT_5

b. Predictors: (Constant), Bloy_3, Aloy_4

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	1,365	,826		,101
	Aloy_4	,835	,303	,325	,007
	Bloy_3	,195	,252	,091	,441

a. Dependent Variable: MOT_5

Figure 13: Regression analysis commitment on motivation

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	50,478	1	50,478	12,756	,001 ^b
	Residual	462,985	117	3,957		
	Total	513,462	118			

a. Dependent Variable: MOT_5
b. Predictors: (Constant), Comm_4

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,314 ^a	,098	,091	1,98925

a. Predictors: (Constant), Comm_4

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	t
1	(Constant)	2,383	,773		3,080
	Comm_4	,768	,215	,314	3,572

a. Dependent Variable: MOT_5

Figure 14: Correlations table

		Correlations				
		Com m_4	Loy_ 7	Trule c_8	Truor g_7	MOT _5
Com m_4	Pearson Correlation	1	,756**	,572**	,537**	,314**
	Sig. (1- tailed)		,000	,000	,000	,000
	N	119	119	119	119	119
Loy_7	Pearson Correlation	,756**	1	,552**	,578**	,384**
	Sig. (1- tailed)	,000		,000	,000	,000
	N	119	119	119	119	119
Trulec _8	Pearson Correlation	,572**	,552**	1	,719**	,125
	Sig. (1- tailed)	,000	,000		,000	,088
	N	119	119	119	119	119
Truor g_7	Pearson Correlation	,537**	,578**	,719**	1	,120
	Sig. (1- tailed)	,000	,000	,000		,096
	N	119	119	119	119	119
MOT_ 5	Pearson Correlation	,314**	,384**	,125	,120	1
	Sig. (1- tailed)	,000	,000	,088	,096	
	N	119	119	119	119	119

** . Correlation is significant at the 0.01 level (1-tailed).

Figure 15: factor analysis loyalty

Component Matrix^a		
	Component	
	1	2
LOY1	,798	-,277
LOY2	,862	-,112
LOY3	,724	,531
LOY4	,596	,708
LOY5	,834	-,204
LOY6	,720	-,365
LOY7	,721	-,077

Extraction Method: Principal Component Analysis.

a. 2 components extracted.

Figure 16: factor analysis commitment

Component Matrix^a	
	Component
	1
COMM1	,842
COMM2	,821
COMM3	,885
COMM4	,768
COMM6	,379

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Figure 17 T-test study location

T-Test

Group Statistics					
	LocationIBMS	N	Mean	Std. Deviation	Std. Error Mean
Comm_4	Saxion Deventer	40	3,5188	,96971	,15333
	Saxion Enschede	79	3,4873	,79249	,08916
Loy_7	Saxion Deventer	40	3,4571	,84311	,13331
	Saxion Enschede	79	3,5371	,79908	,08990
Trulec_8	Saxion Deventer	40	3,7406	,64200	,10151
	Saxion Enschede	79	3,6199	,56346	,06339
Truorg_7	Saxion Deventer	40	3,4464	,74490	,11778
	Saxion Enschede	79	3,2459	,67470	,07591
MOT_5	Saxion Deventer	40	5,2000	2,19790	,34752
	Saxion Enschede	79	5,0000	2,03810	,22930

Independent Samples Test										
Levene's Test for Equality of Variances				t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Comm_4	Equal variances assumed	3,801	,054	,189	117	,850	,03141	,16605	-,29744	,36025
	Equal variances not assumed			,177	66,060	,860	,03141	,17737	-,32271	,38552
Loy_7	Equal variances assumed	,082	,775	-,506	117	,614	-,07993	,15797	-,39277	,23292
	Equal variances not assumed			-,497	74,806	,621	-,07993	,16079	-,40025	,24040
Trulec_8	Equal variances assumed	2,737	,101	1,053	117	,295	,12069	,11465	-,10637	,34775
	Equal variances not assumed			1,008	70,028	,317	,12069	,11968	-,11800	,35938
Truorg_7	Equal variances assumed	,833	,363	1,478	117	,142	,20050	,13562	-,06810	,46909
	Equal variances not assumed			1,431	71,925	,157	,20050	,14012	-,07884	,47983
MOT_5	Equal variances assumed	,221	,639	,492	117	,623	,20000	,40611	-,60428	1,00428
	Equal variances not assumed			,480	73,396	,632	,20000	,41635	-,62971	1,02971

Figure 18: T-test gender

➔ **T-Test**

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Comm_4	Female	68	3,4522	,83225	,10093
	Male	51	3,5588	,88259	,12359
Loy_7	Female	68	3,4412	,81665	,09903
	Male	51	3,6022	,80321	,11247
Trulec_8	Female	68	3,6283	,53992	,06547
	Male	51	3,7034	,65620	,09189
Truorg_7	Female	68	3,2584	,70430	,08541
	Male	51	3,3866	,70003	,09802
MOT_5	Female	68	5,0588	1,96144	,23786
	Male	51	5,0784	2,26135	,31665

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Comm_4	Equal variances assumed	,186	,667	-,674	117	,502	-,10662	,15822	-,41996	,20673
	Equal variances not assumed			-,668	104,307	,505	-,10662	,15956	-,42302	,20979
Loy_7	Equal variances assumed	,011	,917	-1,072	117	,286	-,16106	,15022	-,45856	,13643
	Equal variances not assumed			-1,075	108,786	,285	-,16106	,14986	-,45809	,13596
Trulec_8	Equal variances assumed	1,790	,183	-,685	117	,495	-,07512	,10974	-,29245	,14221
	Equal variances not assumed			-,666	95,325	,507	-,07512	,11283	-,29910	,14886
Truorg_7	Equal variances assumed	,005	,943	-,985	117	,327	-,12815	,13013	-,38586	,12956
	Equal variances not assumed			-,986	108,199	,326	-,12815	,13001	-,38585	,12955
MOT_5	Equal variances assumed	,672	,414	-,051	117	,960	-,01961	,38805	-,78813	,74891
	Equal variances not assumed			-,050	98,856	,961	-,01961	,39604	-,80545	,76623

Figure 19: Means concepts versus age

Report						
Age		Comm_4	Loy_7	Trulec_8	Truorg_7	MOT_5
20-25	Mean	3,4766	3,4732	3,6328	3,1607	5,2813
	N	32	32	32	32	32
	Std. Deviation	,79909	,71331	,57584	,75484	1,93831
26-30	Mean	3,4718	3,5000	3,6528	3,3410	4,6129
	N	62	62	62	62	62
	Std. Deviation	,86615	,78747	,57594	,63749	2,20547
31-35	Mean	3,4868	3,5865	3,7566	3,5489	6,0526
	N	19	19	19	19	19
	Std. Deviation	,87589	,92936	,57050	,63934	1,84010
36+	Mean	3,9167	3,5714	3,5833	3,0952	5,5000
	N	6	6	6	6	6
	Std. Deviation	1,02062	1,29363	,96069	1,12001	1,04881
Total	Mean	3,4979	3,5102	3,6605	3,3133	5,0672
	N	119	119	119	119	119
	Std. Deviation	,85215	,81145	,59108	,70239	2,08599

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